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АНГЛИЙСКИЙ ЯЗЫК

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МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Филологический факультет
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АНГЛИЙСКИЙ ЯЗЫК

Программа, методические указания и контрольные задания
для студентов-заочников
специальности 021700 «Филология»

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Д 72 Английский язык: Программа, методические указания и контрольные задания для студентов-заочников специальности 021700 «Филология» – Самара: Изд-во «Универс-групп», 2004. – 164 с.

Программа, методические указания и контрольные задания предназначены для самостоятельной работы студентов-заочников специальности 021700 «Филология» по практическому курсу английского языка. Необходимость создания подобных методических указаний и сборника тестовых заданий продиктована тем, что задачи обучения английскому языку на заочном отделении неязыкового факультета предполагают овладение навыками чтения, понимания и перевода общественно-политической литературы и литературы по специальности, общение на бытовые темы. В силу сравнительно малого количества аудиторных часов тренировка навыков письма и чтения, в основном, осуществляется студентами во внеаудиторное время. Чтобы студенты могли овладеть этими навыками в рамках того уровня, который предусматривает программа, преподаватели кафедры английской филологии разработали контрольно-тренировочные задания, выполняемые в течение каждого семестра. В этих контрольных заданиях предусмотрены письменные упражнения, позволяющие закрепить навыки грамотного письма и, в то же время, тренировать навыки оперирования теми или иными грамматическими конструкциями, что само по себе является подготовительным этапом к речепорождению и говорению. Авторы также предлагают образцы устных тем, которые могут использоваться обучающимися для подготовки своих высказываний.

В целях повышения мотивации студентов и в целях модернизации специального материала, предлагаемого для перевода, авторами широко использовались материалы, почерпнутые из Интернета.

Авторы надеются, что включенные в пособие тексты и сопровождающий комплекс заданий, разработанный с учетом материала базового учебника, помогут обучающимся развить необходимые навыки.

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Программа

Развитие и улучшение заочного образования имеют важное значение в современных условиях для обеспечения народного хозяйства квалифицированными специалистами. В современных условиях повышения значимости научной подготовки и навыков общения на иностранном языке в профессиональной деятельности специалистов важное значение приобретает практическое владение иностранным языком. Оно является неотъемлемой частью современной подготовки выпускников университетов.

Содержание программы

Основной целью обучения студентов неязыковых специальностей английскому языку является достижение ими практического владения этим языком, что предполагает при заочном обучении формирование умения самостоятельно читать литературу по специальности с целью извлечения информации из иноязычных источников.

В условиях заочного обучения такие виды речевой деятельности, как устная речь (говорение и аудирование) и письмо используются на протяжении всего курса как средство обучения.

Перевод (устный и письменный) на протяжении всего курса обучения используется: а) как средство обучения; б) для контроля понимания прочитанного; в) в качестве возможного способа передачи полученной при чтении информации.

Рекомендуется также использовать общественно-политическую литературу и материалы периодической печати, способствующие выполнению целей и задач обучения.

Данная программа предусматривает, главным образом, самостоятельную работу студентов. Работа под руководством преподавателя рассчитана на 118 часов, которые используются для групповых занятий различного характера (установочные, контрольно-закрепительные и другие).

Задачи обучения английскому языку на заочном отделении неязыкового факультета предполагают овладение навыками чтения, понимания и перевода общественно-политической литературы и литературы по специальности, общение на бытовые темы.

На заочном отделении, как правило, изучается тот же иностранный язык, который изучался в среднем учебном заведении.

Поскольку лица, поступающие на заочное отделение, имеют иногда значительный перерыв в занятиях и уровень их подготовки по английскому языку очень различен, программа по английскому языку включает грамматический и лексический материал, необходимый для овладения умениями и навыками чтения литературы по специальности вуза и составления устных монологических высказываний по программным темам.

Структура курса

В соответствии с действующими учебными планами на полный курс обучения иностранному языку для заочных отделений вузов гуманитарных специальностей отводится не менее 118 часов обязательных аудиторных занятий, 481 часа самостоятельной работы. За курс обучения студент выполняет 7 контрольно-тренировочных заданий, 7 контрольных работ, сдаёт 3 зачёта и 1 экзамен.

Распределение учебных часов. I курс: 32 часа аудиторных занятий, 142 часа самостоятельной работы. Студент выполняет 2 контрольно-тренировочных задания, 2 контрольные работы и сдаёт зачёт.

II курс: 36 часов аудиторных занятий, 124 часа самостоятельной работы. Студент выполняет 2 контрольно-тренировочных задания, 2 контрольные работы и сдаёт зачёт.

III курс: 32 часа аудиторных занятий, 135 часов самостоятельной работы. Студент выполняет 2 контрольно-тренировочных задания, 2 контрольные работы и сдаёт зачёт.

IV курс: 18 часов аудиторных занятий, 62 часа самостоятельной работы. Студент выполняет 1 контрольно-тренировочное задание, 1 контрольную работу и сдаёт экзамен.

Заочная форма обучения (7 семестров, экзамен)

Вид учебных занятий	Количество часов							Зач/ Эк
	I	II	III	IV	V	VI	VII	
семестр								
Всего часов аудиторных практических занятий	16	16	18	18	16	16	18	
Всего часов самостоятельной работы на освоение материала и выполнение контрольных работ	78	64	62	62	64	71	62	18
Всего часов по дисциплине	118 аудиторных / 599 общая трудоёмкость							

Требования на зачете и экзамене

Зачет. К зачету допускаются студенты, выполнившие 2 контрольные работы за каждый курс и сдавшие тексты в объеме, предусмотренном про-

граммой, т. е. тексты учебных пособий по английскому языку по специальности и общественно-политические тексты.

Для получения зачета студент должен уметь:

а) высказаться в монологической форме по программной теме.

Форма проверки – говорение. Примерный объем высказывания – не менее 20 – 25 предложений.

б) прочитать со словарем незнакомый текст по специальности на английском языке, содержащий изученный грамматический материал.

Норма перевода – 1000 – 1200 знаков в час устно.

Форма проверки понимания – передача содержания прочитанного на русском языке.

Время подготовки – 20 минут.

Экзамен. К экзамену по английскому языку допускаются студенты, сдавшие все контрольные работы, сдавшие все зачеты за предшествующие экзамену курсы и отчитавшиеся за чтение учебной, общественно-политической и специальной литературы.

На экзамене по английскому языку проверяются умения:

• правильно читать и понимать со словарем тексты по специальности. Форма проверки – устный перевод. Норма перевода 1200 печатных знаков в час устно;

• уметь прочитать и перевести с помощью словаря текст общественно-политической тематики. Норма перевода – 800 печатных знаков. Форма проверки – устный перевод;

• высказаться в монологической форме по программной теме. Объем высказывания – не менее 20 – 25 предложений. Форма проверки – говорение.

Время подготовки – 45 минут.

Содержание дисциплины.

Разделы дисциплины и виды занятий.

№№	Название раздела дисциплины	Количество часов
1	My Family	4
2	My Friend	4
3	My Working Day	4
4	I Study at Samara University	4
5	How I Spend My Spare Time	6
6	My Flat	4
7	Books in My Life	6
8	At the Library	6
9	Getting About	6
10	Moscow	6
11	Holiday Making	6

12	Meals	6
13	Travelling	6
14	Shopping	6
15	The United Kingdom	6
16	Sightseeing	4
17	My Favourite Writer (British, American)	8
18	An Outstanding Person	8
19	Entertainment (theatre, cinema, hobbies)	5
20	Sports	5
21	Newspapers in Great Britain	4
22	My Future Profession	4

Содержание разделов дисциплины

I семестр

My Family – лексика, описывающая внешность, черты характера
Основные особенности чтения букв английского алфавита и произношение звуков.

2) Используя Грамматический комментарий, внимательно изучить грамматический материал, включающий:

- Артикль: неопределенный и определенный
- Существительное: единственное и множественное число, притяжательный падеж
- Глагол: время Present Indefinite, глаголы to have, to be в форме Present, Past и Future Indefinite; Present Continuous
- Предложение: общие сведения, повествовательное предложение, прямой порядок слов, отрицательная форма, побудительное предложение, вопросительное предложение
- Типы вопросов
- Местоимения: указательные, личные и притяжательные
- Числительное
- Наречия much, many, few, little, a few, a little
- Основные предлоги (таблица основных предлогов)
- Оборот с вводящим there

My Friend – лексика, называющая профессии, возраст.

My Working Day – числительные количественные; чтение часов

I Study at Samara State University – названия специальности, основных предметов и видов учебной деятельности.

II семестр

How I Spend My Spare Time – гласные под ударением перед удвоенной буквой *g*. Выражение долженствования в английском языке. Вопросительно-отрицательные предложения. Сложносочиненные предложения.

My Flat – суффиксы –ure, - able. Модальные выражения.

Books in My Life – Суффикс – ing. Определительные придаточные предложения. Сложноподчиненные предложения.

III семестр

At the Library – Суффиксы – hood, -y. Гласные буквы в неударных слогах. Причастие II. Настоящее время группы Perfect.

Getting About – Суффиксы – ist, -ism. Гласные перед Id, nd. Направление, виды городского транспорта. Отсутствие артикля с названиями городов и улиц.

Moscow – Суффиксы –ive, -ful, -age, -ize. Согласование времен. Расчлененные вопросы. Глаголы речи.

IV семестр

Holiday Making – лексика, описывающая различные виды активного отдыха. Условные и временные придаточные.

Meals – выражение просьбы или приказания, обращенных к 1-му или 2-му лицу. Общие вопросы в косвенной речи. Артикль с именами собственными и вещественными. Лексика, описывающая различные блюда, столовые приборы, заказ еды в общественном месте, вкусовые качества.

Travelling – лексика, описывающая путешествие на самолете, на поезде, на корабле. Страдательный залог. Специальные вопросы в косвенной речи. Абсолютная форма притяжательных местоимений. Просьба и приказание в косвенной речи. Придаточные предложения следствия. Именные и глагольные безличные предложения. Слова-заместители.

Суффикс –less, -ment и отрицательные префиксы.

V семестр.

Shopping – Степени сравнения прилагательных и наречий. Сравнительные конструкции. Именные безличные предложения. Уступительные придаточные предложения. Цвета, размеры, названия предметов одежды, Упаковки и меры веса.

The United Kingdom – Географические названия. Артикль с географическими названиями. Суффиксы –ese, -ic, -ous.

Sightseeing – осмотр достопримечательностей. Артикли с названиями музеев. Названия предметов искусства, памятников искусства.

VI семестр

My Favourite Writer (English and American) – Суффиксы –ance, ence. Неопределенные местоимения и наречия, производные от неопределенных и отрицательных. Специальная лексика, описывающая особенности стиля писателя и организацию художественного произведения.

An Outstanding Person – Суффиксы –ness, -dom, префикс –dis. Причастные обороты с причастием I и II в функции определения и обстоятельст-

ва. Двойные степени сравнения. Конструкция сложное дополнение после глаголов восприятия. Прошедшее время группы Perfect. Герундий.

VII семестр

Entertainment (theatre, cinema) – суффикс –ite. Союзы neither...nor, either...or, both...and. Сокращенные утвердительные и отрицательные предложения. Возвратные местоимения. Лексика, описывающая кино и театр, хобби.

Sports – суффиксы –ant, ent, -en. Герундиальные обороты. Лексика, описывающая спортивные соревнования и разные виды спорта.

Newspapers in Great Britain – сослагательное наклонение. Общественно-политическая лексика; СМИ.

My Future Profession – общий повтор изученного материала. Группа Perfect Continuous. Научная терминология по специальности.

Языковой материал

Фонетический минимум. Звуковой строй английского языка; особенности произношения английских гласных и согласных; отсутствие смягченных согласных и сохранение звонких согласных в конце слова; чтение гласных в открытом и закрытом слогах; расхождение между произношением и написанием; ударение; основные особенности интонации английского предложения.

Лексический минимум. За полный курс обучения студент должен приобрести словарный запас в 1500 лексических единиц (слов и словосочетаний).

Данный объем лексических единиц является основой для расширения потенциального словарного запаса студента, и поэтому программа предусматривает усвоение наиболее употребительных словообразовательных средств английского языка; наиболее употребительные префиксы, основные суффиксы имен существительных, прилагательных, наречий, глаголов, приемы словосложения, явления конверсии.

Потенциальный словарный запас может быть значительно расширен за счет интернациональной лексики, совпадающей или близкой по значению с такими же словами русского языка, но отличающейся от них по звучанию и ударению, а также за счет конверсии.

Грамматический минимум. В процессе обучения студент должен усвоить основные грамматические формы и структуры английского языка.

Морфология

Имя существительное. Артикли (определенный и неопределенный) как признаки имени существительного; предлоги – выразители падежных форм. Окончание множественного числа имени существительного. Средства выражения притяжательного падежа. Образование множественного

числа существительных путем изменения корневой гласной. Наиболее употребительные словообразовательные средства английского языка; наиболее употребительные префиксы, основные суффиксы имен существительных.

Имя прилагательное и наречие. Степени сравнения. Перевод сравнительных конструкций. Основные суффиксы имен прилагательных, наречий.

Имена числительные. Количественные, порядковые. Чтение дат и часов.

Местоимения. Личные местоимения в формах именительного и объектного падежей; притяжательные местоимения; возвратные и усилительные местоимения; местоимения вопросительные, указательные, относительные, отрицательные. Неопределенные местоимения и их производные.

Глагол. Изъявительное наклонение глагола и образование видо-временных групп Indefinite, Continuous, Perfect, Perfect Continuous. Активная и пассивная формы. Особенности перевода пассивных конструкций на русский язык. Модальные глаголы и их эквиваленты. Перевод предложений из прямой речи в косвенную и согласование времен. Основные сведения о сослагательном наклонении.

Образование повелительного наклонения и его отрицательной формы. Выражение просьбы и приказа с помощью глагола to let.

Неличные формы глагола: инфинитив, его формы, инфинитивные конструкции – объектный инфинитивный оборот и субъектный инфинитивный оборот. Причастие I и II. Сложные формы причастия. Независимый причастный оборот. Объектный причастный оборот и субъектный причастный оборот. Герундий – простые формы и герундиальные обороты.

Строчные слова. Местоимения, предлоги, союзы.

Синтаксис

Простое распространенное предложение. Члены предложения. Порядок слов повествовательного и вопросительного предложения. Типы вопросительных предложений. Оборот there is и его перевод. Безличные предложения.

Сложносочиненное и сложноподчиненное предложения. Главное и придаточное предложения. Основные виды придаточных предложений. Союзное и бессоюзное подчинение определительных и дополнительных придаточных предложений. Обороты, равнозначные придаточным предложениям.

Объем текстового материала

1. Общественно-политические тексты для перевода – 20 000 печатных знаков.
2. Тексты для чтения по специальности – 30 000 печатных знаков.

Технические средства обучения.

В условиях заочного обучения и ограниченного объема аудиторных занятий значительную помощь в самостоятельной подготовке студента оказывают аудиозаписи учебного материала. Во время аудиторных занятий используются видеопленки.

1. Звуковое приложение к учебнику Бонк Н.А., Котий Г.А., Лукьяновой Н.А. (2 кассеты)
2. Angloworld. (5 кассет)
3. Introducing Great Britain. Longman Group, 1990. Part I, II. (video)
4. Beckerman H. Family Album, USA. М: Русский язык, 1992. Уроки 1 –13. (видео)

Литература (обязательная):

І курс

1. Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Ч.І. Москва: Деконт-Гис, 1998. (38 экз.); 1994 (48 экз.) или
2. Бонди Е.А. Английский язык: Повторительный курс. Учеб пособие. – М.: Высшая школа, 1988. (223 экз.)

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1. Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Ч.І. Москва: Деконт-Гис, 1992. (27 экз.); МП АРТ, 1992 (17 экз.)
2. Королькова В.А. и др. Учитесь читать газету. Пособие по общественно-политической лексике английского языка. М.: Высшая школа, 1981. (49 экз.)

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1. Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Ч.І. Москва: Деконт – Гис, 1999. (10 экз.); 2000 (30 экз.)
2. Гритчук М.А. English for Students of Literature. М.: Высшая школа, 1983. (20 экз.)

ІV курс

1. Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Ч.І. Москва: Деконт – Гис, 1997. (50 экз.)
2. Панова И.И., Ревтович Ю.М., Березка Г.И. Mastering English Through Talking Politics. М.: Высшая школа, 1981. (49 экз.)

Литература (дополнительная):

1. Гусева Е.В., Морозова А.Н. Speak English and Read English. Самара: Курсы ИН-ЯЗ, 1993.
2. Журина Т.Ю. 55 устных тем для школьников. М.: Дрофа, 1997.
3. Качалова, Израилевич. Практическая грамматика английского языка.

3. Кошманова И.И., Енгальчева Н.А. Устные темы по английскому языку. М.: «Индат-школа», «Райл», 1998.
4. Учебно-методические рекомендации по английскому языку (для студентов специальности «Русский язык и литература»). Самара: СамГУ, 1998.
6. Периодическая печать на английском языке.
7. Лукьянова Н.А. Аудиокурс по грамматике (К учебнику английского языка Н.А. Бонк, Г.А. Котий, Н.А. Лукьяновой) – М.: ГИС, 2000 (с аудиокассетами).
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9. Liz and John Soars. Headway. Student's Book. Elementary, Pre-Intermediate, Intermediate. Oxford, Oxford University Press, 1995.

Методические указания

Особенностью овладения иностранным языком при заочном обучении является то, что объём самостоятельной работы студента по выработке речевых навыков и умений значительно превышает объём практических аудиторных занятий с преподавателем. Соотношение аудиторных и самостоятельных часов, отводимых на полный курс обучения равно приблизительно 1:4. Таким образом, каждому аудиторному двухчасовому занятию должно предшествовать не менее 4 часов самостоятельной работы студента.

Для того чтобы добиться успеха, необходимо приступить к работе над языком с первых дней обучения в вузе и заниматься систематически.

Самостоятельная работа студента по изучению иностранного языка оканчивается: заучивание слов английского языка, уяснение действия правил словообразования, грамматических правил, чтение текстов на английском языке вслух в соответствии с правилами чтения, понимание текстов, слушание текстов, записанных на магнитофонных кассетах, с тем, чтобы научиться правильно произносить и понимать на слух содержание сообщения; построение вопросов и ответов к текстам; перевод на русский язык (устный и письменный).

Для того чтобы достигнуть указанного в целевой установке уровня владения языком, следует систематически тренировать память заучиванием иноязычных слов, текстов. Надо помнить, что способности развиваются в процессе работы, что осмысленный материал запоминается легче, чем неосмысленный, что навык вырабатывается путём многократно выполняемого действия.

1. Правила чтения

Прежде всего, необходимо научиться правильно произносить и читать слова и предложения. Чтобы научиться правильно произносить звуки и правильно читать тексты на английском языке, следует: во-первых, усвоить правила произношения отдельных букв и буквосочетаний, а также правила ударения в слове и в целом предложении; при этом особое внимание следует обратить на произношение тех звуков, которые не имеют аналогов в русском языке; во-вторых, регулярно упражняться в чтении и произношении по соответствующим разделам рекомендованных программой учебников и учебных пособий.

Для того чтобы научиться правильно читать и понимать прочитанное, следует широко использовать технические средства, сочетающие зрительное и слуховое восприятие. Систематическое прослушивание звукозаписей (магнитофонных кассет, обучающих компьютерных программ) помогает приобрести навыки правильного произношения.

При чтении необходимо научиться делить предложения на смысловые отрезки – синтагмы, что обеспечит правильную технику чтения, необходимую для правильного понимания текста. Запомните произношение и правила чтения гласных.

Сводная таблица чтения гласных

Буквы	Открытый и условно-открытый слог	Закрытый	Буква г после гласной	Буква г между гласными
a	[ei] name	[æ] lamp	[a:] car	[eð] care
e	[i:] he	[e] tell	[ɛ:] her	[ið] here
o	[ou] home	[o] hot	[ɔ:] form	[ɔ:] more
i, y	[ai] life, by	[i] big, gym	[ɛ:] girl	[aið] fire
u	[ju:] student	[ʌ] but	[ɛ:] tum	[juð] cure

Чтение буквосочетаний

Сочетание	Положение в слове	Транскрипция	Примеры	Исключения
ai, ay		[ei]	train, day	said [sed]
air		[ɛð]	air, chair	
al	перед согласной	[ɔ:], [ə]	all, talk, periodical	
are		[ɛð]	fare, square	
au, aw		[ɔ:]	August, law	laugh [a:]
ea		[i:]	please, speak	break [ci]
		[e]	bread, head	great [ei]
		[ið]	hear, dear	

ear	перед согласной	[ɛ:]	learn, early	
ee		[i:]	see, sweet	
eer		[ið]	cheer, deer	
ei		[i:]	receive	
eight		[ei]	eight, weight	height [ai]
eu, ew		[ju:]	Europe, new	
ie		[i:]	piece, believe	friend [e]
igh		[ai]	high, night	
ou		[ou]	boat	broad [ɔ:]
oi, oy		[oi]	point, boy	
oo	перед k, d, t	[u]	book, good	food [u], blood [ʌ]
		[u:]	room, soon	
ou		[au]	house, about	country [ʌ]
	перед ld	[u]	could, would	
ow		[ou]	low, slow	
		[au]	now, down	
c		[k]	clock, cat	
	перед e, i, y	[s]	cent, city	
ch		[tʃ]	child, each	
	в словах греческого происхождения	[k]	Christ, character	
ck		[k]	back, black	
g		[g]	go, again	
	перед e, i, y	[dʒ]	gin, digest	get, give [g]
kn	в начале слов	[n]	know, knife	
ng	в конце слов	[ŋ]	thing, long	
ph		[f]	photo, phone	
qu		[kw]	quick	
s		[s]	so, speak	
	после и между гласными, после звонких согласных	[z]	rose, sons	
sh		[ʃ]	shop	
sion	в конце слова	[n]	television	
ss	перед ia, ю, ure	[ʃ]	Russia, mission	
tch		[tʃ]	kitchen	
th		[θ]	thank, bath	
	в служебных словах и глаголах	[ð]	the, there, than, bathe	
wh		[w]	white, what	who, whose
wr	в начале слова	[r]	write, wrong	

II. Работа над лексикой

Чтобы понимать читаемую литературу, необходимо овладеть определенным запасом слов и выражений. Для этого рекомендуется регулярно

читать на английском языке учебные тексты, газеты и оригинальную литературу по специальности.

Работу над закреплением и обогащением лексического запаса рекомендуем проводить следующим образом:

- а) Работая со словарём, ознакомьтесь по предисловию с построением словаря и с системой условных сокращений, принятых в данном словаре.
- б) Слова выписывайте в тетрадь или на карточки в исходной форме с транскрипцией и с соответствующей грамматической характеристикой, т. е. существительные - в ед. числе, глаголы - в неопределённой форме (в инфинитиве), указывая для неправильных глаголов основные формы.

При переводе с английского языка на русский необходимо помнить, что трудности вызывает следующее:

1. **Многозначность слов.** Подобрать нужное значение слова можно только исходя из контекста.
2. **Омонимы** (разные по значению, но одинаково звучащие слова), а также **омографы** (разные по значению, но одинаково пишущиеся слова). Их следует отличать от многозначных слов. Например, left - левый, left - Past Indefinite от глагола to leave - оставлять, покидать
3. **Конверсия.** Образование новых слов из существующих без изменения написания слов называется конверсией. Наиболее распространённым является образование глаголов от соответствующих существительных. Например: water - вода, to water - поливать
4. **«Ложные друзья переводчика».** Ряд английских слов по форме, казалось бы, напоминают русские слова, но на самом деле их значения в английском и русском языках не совпадают. Например, accurate - не «аккуратный», а «точный»; data - не «дата», а «данные».
5. **Словообразование.** Эффективным средством расширения запаса слов и понимания отношений слов в предложении служит знание способов словообразования. Умея расчленить производное слово на корень, суффикс и префикс, легче определить значение неизвестного слова. Кроме того, зная значение наиболее употребительных префиксов и суффиксов, вы сможете без труда понять значение гнезда слов, образованных из одного корневого слова, которое вам известно. Знание словообразовательных средств поможет вам определить часть речи, к которой относится слово, а следовательно, и понять его роль в структуре предложения. Тем не менее, в английском языке распространена омонимия аффиксов, поэтому некоторые суффиксы могут образовывать слова, относящиеся к разным частям речи. Например, суффикс -ant (-ent) может образовывать как существительные, так и прилагательные, суффикс -er может

образовывать как существительные, так и глаголы. С ростом вашего активного словарного запаса и улучшением навыков чтения вы научитесь различать подобные случаи.

Наиболее употребительные префиксы

Префиксы	Примеры	Перевод
anti -	<i>anti-war</i>	<i>анти</i> военный
co -	<i>cooperate</i>	<i>сотрудничать</i>
counter -	<i>counterwork</i>	<i>противодействовать</i>
de -	<i>decode</i>	<i>расшифровывать</i>
extra-	<i>extraordinary</i>	<i>экстра</i> ординарный
in-	<i>intact</i>	<i>неповрежденный, целый</i>
multi-	<i>multi-coloured</i>	<i>много</i> цветный
over-	<i>overcome</i>	<i>преодолеть</i>
poly-	<i>polyglot</i>	<i>полиглот</i>
post-	<i>postgraduate</i>	аспирант (обучающийся <i>после</i> выпуска)
pre-	<i>predetermine</i>	<i>предопределять</i>
re -	<i>rewrite</i>	<i>переписать</i>
trans-	<i>transformation</i>	<i>превращение</i>
super-	<i>supernatural</i>	<i>сверх</i> ъестественный
ultra-	<i>ultra-right</i>	<i>ультра</i> правые
under-	<i>underground</i>	<i>под</i> земный

Основные суффиксы существительных

Суффиксы	Значение	Примеры	Перевод примеров
-ance (-ence)	суффикс абстрактного сущ.	<i>importance</i>	важность, значение
		<i>reference</i>	ссылка, справка
-ion (-ion, non, -ation)	то же	<i>rebellion</i> <i>explanation</i>	восстание объяснение
-dom	то же	<i>freedom</i>	свобода
-ment	то же	<i>development</i>	развитие
-ness	то же	<i>tenderness</i>	нежность
-ship	то же	<i>friendship</i>	дружба
-age	то же	<i>mileage</i>	пробег (машины)
-ty	то же	<i>novelty</i>	новшество
-ism	как правило название учения	<i>surrealism</i>	сюрреализм
-hood	то же	<i>brotherhood</i>	братство

-th	то же	<i>length</i>	длина
-er	суффикс деятеля	<i>teacher</i>	учитель
-an	то же	<i>grammarian</i>	грамматик
-ant (-ent)	то же	<i>student</i>	студент
-arian	как правило, приверженец какого-либо образа мыслей	<i>vegetarian</i>	вегетарианец
-ee	суффикс страдательно-го лица(тот, кого....)	<i>nominee</i>	номинант(тот, кого номинировали)
-or	суффикс деятеля	<i>instructor</i>	инструктор
-ician	то же	<i>musician</i>	музыкант
-ist	то же	<i>linguist</i>	лингвист
-ite	то же	<i>sybarite</i>	сibarит
-ess	суффикс женского рода	<i>actress</i>	актриса
-ine	то же	<i>heroine</i>	героиня
-ette	уменьшительный (но в словах, заимствованных из французского, это значение теряется)	<i>kitchenette</i>	кухонька

Основные суффиксы прилагательных

Суффикс	Значение	Примеры	Перевод примеров
-able (-ible, -uble)	возможный, способный к ч.-л.	<i>unbearable</i>	невыносимый
-ant (-ent)		<i>different</i>	другой, различный
-ful	наличие к-л. качества	<i>delightful</i>	восхитительный
-less	отсутствие качества	<i>homeless</i>	бездомный
-ous		<i>famous</i>	знаменитый
-ish		<i>childish</i>	детский
-y		<i>funny</i>	смешной

Основные суффиксы наречий

Суффикс	Примеры	Перевод примеров
-ly	<i>coldly</i>	холодно
-ward	<i>forward</i>	вперед
-wise	<i>clockwise</i>	по часовой стрелке

Основные суффиксы глаголов

Суффикс	Примеры	Перевод примеров
-ate	<i>facilitate</i>	облегчать
-en	<i>shorten</i>	укорачивать
-ize (ise)	<i>equalize</i>	уравнивать
-fy (-ify)	<i>terrify</i>	ужасать

6. **Фразовые глаголы.** В английском языке есть ряд глаголов, которые употребляются с послелогоми и с каждым новым послелогом образуют новые понятия. Благодаря послелогам сравнительно немногочисленная группа глаголов отличается большой многозначностью. К этой группе относятся глаголы **to get, to be, to make, to go, to put, to look** и ряд других. В словаре глаголы с послелогом пишутся после основного значения глагола в порядке алфавитного следования послелогов. Часто перед послелогом вместо основного глагола ставится тильда, например:

to look – смотреть

~ for - искать

~ after – присматривать

7. **Словосочетания.** В английском языке очень часто существительное употребляется в функции определения без изменения своей формы. Структура «существительное+существительное+существительное...» вызывает трудности при переводе, так как существительные стоят подряд. Главным словом в такой группе является последнее, а все предшествующие существительные являются определениями к нему.

Некоторые существительные-определения могут переводиться прилагательными, например:

Sane - тростник; cane sugar - тростниковый сахар

Sugar - сахар; sugar cane - сахарный тростник

Однако подобный способ перевода не всегда возможен; часто такие определения приходится переводить существительными в косвенных

падежах или предложными оборотами. Порядок перевода обуславливается смысловыми связями между определениями и определяемым словом. Перевод следует начинать справа налево с последнего существительного.

Например, the Tokyo Olympic Games information brochure – информационный буклет Олимпийских Игр в Токио

Подобные словосочетания характерны для языка газет и для терминологических систем.

В текстах научного характера английские словосочетания часто переводятся одним словом:

Action film – боевик

Сочетание трех, четырех слов может быть передано по-русски двумя – тремя словами: a black and white film – чёрно-белый фильм

Иногда при переводе с английского языка на русский приходится применять описательный перевод и передавать значение английского слова с помощью нескольких русских слов. Например:

Characteristics – характерные особенности

Necessities – предметы первой необходимости

8. Научная литература, в том числе и литература по лингвистическим и литературоведческим дисциплинам, характеризуется большим количеством терминов. Термин – слово или словосочетание, которое имеет одно строго определенное значение для определённой области знания. Неизвестный термин следует искать в терминологическом словаре.

III. Особенности грамматического строя английского языка.

В силу особенностей исторического развития английского языка в его грамматической системе сохранилось минимальное число окончаний.

В системе английских частей речи выделяются некоторые части речи, отсутствующие в русском языке, например, артикль. Не совпадают и системы неличных форм глагола – так, в английском языке нет деепричастий, но есть герундий, соответствия которому в русском языке нет.

Многие английские части речи имеют другие характеристики, отличающиеся от тех, что мы видим в русском языке. Так, в английском языке существительные не имеют рода, прилагательные не имеют падежей и т. п.

Шире развит аналитизм в английском языке, что особенно ярко видно на примере временных форм английского глагола. Система времен английского глагола более детально разработана по сравнению с русской видо-временной системой.

В отличие от русского языка в английском языке существует фиксированный порядок слов в предложении, нарушение которого может быть либо средством тема-рематического выделения центра высказывания, либо может полностью разрушить предложение, превратив его в бессмысленный набор слов.

Надо запомнить следующее: английский язык живет и функционирует по своим правилам, которые надо запомнить. Буквальный перевод своих высказываний с русского на английский чаще всего невозможен, так же невозможно и рабское дословное копирование английских конструкций средствами русского языка. Родной язык может помочь в изучении английского, но не заменить его.

IV. Работа над текстом.

Поскольку основной целевой установкой обучения иностранному языку является получение информации из иноязычного источника, особое внимание следует уделять чтению текстов. Понимание текста достигается при осуществлении двух видов чтения:

- 1) изучающего чтения;
- 2) чтения с общим охватом содержания.

Точное и полное понимание текста осуществляется путем изучающего чтения, которое предполагает умение самостоятельно проводить лексико-грамматический анализ текста. Итогом изучающего чтения является адекватный перевод текста на родной язык с помощью словаря. При этом следует развивать навыки пользования специальными терминологическими словарями и словарями сокращений.

Читая текст, предназначенный для понимания общего содержания, необходимо, не обращаясь к словарю, понять основной смысл прочитанного.

Оба вида чтения складываются из следующих умений: 1) догадываться о значении незнакомых слов на основе словообразовательных признаков и контекста; 2) видеть интернациональные слова и определять их значение; 3) находить знакомые грамматические формы и конструкции и устанавливать их эквиваленты в русском тексте; 4) использовать имеющийся в тексте иллюстративный материал, схемы, графики и т. п.; 5) применять знания по специальным, общегуманитарным предметам, а также общую эрудицию в качестве основы смысловой и языковой догадки.

При работе над текстом используйте указания, данные в разделах I, II, III.

V. Выполнение контрольных заданий и оформление контрольных работ.

1. Количество контрольных заданий, выполняемых вами на каждом курсе, устанавливается учебным планом института.
2. Каждая контрольная работа в данном пособии предлагается в шести вариантах. Ваш преподаватель английского языка укажет вам вариант, который студент должен выполнить.

Прежде чем приступать к выполнению контрольной работы студент должен прочитать и освоить материал, предлагаемый к изучению в семестре. После первичного освоения и осмысления материала следует выполнить надлежащие письменные контрольные задания.

Особое внимание студент должен обратить именно на эту последовательность – сначала выполняется контрольное задание, а только затем контрольная работа. Получив проверенное преподавателем контрольное задание, студент должен проанализировать допущенные им ошибки, выпол-

нить работу над ошибками, чтобы не повторить аналогичные ошибки в контрольной работе. Контрольное задание выполняется от руки в обычной тетради с полями. Поля необходимы для пометок и исправлений преподавателя. Если работа выполняется в тетради в клетку, писать следует с интервалом в одну клетку между строчками. Все упражнения контрольного задания должны быть пронумерованы так, как дается в учебнике, с указанием страницы. Не допускается пропуск того или иного задания по желанию студента.

Контрольное задание должно быть выполнено к середине третьего учебного месяца семестра (ноябрь или апрель соответственно).

После получения исправленного преподавателем контрольного задания студент может приступать к выполнению контрольной работы. Контрольная работа выполняется от руки в обычной тетради с полями. Поля необходимы для пометок и исправлений преподавателя. Если работа выполняется в тетради в клетку, писать следует с интервалом в одну клетку между строчками. Все задания должны быть пронумерованы. Не допускается пропуск того или иного задания по желанию студента.

Особое внимание следует уделить правильному оформлению задания, предусматривающего перевод текста. Исходный текст на английском языке должен присутствовать в контрольной работе. Страница тетради с полями делится пополам вертикальной линией. В левой части переписывается английский текст. Каждое предложение – новый абзац. В правой части дается перевод этих предложений, выполняемый студентом.

Ниже показан образец оформления страницы, содержащей перевод текста.

по- ля	<p>Herbert Wells Herbert George Wells (1866-1946) was a prolific writer.</p> <p>For more than fifty years a ceaseless stream of books flowed from his pen.</p> <p>As a writer he has been as much and as constantly before the public as Bernard Shaw.</p> <p>И т. д.</p>	<p>Герберт Уэллс Герберт Джордж Уэллс (1866-1946) был плодовитым писателем.</p> <p>На протяжении более чем пятидесяти лет из-под его пера безостановочно выходили книги.</p> <p>Как писатель он так же был в центре постоянного внимания публики, как и Бернард Шоу.</p> <p>И т. д.</p>
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Если контрольная работа или контрольное задание выполнены без соблюдения указаний или не полностью, она возвращается без проверки.

Контрольная работа должна быть сдана в четвертом учебном месяце семестра (декабрь или май соответственно). За десять дней до зачета или экзамена деканат прекращает прием контрольных заданий и работ.

Преподаватель должен проверить письменные работы студента и вернуть их в деканат заочного отделения или методисту заочного отделения в десятидневный срок со дня получения им этих работ. На основе грамматического материала семестра и контрольной работы преподаватель проводит устное собеседование, чтобы убедиться в том, что письменные задания действительно поняты и проработаны самим студентом.

Обратите внимание на то, что тексты, предлагаемые для перевода в контрольных работах, могут служить опорой для составления своих устных тем в каждом семестре и тесно увязаны с устными темами, изучаемыми согласно программе.

VI. Исправление работы на основе рецензии

При получении от преподавателя проверенной контрольной работы внимательно прочитайте рецензию, ознакомьтесь с замечаниями преподавателя и проанализируйте отмеченные в работе ошибки.

Руководствуясь указаниями преподавателя, проработайте еще раз учебный материал. Все предложения, в которых были обнаружены грамматические ошибки или неточности перевода, перепишите начисто в исправленном виде в конце данной контрольной работы. Слова, в которых были допущены орфографические ошибки, проанализируйте и напишите 3 строки каждого слова, где была допущена ошибка, в конце данной контрольной работы.

Только после того, как будут выполнены все указания преподавателя-рецензента и исправлены все ошибки, можно приступить к изучению материала очередного контрольного задания и его выполнению.

Отрецензированные контрольные работы являются учебными документами, которые необходимо сохранять; помните о том, что во время зачета (собеседования) или экзамена производится проверка усвоения материала, вошедшего в контрольные работы.

Следует сообщать своему преподавателю о всех затруднениях, возникающих у вас при самостоятельном изучении английского языка, а именно: а) какие правила, пояснения, формулировки вам не ясны; б) какой раздел грамматики вам непонятен; в) какие предложения в тексте, упражнения вызывают затруднения при переводе.

VII. Подготовка к зачетам и экзаменам.

В процессе подготовки к зачетам и экзаменам рекомендуется: а) повторно прочитать и перевести наиболее трудные тексты из предлагавшихся вам; б) просмотреть материал проверенных контрольных работ; в) про-

делать выборочно отдельные упражнения из учебника для самопроверки;
г) повторить материал для устных упражнений; д) повторить устные темы, выносимые на зачёт или экзамен.

І курс

Семестр І

Контрольное задание № 1

Для того, чтобы правильно выполнить контрольную работу № 1, необходимо усвоить следующие разделы по рекомендованному учебнику (Бонди Е.А. Английский язык. Повторительный курс. – М.: «Высшая школа», 1988): Коррективно-фонетический раздел (КРФ) с. 6 – 57, Уроки 1 – 3 с. 58 – 84.

1) Выучить основные особенности чтения букв английского алфавита и произношение звуков (КРФ с. 6 – 57). Устно выполнить упражнения:

- контр. упражнения стр. 13, 15, 21, 30-31, 46
- упр. 2 с. 55
- упр. 2 с. 48

2) Используя Грамматический комментарий (с. 223), внимательно изучить грамматический материал включающий:

- Артикль: неопределенный и определенный # 1, # 2.
- Существительное: единственное и множественное число # 5, притяжательный падеж # 6.
- Глагол: время Present Indefinite # 9, глаголы to have, to be в форме Present, Past и Future Indefinite # 13 – 16; Present Continuous # 22.
- Предложение: общие сведения, повествовательное предложение, прямой порядок слов # 3, отрицательная форма # 3, побудительное предложение, вопросительное предложение # 4.
- Типы вопросов # 4.
- Местоимения: указательные # 8, личные и притяжательные # 7.
- Числительное.
- Наречия much, many, few, little, a few, a little.
- Основные предлоги (таблица основных предлогов с. 267).
- оборот с вводящим there # 17.

3) Запомнить, уметь назвать и написать слова, указанные в упражнениях 3 с. 70, 2 с. 79.

4) Прочитать и письменно перевести тексты на стр. 48, 78, 84.

5) Выполнить письменно упражнения:

- | | |
|-------------|-----------------|
| у. 6 с. 19 | у. 4 с. 50 |
| у. 12 с. 28 | у. 11 (Б) с. 52 |
| у. 5 с. 34 | у. 7 с. 63 |
| у. 9 с. 35 | у. 9 с. 73 |
| у. 15 с. 37 | у. 12 с. 82 |

у. 8 с. 42 у. 3 с. 83

6) Выполнить устно упражнения:

у. 7 с. 27 у. 5 с. 62 у. 10 с. 81

у. 10 с. 35-36 у. 2 с. 64

у. 1 с. 40-41 у. 7 с. 72

у. 6 с. 50 у. 4 с. 75

у. 8 с. 51 у. 12 с. 77

у. 10 с. 51 у. 3 с. 80

у. 13 с. 53 у. 7 с. 81

7) Подготовить по прилагаемому образцу разговорные темы: My Family, My Friend, I Study at the University, My Working Day.

Для подготовки этих устных тем Вы можете использовать следующие пособия:

1. Журина Т.Ю. 55 устных тем по английскому языку для школьников 5-11 кл. – 2-е изд., перераб. – М.: Дрофа. 1997. –160 с.
2. Кошманова И.И., Енгальцева Н.А. Устные темы по английскому языку (Topics for Discussion). – М.: ООО «ИЗДАТ-ШКОЛА» ООО»РАЙЛ», 1998. – 240 с.

Вы можете также обратиться к другим аналогичным изданиям.

Образцы устных тем

My Family

Let me introduce myself. My full name is.... I live in the city of Samara. I was born on June 7, 1985 in Samara. Our family is neither large nor small. There are four of us: my mother, my father, my sister and me.

My father is 45 years old. He is a very serious man, he is a university professor. He is a philosopher. He is always busy at the university and at home, sometimes he works even at the weekends. He has very little free time. My mother is 40 years old. She is an economist. She works five days a week and is off on Saturdays and Sundays. She is a wonderful housewife. She does everything about the house and I always help her. My sister is 23 years old. She is not married.

We have many relatives. My aunts, uncles and cousins live in different parts of Russia. On holidays they often come to our place. We have a very good time together. At the week-ends we usually go to the country-side to ski in winter and to walk in the forest in summer.

Now some words about myself. I am a first-year student of Samara State University, Philological Faculty, Russian Department. I study by correspondence.

I have a lot of subjects at the university, for example: Russian and Foreign Literature, History, Russian, English etc.

I have to work hard because I want to become a real specialist in my future profession. I'm always very busy, but when I'm free I like to read books and listen to the music. I am fond of different kinds of music, especially jazz and modern music. My favourite Russian writers are: Pushkin, Dostoevsky and Bulgakov. Besides I like English and American writers. They are: Ernest Hemingway and Jack London. I also enjoy going to the museums and art galleries.

My Friend

I have a lot of friends. Some of them live in different parts of Russia and even abroad. We are pen pals. Others live not far from me. We spend much time together. My best friend's name is Helen. She is 20 years old. She lives in Samara. She studies at the University. Helen is a good student. She gets only good and excellent marks. She is very kind, jolly and well-bred. Helen likes to read books. She has a lot of interesting books at home and I sometimes take some of them to read.

Her interests are broad. She collects pictures of different cities of the world. She is a good photographer herself and always takes pictures of the places she visits.

When we have free time we go out together. We go to the cinema and theatre because we have the same tastes in films and plays. On Saturdays we sometimes go to the disco. Helen is a good dancer and she enjoys dancing.

Now some words about my best friend's family. Helen has a family of four. She has a father, a mother and a little brother. Her father is 45. He is a doctor at a hospital. Her mother is a teacher. She teaches Russian and literature. Helen's brother is 6. He goes to the kindergarten. He can read, but he can't write.

They are a friendly family. They go to the forest, to the beach, play basketball and chess together. I often visit them. I like my friend and her family very much.

I Study at the University

My name is... I live in Samara and work at a secondary school. I am a first-year student of Samara State University, Philological Faculty, Russian Department. I study by correspondence.

We come to the University in September. We have lectures and practical lessons. We study many subjects such as Russian, Literature, History. We get tasks and work independently. It is very difficult to work and study at the same time. During the training course we have additional classes where we work with the teachers and professors.

At the end of each term we have credit hours and take exams. It is very unpleasant to fail at an examination. So I must work hard. I often go to the library and read books there.

We also have English classes at the University. During our English classes we read and translate texts, do various grammar exercises. I am very attentive in class. English is not difficult for me because I work at it regularly. At the University we learn a lot of useful and interesting things, but most of all I like the subjects I major in. I work hard because I wish to become a real specialist in my future profession.

My Working Day

Every day I wake up and my working day begins. It is seven o'clock. I make my bed, do my morning exercises and go to the bathroom where I brush my teeth and have a shower. Then I do my hair and dress. While I am having breakfast, I switch on my TV set and watch the news program. Usually my mother cooks my breakfast. I have a cup of tea with some sandwiches.

I leave my house at ten minutes to eight. As I live near the bus stop it takes me five minutes to get there. It takes me about twenty minutes to get to my office. I start working at half past eight. We have a break for lunch at twelve, and at four o'clock I go home.

I am also a student that is why I go to the University three times a week. Our lessons start at one o'clock. Usually we have three or four classes a day. It is not easy at all to work and to study.

My working day is not even over when I come home, as I have a lot of work to do about the house. I clean the floor, tidy up the rooms, sometimes wash my clothes or go shopping. When my working day is over I feel tired. In the evening I watch TV, read books and magazines, or listen to music. Sometimes I go for a walk or go to see my friends. I go to bed at about eleven o'clock.

Контрольная работа № 1

Вариант I

I. Перепишите следующие предложения. Определите по грамматическим признакам какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет, т. е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа существительного.

Переведите предложения на русский язык.

1. Jane goes to the country almost every weekend.
2. John's parents often go skiing in winter.
3. My friend knows lots of interesting things about ships.

II. Письменно задайте все виды вопросов к предложению (общий, специальный (Кто? Что делает? Кого? Где? Когда?), а также альтернативный и разделительный).

1. My friends spend their Christmas holidays at their relatives'.

III. Перепишите следующие предложения, вставляя необходимую форму глагола (Present Indefinite или Present Continuous). Подчеркните Ваши вставки.

1. We often (go) to the park on weekends.
2. Where is Ann? – She (revise) grammar rules for the test now.
3. Usually we (have) French on Monday.
4. Her father (work) at a big plant.
5. He is busy at the moment. He (repair) our vacuum-cleaner.

IV. Перепишите следующие предложения, вставляя little, a little, few, a few, many и much. Подчеркните Ваши вставки.

1. Let's have a rest, we have (немного) time to spare.
2. Are there any eggs in the fridge? – Yes, there are (несколько).
3. There is (мало) coffee in the jar.
4. He knows (много) poems by heart.

V. Используя обороты: *There is / There are / It is* - дополните предложения. Подчеркните Ваши вставки.

1. ... a picture of my sister's flat on the wall.
2. This is my house. ... nice.
3. ... many books on the shelf.
4. ... too much salt in the soup. I can't eat it.
5. This is a picture of my family. ... four of us.

VI. Прочитайте, перепишите и письменно переведите текст.

British Universities

There are 46 universities in Britain. The oldest and best-known universities are in Oxford, Cambridge, London and Leeds. British universities differ greatly from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

The two intellectual eyes of Britain – Oxford and Cambridge universities – date back to the twelfth and thirteenth centuries. In the nineteenth and the early part of the twentieth century the so-called Redbrick universities were founded. They appeared mostly in the industrial north of Britain. Students study sciences and technology there, while at Oxford and Cambridge students study humanitarian subjects mostly. To enter a university a student must have excellent results in at least two subjects. Universities choose their students after interviews, and competition for places at universities is fierce.

were founded – были основаны

Redbrick – «кирпичные»; были названы так потому, что первые из них строились из дешевого красного кирпича

VII. Ответьте письменно на вопросы по тексту:

1. In what way do the universities differ in Great Britain?
2. To what time do Oxford and Cambridge date back?
3. What subjects do students study in Redbrick universities?

VIII. Переведите письменно текст.

Canadian English

The British settlers brought English to Canada. So British English remains the basis of Canadian English. There are some pronunciation differences. Grammatical differences are few. The need for new words in a new land and the influence of the native Indian languages as well as the French of French settlers adds to the Canadian vocabulary.

Canadian English as a whole has its own distinctive idioms and expressions. English Canadians added to the richness of the global English language too with words like 'kerosene', 'puck' (from ice hockey) and 'moose' from anglicized native Indian words.

Canada has no dialects. There are, though, some regional variations in idiom and pronunciation.

Вариант II

I. Перепишите следующие предложения. Определите по грамматическим признакам какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет, т. е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа существительного.

Переведите предложения на русский язык.

1. He only works five days a week.
2. On weekdays our classes last till four o'clock.
3. This is their friends' car.

II. Письменно задайте все виды вопросов к предложению (общий, специальный (кто? Что делает? Кого? Где? Когда?), а также альтернативный и разделительный.

1. He receives a lot of letters from his relatives.

III. Перепишите следующие предложения, вставляя необходимую форму глагола (Present Indefinite или Present Continuous). Подчеркните Ваши вставки.

1. I (live) in Samara.

2. He travels a lot, but at the moment he (stay) with his grandparents.
3. He (do) morning exercises every morning.
4. My mother (cook) dinner now.
5. We (go) for a walk every evening.

IV. Перепишите следующие предложения, вставляя little, a little, few, a few, many и much. Подчеркните Ваши вставки.

1. Today there are (мало) students at the lecture.
2. Is there any butter in the fridge? – Yes, there is (немного).
3. There is (много) snow in the street.
4. There are (несколько) matches in the box.

V. Используя обороты: *There is / There are/ It is* - дополните предложения. Подчеркните Ваши вставки.

1. ... many people in the photo.
2. I don't like the book. ... dull.
3. ... very cold now.
4. ... a nice hotel in this street.
5. I don't like this photo. ... bad.

VI. Прочитайте, перепишите и письменно переведите текст.

The Open University

There is an interesting form of studies in Great Britain which is called the Open University. It is for people who study in their own free time and who 'attend' lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and cannot enter ordinary universities. The Open University accepts people of all ages and all fields and walks of life. So, grey-haired grannies and teenagers can become students of the Open University and get its degree.

The academic year in Britain's universities falls into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July. The Open University is no exception to the rule. Its students must present tests in the written form, and do some research to pass from one stage to another.

is called - называется

tutors – консультанты; наставники в университетской системе обучения
system of attachment of students to individual consultants.

degree – (з.д.) диплом; степень, присваиваемая выпускникам

VII. Ответьте письменно на вопросы по тексту:

1. What people study at the Open Universities?
2. How do they keep in touch with their tutors?

3. How many terms are there in British universities?

VIII. Переведите письменно текст.

Australian English

Any visitor from abroad who thinks Australian is simply a weird variant of English will have a few surprises. For a start many Australians don't even speak Australian – they speak Italian, Vietnamese or even Greek. There are also many aboriginal languages.

Those who do speak the native tongue use a lot of strange Australian words. Some have completely different meanings in Australia than they have in English-speaking countries north of the equator. Some words come from Aboriginal languages, some from the slang of early convict settlers.

There is a slight regional variation in the Australian pronunciation, while the difference between city and country speech is mainly a matter of speed.

Вариант III

I. Перепишите следующие предложения. Определите по грамматическим признакам какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет, т. е. служит ли оно:

- a) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа существительного.

Переведите предложения на русский язык.

1. Ann reads many books in English.
2. He knows a lot of stories about adventures.
3. She lives in the suburbs of Moscow.

II. Письменно задайте все виды вопросов к предложению (общий, специальный (Кто? Что делает? Кого? Где? Когда?), а также альтернативный и разделительный).

1. Sometimes Mary stays in the office after her working hours.

III. Перепишите следующие предложения, вставляя необходимую форму глагола (Present Indefinite или Present Continuous). Подчеркните Ваши вставки.

1. She (speak) English well.
2. We (learn) many English words every week.
3. She (be) a student.
4. Where is Ann? – She (have) her music lesson now.
5. Our parents (like) to go to the theatre very much.

IV. Перепишите следующие предложения, вставляя little, a little, few, a few, many и much. Подчеркните Ваши вставки.

1. He has (много) friends.
2. There is (много) water in the kettle.
3. Give me (несколько) sheets of paper.
4. There is too (мало) juice, it is not enough for all of us.
5. There is (немного) juice left, just enough for one cup.

V. Используя обороты: *There is / There are/ It is* - дополните предложение.

Подчеркните Ваши вставки.

1. ... a few letters on the table.
2. I want to watch this program on TV. ... exciting.
3. ... warm in spring.
4. ... too little sugar in this coffee. It tastes bitter.
5. ... a nice flower over there.

VI. Прочитайте, перепишите и письменно переведите текст.

University Studies in Britain

To enter a university an applicant must have at least two excellent results in two subjects on the advanced level. For all British citizens a place at university brings with it a grant. The amount depends on the parents' income. The grants cover tuition fees and some of the living expenses. If the parents do not earn much money, their children will receive a full grant which will cover all their expenses.

The teachers keep a close watch on the progress of each student. Every three weeks tutors assess and grade each student in each subject. Twice a year each student sits an examination. Tutors discuss the results with students and help those students who have difficulty to analyze their own work. They explain how to improve their studies. At the end of each term tutors send reports to the students' parents. They also invite parents to meet teachers in a series of parents' meetings.

After three years of study a university graduate leaves with a degree.

advanced level – повышенный уровень сложности

grant – пособие

tutors – консультанты; наставники в университетской системе обучения путем прикрепления студентов к отдельным консультантам

degree – (зд.) диплом; степень, присваиваемая выпускникам

VII. Ответьте письменно на вопросы по тексту:

1. What must a student have to enter a university?
2. What does the grant depend on?
3. How do the tutors work with their students?

VIII. Переведите письменно текст.

The Language of New Zealand

New Zealand has two official languages: English and Maori. English is the language that you usually hear people speak. The Maori language, long on the decline, is now making a comeback. You can use English to speak to anyone in New Zealand, as Maori people speak English. There are some occasions, though, when knowing a little Maori is very useful, such as if you visit a Maori festival where often people speak only Maori. It's also useful to know since many places in New Zealand have Maori names.

English in New Zealand is unique. The elision of vowels is the most distinctive feature of the Kiwi pronunciation of English. In the far south people pronounce a rolled 'r' instead of the traditional English 'r'. It happens because this part of the country has many people whose ancestors came from Scotland, and Scottish heritage is especially noticeable.

Maori – маори, коренное население Новой Зеландии
Kiwi – «киви», шутивное прозвище новозеландцев
rolled 'r' - раскатистое

Вариант IV

I. Перепишите следующие предложения. Определите по грамматическим признакам какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет, т. е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа существительного.

Переведите предложения на русский язык.

1. Martin comes to visit his parents every Christmas.
2. A lot of tourists visit Moscow's places of interest every year.
3. Susan travels by train very often.

II. Письменно задайте все виды вопросов к предложению (общий, специальный (Кто? Что делает? Кого? Где? Когда?), а также альтернативный и разделительный).

1. The Greens visit their relatives in Scotland every summer.

III. Перепишите следующие предложения, вставляя необходимую форму глагола (Present Indefinite или Present Continuous). Подчеркните Ваши вставки.

1. The children (go) to school every morning.
2. Their father (take) them to school.
3. Usually Mrs. Smith (do) the housework.
4. She (eat) her lunch now.
5. Sometimes Mr. and Mrs. Smith (watch) TV.

IV. Перепишите следующие предложения, вставляя *little, a little, few, a little, many* и *much*. Подчеркните Ваши вставки.

1. We write (много) exercises at the lesson.
2. I go to the cinema when I have (немного, сколько-то) free time.
3. They know (немного) English words, only ten.
4. Is there (много) chalk in the box?

V. Используя обороты: *There is / There are/ It is* - дополните предложения. Подчеркните Ваши вставки.

1. ... always much snow in this country in winter.
2. ... snowing hard.
3. ... too much sugar in the tea. ... too sweet, I can't drink it.
4. Don't buy this jacket. ... very dark and doesn't become you.
5. ... a dark street, and in that dark street ... a dark gloomy house.

VI. Прочитайте, перепишите и письменно переведите текст.

American Universities

An American university consists of a number of schools and colleges. American universities are usually large. Universities can have several divisions: a college of arts, a school of engineering and science, and some others. A student usually enrolls in one division, but he may take courses in more than one of them. Generally teachers do not only teach, but do research work and publish its results.

Every state in the USA has at least one university. State universities provide education usually at a cost below the cost of education in private institutions. Each state has the right to found new public or private institutions in its territory. Universities work out a system of uniform requirements and methods of marking student progress. Students from different colleges may transfer to other colleges. Universities work together with the government to work out national education goals.

to enroll - поступить, зачислиться

to transfer - переводиться

requirements - требования

VII. Ответьте письменно на вопросы по тексту:

1. What do teachers do in American universities?
2. What right has each state?
3. How many divisions may a student enroll in?

VIII. Переведите письменно текст.

Does America Have a Language of Its Own?

English in the USA differs from English in Great Britain. There are many words from Indian languages such as «maize», «wigwam». There are also words

from European languages - «prairie» from French for example. Some old English words have new meaning in America: «corn» in Britain is wheat, and in America - maize. There are also new words for new things that do not exist in Britain.

Aside from the new vocabulary there are also differences in pronunciation, grammatical construction and intonation. Languages always change, and American English is no exception. But Americans can easily read British books, and the British understand Americans well. Americans feel strong ties with England. Still, everybody must remember that there are numerous differences between British and American English.

Вариант V

I. Перепишите следующие предложения. Определите по грамматическим признакам какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет, т. е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа существительного.

Переведите предложения на русский язык.

1. Ann spends her holidays at her grandparents' place in the country.
2. There are a lot of museums in Moscow.
3. Peter often stays at his friend's house when he comes to London.

II. Письменно задайте все виды вопросов к предложению (общий, специальный (что? как много? где? в какой стране?), а также альтернативный и разделительный).

1. There are a lot of places of interest in our country.

III. Перепишите следующие предложения, вставляя необходимую форму глагола (Present Indefinite или Present Continuous). Подчеркните Ваши вставки.

1. He (write) a letter to his friend now.
2. Tom usually (play) football but today he (play) tennis.
3. What language they (speak) in Holland?
4. The professor (speak) five foreign languages. Right now he (speak) Dutch.
5. My friend always (tell) me truth, but I see that she (tell) a lie now.

IV. Перепишите следующие предложения, вставляя little, a little, few, a few, many и much. Подчеркните Ваши вставки.

1. There is (мало) salt in the soup.
2. There are no matches in the box. - No, you are wrong. There are (несколько).

3. He speaks English (немного), but he wants to know it very well.
4. I know (мало) French words, and I cannot read books in French.

V. Используя обороты: *There is / There are / It is* - дополните предложения. Подчеркните Ваши вставки.

1. ... always much snow in this country in winter.
2. ... snowing hard.
3. ... too much sugar in my tea. ...too sweet, I can't drink it.
4. Don't buy this jacket. ...very dark and doesn't suit you.
5. Let's go out! ... getting dark.

VI. Прочитайте, перепишите и письменно переведите текст.

Oxbridge

Oxford and Cambridge are the oldest universities in Great Britain. They are called Oxbridge to denote an elitist education.

Only rich people send their children to these universities. The main characteristic feature of these universities is the tutorial (that means the individual tuition).

The normal length of the degree course is three years, after which the students take the degree of Bachelor of Arts. Some courses may be a year or two longer.

Oxford and Cambridge universities consist of a number of colleges, each self-governing and independent.

The University is merely an administrative body, which organizes lectures, arranges examinations, grants degrees. Each college has its name. Most colleges have their own dining-hall, library and chapel.

The University has laboratories and research institutes and other educational facilities. All the lectures are organized by the University. In every college there are students majoring in different subjects, but each student follows his own course of study.

tutorial – наставнический; университетская система обучения путем при-

крепления студентов к отдельным консультантам.

facilities – условия, возможности

are organized - организуются

VII. Ответьте письменно на вопросы по тексту:

1. What does «Oxbridge» mean?
2. What makes these universities quite different from any other?
3. How long is the course of study?
4. What is the function of the University?

VIII. Переведите письменно текст.

The Origin of the Word 'America'

For a while after the first voyage of Columbus in 1492, America became famous as the 'New World'. Later, map-makers in Europe decided to name the New World after a man named Amerigo Vespucci. He was an Italian merchant and adventurer who made three trips to the New World. Columbus became the first explorer to reach the mainland of South America in 1498, but Amerigo Vespucci soon wrote a book in which he claimed that he had gone there in 1497. This was not true, but people did not know for many years that Amerigo Vespucci was lying. So, «Amerigo» gave rise to «America», and we know the continent by that name. Gradually the word America began to denote not only the New World, but the USA as well. The word gave rise to numerous derivatives such as «Amerindians» to distinguish them from the natives of India, «Americans» to denote the citizens of the USA.

he had gone -побывал

Вариант VI

I. Перепишите следующие предложения. Определите по грамматическим признакам какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет, т. е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа существительного.

Переведите предложения на русский язык.

1. My mother is a doctor and she works at the hospital.
2. Peter and Helen are my parents' friends.
3. My brother often attends our tennis-club.

II. Письменно задайте все виды вопросов к предложению (общий, специальный (кто? что делает? с кем? где? когда?), а также альтернативный и разделительный).

1. My friend usually spends his summer holidays with his parents in Sochi.

III. Перепишите следующие предложения, вставляя необходимую форму глагола (Present Indefinite или Present Continuous). Подчеркните Ваши вставки.

1. I usually (drive) to my work. Be careful! You (drive) too fast.
2. You (eat) fruit every day? What's the name of the fruit you (eat) with such pleasure?
3. She (not understand) what the teacher (explain).
4. I (not recognize) the man who (give) a talk.
5. You usually (drink) coffee at this time? What is that you (drink) now?

IV. Перепишите следующие предложения, вставляя *little, a little, few, a few, many* и *much*. Подчеркните Ваши вставки.

1. He reads (много); that is why he knows (много) English words.
2. There is (мало) water in the bottle, it is not enough for all.
3. There are (мало) students at the lecture today.
4. I have a lot of books about actors. – Give me (несколько).

V. Используя обороты: *There is / There are / It is* - дополните предложения. Подчеркните Ваши вставки.

1. ... nothing you can do about it
2. ... already late and ... nobody in the office to solve your problem.
3. ... sunny but ... strong wind.
4. ... very kind of you.
5. ... a lot of students at our university.

VI. Прочитайте, перепишите и письменно переведите текст.

The Difference Between a College and a University.

This is a difficult question because there is more than one correct answer. According to the dictionary, a college is:

- a) a school of higher learning that grants a bachelor's degree in arts or sciences or both;
- b) an undergraduate division of a university that offers courses and grants undergraduate degrees in a particular field of study;
- c) a technical or professional school that grants a bachelor's or master's degree in that field.

A university is a school of higher learning that grants a bachelor's degree, master's degree, and doctorate through different colleges within the university.

The advantages of a university are that there are usually more research and recreational facilities, and more different kinds of courses offered. The disadvantages of a university are that courses taught to first-year students are often taught by teaching assistants who are graduate students themselves, and that the classes can be very large.

A college also has advantages and disadvantages.

advantages - преимущества

disadvantages - недостатки

research - исследовательский

recreational - предназначенный для отдыха и развлечения

facilities - условия, возможности

teaching assistant - доцент

VII. Ответьте письменно на вопросы по тексту:

1. What does «college» mean?
2. What does «university» mean?

3. What are the main advantages and disadvantages of colleges and universities?

VIII. Переведите письменно текст.

A Detective Story

The detective story is a popular type of fiction in which the solution of a crime is traced step by step. Edgar Allan Poe's «Murders in the Rue Morgue» is the first modern detective story, and Wilkie Collins's «Moonstone» is the first detective novel.

In the average story the chief characters are fairly predictable. The detective, the person who unravels the mystery with astonishing ease in the last chapter, is usually an eccentric genius like Sherlock Holmes, who appears in a series of adventures by the British writer Conan Doyle.

Nothing escapes the eyes of the detective, who can inspect the scene of the crime in detail and then find the murderer. Often the detective has a friend or assistant who narrates the events of the story.

is traced - прослеживается

«Murders in the Rue Morgue» – «Убийства на улице Морг»

«Moonstone» – «Лунный камень»

Семестр II

Контрольное задание № 2

1) Для того, чтобы правильно выполнить контрольную работу № 2 необходимо усвоить следующие разделы по рекомендованному учебнику (Бонди Е.А. Английский язык. Повторительный курс. – М.: «Высшая школа», 1988): Уроки 4 – 6 с. 85 – 117.

2) Используя Грамматический комментарий (с. 223), внимательно изучите грамматический материал включающий:

- спряжение глаголов в Past Indefinite Tense # 10;
- модальные глаголы can, may, must # 18;
- глаголы to have, to be в модальном значении # 19,20;
- the Future Indefinite Tense # 11;
- замена форм будущего времени настоящим в придаточных времени и условия # 12;
- неопределенные местоимения и наречия # 21;
- the Present Continuous Tense # 22.

3) Запомнить, уметь назвать и написать слова, указанные в упражнении 2 с. 98.

4) Прочитать и письменно перевести тексты на стр. 101, 116-117.

5) Выполнить письменно упражнения:

у. 9 с.88 у. 6 с. 103-104

у. 4 с. 90	у. 8 с. 104
у. 5 с. 90	у. 10 с. 105
у. 9 с. 91	у. 18 с. 107
у. 12 с. 92	у. 6 с. 114
у. 14 с. 93	у. 10 с. 115
у. 18 с. 94	

6) Выполнить устно упражнения:

у. 6 с. 87	у. 3 с. 98
у. 7 с. 87	у. 11 с. 100
у. 12 с. 88–89	у. 12 с. 100
у. 13 с. 89	у. 13 с. 100–101
у. 6 с. 90	у. 1 с. 102
у. 7 с. 90	у. 5 с. 103
у. 8 с. 91	у. 12 с. 105
у. 10 с. 91–92	у. 13 с. 106
у. 11 с. 92	у. 15 с. 106
у. 13 с. 92	у. 19 с. 107
у. 15 с. 93	у. 20 с. 108
у. 17 с. 93–94	у. 4 с. 110
у. 19 с. 94	у. 7 с. 114
у. 20 с. 94–95	у. 9 с. 115
у. 21 с. 95	у. 11 с. 116

7) Подготовить по прилагаемому образцу разговорные темы: How I Spend My Spare Time, Books in my Life (+ тема по специальности My Favourite Writer). Тема My Flat в данном семестре изучается только студентами, работающими по учебнику Бонди.

Для подготовки этих устных тем Вы можете использовать следующие пособия:

1. Журина Т.Ю. 55 устных тем по английскому языку для школьников 5–11 кл. – 2-е изд., перераб. – М.: Дрофа, 1997. – 160 с.
2. Кошманова И.И., Енгальчева Н.А. Устные темы по английскому языку (Topics for Discussion). – М.: ООО «ИЗДАТ-ШКОЛА» ООО «РАЙЛ», 1998. – 240 с.

Вы можете также обратиться к другим аналогичным изданиям.

Образцы устных тем

My Favourite Writer

Graham Greene

Graham Greene was born in 1904. After leaving Oxford, Greene worked as a journalist for four years in Nottingham and later in London for «The Times». He became a writer at the start of 1930s.

Graham Greene wrote many novels. He himself divided them into two main groups: «serious» novels and novels of «entertainment». «Serious» novels are: «The Man Within» (1929), «England Made Me» (1936), «The Heart of the Matter» (1948) and some others. These books are full of pessimism and disillusion. For instance, «The Heart of the Matter» is a novel about the fate of an honest man who commits suicide because he cannot solve his moral problems.

Novels of «entertainment» are very exciting. They are «Stamboul Train» (1932), «Our Man in Havana» (1958) and others. These novels differ from ordinary detective thrillers in their humanism, their deep psychological analysis of the characters. For example «The Quiet American» is a love story, but it is more than that. The book is full of problems; it deals with the problems of human friendship, responsibility, crime and war.

Graham Greene's first novels made him popular. He was really a lucky writer. His popularity grew more and more from one novel to another. He was a gifted, fresh, original writer with much social experience, with compassion for all people.

William Shakespeare (1564-1616)

William Shakespeare was born in April 1564 in Stratford-upon-Avon in the family of a rich citizen whose business was making and selling leather gloves. While still a teenager of nineteen, William married Anne Hathaway, a farmer's daughter some years older than himself, and they had three daughters.

In 1587 Shakespeare went to work in London. He soon began to act and to write plays. By 1592 he was an important member of a well-known acting company, and in 1599 the famous Globe Theatre was built on the south bank of the river Thames. It was in this theatre that most of Shakespeare's plays were performed. He usually wrote for a specific group of actors, and as they grew older he wrote plays with older characters to suit them. There were no women actors, and boys played all the parts in the plays.

By 1603, Shakespeare was already the leading poet and dramatist of his time. He continued to write for the next ten years, but in 1613 he finally stopped writing and went to live in Stratford where he died in 1616. He is buried in Holy Trinity Church.

Shakespeare wrote at least thirty-seven plays, although he published very few in his lifetime. Among them there were comedies, tragedies and chronicles. Among Shakespeare's most famous works are «Hamlet,» «King Lear,» «Richard III,» «The Comedy of Errors» and many others which all major theatres stage throughout the world. The First collection appeared in 1623, seven years after his death.

Besides plays, Shakespeare wrote 154 sonnets, which are real masterpieces of poetry. There are many expressions in modern English which have come from Shakespeare's plays. Here are some examples. «All's well that ends well,» «Brevity is the soul of wit», «All the world's a stage», «Love's blind», etc.

William Somerset Maugham (1874 -1965)

W.S. Maugham was born in Paris in 1874, where his father worked at the British Embassy. William learned to speak French before he learned English, and he did not live in England until he was ten years old. So, he learned two modes of life, two cultures.

Maugham began his higher education in Germany, and then returned to England to study medicine. He studied in St. Thomas' Medical School, and later became a member of the Royal College of Physicians, but he didn't want to work as a doctor and turned to writing. He started as a playwright, and when his play «Lady Frederick» was a great success, he became very popular with the public. A lot of theatres staged his dramas, and films based on his works are made in different countries.

He wrote a number of novels: «The Moon and Sixpence», «Cakes and Ale», «The Theatre» and others. «Of Human Bondage», his autobiographical novel, appeared in 1915.

During World War I Maugham served in the Intelligence Department as a secret agent. He lived in different countries and travelled all over the world. Many of Maugham's stories are the result of his travels in China, Indo-China, Malaya, Siam and Burma. He is one of the best short-story tellers. De Maupassant and Chekhov influenced the technique of his short stories, but he developed his own individual form of story. Most of his stories have unexpected endings and are brilliant both in form and in plot. His characters are always sharp and true to life. Among his best stories are «Rain,» «The Letter,» «Mr. Know-All» and others.

Maugham's language is an expression of his inner world, his wit, sense of humour and irony at times. It is rich in idioms and is a good example of literary English.

Ernest Hemingway (1898 - 1961)

Ernest Hemingway, an American journalist, novelist and short-story writer was born in Illinois, USA, in a doctor's family.

Hemingway had his own way of writing. His stories seem very simple, often there are very few events. But we feel that there is much behind the events that he describes.

It does not often happen that even the best writers are like their best characters. But Hemingway was. He was strong and honest, he was a brave soldier, a skilful hunter and a fisherman. His life was full of danger. Twice newspapers published news of his death.

More than anything else Hemingway hated war and fascism. He was a participant of World War I and was badly wounded at the Italian front. He covered the war in the Near East for the Canadian newspaper «Star» and spent several years in Paris. His first works of fiction were «Three Stories and Ten Poems» (1923), «In Our Time» (1924). They reflected his antimilitary feelings. One of his best and

most interesting novels devoted to war is «A Farewell to Arms» (1929). Besides war, Hemingway turned to other, more social subjects in «Green Hills of Africa», the play «The Fifth Column» and the screen script «The Spanish Soil». The last two expressed the author's attitude to the Spanish Civil War.

Hemingway's last stories were his story «Get a Seeing-Eye Dog» and «The Old Man and the Sea» which brought him a Nobel Prize in 1954.

Hemingway's works are published in all countries. His influence on other writers is very great, and his name is known to people everywhere in the world.

Alexander Pushkin (1799-1837)

Alexander Pushkin was born in Moscow on the 26th of May, 1799. He came from an old noble family. Pushkin's father was interested in literature and had an excellent French library where the boy could read any book he liked. From early childhood Pushkin developed a passion for reading and learned French. The Russian influence in his childhood came from his grandmother and his nurse Anna Rodionovna, who taught him a lot of Russian folklore. These two women greatly influenced Pushkin's mind and character.

At the age of twelve Alexander was sent to the Lyceum at Tsarskoye Selo, an aristocratic boarding school for boys. Pushkin was very happy there, some of his best poems were inspired by the memory of his school years.

On leaving school he turned to writing. In 1820 he published «Ruslan and Lyudmila», a fantastic poem which made him famous throughout Russia. In the same year he wrote his «Ode to Liberty» that made Alexander I angry. The poet was exiled to the south of Russia, and in 1824 was ordered to settle in his estate Mikhailovskoye. The years of exile gave Pushkin a lot of new impressions, and it was during this period that he wrote «The Prisoner of the Caucasus», «The Gypsies», «The Fountain of Bakhchisarai» and the early chapters of «Eugene Onegin».

Pushkin is the greatest Russian poet whose simple but beautiful verse loses its Russian spirit and simplicity when translated into foreign languages. The most characteristic feature of Pushkin's writing is realism. He was not only a great poet, he also wrote prose tales, the best known of which are «The Captain's Daughter», «The Queen of Spades», «Dubrovsky» and others which established the literary tradition followed by other great novelists that came after Pushkin.

When Pushkin died on the 29th of January, 1837, his death was a national tragedy for all Russian people.

How I Spend My Spare Time

On week-ends I usually have some spare time. Last week I decided to make the most of it. I decided to go to the largest city park and have some fun. I called my friend on the phone and we decided to go to the park together. In the morning I got up early, took my skis and my camera and started for the park. I got off

bus at the park and found my friend waiting for me at the entrance. There was a ski-track running through the park and some people were already skiing. We put on our skis and stepped on the track. It was a nice day. We had a chance to take in all the blue and white around us. It seemed to me that I had never seen such blue skies in my smoggy city before. The snow was dazzling and the air was fresh. It was all very lovely.

There were many people in the park: some were skiing, some were strolling. Children were playing snowballs and tobogganing. We went to the skating-rink to watch the people skating. We also took part in some funny competitions and folk sports. We used up all the film in my camera. My friend and I had a bite in a cafe in the park and found everything very tasty. In the evening tired but happy we went home.

Books in My Life

Books... I think that we can't live without them. I think that books are with us all our life. When I was a child, my parents read them to me. I was pleased to listen to the stories and tales. Later I could read myself. I liked books about animals, nature and adventures. As our family got many books, all the members of our family bought books and read them. I began to read books for self-education. That's how I got interested in non-fiction books, too. Books stirred my imagination, expanded the boundaries of the familiar world and filled my life with the sense of adventure because I could live all those imaginary characters' lives.

This passion for reading influenced my choice of career. As I think that every person is good at what he or she likes to do, I thought that I am good at reading and interpreting what I read. And certainly I wanted to share this knowledge with other people. That's how I first thought of becoming a teacher of literature or a philologist. As a student I became aware of the fact that books are not only one of the greatest pleasures of the world, but also a great source of information. They do not only give us the chance to link up with the authors who lived hundreds and thousands of years ago, they give us the chance to learn about people who lived in different ages and cultures. They keep recorded human thoughts, knowledge, outlook, philosophy, emotions and ambitions. Books help us to understand not only the past and the present, but also the future. They are the main way in which the information is stored. They are the main means of exercising and developing our mental power, they are our teachers and friends.

I think that I not only developed a habit of reading. It is little merit to 'swallow' everything that one can lay hands on. I hope that I developed a habit of analyzing what I read, a habit of pondering over every book, a habit of memorizing the necessary information. I think the books taught me to study, to seek perfection in my career and to be tolerant. To be tolerant means to understand. To understand means to love. I hope some day I'll enter the classroom and share my knowledge and my views with my students. And one day my

grandchild will bring me a book, I'll open it, and the world will open for the child.

My Flat

I have got a flat. It is neither big nor small. It is on the fifth floor. The number of it is 59. Our flat has two rooms, a kitchen, a bathroom and a corridor.

Our living-room is big. It is light, because it has two large windows. You can see a piano on the left. There is a round stool near the piano. The piano is new and black. The TV set is on the right. You can see an arm-chair and a sofa near the TV set. There is a picture on the wall, above the piano. It is a nice picture.

There is a round table in the middle of the room. You can see four chairs near the table. The sideboard is on the left. There are some pictures of modern painters on the wall.

The carpet hanging on the wall is big and grey. I like our living-room and I often spend my free time watching TV and reading newspapers and magazines in it.

I have my own room. It is rather small. There is not much furniture there. My room is not quite light, because it has one window.

There is a sofa on the right. The wardrobe is near the window. You can see a small desk at the window. There are two chairs at the desk and a TV set in the corner of the room. The bookcase is near the door. There are many books in it. I have many bookshelves in my room. You can see Russian and English books there. I like my room very much. When my friends come to see me I invite them into my room.

It is a pity that we have no balcony.

Our kitchen is big and comfortable. The furniture in the kitchen is light-grey. A new refrigerator stands near the window. We usually have breakfast and supper in the kitchen.

The bathroom is small. We wash there in the morning and in the evening. You can see a washing-machine near the door. We have a vacuum-cleaner, it is in the bathroom, too.

The corridor of our flat is long and narrow. There is a telephone in it.

I like my flat. My friends say that it is a good one.

Контрольная работа № 2

Вариант I

I. Перепишите следующие предложения, поставив глагол в скобках в нужном времени (the Past Indefinite Tense, the Present Continuous Tense, the Past Continuous Tense или the Future Indefinite Tense). Переведите предложения на русский язык.

1. I (go) to the cinema next Sunday.
2. The children (go) to bed late yesterday.
3. She (wash) the dishes at the moment.
4. He (decide) to go skating and went an hour ago.
5. He (play) volley-ball tomorrow with Mark and John.
6. When I (come) home, my brother (play) chess.

II. Перепишите следующие предложения, употребляя вместо глаголов в скобках the Present Indefinite Tense или the Future Indefinite Tense. Помните о правилах употребления времен в придаточных предложениях времени и условия. Переведите предложения на русский язык.

1. If I (see) Helen tomorrow I (speak) to her.
2. If he (have) free time he (ring) you up.
3. When the rain (stop) they (go) for a walk.
4. I (buy) this watch after I (get) money.
5. He (write) a letter today if he (have) time.

III. Перепишите следующие предложения, переведите их на русский язык, подчеркните в каждом предложении модальный глагол или эквивалент модального глагола.

1. She can play the piano.
2. I could run well when I was a boy.
3. I think I am able to do it.
4. May I smoke here?
5. Children mustn't play with matches.
6. He is to come to my place at six o'clock today.
7. We were late and we had to take a taxi.
8. He will have to go for the doctor, his child is ill.
9. I think that doctors will be able to cure every disease in future.
10. I couldn't believe my ears, his story was so strange.

IV. Перепишите предложения, заполните пропуски необходимыми неопределенными местоимениями или наречиями.

1. Ask ... to show you how to do it.
2. Can you read ... about the history of Great Britain?
3. ... is going to make a report on the subject.
4. This method is so simple that ... can learn how to use it.
5. Is there ... anything interesting in the newspaper today?

V. Перепишите и письменно переведите текст.

William Faulkner
(1897-1962)

William Faulkner is one of the most famous writers of the 20th century. He won a Nobel Prize in 1950 and received the Pulitzer Prizes in 1955 and 1963.

His works include the novels «The Sound and the Fury» (1929), «Light in August» (1932), «Absolom, Absolom!» (1936), «The Mansion» (1959) and a great many of other well-known names.

Many of these novels describe the life in small towns in the American South. Most of Faulkner's novels are set in the imaginary Yoknapatawoha country and describe his own region of Mississippi. He usually wrote about violence and suffering and the lives of poor whites and Negroes. The technical brilliance of his writing has a great influence on the modern novel.

Although he established his name as a writer of extraordinary power with «The Sound and the Fury», he first achieved financial success with «Sanctuary». Through all these books, and in most of his others, there is a continuing use of the same locale (the region around Oxford, Miss., where Faulkner lived since childhood) and the same families. For this reason, they say that he is a writer whose work cannot be completely understood unless we read it in its entirety. They form a kind of saga telling the readers of courage, frustrated hopes, power and poverty, love and broken heart, human kindness and cruelty.

William Faulkner explores the theme of dark passions hiding in a human soul and taking possession of a human being. He also writes a lot about the great American tragedy of the Civil War between the North and the South. His novels are also famous for a unique language Faulkner uses to show the flow of consciousness of his characters. It seems that the writer actually records the thoughts of living human beings. His novels are so full of tension and drama that in spite of the fact that Faulkner writes about a small town and its inhabitants his novels acquire a universal meaning encompassing the mysteries of human nature.

«The Sound and the Fury» – «Шум и ярость»
«Absolom, Absolom!» – «Авессалом, Авессалом!»
Yoknapatawoha – Йокнапатофа
«Sanctuary» – «Святылище»
locale - местность

VI. Ответьте на вопросы по тексту.

1. What is William Faulkner's native town?
2. Where are his novels set?
3. What is the novel that brought Faulkner fame?
4. What are the main themes of his books?

VII. Переведите письменно текст.

English Idioms

For generations English-speaking people were pulling to pieces the words of their language and refitting them into other words and idiomatic groups. By and by people forgot the original meaning of the literally understood expression. A new generation practiced their use in the circumstances without appreciating

the reason for its coining. In time the words, frequently corrupted in spelling as the result of phonetic handing-down, became part of the colloquial language.

Then, the inevitable happened. Inquiring minds began to wonder why their tongues used the phrases; they wondered why, as a matter of fact, someone was called a hatter or why we speak about «Hobson's choice» when we cannot choose?

Of recent years the demand for knowledge of the origin of the great number of phrases which are now a part of the language, and of many single words which seem strange, grew enormously. That is how a branch of linguistic science studying the sources of different idioms came into being. It deals with etymological foundation and explanations of idioms.

Вариант II

I. Перепишите следующие предложения, поставив глагол в скобках в нужном времени (the Past Indefinite Tense, the Present Continuous Tense, the Past Continuous Tense или the Future Indefinite Tense). Переведите предложения на русский язык.

1. I (meet) the Carters last Monday.
2. The film (begin) at four; we can have a walk before the film starts.
3. Come and help, mother (lay) the table for dinner now.
4. We (not go) out yesterday because it (rain) heavily.
5. He (still work) when I (leave) and hour ago.
6. John (find) this old book yesterday.

II. Перепишите следующие предложения, употребляя вместо глаголов в скобках the Present Indefinite Tense или the Future Indefinite Tense. Помните о правилах употребления времен в придаточных предложениях времени и условия. Переведите предложения на русский язык.

1. If she (not come) in time they (be) late for the concert.
2. Unless they (take) a taxi they (miss) the train.
3. Susan (call) me up if she (come) back early.
4. He (get) to this place before I (come) with the evening train.
5. If you (describe) your friend to me I (meet) her at the station.

III. Перепишите следующие предложения, переведите их на русский язык, подчеркните в каждом предложении модальный глагол или эквивалент модального глагола.

1. He can speak neither German nor French.
2. I had to work late yesterday.
3. You must do your duty.
4. May I read this letter to Mother?
5. He won't be able to buy tickets for the show.
6. We could hear some noise outside.

7. I am to take my exam on Wednesday.
8. She will have to work hard to pass her exam.
9. You must be at home at six o'clock.
10. I hope that I will be able to help you.

IV. Перепишите предложения, заполните пропуски необходимыми неопределенными местоимениями или наречиями.

1. She left the room without saying
2. There is wrong with my watch.
3. The girl spoke in such a low voice that ... could hear her.
4. We've come too early, there's ... here yet.
5. Is there ... good on TV tonight?

V. Перепишите и письменно переведите текст.

Joseph Conrad
(1857 – 1924)

Conrad was born to Polish parents in the Ukraine. His parents, leading Polish patriots, were found guilty of conspiring against the tsar and were exiled to the northern province of Vologda, their four-year-old son went with them. Partly as a result of this hardship, both parents died young, leaving Conrad an orphan at the age of eleven. His uncle took on the young Conrad, becoming his guardian and mentor.

When he was sixteen he left Poland because he was eager to become a sailor. Joining a ship in Marseille, Conrad spent four years traveling mainly to and from the West Indies. It is during this time that he was accused of gun-running. He narrowly escaped death when he attempted suicide by shooting himself in the chest – the bullet missed his heart.

In 1878 Conrad entered the British Merchant Navy where he remained for the next sixteen years. His time at sea, travelling widely to Singapore, Australia, the Belgian Congo (which later formed the basis of the short story «Heart of Darkness»), and the East Indies, provided rich material for his stories. Conrad finally settled for good in Britain in 1894 to devote himself to his writing. His first book was published in 1895. His best novels are «Lord Jim», «Nostromo» and «Victory». Conrad gained wide popularity, but his health was declining. He died in 1924, leaving his last novel unfinished.

Known primarily as a writer of sea stories in his own time, Conrad is now acclaimed as a leading influence in the Modernist movement, with his novels displaying a masterful narrative technique. He explores the theme of dark passions hiding in a human soul and taking possession of a human being. Conrad shows the courageous struggle of the noble soul against the evil. He is no optimist and shows that this struggle can be lost, but he still thinks that it is worth waging.

They were found guilty – их обвинили

They were exiled - сослали

the West Indies – Вест-Индия

Marseille – Марсель

«Nostromo» – «Ностромо»

for good - навсегда

VI. Ответьте на вопросы по тексту.

1. Why were his parents exiled to Vologda?
2. Why did Conrad leave Poland when he was sixteen?
3. What experience provided rich material for his stories?
4. What are the main themes of his books?

VII. Переведите письменно текст.

Endangered Languages

For many languages it is too late, nothing could be done to save them. Every language is a unique vision of the world. The world is a mosaic of visions, and each language captures something of the way a certain human community perceives the world. 40% of the languages of the world have never been written down, and this means that there is a great potential loss for us all. That is why it is so important to record them for posterity, for us to get a sense of them. So the linguists must do an academic job, even in the cases where the languages are going to die anyway.

In the cases where the languages are «saveable», salvation is possible only if three factors are present. First of all, there has to be a willingness on the part of the people themselves to save their language. Now many cultures in the world whose languages are under threat don't care. Their interest is in the new language, which is giving them jobs, a better quality of life. We have to respect that attitude, but we don't have to leave it unchallenged. It is possible to remove the linguistic apathy in a community.

Вариант III

I. Перепишите следующие предложения, поставив глагол в скобках в нужном времени (the Past Indefinite Tense, the Present Continuous Tense, the Past Continuous Tense или the Future Indefinite Tense). Переведите предложения на русский язык.

1. I (see) John last month.
2. Yesterday he (fall) asleep when he (watch) TV.
3. He (take) an exam next week.
4. My father (leave) the job five years ago.
5. He (do) his lessons, don't disturb him.
6. I (speak) to her as soon as I see her.

II. Перепишите следующие предложения, употребляя вместо глаголов в скобках the Present Indefinite Tense или the Future Indefinite Tense. Помните о правилах употребления времен в придаточных предложениях времени и условия. Переведите предложения на русский язык.

1. If you (go) to the library, bring me some book to read.
2. The child (catch) cold if he (stay) out in such beastly weather.
3. If you (not speak) English every day you (not master) it.
4. Provided the weather (be) good, there (be) a football match today.
5. Unless you (read) this writer's books you (have) no idea how good he is.

III. Перепишите следующие предложения, переведите их на русский язык, подчеркните в каждом предложении модальный глагол или эквивалент модального глагола.

1. She could sing well before she got a sore throat.
2. You may go for a walk, but don't forget about the time.
3. I can type twenty words a minute.
4. You must taste my cake, it's so tasty.
5. I had to go to bed late yesterday.
6. He was not able to come.
7. I think that he will be able to come on time.
8. She is to take the children to the doctor today.
9. Readers may not borrow more than five books at a time.
10. Some birds can swim under water.

IV. Перепишите предложения, заполните пропуски необходимыми неопределенными местоимениями или наречиями.

1. Don't tell me You're late again!
2. Did you read ... book by Iris Murdoch?
3. Give me ... tea, please.
4. ... should go for the doctor.
5. Let's decide on ... - shall we go to the country or to the relatives' on weekend?

V. Перепишите и письменно переведите текст.

Iris Murdoch
(born in 1919)

Iris Murdoch was born in Dublin of Anglo-Irish parents. She attended school in Bristol, and studied classics in Oxford. During the war she worked in Belgium and Austria. She also studied philosophy in Cambridge, and then in 1948 she returned to Oxford where she taught philosophy. She received recognition all over the world with her novels «The Black Prince», «The Sea, the Sea», «The Bell», «The Sandcastle». She wrote about 20 novels.

Her novels are famous not only for the intriguing plot that sometimes is almost detective, but also for the masterful literary invention of characters. Her

novels are individuals, about individuals, essentially comic, essentially sad, telling of the secrets which ordinary life conceals, and formulating deep truths about human society and the human soul. Iris Murdoch's novels tell us the story of a human soul combining a fine sensibility with a sharp mind.

One of the best novels by Iris Murdoch is «The Sandcastle». It tells a story of a college professor who falls in love with a young teacher of art who comes to the college to paint a portrait of the dean. The writer masterfully shows how the man starts seeing life from a new angle, how colours and forgotten dreams come into his life again. His feeling is at the same time poetic and shy, romantic and full of joy. Nevertheless, all his dreams are ruined, the painter leaves, and he has to face the grim reality of his everyday life, as he lacks courage to change his life. So, reality and fantasy, absurdity and tragedy come together to form an enchanting novel of rare vitality.

Iris Murdoch is an excellent entertainer, she can tell a story, catch the atmosphere and portray a character skillfully. Her place in literature is with the greatest writers of England.

«The Sandcastle» – «Песочный замок»

VI. Ответьте на вопросы по тексту.

1. Where did Iris Murdoch study?
2. Why are her novels famous?
3. How does «The Sandcastle» end?
4. Why is her place with the best English writers?

VII. Переведите письменно текст.

How to Save Endangered Languages

No language will survive unless there is sympathy from on high - I mean national government in terms of the constitution, offering safeguards to the community, local government interest, school structures, and so on and so forth.

And one more thing there has to be, to preserve a language, is expertise. There have to be people who can analyze the language, write the grammars, write the dictionaries, record the stories, put down on paper and on tape the life of the language, so that it can be taught. This means there have to be teachers, good teachers, teacher training, and materials provided by publishers. That's quite a costly business. I estimate that it probably costs about US\$200,000 per language to get the foundation of a language established so that it can be the basis of a maintenance programme of some kind. Which sounds like a lot of money, but if you multiply it by 3,000 languages which are in danger, it is still less than a billion dollars - and a billion dollars is less than probably half an hour of Bill Gates' earnings!

Вариант IV

I. Перепишите следующие предложения, поставив глагол в скобках в нужном времени (the Past Indefinite Tense, the Present Continuous Tense, the Past Continuous Tense или the Future Indefinite Tense). Переведите предложения на русский язык.

1. I (to graduate) from the University next year.
2. My friends and I (to go) for a picnic last Sunday.
3. Come in, Mary (to wait) for you.
4. I (to visit) my grandmother two weeks ago.
5. When my mother (come), I (cook) supper.
6. They (to go) to the theatre next Sunday.

II. Перепишите следующие предложения, употребляя вместо глаголов в скобках the Present Indefinite Tense или the Future Indefinite Tense. Помните о правилах употребления времен в придаточных предложениях времени и условия. Переведите предложения на русский язык.

1. Mary (to eat) her breakfast before she (to go) away.
2. I (to believe) it when I (to see) it.
3. He (to find) your note as soon as he (to come).
4. You (not to find) the test very difficult when you (to learn) the rules.
5. They (to get) rooms in the hotel if the hotel (to be) full up.

III. Перепишите следующие предложения, переведите их на русский язык, подчеркните в каждом предложении модальный глагол или эквивалент модального глагола.

1. My sister can speak Italian.
2. Could you pass (передать) me the salt?
3. Can he forget the title of the book?
4. You may stay here for a couple of days.
5. He must take his exam in a week.
6. They had to do a great deal of work last month.
7. I am to meet my cousin at the station at 5.
8. Susan will be able to speak good English in a year.
9. I shall have to consult a doctor, I don't feel well.
10. I could swim very fast when I was young.

IV. Перепишите предложения, заполните пропуски необходимыми неопределенными местоимениями или наречиями.

1. Is there... interesting in the magazine?
2. There are... books on the table.
3. in the house is clean and good.
4. Look! There is... here.
5. She cannot tell us... about her work.

V. Перепишите и письменно переведите текст.

Carson McCullers
(1917 – 1967)

A novelist, short-story writer and playwright, Carson McCullers was born in Columbus, Georgia. After finishing high school she went to New York wishing to become a musician. She had a talent for music, but her dream ended when she lost her tuition money in the metro. Later she got higher education at Columbia and New York Universities.

Her first novel «The Heart Is a Lonely Hunter» appeared in 1940, soon after she graduated from the university. It is a story of a group of people who live in the American South. It includes a fourteen-year-old girl, a Negro doctor, the owner of a café, and a deaf-mute. Although they are all different, there is something that brings them close to the deaf-mute, and that is their feeling of loneliness.

Critics and readers received the novel very well, and it made Carson McCullers famous. Its Russian translation appeared in 1969. Her second novel was «Reflections in a Golden Eye» (1941). It shows life in a military camp in the South of the USA before World War II.

For some years after that Carson McCullers did not publish anything, then came her third novel «The Member of the Wedding» (1946). It is about the feelings of a twelve-year-old girl before her brother's wedding. Later, in 1950, the author herself made it into a play, and the play was a great success. Her next work was also a play - «The Square Root of Wonderful» (1958).

Carson McCullers's next novel, «Clock Without Hands», was again about her native Georgia, about the people of a small town. Her only collection of short stories came out in 1951 under the title of «The Ballad of the Sad Café».

After her marriage in 1937, Carson McCullers lived in New York, and in 1967 she died there.

Carson McCullers – Карсон Мак-Каллерс

tuition money – деньги для оплаты обучения

a deaf-mute – глухонемой

«The Heart Is a Lonely Hunter» – «Сердце – одинокий охотник»

«Reflections in a Golden Eye» – «Отражения в золотом глазу»

«The Member of the Wedding» – «Участница свадьбы»

«The Square Root of Wonderful» – «Корень квадратный чудесного»

«Clock without Hands» – «Часы без стрелок»

«The Ballad of the Sad Café» – «Баллада о грустном кафе»

VI. Ответьте на вопросы по тексту.

1. What novel made the writer famous?

2. What part of the USA did she describe in most of her books? Why?

3. What education did she get?

4. Why didn't she become a musician?

VII. Переведите письменно текст.

Esperanto

In the late nineteenth century, the Industrial Revolution and discoveries increased people's chances of travelling and coming into contact with foreign languages. People had to communicate and the existing languages were rather difficult to master.

In the year 1887, Dr. Ludwig Zamenhof, a Polish physician and linguist, presented his newly created language, Esperanto. The word Esperanto means «one who hopes». The hope was that the use of this language could reduce the misunderstandings and tensions which people experience because of the language barrier.

Esperanto has a basic vocabulary of 16,000 root words from which speakers can form 160,000 words. There are sixteen grammatical rules, regular verbs, no genders and no idiomatic expressions. It is basically a simple language that most of us could learn in addition to our own language.

Вариант V

I. Перепишите следующие предложения, поставив глагол в скобках в нужном времени (the Past Indefinite Tense, the Present Continuous Tense, the Past Continuous Tense или the Future Indefinite Tense). Переведите предложения на русский язык.

1. In a fortnight's time we (to take) our exams.
2. My friend (to break) his skis last week.
3. Where are Peter and Tom? – They (to watch) TV in their room.
4. They (to stay) with us last Christmas.
5. I (to know) the result in a week.
6. He (come) in and (see) Helen who (draw) a strange picture.

II. Перепишите следующие предложения, употребляя вместо глаголов в скобках the Present Indefinite Tense или the Future Indefinite Tense. Помните о правилах употребления времен в придаточных предложениях времени и условия. Переведите предложения на русский язык.

1. You (to be) late if you (not to take) a taxi.
2. He (not to go) out until the weather (to get) warmer.
3. I (not to speak) to him again if he (not to apologize).
4. We (to go) out when it (to stop) raining.
5. She (to send) a telegram as soon as she (to arrive).

III. Перепишите следующие предложения, переведите их на русский язык, подчеркните в каждом предложении модальный глагол или эквивалент модального глагола.

1. May I have a cup of tea, please?
2. She can read English books now.

3. I shall have to stay at home tomorrow.
4. You must teach your child music.
5. In summer she has to take her exam in literature.
6. Could you lend me your dictionary, please?
7. Can this story be true?
8. The professor is to lecture on ecology problems on Monday.
9. I could sing rather well before I got a sore throat.
10. Will you be able to come to our party next Wednesday?

IV. Перепишите предложения, заполните пропуски необходимыми определенными местоимениями или наречиями.

1. She doesn't want... new dresses.
2. Is he going... today?
3. He never goes by train, he goes... by airplane.
4. There are... pencils in the box.
5. I didn't see... yesterday. I was at home.

V. Перепишите и письменно переведите текст.

Henry Lawson (1867 – 1922)

Henry Lawson is a classic of Australian literature. He was born in 1867 in a small gold-mining town called Grenfell in New South Wales. His father, a poor Norwegian sailor, came to Australia in the hope of making a fortune.

For many years the family moved from place to place in search of jobs. As a boy Henry Lawson saw the life of poor people in big cities, the hard work of the gold-diggers and sheep-breeders. When Henry was fourteen, he left school and began to work in order to help his father. For some time they went from place to place doing different jobs. At that early age Lawson started writing poems and short articles, and sent them to provincial newspapers and magazines.

Later Henry went to live with his mother in a suburb of Sydney. Here he started working in a small factory and went to an evening school. Soon he lost his job and was out of work for a year. Twice, in 1893 and 1897, he went to New Zealand where he cut wood, worked as an electrician, and later as a teacher in a Maori school. In this way Lawson got to know different sides of Australian life.

Most of his stories and poems were published in his life-time. In 1894 his first collection of stories came out, published by his mother; in 1896 – two books of short stories under the titles «While the Billy Boils» and «In the Days When the World Was Wide»; in 1901 – a novel «Joe Wilson and His Mates» and in 1914 – again a collection of short stories «When the Hat Went Round». He is famous mostly for his wonderful short stories. For example, his story «The Loaded Dog» is well-known to Russian people because its plot (though slightly changed) was used in the film «Пес Барбос и необычный кросс».

Henry Lawson died in 1922.

a gold-digger – старатель, золотоискатель
Maori – племя маори, коренное население Новой Зеландии
«While the Billy Boils» – «Пока греется котелок»
«When the Hat Went Round» – «Шапка по кругу»
a plot - сюжет

VI. Ответьте на вопросы по тексту.

1. When did Henry Lawson leave school and why?
2. What professions did he try?
3. Why did he know the life of people well?
4. What is Henry Lawson famous for?

VII. Переведите письменно текст.

Parts of Speech

The Greek philosopher Aristotle (384-322 B. C.) worked out the first grammatical teaching. Aristotle developed the theory of the sentence and the theory of notional and functional parts of speech. Aristotle stated grammatical categories in terms of logic. That's how it happened that we speak of «subject» and «predicate» in a sentence.

Aristotle established three parts of speech: the «name», the «verb» and the «conjunction». By «conjunctions» he meant different functional words and forms.

Aristotle was the initiator of grammatical theory. But he lived a long time before the final formation of grammar as a special discipline in Ancient Greece. Scholars of Alexandria completed the grammatical teaching of Ancient Greece between the 2nd century B.C. and the 2nd century A.D. They distinguished eight parts of speech and studied the phonetic structure of speech. They shaped «traditional» grammar which many people used for a long time.

Вариант VI

I. Перепишите следующие предложения, поставив глагол в скобках в нужном времени (the Past Indefinite Tense, the Present Continuous Tense или the Future Indefinite Tense). Переведите предложения на русский язык.

1. Where you (go) for your next holiday?
2. I (give) you a lift to work tomorrow if you like.
3. We (have) a party next Saturday night. You (come)?
4. Nick and Fred (drive) along the road yesterday.
5. I (not to hear) what he (say). I (type) at the moment.
6. We (be) in London in two weeks.

II. Перепишите следующие предложения, употребляя вместо глаголов в скобках the Present Indefinite Tense или the Future Indefinite Tense. Помни-

и правилах употребления времен в придаточных предложениях времени условия. Переведите предложения на русский язык.

1. If I (to have) time I (to go) to the cinema on Sundays.
2. If I (to have) enough money next year I (to go) to Japan.
3. Your troubles (to be) over if you (to take) my advice.
4. When you (to pass) your exams we (to go) to St. Petersburg.
5. If your (to work) hard at your studies you (to be) a great specialist in your future profession.

III. Перепишите следующие предложения, переведите их на русский язык, подчеркните в каждом предложении модальный глагол или эквивалент модального глагола.

1. He cannot play football.
2. You may take this book in the library.
3. You will not have to change his plans.
4. You should not use such words.
5. The pupils must learn this rule.
6. Could you give me another helping of potatoes?
7. Are you listening to the tape-recorder? - No, you can switch it off.
8. Will you be able to go with us to the cinema?
9. I am to prepare for my exam.
10. You should listen to the teacher attentively.

IV. Перепишите предложения, заполните пропуски необходимыми определенными местоимениями или наречиями.

1. My sister doesn't want to go
2. It was very dark and I could see ... there.
3. Are you going ... today?
4. He travels ... by train.
5. There are ... pens in my pencil-box.

V. Перепишите и письменно переведите текст.

Charles Dickens (1812-1870)

Charles Dickens was a famous English writer. He was born on the 7th of February, 1812, in a poor family. When Charles was a small boy, his family settled in one of the poorest suburbs of London. When Charles Dickens was ten years old, his father was put in prison for debts, and the boy supported the entire family working in a blacking factory. Later he described this period in his novel «David Copperfield». Later he worked with a firm of attorneys, but sensing his vocation elsewhere, he taught himself shorthand, and soon he became a freelance reporter. The public received his first «Sketches by Boz» well.

His growing reputation made it possible for him to devote his life to literature. Next came «Pickwick Papers» that became a publishing phenomenon, and

his characters became the centre of a popular cult. All in all, he wrote 14 major novels including «A Tale of Two Cities», «Bleak House», «Little Dorrit» as well as numerous sketches and stories.

Dickens's extreme energy was not exhausted by his unique success as a novelist. He was doing journalism weekly, and he constantly turned to the stage, where he produced and took leading roles with great brilliance.

Still the public remembered him best as a novelist. In his books pathos intrudes on humour; his invention is abundant, he resorts to «low scenes» and comic characters, at the same time portraying sinister characters with equal skill.

With the possible exception of Scott, he has been, and is likely to remain, the most widely read British author, the 'classic' in all English literature who is most acceptable to readers of all ages and of widely differing mental capacities. It is still quite common to find people who have not only read the majority of Dickens' novels, but who are in the habit of re-reading them at regular intervals.

was not exhausted – не исчерпывалась

freelance – (здесь) не имеющий контракта с какой-либо одной газетой

he has been – был

VI. Ответьте на вопросы по тексту.

1. What was Dickens's first occupation connected with writing?
2. What novel made it possible for Dickens to become a full-time writer?
3. Why do people still read and enjoy his novels?
4. What other British novelist is as widely read as Dickens?

VII. Переведите письменно текст.

What is a word?

What is a word and how to tell a word from something which is more or less a word? What is, for example, the meaning of 'table' or 'course'? What do we mean by 'to see', 'to know', 'to recognize'?

At first sight the answer is very simple - turn to dictionaries, and they will tell you what this or that word means. However, if we do turn to dictionaries, we shall find that lexicographers often speak not about the meaning of words, but their use in different contexts, presenting a great number of 'submeanings' whose actual existence is far from proved.

To understand the meaning (or different meanings) of a word we must begin by learning about lexical meaning in general. We must begin with the main nominative meaning – what does the word mean 'by itself'. Thus, for instance, the main nominative meaning of 'to see' is realized when it refers to physical sight, for example:

If you shut your eyes, you cannot see.

II курс

Семестр III

Контрольное задание № 3

Для того, чтобы правильно выполнить контрольную работу № 3, необходимо усвоить следующие разделы по рекомендованному учебнику (Фонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Ч. I. М. ДеКонт – ГИС, 1998.) Уроки 7 – 9 стр. 143 – 197.

1) Освоить правила чтения буквосочетаний *cei, ower, ph* (Урок 7 стр. 143, упр. 2 стр. 150);

освоить правила чтения гласных в неударных слогах (Урок 8 стр. 158, упр. 2 стр. 162);

освоить правила чтения гласных под ударением перед удвоенной буквой «g» (Урок 9 стр. 169, упр. 2 стр. 174).

2) По разделу « Словообразование» освоить суффиксы *-ure, -able* (Урок 7 стр. 145 упр. 3 стр. 150);

освоить суффиксы *-hood, -y* (Урок 8 стр. 157, упр. 3 стр. 162);

освоить суффикс *-ing* (Урок 10 стр. 182).

3) Используя Грамматический справочник учебника, внимательно изучить материал, включающий:

- оборот *there is / there are* в настоящем и прошедшем временах группы *Indefinite* (# 47, с. 564);
- модальный глагол «*can*» и оборот «*to be able to*» (# 48, стр. 567);
- причастие II (# 49, стр. 570);
- *the Present Perfect Tense* (# 50, стр. 571);
- отсутствие артикля перед существительными, обозначающими названия наук и учебных предметов (# 51, стр. 575);
- выражение долженствования в английском языке (# 52, стр. 578);
- вопросительно-отрицательные предложения (# 53, стр. 578);
- сложноподчиненные предложения с союзами *that, if, when, as, because* (# 54, стр. 578);
- *the Future Indefinite Tense* (# 55, стр. 581);
- определительные придаточные предложения (# 56, стр. 586);
- сложноподчиненные предложения с союзами *till, until, as soon as, before, after, while* (# 54, п.2 (в), стр. 580).

4) Выполнить письменно упражнения:

Урок 7 – упр. 6 с. 151	упр. 11 с. 153
упр. 7 с. 152	упр. 12 с. 153
упр. 7 с. 147	упр. 3 с. 154
упр. 13 с. 150	

Урок 8 – упр. 5 с. 159 упр. 12 с. 165
упр. 8 с. 160–161

Урок 9 – упр. 7 с. 172–173 упр. 6 с. 184
упр. 9 с. 173

5) Выполнить устно упражнения:

Урок 7 – упр. 10 с. 152
упр. 4 с. 146

Урок 8 – упр. 2 с. 159 упр. 8,9,10 с. 164
упр. 4 с. 159

Урок 9 – упр. 6 с. 172 упр. 8,9,10 с. 188-189
упр. 7,8 с. 175 упр. 4 с. 191
упр. 9 с. 176
упр. 10 с. 177

6) Подготовить по прилагаемому образцу устные темы: *My Flat, At the Library, Getting About, Moscow*. Тема *My Flat* для студентов, обучавшихся по Бонди, является повторительной).

Для подготовки устных тем Вы можете использовать следующие пособия:

1. Журина Т.Ю. 55 устных тем по английскому языку для школьников 5-11 кл. – 2-е изд., перераб. – М.: Дрофа, 1997. -160 с.
2. Кошманова И.И., Енгальчева Н.А. Устные темы по английскому языку (*Topics for Discussion*). – М.: ООО «ИЗДАТ-ШКОЛА» ООО»РАЙЛ», 1998. – 240 с.

Вы можете также обратиться к другим аналогичным изданиям.

My Flat

I have got a flat. It is neither big nor small. It is on the fifth floor. The number of it is 59. Our flat has two rooms, a kitchen, a bathroom and a corridor.

Our living-room is big. It is light, because it has two large windows. You can see a piano on the left. There is a round stool near the piano. The piano is new and black. The TV set is on the right. You can see an arm-chair and a sofa near the TV set. There is a picture on the wall, above the piano. It is a nice picture.

There is a round table in the middle of the room. You can see four chairs near the table. The sideboard is on the left. There are some pictures of modern painters on the wall.

The carpet hanging on the wall is big and grey. I like our living-room and I often spend my free time watching TV and reading newspapers and magazines in it.

I have my own room. It is rather small. There is not much furniture there. My room is not quite light, because it has one window.

There is a sofa on the right. The wardrobe is near the window. You can see a small desk at the window. There are two chairs at the desk and a TV set in the corner of the room. The bookcase is near the door. There are many books in it. I

There are many bookshelves in my room. You can see Russian and English books there. I like my room very much. When my friends come to see me I invite them into my room.

It is a pity that we have no balcony.

Our kitchen is big and comfortable. The furniture in the kitchen is light-colored. A new refrigerator stands near the window. We usually have breakfast and dinner in the kitchen.

The bathroom is small. We wash there in the morning and in the evening. You can see a washing-machine near the door. We have a vacuum-cleaner, it is in the bathroom, too.

The corridor of our flat is long and narrow. There is a telephone in it.

I like my flat. My friends say that it is a good one.

Using the Library

A library is a collection of books. A library is also a room for a collection of books. A library is also a building where a collection of books is kept. There are public libraries from which we may borrow books.

It can be sometimes a pleasant pastime to go to the library and enjoy taking an unhurried look at what is on the shelves. But generally when we go to the library, we know definitely what we hope to find. Most of the trips to the library are made for a specific purpose, not as a pastime.

The source of help we usually turn to is a card catalogue. A card catalogue is a large file that contains many different cards arranged in alphabetical order. Each card is for one book in the library. The numbers or letters in the corner of the card tell us where in the library we can find that book. There are three different kinds of cards for every book. An author card lists the name of the author and the title of the book. A title card gives the name of the book and the author. A subject card states the topic of the book and lists the author and the title.

In some libraries, especially large ones, only members of the library staff are allowed to go into the book-stacks to look for books. In that case we simply give the librarian, who looks after the books, a call slip with information of the call number, title, and author of the book we want. The librarian or an assistant will then get the book and bring it to us.

When a person wants to get books from the library he must fill out a card with his name, address, telephone number, and place of business at the check-out desk. With this library card a person can turn to the library for books. The librarian on duty fills in a data slip taking it from the pocket of the book. In a big library the librarian uses special tracks on wheels to carry the books. Periodicals usually are on a magazine rack. There is also as a rule a rack with brand-new editions. Books that are most popular with the readers are usually seven-day rentals only and are not renewable. Most of the books can be renewed though. Almost every library now has a micro-film camera for reading micro-films, too. Modern libraries make ample use of computers and Internet.

and

to borrow books – брать книги из библиотеки
a public library – публичная библиотека
library staff – сотрудники библиотеки
a call slip – требование
card catalogue – картотека
book-stack – книгохранилище
a library card – библиотечный билет
a data slip – листок с датой возврата, вклеивающийся в книгу
a pocket – «кармашек»
periodicals – периодические издания
brand-new editions – новые поступления
seven-day rentals – выдаваемые на семь дней
to be renewable – подлежать продлению
a micro-film camera – проектор для чтения микрофильмов
to make ample use of – широко пользоваться

Getting About

When I come to a new city, I have to get from one place to another. So the first thing I do is buying a map of the city. I study it carefully and mark the places of interest I want to see and my hotel. Then I study the routes of the buses, trams and trolley-buses that can take me to these places. In some cities there is a metro, and that makes things easy, and I can get almost everywhere very fast.

Today I want to get from one end of our capital to the other to see a photo exhibition. Unfortunately there is no direct metro service to the place where I want to go. I must take first the metro, then a trolley-bus and finally a bus.

I go to the metro station and buy a ticket. Then I go down the escalator and walk on to the platform. Soon I hear the noise of the coming train. It stops, and I board the train. The train dashes off. Very soon I get off. I rise up the escalator and walk out into the square.

Here I take a trolley-bus and occupy a back seat. The conductor says: «All fares, please!» I reach for the small change and pay for a ticket. Then again I change for a bus. All the time I look out of the window to see the streets and the people. The street is very busy, and the cars are moving slowly. «What immense traffic!» I think. «What a lot of cars, buses and lorries!» At last I get out at the last stop but one.

I walk two blocks of houses and see the building I want. There is a poster saying that there is a photo exhibition inside. I arrived at my destination.

Moscow

Moscow, the capital of Russia, is the largest city of the country. The population of Moscow is about 8 million people. The history of Moscow dates back to the year 1147. Nowadays, it is a political, administrative, economic, educa-

and cultural centre of the country. The centre of the city and the historical heart of Moscow is the Kremlin. It is the seat of the Russian government.

The Kremlin stands on Red Square, the ceremonial centre of the capital. The Cathedral of St. Basil the Blessed and the Lenin Mausoleum are two main attractions of the square.

Moscow has a large concentration of educational institutions. Moscow State University is the leading one. Theatre, music and art are important in the city's life. The Bolshoi Theatre and Moscow Art Theatre are world famous. There are many places of interest in Moscow. The city is famous for historical monuments, museums, art galleries and theatres. The Pushkin Museum of Fine Arts and the Tretyakov Picture Gallery are nation-wide pride. Moscow is the country's largest sports centre. It often becomes a scene of international sports competitions. In 1980 Moscow hosted an Olympiad.

Moscow is also an important industrial city producing different goods. Our capital is also an important transport centre. It is the biggest railway junction, it has a river port and several airports. Moscow is also famous for its hospitality and for its superb shops.

В течение семестра также необходимо выполнить следующие задания:

7) Перевести 5 000 знаков текста из газеты «Moscow News» из раздела «Культурная жизнь».

8) Перевести прилагаемый текст по специальности.

Вариант I

The Quest in American Fiction

There is an honorable narrative tradition, perhaps the most profound in western fiction. The tradition is the central pattern of the epic and exists in every tongue; for not only is it in itself exciting but also provides the artist with a framework upon which he may hang almost any fabric of events and characters. It is, of course, the tradition of the Quest.

We use this medieval term, the Quest, because it signifies a seeking after something tremendous, greater than the love of a woman. The love of woman may be part of the seeking, part even of the object sought, for we know that the Quest has gender and Penelope did wait in Ithaca. But if the love of woman is essential to the seeking, we must call the search a romance. These two terms (quest and romance) distinguish thematic patterns. Furthermore, the same plots, characters, and idioms may occur inside either pattern. But somewhere in the Quest the love of woman must become less important: the hero must seek his Dulcinea because she is Virtue, not because she is Female.

There are at least two sorts of quests, depending upon the object sought. Stephen Dedalus sought a reality uncontaminated by home, country, church; for like Natty Bumppo he knew that social institutions tend to force a man in their

own channels. Natty Bumppo sought the opposite of security. Bloom, on the other hand, was already an outcast and sought acceptance by an Ithaca and Penelope who despised him. So the two kinds of quests, the one seeking acceptance and stability, the other the opposite, differ significantly. Bloom, Alyosha Karamazov, Aeneas, Ulysses, Gatsby – these heroes seek acceptance, stability. Dedalus, Huck Finn, Huxley's heroes, Dostoevski's Idiot – these protagonists seek not stability but Truth.

American literature seems to deal with the outcast; the person who defies traditions in order to arrive at some knowledge, some personal integrity. Natty Bumppo must be a frontier man or perish; for Huck Finn both sides of the Mississippi are full of fraud and hatred; and because the great brown river acts as a kind of sewer you can find murderers and thieves on it – even the father whom you fled might turn up dead in it, as though the river were a dream. But in the middle of the river there is peace. And in northern Mississippi, in the ante-Snope era, frontiersmen conquer the wilderness using only their courage and their fury.

All the virtues of these American heroes are personal ones; they most often are in conflict with home, family, church. The typical American hero must avoid these institutions, become a tramp, cut himself off from big cities. For only by flight can he find knowledge of what is real. And if he does not flee, he at least defies.

Arthur Heiserman and James E. Miller «J.D. Salinger: Some Crazy Cliff»
Western Humanities Review, X (Spring, 1956), 129.

Aeneas – Эней

Snope – Сноупс, герой романа У. Фолкнера «Особняк»

Ulysses – Улисс

Gatsby – Гэтсби, герой романа Ф.С. Фитцджеральда «Великий Гэтсби»

Huck Finn – Гек Финн

Natty Bumppo – Натти Бампо, герой пенталогии Ф. Купера о Кожаном Чулке

Stephen Dedalus – Стивен Дедалус, герой романа Дж. Джойса «Улисс»

Bloom – Блум, герой романа Дж. Джойса «Улисс»

Вариант II

How to Read a Novel – Some Places to Begin

1. Point and view and narrative technique

One useful way to approach a novel involves asking yourself as you read. «Who's telling the story?» is it some unidentified person or voice, who always uses the grammatical third person – «he», «she», «they» – or is it a first-person narrative in which the identified speaker relates everything from his or her point of view? Or does the novel unfold as an unusual hybrid where a character tells part of the story and an all-knowing narrator tells the rest?

Once you've determined that the novel seems to be told by either a first- or third-person narrator, next decide if this narrator knows absolutely everything about the story and its characters or only some of the things we want (and need) to know. Is the narrator, in other words, an omniscient or a limited narrator? One characteristic of an omniscient narrator is that such a story teller, unlike any human being who has ever lived, knows what's going on inside the mind of other people (or at least other characters).

2. Plot and narrative structure

Plot is what happens in a story, and structure is the order in which the novel presents the plot. Plot and structure converge almost completely in novels, like Tolstoy's, that start at the chronological beginning and progress to the end. In epics like 'The Iliad' and novels like 'Absalom! Absalom!' which begin *in media res* (in the middle of things) and then use flashbacks to explain what is happening, plot and structure diverge a great deal.

Although it might seem easy to merge plot and structure completely, it is virtually impossible to do so, for even books that at first seem to start 'at the very beginning', such as 'Great Expectations', often pause late in the action to provide what in cinema is termed 'back-story'. Such delayed exposition is particularly common in detective stories or narratives in which a mystery plays an important part.

3. Setting

Although placement in time and chronological setting are obviously very important, many discussions of setting tend to focus on place and on those techniques, such as description and allusion to verifiable facts that create setting. As you read a work of fiction consider if the author just informs us that the action happens in a specific real place, a fictional one, or merely a general place (an industrial city in the north of England).

4. Characterization.

When you think of it, one of the strangest things about fiction is that authors can make us react to a bunch of words as if they were a real person. These assemblages of language can make us laugh or cry, get us angry or indignant, and even occasionally treat them as more important to us than people we know. The various techniques that works of fiction in prose and verse use to create this powerful illusion of a person make up what we call characterization.

George P. Landow «How to Read a Novel – Some Places to Begin»

Вариант III

Love and Hate in A Tale of Two Cities

Many have grown fond of the tale involving the noble, former French aristocrat Charles Darnay, who had virtually unmatched (except maybe in books) good fortune. First, his life was saved by the pitiful testimony of a beautiful young woman. This is not the story of a man with multiple guardian angels, but rather that of a character in Charles Dickens' novel *A Tale of Two Cities*. A skeptic could easily see this as an unbelievable, idealistic and overrated novel that is too far-fetched. An unbiased reader, however, can see that this is a story of love and hate, each making up the bare-bones of the novel so that one must look closely to see Dickens' biases, attempts at persuasion, and unbelievable plot-lines, some of which spawned from Dickens' love and hate, and some of which love and hate are used to develop.

The more lifeless of the characters we are supposed to like--the Manettes, Darnay, Lorry - play their parts in the idyllic fashion Dickens and like-minded readers want, a fashion made inflexible by circumstances and purposes. «Circumstances and purposes» refers in large part to Dickens' state of mind and objective. Dickens' intrusive, unusually editorial point of view, with references to «I» and deviations from narration for monologue, reveals the novel's slavery to the teachings of his morals--or perhaps his own slavery to the morals of his time and Protestantism. Therefore, can Lucie be any different from the supportive, wholly feminine wife and mother she is? Not if Dickens' is to stick to his obligation, or perhaps obstinate purpose, of moral teachings.

With that aside, what is to be said of Dickens' teaching, his presentation of love and hate? They both have one thing in common: the characters representing each are unmistakable at a mile away. The moment Lucie Manette is put before the reader's eyes, her tumbling blond locks, her bright blue eyes, her seventeen-year-old, slight, pretty figure and all, he knows that, not only will she not be a villainous, unlikable character, but she will be the epitome of the good, beautiful woman (and later housewife), the one Dickens thought every woman should be. At this young woman's introduction with Mr. Lorry, she curtsies to him, and Dickens wastes no time in pointing out that «young ladies made curtsies in those days». The introductory scene climaxes at fair Lucie's fainting, one that, to some, puts her unflawed position into question, although to Dickens, it reinforces it.

At the other side of this moral lecture are the Defarges. Call Dickens a master for embodying qualities, but here are another flawless pair - flawlessly evil, and sentenced to evil from the moment we see Madame Defarge's «watchful eye that seldom seemed to look at anything, a large hand heavily ringed, a steady face, strong features, and great composure of manner», a stark contrast to the slight, fainting figure of Miss Manette.

Контрольная работа № 3

Вариант I

I. Перепишите следующие предложения, подчеркните глагольную форму, переведите предложения на русский язык и определите, где глагол *have* выступает в модальном значении, где он является частью формы времени группы Perfect или дается в одном из времен Indefinite.

1. I have a lot of friends.
2. Jack has already finished packing his things in a suit-case.
3. He has to stay at home with his little sister often.
4. Jane has recently been to the new building of our local library.

II. Перепишите следующие предложения, подчеркните Participle I и II и укажите функции каждого из них, т. е. укажите, является ли оно определением, обстоятельством или частью сказуемого. Переведите предложения на русский язык.

1. There was shocking news in the newspaper.
2. When asked to take part in the discussion he refused.
3. Charles Dickens's most celebrated work is «Pickwick Papers.»
4. The doctor looked worried.

III. Перепишите предложения. Вместо инфинитивов в скобках поставьте the Future Indefinite Tense или форму настоящего времени. Подчеркните подчинительные союзы, укажите тип придаточного предложения.

1. When I (go) to the library I (fetch) some detective story for you.
2. If they (not speak) English every day they (forget) it quickly.
3. Wail till Jack (come),
4. As soon as the library (open) we (go) there to study for our exam.
5. You can't borrow any new books before you (return) the books you have taken earlier.

IV. Перепишите предложения, вставьте вместо пропусков *can* или *to be able to* в нужной временной форме.

1. She ... wait for a few minutes.
2. Mother ... to cook dinner before our arrival.
3. Ann ... speak French two years ago, but now she is out of practice and she ... not.
4. Mary, ... you ... to fetch my mail?
5. I ... open the door. It's locked.

V. Прочитайте, перепишите и переведите текст.

The Library of Congress

The Library of Congress occupies a unique place in American civilization. Established as a legislative library in 1800, it grew into a national institution in

the nineteenth century. Since World War II, it has become an international resource of unparalleled dimensions. The diversity of the Library of Congress is startling. Simultaneously it serves as; a legislative library and the major research arm of the U.S. Congress; the copyright agency of the United States; a center for scholarship that collects research materials in many media and in most subjects from throughout the world in more than 450 languages; a public institution that is open to everyone over high school age and serves readers in twenty-two reading rooms; a government library that is heavily used by the executive branch and the judiciary; a national library for the blind and physically handicapped; an outstanding law library; one of the world's largest providers of bibliographic data and products; a center for the commissioning and performance of chamber music; the home of the nations' poet laureate; the sponsor of exhibitions and of musical, literary, and cultural programs that reach across the nation and the world; a research center for the preservation and conservation of library materials; and the world's largest repository of maps, atlases, printed and recorded music, motion pictures and television programs.

Since 1950 the size of its collections and staff have tripled, and its annual appropriation has soared from \$9 million to more than \$330 million. With collections totaling more than 100 million items, a staff of nearly 5,000 persons, and services unmatched in scope by any other research library, the Library of Congress is one of the world's leading cultural institutions.

copyright agency – патентное бюро

commissioning – заказы на создание

VI. Ответьте на вопросы по тексту письменно.

1. When was the Library of Congress founded?
2. What are its functions besides working with the readers?
3. Why is its collection unrivalled?

VII. Письменно переведите текст.

Comparing Imagery in Conrad and Hardy

Writing shortly after the death of Joseph Conrad, Richard Aldington credited the impressionistic novelist with both a «brooding poetic fire» and «powers of evocation» greater than those of another senior British novelist, Thomas Hardy. Aldington's casual dismissal of Hardy as merely a regional novelist (recording characters and customs fast becoming extinct, but unable to tell a good story) seems somewhat surprising from a late twentieth-century perspective. However, since Conrad began to publish fiction at the very time that Hardy ceased, Aldington was doubtless responding to the biases of his own generation against the tastes of the previous generation. Aldington finds Hardy's chief defect to be his style, which he pronounces «never particularly beautiful and... sometimes almost clumsy» (8). In contrast, he feels that Conrad's prose is of a higher quality -- 'wondrous' and 'mysterious' -- because of its power to make the

to visualize the scene described. In other words, he evaluates Conrad's imagery as being of a higher denotative as well as a higher connotative quality than before.

Вариант II

I. Перепишите следующие предложения, подчеркните глагольную форму, переведите предложения на русский язык и определите, где глагол выступает в модальном значении, где он является частью формы группы Perfect или дается в одном из времен Indefinite.

1. He has dinner at 3 o'clock usually.
2. She has just returned from a hike in the country.
3. I have to get up early, as I must catch the morning train.
4. He has already left for London, and I have to stay behind to pack larger things.

II. Перепишите следующие предложения, подчеркните Participle I и II и укажите функции каждого из них, т. е. укажите, является ли оно определением, обстоятельством или частью сказуемого. Переведите предложения на русский язык.

1. She spent a good part of her day enjoying a new book.
2. The film shown at all the central cinemas is worth seeing.
3. When shaken this toy produces a noise.
4. She looked tired.

III. Перепишите предложения. Вместо инфинитивов в скобках поставьте the Future Indefinite Tense или форму настоящего времени. Подчеркните подчинительные союзы, укажите тип придаточного предложения.

1. Don't leave the child alone. Wait till his mother (come).
2. As soon as they (move) to a new flat, they (decorate) it.
3. After I (return) home from work I (ring) Charles up.
4. When I (have) time I (return) the books to the library.
5. See that you have switched off the TV before you (go).

IV. Перепишите предложения, вставьте вместо пропусков can или to be able to в нужной временной форме.

1. Dan ... give you the book on Dickens.
2. I (not) ... to help you with your English tomorrow.
3. He ... dance well when he was young.
4. He ... to stay in Moscow next summer.
5. I ... sew.

V. Прочитайте, перепишите и переведите текст.

The London Library

The London Library stands at the north-west corner of St James's Square, as it has since 1845. The Library owes its foundation to Thomas Carlyle, who remains its founding genius. If his original impulse came from dissatisfaction with the library of the British Museum, Carlyle had the further and unique object of enabling subscribers to enjoy something of the wealth, especially in English books, of the national library in their own homes. The London Library contains about a million books in all European languages. The subject range is mainly within the humanities, with particular emphasis on literature, history and related subjects. There is a good representation of fine and applied art, architecture, philosophy, religion and topography and travel, including guide-books and atlases. The library collection covers social sciences more lightly. Pure and natural sciences, technology, medicine and law are not within the library's scope, although it has some books in all these fields; the library normally acquires books on the history of all these subjects. The London Library also maintains periodicals and annuals on a wide range of subjects. Although there have been some losses - war damage carried off a number of books in 1944, and in 1970 the library had to sell its few 15th century books - the London Library has retained most of the books it has acquired since it was founded in 1841, many of them long pre-dating it, others as recent as the present day.

The London Library is a private institution, entirely self-supporting, its members largely private individuals, although some corporate bodies also belong. Members' subscriptions still largely cover the cost of maintaining and extending the library. The administration of the library is in the hands of a committee of 24, elected by the members from their number for four years.

subscribers- читатели

subscriptions – взносы

VI. Ответьте на вопросы по тексту письменно.

1. Why was the London Library founded?
2. What is the subject range of the London Library?
3. Who supports the London Library financially?

VII. Письменно переведите текст.

Fantasy, Realism and Narrative in «Jane Eyre»

Brontë incorporates fantastic elements into a more realistic narrative structure by weaving in references to fairy tales, prophetic dreams, mythic imagery and extraordinary plot twists. In part, she uses the fantastic to inform the reader of concealed emotional subtexts in the novel. Her prophetic dreams provide the reader with vital information regarding the state of Jane's emotional health. This use of the fantastic plays a major role in **Jane Eyre**, which is not merely a parable or morality tale: Jane's success as a heroine depends upon satisfying her emotional and spiritual needs. Brontë's departure from a realistic plot might derive from Emotionalist moral philosophy, a school of moral philosophy which

significantly affected nineteenth-century intellectual life in Britain. Brontë uses the fantastic to expand the parameters of societal conceptions of what is comprised by reality. By elevating the importance of emotion in Jane's maturation, Brontë creates a novel not exclusively rooted in mastery of the external world, but focused as well on the vitality of the interior life.

is comprised – эд. понимается

Вариант III

I. Перепишите следующие предложения, подчеркните глагольную форму, переведите предложения на русский язык и определите, где глагол *to have* выступает в модальном значении, где он является частью формы *to have* группы Perfect или дается в одном из времен Indefinite.

1. I have to borrow English books from the library.
2. They have a nice new flat.
3. He has to paint the walls, as they have moved into a new flat.
- ✓ 4. Ann has to fill out the call slip to get the book.

II. Перепишите следующие предложения, подчеркните Participle I и II и укажите функции каждого из них, т. е. укажите, является ли оно определением, обстоятельством или частью сказуемого. Переведите предложения на русский язык.

1. The effect of her words was terrifying.
2. Entering her room in the evening she found a note addressed to her.
3. Surprised, he didn't say a word.
4. The book she borrowed was interesting.

III. Перепишите предложения. Вместо инфинитивов в скобках поставьте the Future Indefinite Tense или форму настоящего времени. Подчеркните подчинительные союзы, укажите тип придаточного предложения.

1. If Ann (come), tell her that I'm in the garden.
2. When he (call), ask him to wait.
3. As soon as she (get) there she (send) you a telegram.
4. Pack carefully before you (go) on holiday.
5. After Dad (return) home from work, we (go) to the cinema.

IV. Перепишите предложения, вставьте вместо пропусков *can* или *to be able to* в нужной временной форме.

1. ... you play tennis?
2. I ... to bring you a new thriller next Sunday.
3. He was tired, and he ... not walk farther.
4. She ... speak German.
5. John ... to pass his exam if he works hard.

V. Прочитайте, перепишите и переведите текст.

The Smithsonian Institution Libraries

Situated at the center of the world's largest museum complex, the Smithsonian Institution Libraries (SIL) forms a vital part of the research, exhibition, and educational enterprise of the Institution. Each Smithsonian scholar engages in an individual «voyage of discovery», using the artifacts and specimens of the National Collections in conjunction with the written and illustrated record of the past. The Libraries is uniquely positioned to help visitors understand the continuing vitality of this relationship.

Today, the Smithsonian Libraries participates in the advancement of science and the arts, just as they have done from the inception of the Institution. Their role vis-à-vis the Institution, the federal government, universities, and the American people has grown, changing to meet the needs of the times. Acting as both public and academic library, as both scholarly resource and general information service, the Libraries offers a galaxy of resources and the help of informed staff to anyone via the Internet or in person.

The Smithsonian Institution Libraries unites 20 libraries into one system supported by an online catalog of the combined collections. They maintain publication exchanges with more than 4,000 institutions worldwide that supply Smithsonian scientists and curators with current periodicals, exhibition catalogs, and professional society publications. Through preservation treatments, experts work to save the Smithsonian's 1.5 million printed books and manuscripts for future generations. Skilled catalogers apply new rules to make websites as accessible as books on the shelf. Their Imaging Center creates electronic versions of rare books and other distinctive collections, as well as exhibitions and specialized finding aids. The Library offers its treasures to the nation through book exhibitions, lectures, special tours, and a well-designed public website.

is positioned – имеет возможность

Vis-à-vis – по отношению к

Imaging Center – центр оцифровки текстов

VI. Ответьте на вопросы по тексту письменно.

1. Who does the SIL work with?
2. How large are its collections?
3. How does the SIL make its resources available online?

VII. Письменно переведите текст.

What's Cyberpunk all about?

In his sixth and last column for the magazine *Interzone*, author Bruce Sterling remembers how the cyberpunk movement—and its consciously created poetics—sprouted in the early 1980s to die only a few years later. Cyberpunk, he confesses, «simply means 'anything cyberpunks write», in this way deferring the existence of any more precise definition of the new SF genre created by himself,

Gibson, Lewis Shiner, Rudy Rucker, and John Shirley. Here and there, however, the reader interested in defining the genre may find in the same article a glimpse of what cyberpunk is for the author. Gradually, one may become aware, at least, of the postmodern and antihumanist stance of cyberpunk at the beginning of its literary adventure. The apparent aim was to renovate science fiction by incorporating into it a new narrative attitude, devoid of the old bourgeois and capitalist values that still maintained man at the center of creation: no longer humanist and rationalist views of man were to be defended in this new era of fiction. On the contrary, they were ready to show that the idea that there are sacred limits to human action is a traditional but illusory value. There are no sacred boundaries to protect humans from themselves.

Вариант IV

I. Перепишите следующие предложения, подчеркните глагольную форму, перенедите предложения на русский язык и определите, где глагол *have* выступает в модальном значении, где он является частью формы *have* группы Perfect или дается в одном из времен Indefinite.

1. I have my breakfast at 8 o'clock every morning.
2. My father has never been to London.
3. Paul has to go to the library to study because he has few books at home.
4. My friend has already left Moscow for vacation and I have to stay in town because I have to take one more exam.

II. Перепишите следующие предложения, подчеркните Participle I и II и укажите функции каждого из них, т.е. укажите, является ли оно определением, обстоятельством или частью сказуемого. Переведите предложения на русский язык.

1. Conan Doyle's most celebrated book is «The Adventures of Sherlock Holmes.»
2. When crossing the street, the old lady was run over by a car.
3. «The Lord of Rings» created by J.R.R. Tolkien is a story of an epic confrontation between Good and Evil, showing the victory of clear morals over the forces of evil.
4. Metaphor is a stylistic device widely used in folk tales.

III. Перепишите предложения. Вместо инфинитивов в скобках поставьте the Future Indefinite Tense или форму настоящего времени. Подчеркните подчинительные союзы, укажите тип придаточного предложения.

1. I (go) to the theatre if I (buy) tickets.
2. As soon as he (write) a letter to his friend, he (post) it.
3. When she (get) the money, she (buy) a new detective story.
4. After I (come) home, I (call) my friend.

5. Before he (move) to a new flat, he (sell) old furniture.

IV. Перепишите предложения, вставьте вместо пропусков can или to be able to в нужной временной форме.

1. I... get my degree next year.
2. She... dance quite nicely when she was a child.
3. She ... visit us yesterday, because she was busy.
4. On holiday I had much spare time and.... do whatever I liked.
5. I... translate this article tonight.

V. Прочитайте, перепишите и переведите текст.

The Library of Congress

The Library of Congress (LC) was founded for the use of Congress and the President of the U.S. A. in 1800. In 1814 during the war with Great Britain the British soldiers marched into Washington and destroyed the Library of Congress. In 1815 the government of the USA started to replace the library collections.

The Library of Congress is certainly the largest library in the world. Its collections are very diverse: books, manuscripts, photographs, volumes in Braille for the blind, rolls of microfilm, magnetic tape, sheets of music and many other records. There are 6 departments with 32 divisions. The Library of Congress adopted 3 principles of selection: 1) all materials necessary to the Congress and to the officers of the government; 2) books and other materials which record the life and achievements of the people of the US; 3) records of other societies, past and present. There are no materials on medicine and agriculture in the LC, other national libraries keep these materials.

The Library of Congress has millions of items in over 125 languages and a myriad of formats. To provide access to these materials, the librarians have created a number of catalogues on cards, in book-form, in microfilm and in computer-readable form. There are the Main Catalogue for the public, the Official Catalogue for the staff, the Old Catalogue for material catalogued before 1980 and the New Catalogue for all post-1980 materials in computer-readable form on laser-etched optical disks. Near the year 2000 the Library of Congress will become a single enormous information centre to which citizens will dial long distance to read information they want via a video screen the size of a pocket calculator.

to found – основывать
Braille – шрифт Брайля
sheets of music – ноты
formats – зд. виды носителей

VI. Ответьте на вопросы по тексту письменно.

1. What does the collection of the Library of Congress consist of?

- What are three principles of selection and storing the materials in the Library of Congress?
- What will computers enable the readers to do near the year 2000?

VII. Письменно переведите текст.

Literary Criticism

When we speak about literary criticism we mean analysis, interpretation, and evaluation of works of literature. There are two approaches to literary criticism. Theoretical criticism is the study of the principles governing fiction, poetry, and drama with the aim of defining the distinct nature of literature. Practical criticism is the act of reading and experiencing a literary work, judging its worth, and interpreting its meaning. Literary criticism in the Western world began with the Greek philosophers of the 4th century B.C. Plato, in his book *The Republic*, regarded poetry as a mere imitation of the transitory actual world. Most critical writing of the Middle Ages (5th century to 15th century) insisted that literature must be «passionate and lively» in its expression of philosophical and moral truths. Later critics thought that writers should emphasize types rather than individual characteristics.

Вариант V

I. Перепишите следующие предложения, подчеркните глагольную форму, переведите предложения на русский язык и определите, где глагол *to have* выступает в модальном значении, где он является частью формы времени группы Perfect или дается в одном из времен Indefinite.

- I have a class in music every Friday.
- She has already called her friend.
- I have to get up early because I have no car and the office where I work is rather far from my house.
- My friend has already gone, and I have to stay in the library because I have to read for my exam.

II. Перепишите следующие предложения, подчеркните Participle I и II и установите функции каждого из них, т. е. укажите, является ли оно определением, обстоятельством или частью сказуемого. Переведите предложения на русский язык.

- The hostess showed us into a large hall decorated with flowers and carpets.
- When invited he always comes on time.
- He was deeply impressed by the new film.
- Brilliant books by Agatha Christie translated into more languages than Shakespeare are read and enjoyed by the public.

III. Перепишите предложения. Вместо инфинитивов в скобках поставьте the Future Indefinite Tense или форму настоящего времени. Подчеркните подчинительные союзы, укажите тип придаточного предложения.

1. If I (see) Helen tomorrow, I (speak) to her.
2. As soon as I (come) to London, I (send) you a telegram.
3. When the wind (blow) hard, this old tree (fall).
4. After I finish my studies in the library, I (go) to the cinema.
5. He (go) to Brighton to await you there before you (leave).

IV. Перепишите предложения, вставьте вместо пропусков can или to be able to в нужной временной форме.

1. Did you buy any fresh meat? – No, I... get any.
2. He... play tennis better two years ago.
3. I... finish this work today, I am tired.
4. I... not... come to your place today, I have a headache.
5. I think you... play tennis better after a bit of practice.

V. Прочитайте, перепишите и переведите текст.

Public Libraries in Great Britain

In different regions of the United Kingdom different authorities must maintain local libraries. In Scotland this is the duty of local authorities, in Northern Ireland there are special educational and library boards. There are 5,000 public library service points in Britain and people can borrow books free of charge. The books in the lending section stand on open shelves for the easy access of the readers. There are special inter-lending systems for the students.

In some areas there are mobile libraries of which about 700 are in service, and domiciliary services work with people who are unable to visit the library. Many libraries have collections of records and musical scores for loan to the public. Nearly all provide children's departments, reference sections and art, music, commercial and technical departments. Most libraries hold documents on local history.

The largest library in Britain is the British Library, created in 1973 when the British Museum Library and some other libraries merged. The British Library is organized in three divisions: 1) the Reference Division which includes the Department of Printed Books (holding about 10 million titles), the Department of Manuscripts, the Department of Oriental manuscripts and Printed Books, and the Science Reference Library; 2) the Lending Division in West Yorkshire which has nearly 4.5 million volumes and some 56,000 current periodicals available on loan to other libraries and countries overseas; 3) the Bibliographic Services Division which processes the material for cataloguing. The British Library automatically receives a copy of each new book or newspaper published in Britain.

educational boards – комитет по образованию

domiciliary services- надомные службы библиотек

VI. Ответьте письменно на вопросы по тексту.

1. What are domiciliary services for?
2. What is the largest library in Britain?
3. In what division can a person from Russia borrow books from the British Library?

VII. Письменно переведите текст.

Literary Criticism in the 20th Century

No movement has had such an impact on 20th - century criticism as the so-called new Criticism. It began as a distinct school in the late 1930s. The movement is sometimes called ontological criticism because Ransom, its leading figure, insisted that a poem represents a kind of reality different from that of a logical prose. The New Critics did not study the historical context of the work of literature, or biographical details about the author, or the author's purposes. Their technique was to use close analysis of structure and imagery to define technical devices expressing the particular meaning that a literary work possesses. More recent approaches to the critical evaluation of literature include studies from the point of view of semiotics (the study of the function of signs and symbols) and hermeneutics (the science of interpretation), Marxism, psychoanalytic theory, feminism, and structuralism which appeared in France in the 1960s and 1970s.

is called - называется

Вариант VI

I. Перепишите следующие предложения, подчеркните глагольную форму, переведите предложения на русский язык и определите, где глагол to have выступает в модальном значении, где он является частью формы времен группы Perfect или дается в одном из времен Indefinite.

1. I have stayed here about a week.
2. She has a nice new flat.
3. He has to go to the library every week, as he has few books at home, and he has a lot of homework to do.
4. She has already sent me a postcard from the city where she is staying now, and I can only dream about vacation.

II. Перепишите следующие предложения, подчеркните Participle I и II и установите функции каждого из них, т. е. укажите, является ли оно определением, обстоятельством или частью сказуемого. Переведите предложения на русский язык.

1. When she met him he was a broken man.
2. When frightened, the child hides under the sofa.
3. They were fascinated with their new flat.

4. Admirable novels by Faulkner known to the reading public all over the world enjoy great popularity.

III. Перепишите предложения. Вместо инфинитивов в скобках поставьте the Future Indefinite Tense или форму настоящего времени. Подчеркните подчинительные союзы, укажите тип придаточного предложения.

1. If the wind (blow) from the north this room (be) very cold.
2. Even if they (want) me to stay I (refuse).
3. If I (bring) skis I (go) skiing at the mountain resort.
4. When she (buy) a new sofa she (throw away) her old one.
5. As soon as he (phone) we (know) the news.

IV. Перепишите предложения, вставьте вместо пропусков can или to be able to в нужной временной форме.

1. I'd like ... to play chess.
2. Are you sure you'll ... get to the bottom of the matter?
3. The woman got up and I ... see her face quite clearly.
4. My lips were stiff. I ... hardly speak.
5. I have a thorn in my finger. I ... remove it.

V. Прочитайте, перепишите и переведите текст.

The Moscow Foreign Literature Library

The All-Russian Library of Foreign Literature has one of the country's biggest collections of books and is also a centre for the study of foreign languages and literature.

There are now over 4 million books, periodicals, dictionaries and reference material in 132 languages. The collection increases every day. The library is engaged in an extensive exchange with other libraries abroad, publishing houses, universities and research institutions in more than 80 countries. It is a real Palace of Books. In its large buildings, equipped to meet the latest requirements, there are 14 reading halls, a book-stack with a total of 90 km in bookshelves, two conference halls, rooms for general and special catalogues, scientific and bibliographic departments, reference departments, rooms for studying foreign languages, a record library, a printshop and so on.

The library fulfills many functions. It prints information bulletins, bibliographic reference books and monographs. It offers advice on methods of working to other libraries in Russia and takes part in international conferences and symposiums. Business contacts are maintained with those international organizations that deal with libraries. Lectures, exhibitions and film shows are also held. Authors and scientists, public personalities and artists, both from Russia and from other countries, often visit the library. From early morning till late at night its halls are full of students, teachers, translators and specialists in every field of human knowledge.

are maintained - поддерживаются

VI. Ответьте письменно на вопросы по тексту.

1. How many research institutions does the library cooperate with?
2. What functions does the library perform?
3. How large is the collection of the library?

VII. Письменно переведите текст.

Comparing Imagery in Conrad and Hardy

In Arthur Kay's and Richard Aldington's opinion applications of the techniques of symbolism and imagery Hardy and Conrad are likewise different. Hardy enriches his descriptions and narrative commentary with allusions to great deeds, thoughts, and persons, to music, art, philosophy, and mythology to create a sense of the eternal lurking behind the aspirations and passions of his Wessex characters, whose significance as individuals Time works to diminish. Conrad's method is quite different, more recognizably Romantic and less Classical than Hardy's. For the most part, Conrad couples the general symbol with a straight-forward simile: his symbolic patterns draw their energy from the very nature of things, from the ancient elements of earth, air, fire, and water, from darkness and light and all the colours in between, from the great chain of being itself, connecting the lowliest beast and tormented devil to the noblest man and the enigmatic creator of all. Whereas Hardy is overt in his use of images and symbols, Conrad in his speaks what Shakespeare terms «a kind of excellent dumb discourse.» In his novels, Hardy attempts to state a meaning through his symbols; in his novels, Conrad is content to imply rather than define. Hardy's symbolism is neither so elemental nor so readily apprehensible as Conrad's; often Hardy's symbols are oblique, shrouded in garments which only informed readers may see through, a legacy in narrative technique that Hardy received from his reading the works of the erudite George Eliot.

Семестр IV

Контрольное задание № 4

Для того, чтобы правильно выполнить контрольную работу № 1, необходимо усвоить следующие разделы по рекомендованному учебнику (Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Ч. 1. М.: Деконт-Гис, 1998): Уроки 10 – 12 с.180 – 222.

1) Используя Грамматический комментарий (с.581-598), внимательно изучите грамматический материал включающий:

- Артикль: употребление артикля с именами существительными вещественными # 63.
- Глагол: будущее время группы Indefinite (the Future Indefinite Tense) # 55; глаголы to speak, to talk, to say, to tell # 60; выра-

жение просьбы или приказа, обращенных к 1-му или 3-му лицу # 61.

- Синтаксис: определительные придаточные предложения # 56; дополнительные придаточные предложения. Средства связи в дополнительных придаточных предложениях # 57; согласование времен в сложных придаточных предложениях с дополнительными придаточными # 58; дополнительные придаточные предложения, введенные союзами if, whether # 62; расчлененные вопросы # 59.

2) Запомнить обязательный вокабуляр уроков 10 - 12.

3) Выполнить упражнения письменно устно

Урок 10 - у. 6(6), с. 184 - 185 у.9, с. 185
у. 3 (3), с. 191 у. 9, с. 188
у. 11, с. 190 у. 5, с. 191
у. 6 (3,5), с. 195 - 196

Урок 11 - у. 8, с. 203 у. 4, с. 202
у. 9., с. 204 у. 10, с. 204
у. 14, с. 205 у. 7, с. 207
у. 12, с. 208-209 у. 10, с.208

Урок 12 - у.6, с.214 у.3, с. 213
у. 7, с. 214 у. 9, с. 215
у. 8, с. 214 у. 7, с. 217
у. 2 (1 - 3), с. 221 у. 12, с. 219
у. 15, с. 220 у. 3, с. 222
у. 9, с. 219

4) Подготовить по прилагаемому образцу разговорные темы Holiday Making, A Trip to... (Travelling), Meals.

Для подготовки этих устных тем Вы можете использовать следующие пособия:

1. Журина Т.Ю. 55 устных тем по английскому языку для школьников 5-11 кл. - 2-е изд., перераб. - М.: Дрофа, 1997. -160 с.
2. Кошманова И.И., Енгальчева Н.А. Устные темы по английскому языку (Topics for Discussion). - М.: ООО «ИЗДАТ-ШКОЛА» ООО»РАЙЛ», 1998. - 240 с.

Вы можете также обратиться к другим аналогичным изданиям.

Holiday Making

People spend their days off in different ways. Some of them prefer to stay in town and to visit art exhibition, a museum or a sports event. In the evening as a rule they visit a theatre or go to see their friends. Other people prefer to spend their days off out of town. As for me, I also prefer to spend them in the country.

Sometimes I take part in sports events, which usually take place during the week-ends. Two weeks ago I took part in the skiing competition of our Institute.

Last Saturday I went to see my sister. This is how I spent the week-end.

Last week I got a letter from my sister inviting me to spend the week-end at her place in the country. I accepted her invitation with pleasure. My sister and her husband live in the country, not far from Samara. They have a nice little house and a garden around it. There is a forest near their house.

Last Saturday as soon as the classes at the Institute were over, I hurried to the station to catch the four o'clock train. My sister lives about 50 km from Samara. It took me a little more than an hour to get there. My sister met me at the station. We were very glad to see each other. On the way home we asked each other a lot of questions about our life and studies. When we came home we had tea and then went for a walk as the weather was fine.

It was pleasant to walk in the country in the evening. It was not very cold and it was snowing a little. Everything around was white with snow – the ground, the trees and the houses. The air was so fresh and the moon was shining brightly in the sky! When we came back home we spent the rest of the evening talking, listening to music and watching TV. We had a very good time.

On Sunday we got up later than usual. After breakfast we started on a skiing trip. It was snowing when we left the house. There was a lot of snow on the ground. We went skiing in the forest for some hours enjoying the fresh air and the beautiful scenery around us. When we came back home we were hungry and a little tired. After dinner we had a rest.

I came back to Samara by the seven o'clock train. After supper I read a little, listened to the 10 o'clock news on the radio and went to bed at 11 o'clock as usual.

A Trip to St. Petersburg (Travelling)

I have just come back from St. Petersburg where I spent my holidays. I had a very good time there and I am full of impressions.

Founded in 1703 by Peter the Great it remained the capital of Russia for two centuries. I am sure St. Petersburg is one of the most beautiful cities in the world. Its great art treasures, its historical and architectural monuments are famous all over the world. A great many visitors from every part of the world come to St. Petersburg to admire its beautiful sights.

I came to St. Petersburg on the 25th of January and the same day we went sightseeing. The city made a great impression on me. I admired its straight streets, beautiful palaces, squares and outstanding monuments. I especially admired the Palace Square surrounded by beautiful buildings, with the Alexander Column in the middle.

I am very fond of art and my friend took me to different art museums and exhibitions. I saw many wonderful works of Russian and world art collected in St. Petersburg museums. We spent a few days in the Hermitage famous for its

(I am very fond of art)

art collections. It has the richest collection of classic and modern painting and sculpture. It numbers more than 2,000,000 exhibits.

We also went to see different places of interest in the suburbs, such as Peterhof and others. Unfortunately the fountains didn't work as it was winter, but we could see the palaces and admire the winter parks.

Of course I haven't seen everything yet. There are still many places of interest to see. That's why I want to spend my summer holidays in St. Petersburg again.

Though my friend and I were very busy visiting various places of interest we found some time for sports and fun. We went skating, skiing and dancing. I had a very good time during my holidays and I greatly enjoyed my trip to St. Petersburg. I'm thankful to my friend for his kind invitation.

Eating out

As you know I had a nice kitchen in my apartment but I had neither time nor desire to cook. I often bought groceries either from a grocery store or a supermarket on my way home. I would buy a loaf of bread, a carton of milk, a dozen eggs or a pound of butter. Sometimes I bought a submarine sandwich from a local deli, or maybe a couple of hamburgers or cheeseburgers from a take-out place for my supper. But I had to eat out for most of my meals.

I tried to go to a different place each time. I went out to lunch during the lunch-break, or to dinner after work. At first I always asked Rich or some friends from the office to come along. Some of them insisted on treating me to a meal. Then I would insist on treating them. After an argument we would, as a rule, go Dutch.

Eating out in New York is no problem at all. There are so many places to eat. Their names are also different – restaurant or cafe, cafeteria or coffee shop, pancake house or steakhouse, pizza place or sandwich shop, eatery or simply grill. Some of them have proper names like «The Pines». Others are named after their owners like «Maria's», or former owners if the place has earned a good reputation. You can even eat at a deli. When you buy something they ask you «here or to go?»

The competition is so strong that you can always find a good meal you can afford. From time to time almost all restaurants make «special offers» of cheaper meals. On Sundays, when I liked to sleep late, I always looked in the papers for a «Sunday brunch special».

5) Перевести 5 000 знаков текста из газеты «Moscow News» из раздела «Культурная жизнь» и 5 000 знаков из раздела «Политика». В работе с газетой вам поможет лексика, отрабатываемая в следующем пособии: Королькова В.А. и др. Учись читать газету. Пособие по общественно-политической лексике английского языка. М.: Высшая школа, 1981.

Контрольная работа № 4

Вариант I

I. Перепишите следующие предложения, вставьте слова «who, whom, which, that, where, when» там, где это необходимо. Укажите тип придаточного предложения. Переведите данные предложения на русский язык.

1. Do you know ... that man over there is?
2. She has returned the tickets ... she bought a week ago.
3. The plane ... we took to Moscow landed on time.
4. He told me ... he had already been to the Hermitage.
5. I remember the day ... I came here for the first time.
6. Can you tell me ... of the bags is Peter's?

II. Перепишите следующие предложения, поставьте и подчеркните недостающую часть расчлененного вопроса.

1. He is an expert guide, ...?
2. They ate out last Tuesday, ...?
3. She has no desire to cook, ...?
4. The flight wasn't on time, ...?
5. He has earned a good reputation for his salads, ...?
6. We skied later than usual yesterday, ...?

III. Пользуясь таблицей согласования времен, письменно переведите следующие предложения из прямой речи в косвенную.

1. John said to me, «I was to Saint Petersburg last week.»
2. She asked me, «What time will our plane land?»
3. He asked me, «Have you seen English folk sports competitions?»
4. My cousin asked me, «Did you take many photos last weekend?»
5. She often says, «Boys will be boys.»

IV. Перепишите следующие предложения, поставьте глагол в the Present Indefinite Tense или в the Past Indefinite Tense. Переведите эти предложения письменно.

1. I (invite) my friend to have dinner with me last weekend.
2. Charles Dickens (be) the most popular English writer in the 19th century, and now he (still, be) very popular too.
3. We (go) skiing in the park last Sunday. The ski-track (be) simply perfect.
4. She (cook) delicious cakes.
5. We often (stay) with my grandparents in the country.

V. Перепишите и письменно переведите текст

Eating Out

In most countries East or West eating out has now become very popular. A lot of eating places ranging from high-class restaurants to factory canteens cater for all tastes at various prices. Thus small, often self-service restaurants, cafes or snack-bars serve quite cheap food while traditional restaurants are famous for high quality (and expensive) cooking.

Normally a meal in a restaurant takes time. Usually you tell the waiter what you want for the first two courses; he will take your order for dessert and coffee later.

If you want to have a quick lunch you may decide on a snack-bar, a café or even your office vending machine where you can get sandwiches and other snacks.

Every country has its own popular places which traditionally specialize in certain dishes. For example, kebab grills, fried chicken are quite common in the Arab world.

There are also hamburger restaurants in most places nowadays which specialize in cheap meals, especially hamburgers. Very popular indeed are take-away places serving fried (grilled) chicken. You can go to a take-away restaurant or a small shop, give your order which is cooked while you wait and packed in plastic bags for you to take away. You are sure to enjoy the chicken, hot and juicy, seasoned and garnished with pickled onions, cucumbers, garlic and whatnot.

Staying at a hotel eases the matter considerably. At the hotel restaurant you are offered specially prepared dishes, various appetizers, and soft drinks. They also treat their guests to «Swedish Board» which gives you a quick and delicious meal.

vending machine - автомат

kebab grills - люля-кебаб

take-away places - заведения, где можно забрать свой заказ на вынос

you are offered - вам предлагают

soft drinks - безалкогольные напитки

Swedish Board - шведский стол

VI. Ответьте на вопросы по тексту.

1. What kind of food do self-service restaurants serve?
2. Why are take-away places popular with the people?
3. Why do hotel restaurants make things easier for their guests?

VII. Перепишите и письменно переведите текст.

The Immortal Corpse of Socialist Realism

The cultural phenomenon known since the 1930s as «socialist realism», or sots-realism, embraces the entire spectrum of the arts. The term was initially applied primarily in relation to the new socialist literature, and was introduced by

Central Committee Secretary Andrei Zhdanov in 1934. It is just such literature, however, that has failed most abjectly to last the course. Once canonical Soviet texts have all irrevocably lost their authoritative status. These novels have disappeared from the bookshelves and today's young student will read them only at gunpoint.

Russia is often called «the country of words» as a result of its chronic logocentricity and catastrophic fidelity to the book: until very recently, the Russian writer had always been considered the master of minds. But the Russian literary world has failed to generate sharp, fresh, and relevant ideas for some time now, contenting itself with easy banalities. Now, it no longer even bears discussion. Indeed, it is Western Slavists who have written the majority of scholarly publications and interpretations of Gorky and other socialist realists.

Вариант II

I. Перепишите следующие предложения, вставьте слова «who, whom, which, that, where, when» там, где это необходимо. Укажите тип придаточного предложения. Переведите данные предложения на русский язык.

1. Do you know ... they serve here for dessert?
2. The girl in blue ... is getting on the plane is my sister.
3. I don't know ... to buy pizza in this small town.
4. The second course ... I had was delicious.
5. The tourist agency ... I bought my package holiday is in High Street.
6. Tell me ... tastes better – cream or jelly.

II. Перепишите следующие предложения, поставьте и подчеркните недостающую часть расчлененного вопроса.

1. The competition between the local McDonald's and pizza place is strong, ...?
2. She doesn't like cucumbers, ...?
3. There are few visitors at the cafe at this hour, ...?
4. He went out to lunch at midday, ...?
5. We have had a very good time in the park today, ...?
6. I am too enthusiastic about this trip, ...?

III. Пользуясь таблицей согласования времен, письменно переведите следующие предложения из прямой речи в косвенную.

1. He said to me, «I found a good pizza place last Sunday.»
2. She asked me, «What do you prefer – cheese or salad?»
3. John asked me, «Did you see the Palace Square in St. Petersburg?»
4. She often says, «Too many cooks spoil the broth.»
5. Nick asked me, «When are you going to London?»

IV. Перепишите следующие предложения, поставьте глагол в the Present Indefinite Tense или в the Past Indefinite Tense. Переведите эти предложения письменно.

1. We (like) eating out on holidays.
2. A lot of words in Australian English (come) from Aboriginal languages. Some Australian words (penetrate) all European languages.
3. They (take) a commuter train to the country on weekends and (go) hiking almost every weekend in summer.
4. The waiter (bring) our second course. It (be) beefsteak with fried potatoes.
5. They (be) in Paris last month. They (go) sightseeing and they (admire) the beautiful streets and squares of the French capital.

V. Перепишите и письменно переведите текст:

Winter Holidays

I like winter because I have an opportunity to have a rest during the Christmas season and paint the town red on the New Year's Day. The weather is usually just fine. I have a lot of free time. It is not necessary to get up early, I can forget about the pressure of time and about the rat-race.

I have all the day to myself. As I am in favour of active holidays, I often go skiing or skating at the local skating-rink. I think that fresh air does me a world of good, and that's why I enjoy myself tobogganing down the snow-hill with the merry crowd, riding in a horse sleigh, making snowmen and playing snowballs with my friends. You can say that these pastimes are childish, but I think that there is nothing like good fun, and we all used to be children, didn't we? I also want to master snowboard, but it is a very challenging task.

I also relish buying a New Year Tree and presents for my relatives, and having a peaceful family reunion. We usually see the New Year in and toast the chime with champagne. I often invite my friends to celebrate this holiday, too.

Sometimes I have a chance to travel during my holidays. These are short leisure breaks, but they are something to remember. Tourist agencies offer bus tours to such cities as Suzdal, Saratov, Moscow. This year I've been to Suzdal and I lived in a hotel for 3 days. I saw many places of interest in that old town, wooden houses and churches. Suzdal is a treasury of Russian architecture. It was a very impressive trip. I look forward to the next winter holiday, as I plan to take up either snowboard or mountain skiing. My friends also plan to see the New Year in the forest, under a live New Year Tree. If the weather is too bad for outdoor sports, I think that I shall have a quiet rest at home.

does me a world of good – идет мне на пользу

chime - бой часов

I look forward to – я с нетерпением жду, предвкушаю

VI. Ответьте на вопросы по тексту.

1. What kinds of winter sport does he/she favour?
2. How does he/she celebrate the New Year's Day?
3. What other ways of spending the winter holiday does he/ she mention?

VII. Перепишите и письменно переведите текст.

New Developments in Science Fiction

Cyberpunk, despite its apparent «indefinableness», soon became a favourite genre for a postmodern generation who could not get rid of the humanist notion of «Man» as the center of creation—whence the allure of the smart hacker protagonist who manages to defeat the system—even as they realized that man and the social systems created by and for him are destroying the planet and, consequently, all possibilities for the survival of the human race. Other readers will perceive in cyberpunk a deconstructive attack that its creators tried to carry out against the traditional values of the old master narratives. In this way, feminism, the instability, or class and race issues become aspects frequently analyzed by critics of cyberpunk. However, it is our belief that the genre also stands at the cross-roads where typical SF stories full of humanist modernism intersect with a more gloomy perception of the world and based on an awareness of the destructive power of the human being. The genre has become a bridge between old humanist beliefs in a perfect creation and the new postmodern understanding of the world as a much more desolate place to live in.

Вариант III

I. Перепишите следующие предложения, вставьте слова «who, whom, which, that, where, when» там, где это необходимо. Укажите тип придаточного предложения. Переведите данные предложения на русский язык.

1. I remember the time ... the tourists did not frequent this town.
2. The hotel ... I live in is rather big.
3. The girl ... is standing over there is our guide.
4. Do you know ... we shall start on our excursion?
5. Can you tell me ... of the two tickets is yours?
6. Do you know ... this man is?

II. Перепишите следующие предложения, поставьте и подчеркните недостающую часть расчлененного вопроса.

1. He insisted on treating me to a meal, ...?
2. I shouldn't be too critical, ...?
3. Tom took a lot of photos last weekend, ...?
4. You have just cooked chicken soup, ...? I can feel its smell.
5. They don't like hiking, ...?

6. She doesn't prefer to eat out, ...?

III. Пользуясь таблицей согласования времен, письменно переведите следующие предложения из прямой речи в косвенную.

1. He said to me, «I went to the holiday camp last summer.»
2. She asked me, «Do you take sugar with your coffee?»
3. She often says, «A friend in need is a friend indeed.»
4. He asked Ann, «Have you ever tasted grilled sausage with Mexican sauce?»
5. She asked me, «When will they go on a hike?»

IV. Перепишите следующие предложения, поставьте глагол в the Present Indefinite Tense или в the Past Indefinite Tense. Переведите эти предложения письменно.

1. She ^{had} (have) fish-and-chips when she ^{was} (be) in London last summer.
2. We ^{enjoyed} (enjoy) nice weather and fresh air in the country last weekend.
3. The most famous English authoress of the 19th century ^{was} (be) Charlotte Bronte. She ^{wrote} (write) «Jane Eyre».
4. They ^{serve} (serve) excellent coffee in this coffee shop.
5. Ann ^{went} (go) on an excursion around Saint Petersburg when she was there.

V. Перепишите и письменно переведите текст

Eating Habits in England and the USA

The English have their peculiar eating habits. For example, an Englishman can start his day with breakfast that consists of bacon and eggs, and then he will enjoy tea with toast and marmalade. Children usually have cornflakes for breakfast, and the English call a bun and a cup of coffee «continental breakfast», and stubbornly stick to their wholesome diet. Then an Englishman will have lunch at midday which is also quite substantial. In the afternoon the family can gather for high tea which means that people drink strong tea accompanied with sausage, cheese, biscuits or cakes and pastry. In the evening the English have dinner or supper, which for the English is practically the same. English cuisine favours mutton, stews, puddings (which are not only sweet dishes, but can be meat dishes, too), potato chips with salt and vinegar. The most famous national dish is Christmas pudding.

Americans are less conservative about their cuisine, as their ancestors came from all over the world and brought their traditional dishes and recipes with them to the New World. The most American dish is barbecue. Cooking barbecue meat means good neighbourly fun. People consume large quantities of richly sauced, spiced, barbecued meat cooked in the open air on a grill, corn-bread, and drink gallons of coffee. Even an ordinary roast of pork, tastes like heaven if basted during the cooking with an honest barbecue sauce. Another typically

American dish is Thanksgiving Turkey spiced with juniper berries. Naturally, many families have their own favourites, including roast beef and ham, and all kinds of ethnic variations and additions are possible.

лук – поливать

серп – можжевельник

VI. Ответьте на вопросы по тексту.

1. What is high tea?
2. What foodstuffs are popular with the English?
3. Why is it hard to speak about a typically American cuisine?

VII. Перепишите и письменно переведите текст.

Allusions in Stevenson's The Strange Case of Dr. Jekyll and Mr. Hyde (1886)

An **ALLUSION** in a literary text is a reference, either **explicit** or **oblique**, to a well-known person, place, or event, or to another literary text. Rather, the effect of the allusion depends upon the reader's knowledge and his or her recognition of the reference. Prior to the twentieth century, authors could reasonably assume that educated readers could recognize references to the Bible and the classics. An allusion is an economical means of calling upon the history or the literary tradition that the author and reader **share**. An allusion often presents a parallel situation, or universalizes the specific.

Stevenson found that biblical allusions were a useful way of delineating good and evil. In the first chapter, for example, the narrator speaks about Cain's **foresy**. The reference to the Genesis functions here as **foreshadowing**, for the good brother (Jekyll) must murder the evil brother (Hyde) to save the world from the actions of a **sadist**. The irony is that in Genesis it was the evil brother (Cain) who slew the good brother (Abel); however, the reference is appropriate since Hyde wishes to take over the body and possessions of his elder brother. Indeed, Hyde's physical deformity, which produces revulsion in anyone who sees him, may be related to his bearing the mark of Cain, the first murderer.

Genesis – Книга Бытия

Вариант IV

I. Перепишите следующие предложения, вставьте слова «who, whom, which, that, where, when» там, где это необходимо. Укажите тип придаточного предложения. Переведите данные предложения на русский язык.

1. The house... she lives in is rather big.
2. She has read the magazine... I gave her a week ago.
3. The man... you are looking for has just come.
4. The house... I was born in was torn down long ago.

5. I remember the time... we were happy together.
6. The house... I live in is rather big.

II. Перепишите следующие предложения, поставьте и подчеркните недостающую часть расчлененного вопроса.

1. Sue doesn't know Ann,...?
2. You can speak German,...?
3. There are a lot of people here,...?
4. This isn't very interesting,...?
5. Jane, you haven't got a pen,...?
6. I am too impatient,...?

III. Письменно переведите следующие предложения из прямой речи в косвенную.

1. My friend asked me, «Do you go in for sports?»
2. Peter said, «I visited London last year.»
3. The teacher asked me, «How long does it take you to get to the University?»
4. Ann asks me, «Is it raining hard now?»
5. My friend often says, «All is well that ends well.»

IV. Перепишите следующие предложения, поставьте глагол в the Present Indefinite Tense или в the Past Indefinite Tense. Переведите эти предложения письменно.

1. Stratford-on-Avon (to be) a small town in central England where Shakespeare (to be) born.
2. Shishkin (to create) the picture «Morning in the Pine Wood» together with Savitsky.
3. They often (to go) to the seaside, but last year they (to visit) their relatives in Moscow.
4. Yesterday I (to go) to bed early.
5. Ann (to spend) a lot of money yesterday, she (to buy) a dress that (to cost) 100\$.

V. Перепишите и письменно переведите текст

Summer holidays in Britain

The kind of holiday that middle-class English people usually have is not too expensive. If one wants to meet lots of English people, one can go to a holiday camp. Holiday camps in England are permanent buildings with every modern convenience. There are wooden cabins with good beds, electric light, hot and cold water. The camp usually has its own swimming-pool and tennis courts. A camp of a medium size takes about five hundred guests. The reason why holiday camps are so popular with married couples who have young children is that

there are nurses to look after very small children there, so parents can bring their children together with them but have a good rest.

There is also another suggestion – a caravan holiday. One can hire a comfortable caravan for a few pounds a week. There's a caravan association that can give you information about places where you can stay. There are caravan camps all round the coast, and at these one can get water and other things one needs, but one has to cook.

If a person is young, he or she can have a walking holiday. Walking holidays are much cheaper than other kinds of holidays. There are youth hostels all over England and thousands of people use them. Members of the Youth Hostels Association get cheap beds and meals. Members can even take their own food to the hostels and cook it in the kitchen, but they have to sweep and clean their rooms and to wash up after meals. A walking holiday depends for enjoyment upon the weather, of course.

You needn't only walk. Cyclists may stay at the hostels, but motor-cars and motor-cycles are not allowed.

a cabin – домик

of medium size – среднего размера

a caravan – трейлер

a hostel – гостиница-общезитие

VI. Ответьте на вопросы по тексту.

1. Why are holiday camps popular with married couples?
2. What is a caravan association for?
3. Where can a young man stay on a walking holiday?

VII. Перепишите и письменно переведите текст.

The Catcher in the Rye in Modern American Fiction

The central theme of Salinger's work is stated explicitly in one of his best stories. Salinger quotes a passage from Dostoevski: «I ponder «What is Hell?» I maintain that it is the suffering of being unable to love.» Love is the dominant trait of all Salinger's heroes. Salinger diagnoses the neurosis of the world in one simple way: if we cannot love, we cannot live.

Childhood and the loss of innocence have obsessed much of western literature at least since the Enlightenment, when man was declared innately good, corrupted only by his institutions. If we could return to childhood, or to noble savagery; or if we could retain the spontaneity of childhood, our social and personal problems would disappear. The fable of Innocence Lost developed into a dominant motif in contemporary fiction. The flight out of the world and into innocence of childhood is one which Salinger's hero Holden Caulfield is constantly attempting.

«The Catcher in the Rye» – «Над пропастью во ржи»

Holden Caulfield – Холден Колфилд, главный герой «Над пропастью во ржи»

Вариант V

I. Перепишите следующие предложения, вставьте слова «who, whom, which, that, where, when» там, где это необходимо. Укажите тип придаточного предложения. Переведите данные предложения на русский язык.

1. The man ... is having fish and chips is my cousin.
2. The guide, ... knew a lot, was telling the tourists about the architecture of St. Petersburg.
3. Can you tell me ... I can find him?
4. I can't remember ... of the two suitcases is Ann's.
5. The hotel ... I stayed at last time is now closed.
6. He says ... he will take a taxi to get to the station.

II. Перепишите следующие предложения, поставьте и подчеркните недостающую часть расчлененного вопроса.

1. She takes sugar with her tea, ...?
2. You are fond of photography, ...?
3. There are beautiful art collections in the Hermitage, ...?
4. I am too critical about our trip, ...?
5. He doesn't like coffee, ...?
6. They have just ordered pizza, ...?

III. Пользуясь таблицей согласования времен, письменно переведите следующие предложения из прямой речи в косвенную.

1. Jack asked me, «When are you flying to London?»
2. She said to me, «There is a nice coffee shop not far from here.»
3. Ann often says, «A friend in need is a friend indeed.»
4. Nick asked me, «Did you have a good time skiing?»
5. Dad asked me, «Is it snowing hard now?»

IV. Перепишите следующие предложения, поставьте глагол в the Present Indefinite Tense или в the Past Indefinite Tense. Переведите эти предложения письменно.

1. My friend (like) apples very much but I (prefer) pears.
2. Lucas (go) to Paris very often last year.
3. Everybody (know) about the Loch Ness monster that several people (see) and some (try) to photograph.
4. The word «America» (come) from the name of Amerigo Vespucci who (write) a book about discovering a new land.
5. I always (have) lunch in a cafeteria nearby.

V. Перепишите и письменно переведите текст

Healthy Food

Our eating habits affect our health. What happens if I have no breakfast, or poor breakfast? I shall be tired or cross, and, of course, hungry till having lunch.

There is a ring of truth in a well-known saying: «A man is what he eats.» Food is a form of fuel. Different foods do different things for the body. Some foods are better than others in helping to keep bones, teeth, skin, and blood healthy. Among these foods are fruit, vegetables, milk, and cheese. People say that fish is good for brain, and carrots are good for eyes. Another saying is: «An apple a day keeps the doctor away», – meaning that you will be healthy if you eat an apple every day.

There are so many kinds of food – fast food, snacks, junk food – that it may be difficult to follow a healthy diet. In the past, sailors who went on long sea voyages did not get fresh food and often suffered from a disease called scurvy. Scurvy is caused by a lack of vitamin C, which we can find in fruit and vegetables.

In this country, bread is an important part of our everyday food. When we sit down for a meal, there is always bread on the table. For breakfast we have bread with a meat or vegetable dish. Again at dinner we eat bread with whatever food there is on the table. When there is rice or potatoes, we have bread, too. The Russian cuisine is not only famous for bread, but for stuffed cabbage leaves (golubtsi), soups like borsch, and lovely salads.

Nowadays there exists a popular trend to eat low-fat and low-cholesterol foods. So fruit juices, cereal mixes and vegetables are becoming more and more popular.

scurvy – цинга

junk food – еда, содержащая мало витаминов, но много жиров

cholesterol – холестерин

VI. Ответьте на вопросы по тексту.

1. What is the best food for brain?
2. Why did the sailors on long voyages get scurvy in the past?
3. What are the new trends in people's diets?

VII. Перепишите и письменно переведите текст.

New Developments in Science Fiction

Cyberpunk, despite its apparent «indefinableness», soon became a favourite genre for a postmodern generation who could not get rid of the humanist notion of «Man» as the center of creation—whence the allure of the smart hacker protagonist who manages to defeat the system—even as they realized that man and the social systems created by and for him are destroying the planet and, consequently, all possibilities for the survival of the human race. Other readers will

perceive in cyberpunk a deconstructive attack that its creators tried to carry out against the traditional values of the old master narratives. In this way, feminism, the instability, or class and race issues become aspects frequently analyzed by critics of cyberpunk. However, it is our belief that the genre also stands at the cross-roads where typical SF stories full of humanist modernism intersect with a more gloomy perception of the world and based on an awareness of the destructive power of the human being. The genre has become a bridge between old humanist beliefs in a perfect creation and the new postmodern understanding of the world as a much more desolate place to live in.

Вариант VI

I. Перепишите следующие предложения, вставьте слова «who, whom, which, that, where, when» там, где это необходимо. Укажите тип придаточного предложения. Переведите данные предложения на русский язык.

1. These are the books... my friend recommended to read.
2. The students... fail their exams will have to work extra.
3. The place... I first met her was a small town by the sea.
4. The day... I passed my last exam was unforgettable.
5. Here is the man.... you wanted to speak to.
6. Here is the man... you wanted to meet.

II. Перепишите следующие предложения, поставьте и подчеркните недостающую часть расчлененного вопроса.

1. This famous professor delivers his lecture on Friday,...?
2. You don't like coffee,...?
3. The prices are very high,...?
4. The film is great,...?
5. I am right,...?
6. She can drive a car,...?

III. Пользуясь таблицей согласования времен письменно переведите следующие предложения из прямой речи в косвенную.

1. She always says, «A friend in need is a friend indeed».
2. The teacher often asks us, «Is everything clear to you?»
3. My father said, «I like to watch football on TV».
4. The dean asked me, «Why did you miss so many classes?»
5. My friend asked me, «Did you see the new play they speak so much about?»

IV. Перепишите следующие предложения, поставьте глагол в the Present Indefinite Tense или в the Past Indefinite Tense. Переведите эти предложения письменно.

1. Latin (to be) a dead language now, but it (to be) the international language four centuries ago.
2. In ancient Rome people (to use) sticks of metal for writing. They (to call) these sticks «styles». Now this word (to mean) a mode of writing or speaking.
3. Two centuries ago, when there (to be) no trains, carriages (to take) people from town to town.
4. The name of the island of Cyprus (to come) from the Latin word meaning «copper».
5. We (to call) the time of the great revival of art and learning which (to cover) the 15th and the 16th centuries Renaissance.

V. Перепишите и письменно переведите текст

Camping in the USA

Whatever you choose to do on a holiday depends on your budget and travelling time. Every year hundreds of Camp America participants choose an adventure camping tour as the perfect way to get their American experience. Track America's tours will take you through the most scenic national parks and mysterious Indian lands, while also taking the time to visit exciting cities such as New Orleans and Chicago. If you have limited time to travel and you want to make the most of your holiday, an adventure camping tour is just for you. This tour allows you to experience the best of the East's cities, national parks, attractions and culture, while visiting the lesser known places with their beautiful landscapes. You have a chance to put up a tent in the wilderness, though most parks are equipped with a visitors centre, to go horse riding, to bathe in hot springs. You can also have a canoe trip on a lake or traverse the mountains. Mountain biking trips and scenic flights over canyons are also extremely popular with the young. You can also have a trip on a raft down one of the rivers which is a real test for courage and requires much physical training. If you are in good shape, you can also hike across an ice glacier in the mountains, explore scenery on foot or go kayaking or jeeping. Camping out you can have a very good time and take photographs or shoot your own films. Camping out is a great action-packed holiday where you can make a lot of friends and get a special look on the best attractions of the United States. Certainly, camping is not the only way to spend your holidays but it can be recommended to the young and the active.

to make the most of smth. - извлечь из чего-либо максимум пользы и удовольствия

Track America – «Трек Америка»

a bike – велосипед

to be in good shape – быть в хорошей форме
to kayak – плыть на лодке – каяке
to jeep – ехать на джипе

VI. Ответьте на вопросы по тексту.

1. What extreme (экстремальные) kinds of sport are popular with the young now in the USA?
2. How can you spend your holidays if you are in good shape?
3. What does the way you spend your holidays depend on?

VII. Перепишите и письменно переведите текст.

Salinger's Humour

The most distinctive aspect of Salinger's humour is its effect of horror. His sensitive young protagonist, is unable to accept the evil adult world with its brutal wars and hateful relationships. The comic element intensifies the tragic. Holden Caulfield tells his own story and it is in the language of the telling that a great part of humour lies. He is a character whose encounter with everyday life is tragically humorous – or humorously tragic.

We realize that the richly varied humour of the novel emphasizes Holden's flight from adult age and his intensive search for the genuine in a terrifyingly phony world. Trite expressions and metaphors with which we are all familiar when coming from the mouth of a sixteen-year-old seem funny. The repetition of identical expressions in countless situations intensifies the humour. Holden sees into the absurdity of the absurd situations and ridicules them.

phony – показушный, лживый

Holden Caulfield – Холден Колфилд, главный герой «Над пропастью во ржи»

III курс

Семестр V

Контрольное задание № 5

Для того, чтобы правильно выполнить контрольную работу № 5, необходимо усвоить следующие разделы по рекомендованному учебнику ((Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Ч. I. М.: ДеКонт – ГИС, 1998.) Уроки 13 – 17 стр. 223 – 290.

- 1) Освоить правила чтения буквосочетания oa (Урок 13 стр. 227, упр. 2 стр. 231);
- 2) По разделу « Словообразование » освоить суффикс – less (Урок 15 стр. 255 упр. 3 стр. 258);
 - освоить суффикс – ment (Урок 16 стр.268, упр. 4 стр. 272);
 - освоить суффиксы – ese, - ic, -ous, -ship (Урок 17 стр.285, упр. 2,3 стр. 285 - 286),
 - освоить префиксы un-, in-, im-, il-, ir-, mis- (Урок 16 стр. 268. упр. 4 стр. 272).
- 3) Используя Грамматический справочник учебника, внимательно изучить материал, включающий:
 - Страдательный залог (формы страдательного залога группы Indefinite, the Present Perfect Passive) (# 65, стр. 598 - 602);
 - повторить специальные вопросы в косвенной речи (# 66, стр. 602);
 - освоить абсолютную форму притяжательных местоимений (# 67, стр. 603-604);
 - повторить the Past Continuous Tense (# 68, стр. 604-605) и освоить the Future Continuous Tense (# 69, стр. 605-607);
 - повторить способы передачи просьбы и приказа в косвенной речи (# 70, стр. 607-608);
 - освоить придаточные предложения следствия (# 71, стр. 608-609);
 - освоить степени сравнения прилагательных (# 72, стр. 609 - 612);
 - освоить именные безличные предложения (# 73, стр. 612-613; # 77, стр. 614-615);
 - освоить уступительные придаточные предложения (# 74, стр. 613);
 - освоить степени сравнения наречий (# 75, стр. 613-614);
 - изучить сравнительные конструкции as... as, not so... as (# 76, стр. 614);
 - освоить глагольные безличные предложения (# 78, стр. 615);
 - освоить слова-заместители (# 79, стр. 616-617);
 - освоить употребление артикля с именами собственными (# 80, стр.617-618).

4) Выполнить письменно упражнения:

Урок 13 – упр. 6 с. 229 *неб. 2. с. 229*
+ упр. 8 с. 230
– упр. 9 (1) с. 230
→ упр. 9 с. 233

Урок 14 – упр. 6 (а) с. 244 + – упр. 10 (а) стр. 247 ✓
упр. 7 (2) с. 245 +

Урок 15 – упр. 1 стр. 255 + упр. 9 стр. 260 ✓
упр. 5 стр. 256 + упр. 10 стр. 260 *неб. 4. с.*

Урок 16 – упр. 1 стр. 269 + упр. 11 стр. 271 +
упр. 5 стр. 270 – упр. 12 стр. 271-272 ✓

Урок 17 – упр. 6 стр. 286 +

5) Выполнить устно упражнения:

Урок 13 – упр. 13 с. 235
упр. 16 с. 236-237

Урок 14 – упр. 8 с. 247 упр. 14 с. 249
упр. 12 с. 248

Урок 15 – упр. 11 с. 260-262

Урок 16 – упр. 16 с. 271-276

Урок 17 – упр. 4,5 с. 290

6) Подготовить устные темы: Shopping, The United Kingdom, Sightseeing (Travelling II).

В течение семестра также необходимо выполнить следующие задания:

7) Перевести 10 000 знаков текста из газеты «Moscow News» из раздела «Культурная жизнь» и 5 000 знаков из раздела « Политика ». В работе с газетной лексикой вам поможет пособие: Панова И.И., Ревтович Ю.М., Березка Г.И. Mastering English Through Talking Politics. М.: Высшая школа, 1981.

Для подготовки устных тем Вы можете использовать следующие пособия:

1. Журина Т.Ю. 55 устных тем по английскому языку для школьников 5-11 кл. – 2-е изд., перераб. – М.: Дрофа, 1997. -160 с.
2. Кошманова И.И., Енгальчева Н.А. Устные темы по английскому языку (Topics for Discussion). – М.: ООО «ИЗДАТ-ШКОЛА» ООО «РАЙЛ», 1998. – 240 с.
3. Гусева Е.В., Морозова А.Н. Speak English and Read English. Самара: Курсы ИН-ЯЗ, 1993.

Вы можете также обратиться к другим аналогичным изданиям.

Образцы устных тем

Shops and Shopping

Shops are very important in our life: it is there that we buy our food, clothes and other things. We buy bread at the baker's shop. We see loaves of white and brown bread on the shelves. We take the loaves of bread, put them in our shopping-bag and pay to the shop-assistant at the cash-desk. When we want to buy sugar, coffee, butter, cheese, sausage, tinned meat, tinned fish or jam, we go to the grocer's shop. The shop where we buy meat is called the butcher's shop. The shop-assistant weighs the meat, wraps it in paper and tells us the price. We pay for it at the cash desk too. When we want to buy fruit or vegetables we go to the greengrocer's. Nowadays most of the shops are self-service shops where the customers choose the goods themselves. I think it is more convenient and quicker and helps to avoid queues. Many people buy goods at the market. There the farmers sell the vegetables and fruit which grow in the fields, vegetable gardens and orchards. They also sell meat, eggs, milk and other goods.

Large shops with many departments are called department stores. In these stores we can buy almost all we want. In the shop-windows there are advertised many things that are on sale: ladies' and gentlemen's clothes, knitwear, radio and TV sets and many other things. One day Mother took me on a usual shopping round. In fact I hate going to the grocer's, butcher's and other shops of the sort as it seems to be rather tiring. That day we were discussing the problem of buying a new dress for my birthday party. We entered the Central Department Store. It is a big three-storied building. On the ground floor of this Department Store we can find the goods departments, radio and TV set department, carpets, records and so on. We went right up to the first floor by an escalator. There are such departments there as footwear, perfumer's, souvenirs, stationery, haberdashery, sport clothes, and ready-made clothes. A salesgirl at the ready-made clothes department showed us a number of dresses. But I didn't like any of them. One was a bit large for me, another one was of a very loud colour. As to the third, our opinions split. I said I liked it, Mother found it too expensive. We were greatly disappointed and were about to leave the shop when the salesgirl said that they were receiving a new consignment of goods and we could surely choose what we wanted. In a few minutes I tried on two or three dresses. The last was all right. It was just my size, fit me well and matched my hair and eyes. So we were happy to buy it.

Travelling

I like to travel. First of all, the members of our family usually have long walks in the country. Such walks are called hikes. If we want to see the country-

side, we have to spend a part of our summer holidays on hikes. It is useful for all members of our family. We take our rucksacks, we don't think about tickets, we don't hurry and we walk a lot. During such hikes we see a lot of interesting places, sometimes we meet interesting people.

I like to travel by car. It is interesting too, because you can see many things in a short time. When we go by car, we don't take tickets too, we put all things we need in the boot. We don't carry them.

It is comfortable to travel by train and by plane. When I travel by plane, I don't spend a lot of time going from one place to another. But it is difficult to buy tickets for the plane, they are too expensive. I like to fly. If I travel by train or by plane my friends see me off at the railway station or in the airport. Sometimes we go to the seaside for a few days. As usual the weather is fine. It is warm, we can swim. It is a pleasure to watch white ships.

I like to travel by sea best of all. Some years ago we took a cruise along the Black Sea coast, from Sochi to Sukhumi on board the liner «Russia». I remember the ship and our cabin which was very comfortable. It had got two berths, a table, two chairs and one wide window, and the warm wind was blowing through it. There was fresh air in our cabin during all the voyage. We had breakfast, dinner and supper on board the ship.

After breakfast we spent a lot of time on the deck sitting in deck chairs or standing at the rail. It was pleasant to watch the sea-scape and the ships passing by. It was unforgettable. When we entered port Adler, we saw many people on the pier. We had some free time and we went for a walk in the port. When our liner sailed off, we danced on the deck in the evening and had much fun.

I enjoyed my trip to the South. This voyage impressed me for all my life.

Sightseeing

I arrived in London for the first time in my life. I dreamed about seeing all the places of interest in London on the way there, so as soon as I registered at my hotel I went sightseeing. First I made a point of getting on the famous London double-decker, as I knew a lot about those «two-storeyed» buses and was eager to try them.

I occupied a seat on the roof and enjoyed the sunny weather and looked at the busy London crowd and at the streets I was passing. I decided to book a guided tour to learn as much as possible about London the next day. But today my aim was the Tower of London. I knew that the Tower of London was the oldest building in the city and contained the royal treasury and a museum. The Tower used to be a fortress, then a dungeon, and it was turned into a museum later. I expected to see wonders, but when I saw the guards I was thrilled. Only think of it, they still wear medieval uniforms! I joined an excursion, and the guide took us all round the Tower.

Tired, but happy I stood wondering where to go first - I could choose among Westminster Abbey, Trafalgar Square and the famous London art museums. At last, as I was fond of paintings, I decided to go to the Tate Gallery, which is a treasure house of English art. The gallery houses about 300 oils and 19,000 water colours and drawings. There are a lot of works by the English artists there, among them paintings by impressionists and post-impressionists. There I saw works by modern painters as well, and I covered an interesting exhibition of sculpture there. I was fascinated by the outdoor sculptures by Henry Moore. Impressed and satisfied I decided to call it a day and went to my hotel.

Great Britain: An Outline of Geography and Nature

The British Isles lying to the north-west of Europe include two large islands - Great Britain and Ireland and some five thousand small islands.

The United Kingdom of Great Britain and Northern Ireland consists of the island of Great Britain and the northern part of the Island of Ireland (the southern part of which is the republic of Eire) and a number of small islands especially to the west of Scotland.

The Island of Great Britain is divided into three parts - England, Wales and Scotland. England and Wales form the southern part of the island and Scotland occupies its northern part.

From the west British Isles are washed by the Atlantic Ocean, from the east by the stormy North Sea and the southern coast is washed by the English Channel. The Irish Sea lies between England and Ireland. The seas surrounding Great Britain are rather shallow. Shallow water is warm and helps to keep the coast from extreme cold. The climate of the British Isles is influenced by the warm current of Gulf Stream and is very mild. The summer is not very hot, and winter temperature seldom falls below zero. It is often foggy and rainy.

Being comparatively small, Britain is known for a variety of scenery found on such a small area. One can find here both a low-lying land and hilly areas, flat fields as well as lofty mountains. The surface of Eastern England is flat. Scotland and Wales are hilly and mountainous. The mountains are not very high as compared with those of the world, the loftiest one - Ben Nevis (Scotland) being only 1343 m high.

In the west we can see the Cambrian Mountains occupying the greater part of Wales; in the north - the Cheviot Hills separating England from Scotland; the Pennines - the «spine» of Great Britain and Cumbrian Mountains. There are sixteen lakes in Cumbrian Mountains, the largest being Windermere. This part of the country, called the Lake District, is the most beautiful and the wettest part of Great Britain.

There are many rivers in Great Britain, very few of them being navigable. The principal rivers are the Severn, the Thames and the Trent. The Severn is the longest in Britain, but the Thames is the most important one.

The seven great urban areas, whose centres are the cities of London, Glasgow, Birmingham, Manchester, Liverpool and some others contain 40 per cent of the whole population. The population of Great Britain is 8.5 million. On the other hand, the north-west of Scotland and the Scottish islands are among the most sparsely populated areas in Europe.

Контрольная работа № 5

Вариант I

I. Перепишите следующие предложения, переведите их, в скобках укажите тип придаточного предложения (следствия, уступительные) или же тип безличного предложения (именные, глагольные).

1. It was quiet in the big hall so that he could hear the clock ticking.
2. Although we couldn't afford to spend money on the new dress, the temptation was great.
3. However much I try, I cannot travel by ship. I am seasick.
4. It snowed hard yesterday.
5. It is important to know English well.
6. It is already late, we must hurry.

II. Перепишите предложения, раскройте скобки, поставив нужную по смыслу степень сравнения прилагательного или наречия, укажите в скобках, где прилагательное, а где наречие.

1. Jack was disappointed that his exam results were so (bad).
2. Last night I went to bed (early) than usual.
3. He always stays at (good) hotel in town.
4. Could you speak (loud)?
5. This is (easy) test of all we have written.
6. This is (less) expensive sweater of all. The rest cost 50 \$, and it cost only 40 \$.
7. He always walks (quick).

III. Перепишите предложения, раскройте скобки, поставив нужную форму глагола в страдательном залоге. Укажите в скобках, какое время Вы употребляете.

1. Warm clothes (make) of wool.
2. America (discover) in the fifteenth century.
3. The phone (repair) now.
4. Ann... already ... (invite) to the party.
5. Brian told me that had (rob) in the street.
6. The telegram (bring) next morning.
7. The flowers (send) to her by 3 o'clock tomorrow.
8. She (interview) by the manager when I arrived.

IV. Перепишите предложения, вставляя вместо пропусков необходимый артикль там, где это необходимо.

1. In summer we usually travel down ... Volga.
2. Last year my friend visited ... Middle East.
3. The ocean between ... America and ... Asia is ... Pacific.
4. ... Manila is the capital of ... Philippines.
5. ... Lake Baikal is in ... Siberia.
6. A lot of flower festivals are held in ... Netherlands.
7. ... Scotland is situated in the north of ... Great Britain.

V. Перепишите и переведите письменно текст.

How We Went Rafting

Rafting has become my favourite pastime after we made a rafting trip down one of the Altai rivers. My friends first hesitated to take me with them, as I was inexperienced in this sport, but after a while they agreed to give me a chance.

So we set out. After a four-hour flight to Novosibirsk, we got on a bus with our rafting and camping equipment. We camped that night by the river that rumbled with a constant thunder. We spent the next day checking our things and preparing our rafts. All our belongings were packed in large waterproof bags. During the trip they were tied to the frame in the middle of the boat.

I was excited and a bit nervous. But I fell asleep at last and woke at dawn. We had to start early. We had breakfast, packed up tents, and tied everything down.

Then we started. The first few kilometers were easy. Two of us paddled on each side of the raft. When the river went faster, I felt my heart going crazy. We approached the first rapid. Nick, who had been singing and joking all the way, now changed his tune. He yelled, «Ahoy!» and we started to paddle fiercely. At the point when the raft came down from the top of an enormous wave, I felt like I was sailing in an ocean.

After the rapids came stretches of calm water, and we rowed lazily. Ann always drew our attention to picturesque views of the forests and rock formations. We saw a few snow-capped peaks in the distance. When it grew dark, we quickly stopped and made a fire so that Ann could cook our supper and we could dry our clothes.

The last day of our seven-day trip was coming to its end. That day we spent exploring caves and waterfalls. During our trip we covered 500 km, and though it was a tiring work, I feel I'll go rafting again.

Ahoy – эд. Взяли!

VI. Письменно ответьте на вопросы по тексту:

1. How did they spend the day of their arrival?
2. What did they feel when the raft approached the rapids?

3. What was so attractive about this rafting trip?

VII. Письменно переведите специальный текст.

The Word as a Semantic Unit

It is normally assumed that dictionaries are concerned with words and that therefore the word is, in some sense at least, one of the basic units of semantics. Yet there are some difficulties.

First, not all words seem to have the same kind of meaning. A very familiar distinction is that made by the English grammarian, Henry Sweet, between «full» words and «form» words. Examples of full words are «tree, sing, blue, gently» and of form words «it, the, of, and». Only full words seem to have lexical meaning. The form words seem to belong to grammar rather than to semantics; more strictly they belong to grammar rather than to lexicon. They can still be said to have meaning, but meaning of a grammatical kind. Yet this is not so much the meaning of the words itself but rather its meaning in relation to the other words, and perhaps to the whole sentence. We should not, for that reason, wish to look for the meaning of such words in isolation, but only within the sentence.

Secondly, it is not at all clear that the word is a clearly defined unit, except as a conventional one resulting from the rules for writing that we all have learnt at school. Words as we know them are the written items between which we have learnt to put spaces. But we may well question whether this is necessarily an indication of a well-defined linguistic element. In Arabic, the definite article is written as part of the word; in English it is not. There are no clear criteria for deciding which of these is the more appropriate. Or let us compare «greenhouse» with «White House» (in «The White House»). Apart from our conventions of spacing are there good reasons for saying that the former is one word, the latter two?

Bloomfield offered a solution by suggesting that the word is the «minimum free form», the smallest form that may occur in isolation. But this all depends on what is meant by «In isolation». For we shall not normally say «the, is, by» in isolation. Bloomfield went on to identify an element smaller than the word, a unit of meaning- the MORPHEME.

Вариант II

I. Перепишите следующие предложения, переведите их, в скобках укажите тип придаточного предложения (следствия, уступительные) или же тип безличного предложения (именные, глагольные).

1. Late as it was, we still continued our way.
2. Though she went to the sale, she bought nothing there.
3. The hotel was so delightful that we stayed there all summer.
4. It is usually cold in winter.

5. It is necessary to buy the tickets beforehand.
6. It has not rained yet.

II. Перепишите предложения, раскройте скобки, поставив нужную по смыслу степень сравнения прилагательного или наречия, укажите в скобках, где прилагательное, а где наречие.

1. They worked (hard) and did a good job.
2. Yesterday was (long) day of the year.
3. Your English is improving. It's getting (good) and (good).
4. Can you walk a bit (fast)?
5. This is (good)-selling novel of the year.
6. His story seems to me (interesting).
7. Our hotel was (expensive) of all the others in town.

III. Перепишите предложения, раскройте скобки, поставив нужную форму глагола в страдательном залоге. Укажите в скобках, какое время Вы употребляете.

1. Even the most remote places on earth (visit) by tourists nowadays.
2. The book (publish) first in 1965.
3. When I came, the windows (clean).
4. The house ... already (sell) to Mr. Brown.
5. A football match (show) on TV at the moment.
6. The redecoration of our flat (finish) by next Sunday.
7. He told me that the magazine ... already (bring).
8. The tickets (book) by John tomorrow.

IV. Перепишите предложения, вставляя вместо пропусков необходимый артикль там, где это необходимо.

1. Kangaroos live in ... Australia.
2. Last year we went mountain skiing to ... Caucasus.
3. ... Danube is the longest river in ... Europe.
4. ... Ukraine speaks a Slavic language.
5. ... Canary Isles belong to ... Spain.
6. ... England is separated from the continent by ... Strait of Dover.
7. ... London is situated on ... Thames.

V. Перепишите и переведите письменно текст.

Scotland

Although Scotland takes up one third of the territory of the British Isles, its population is not very big. It is the most northern part of the island of Great Britain and is not very far away from the Arctic Circle. That's why it is not densely populated: its population is a little over 5 million people.

The Cheviot Hills mark the boundary between England and Scotland. Apart from this land link with England, Scotland is surrounded by sea. Scotland includes the Hebrides off the west coast, and the Orkney and Shetland Islands off the north coast. It is bounded by the North Sea in the east.

Scotland is divided into three regions: the Highlands, which is the most northern and the most underpopulated area with a harsh climate; the Lowlands, which is the most industrial region, with about three quarters of the population, and the Southern Uplands, with hills, which border on England.

The highlands of Scotland are among the oldest mountains in the world. They reach their highest point in Ben Nevis (1,343 m). Many valleys between the hills are filled with lakes, called lochs. The best-known is Loch Ness, where, as some people think, a large monster lives. The most important city here is Aberdeen which is the oil centre of Scotland.

Most of the population of Scotland is concentrated in the Lowlands. Here, on the Clyde, is Glasgow, Scotland's biggest city. Shipbuilding is one of the most important industries, other industries are iron and steel, heavy and light engineering, and coal mining.

The capital of Scotland is Edinburgh, which has been the capital since the 15th century. Edinburgh was built as a castle by King Edwin to resist Scotland's enemies. Today it is an administrative, commercial and cultural centre. It is associated with the names of George Byron, Walter Scott, Robert Burns, and Arthur Conan Doyle.

VI. Письменно ответьте на вопросы по тексту:

1. Why is the population of Scotland not very large?
2. In what way do the Highlands and the Lowlands differ?
3. What industries existing in Scotland are mentioned in the text?

VII. Письменно переведите специальный текст:

Terms: the Plane of Content

To define the content of a term (what a given term means) one chiefly relies on its definition, the definability test being the main criterion for distinguishing terms from words of the general language. There are, however, different types of 'content' which must be taken into consideration when discussing the ontology of meaning.

The relationship between expression and content in the «moulding» of linguistic meaning is basically of two kinds. On the one hand, there are concrete (directly observable) objects and phenomena which are to be named or called by means of words. In this case the connection between expression and content is simple and straightforward. On the other hand, a much more complex relationship is established between a name and an abstract general concept or notion.

As far as linguistic terminology is concerned we can think of the following examples of the first kind of relationship between expression and content when

terms serve as exact names of «concrete objects and phenomena; pause, tempo, etc. A closer look at the object of our study, however, is bound to reveal a number of difficulties even in seemingly simple cases. Since concepts and categories are expressed by means of words of a given natural language, the peculiarities of the national expression should affect the content plane of terms.

The break between national terminologies becomes obvious if we consider more abstract terms which present a higher level of terminological generalization or «idealization». Most often terms of the kind serve as names of the key concepts and notions and consequently reflect the theoretical-methodological basis of a given school of thought. Even the subject of supposedly the same field of study can be differently apprehended and defined by adherents of various linguistic trends. Thus, although the Russian «filologia» and the English «philology» go back to the same international root, no direct terminological equivalence is observed: «filologia» – the study of culture as reflected in the language of written documents; «philology» – the study of Language history.

Вариант III

I. Перепишите следующие предложения, переведите их, в скобках укажите тип придаточного предложения (следствия, уступительные) или же тип безличного предложения (именные, глагольные).

1. Whatever you say, I shan't buy seconds.
2. Let us hurry so that we can be at home at 3.
3. Although a lot of people go to season sales, they must be critical about what they buy there.
4. It is drizzling now.
5. It is vital that you should have a good rest.
6. It is still early, we must wait.

II. Перепишите предложения, раскройте скобки, поставив нужную по смыслу степень сравнения прилагательного или наречия, укажите в скобках, где прилагательное, а где наречие.

1. It's (cheap) restaurant in town.
2. Everest is (high) mountain in the world.
3. English weather is rather chilly. I want to move to Spain where it's much (warm).
4. He speaks too (loud).
5. Do you think English is (difficult) than French?
6. Jane always works at her English (serious).
7. Can you speak (slow)?

III. Перепишите предложения, раскройте скобки, поставив нужную форму глагола в страдательном залоге. Укажите в скобках, какое время Вы употребляете.

1. The steak (cook) by Bill yesterday.
2. She often (see) in his company.
3. Our luggage (check) by the customs officer an hour ago.
4. The TV set (repair) next Monday.
5. She (examine) by the doctor now. Don't enter, please.
6. They (paint) their house by next Friday.
7. The decision ... not (make) yet.
8. The blue dress ... already (sell) when I came with the money.

IV. Перепишите предложения, вставляя вместо пропусков необходимый артикль там, где это необходимо.

1. ... Mount Everest was conquered by the mountain climbers only in the 20th century.
2. There are many resorts in ... Carpathians.
3. ... Bering Sea got its name from a famous Russian sailor and explorer Vitus Bering.
4. ... Hague is the capital of ... Netherlands.
5. Shakespeare was born in ... Stratford-on Avon.
6. ... Shetland Isles are famous for excellent wool produced there.
7. ... Clyde is the most important river in ... Scotland.

V. Перепишите и переведите письменно текст.

Travelling by Air

Nowadays people who go on business mostly travel by air, as it is the fastest means of travelling. Here are a few hints on air travel that may be helpful.

Passengers are requested to arrive at the airport two hours before departure time on international flights and an hour on domestic flights as there must be enough time to complete the necessary formalities. Passengers must register their tickets, weigh and register their luggage.

Most airlines have at least two classes of travel, first class and economy class, which is cheaper. Each passenger can carry 20 or 30 kg of luggage free of charge, but excess luggage must be paid for.

Each passenger is given a boarding pass to be shown at the gate and again to the stewardess when boarding the plane.

When you are on board, watch for electric sign flashing. When the «Fasten Seat Belts» sign goes on, do it promptly, and also obey the «No Smoking» signal.

Do not forget your personal effects when leaving the plane.

Landing formalities and customs regulations are more or less the same in all countries. While still on board the plane the passenger is given a card to fill in. After you disembark from the plane, your passport and visa will be checked. When these formalities have been completed the passenger goes to the Customs for an examination of his luggage. If the traveller has nothing to declare he may just go through the «green» section of the Customs.

In some cases the Customs inspector may ask you to open your bags for inspection. It sometimes happens that a passenger's luggage is carefully gone through. After the inspector finishes the examination of the luggage, he will put a stamp on each piece of luggage, and you are free to go.

free of charge – бесплатно

boarding pass- посадочный талон

gate – стойка

personal effects – личные вещи

the Customs – таможня

VI. Письменно ответьте на вопросы по тексту:

1. Why must the passengers arrive at the airport early?
2. What sign should a passenger obey on board the plane?
3. What is the Customs check?

V. Перепишите и переведите письменно текст.

Formal Grammar

Most of the traditional grammarians assumed that grammatical categories were essentially semantic. Nouns were defined as names of things, gender was concerned with sex, while plural simply meant «more than one».

On the other hand, many linguists have argued that grammar must be kept distinct from semantics and that grammatical categories must be wholly defined in terms of the form of the language, the actually observable features.

There are two good arguments for excluding meaning from grammar, i. e. in favour of formal grammar. The first is that meaning is often very vague and meaning categories are not easily delineated. Moreover, because of this vagueness, what might seem to be obvious semantic categories are often in fact definable only in terms of the formal features of a language. If, then, the grammatical categories are given semantic definitions, the definitions are circular. An excellent example is the definition so often found in grammar books of a noun as 'a word used for naming anything'. The difficulty is that we have no way of establishing what 'anything' may be. To be of any value the definition must establish independently of the language what are 'the things' that may be named. We find that in English such things include fire, speed, place, intelligence, suffering, as well as objects such as tables and chairs. Moreover, it includes 'redness' and 'blackness', but not 'red' and 'black'. What reason have we for believing that these are all 'things' and how, in particular, do we know that 'redness' and 'blackness' are names of things, while 'red' and 'black' are not? Similarly, why does 'rain' refer to a 'thing', while 'It's raining' does not? It is reported that there are some languages in which words for 'river', 'spring', etc. are essentially verbs so that a literal translation would be 'It's rivering' rather than 'There's a river'. How, then, do we recognize things? The answer is painfully simple –

'things' are what are designated by nouns. The definition of the noun in terms of 'naming' anything is thus completely circular.

Вариант IV

I. Перепишите следующие предложения, переведите их, в скобках укажите тип придаточного предложения (следствия, уступительные) или же тип безличного предложения (именные, глагольные).

1. However hard I try, I can never save much money.
2. Let us hurry up so that we can catch the 11 o'clock train.
3. Though she always buys «package holidays», she spends more money than she plans.
4. It was snowing and the night was frosty.
5. It is necessary to go and see the Tower of London when you are in London.
6. It was dark so that I couldn't see the path under my feet.

II. Перепишите предложения, раскройте скобки, поставив нужную по смыслу степень сравнения прилагательного или наречия, укажите в скобках, где прилагательное, а где наречие.

1. People here are (polite) that they are at home.
2. My trip was getting (...) and (uncomfortable).
3. She got (thin), she lost about 5 kg.
4. The (long) river of Great Britain is the Severn.
5. She speaks English (fluent), and she is (fluent) of her fellow-students.
6. I tried on the shoes and they fitted me (perfect).
7. Speak (loud), I can't hear you.

III. Перепишите предложения, раскройте скобки, поставив нужную форму глагола в страдательном залоге. Укажите в скобках, какое время Вы употребляете.

1. The TV set (repair) now.
2. The best brooms (produce) in Chile.
3. In the airport we (tell) to open our suitcases when we flew to London.
4. He said that the fresh newspaper ... not (bring) yet.
5. Their plane (land) by four o'clock. We'll soon get a call from them.
6. Next year the children (take) to grandparents' on a visit.
7. This play (write) in 1601.
8. When I came to stay with them, the parlour (redecorate).

IV. Перепишите предложения, вставляя вместо пропусков необходимый артикль там, где это необходимо.

1. The capital of ... Wales is ... Cardiff.

2. The highest peak of ... Great Britain is ... Ben Nevis.
3. ... Alps are very popular among skiers for their excellent skiing resorts.
4. ... Shannon is the most important river of ... Ireland.
5. ... Appalachian Mountains in ... USA are very picturesque.
6. ... Mount Kilimanjaro is one of the biggest mountains in ... Africa.
7. ... Lake Huron is one of the five great lakes stretching along the border of ... USA and ... Canada.

V. Перепишите и переведите письменно текст.

Our Shopping Day

Our family has a shopping day, which is usually Saturday. In the morning we check what we need to buy. We take bags and set out on our shopping round. First of all we go to the butcher's shop. We prefer to eat sausage and meat instead of fish, that's why we buy two kilos of meat for the week. My father usually takes some tinned meat, ten eggs and three chickens.

We usually visit the baker's shop on our way home. My sister is a sweet tooth, and specially for her we buy a lot of rolls and buns. The shop assistant always suggests that we should buy cakes, biscuits and flavoured tea. It is said that there is no accounting for tastes - we often argue over the brand of coffee.

We are often requested to go to the greengrocer's, too. Our everyday menu has many vegetables on it, as people must eat healthy food, and carrots, tomatoes and cucumbers are very often bought. Each week we need approximately three kilos of potatoes, one kilo of onions, and two kilos of cucumbers. We often go to a self-service supermarket for vegetables. They are already packed, wrapped in plastic, and weighed. The cost is also indicated on each package. We don't have to queue, as the cashier works rapidly, and we keep pushing the trolley with our purchases. The assistant puts our packages in a carrier bag, and we start off to the dairy.

Our local dairy is something unique. It is situated in a small building that looks like a country cottage. The shop assistants wear country dresses there. Milk, sour cream, yoghurt, cheese and cheese spreads are brought there daily, and they enjoy the greatest popularity with the people of our quarter.

At last, laden with heavy bags, but satisfied, we return home.

a sweet tooth – сладкоежка

carrier bag – пакет

cheese spreads – плавленые сырки

quarter - квартал

laden – нагруженные

VI. Письменно ответьте на вопросы по тексту:

1. Who likes rolls and buns in the family?

2. Why do they prefer buying vegetables in the self-service supermarket?
3. Why do people of the quarter like the local dairy shop?

VII. Письменно переведите специальный текст:

Retrospection in Works of Literature

Most first-person narrations are presented as looking back upon what has happened. This is usually called retrospective narration. What retrospective narration allows a novelist to do is exploit the distance between the event narrated and the act of narration. Because the narrator looks back, there is a distance in time between the 'then' of the event and the 'now' of the narration. This allows narrators to think about the significance of the past that is being recalled.

Issues of retrospection, knowledge and reliability all turn on perspective. This is a word that comes from painting. It means what something looks like from a particular point of view: all first-person narrations are from the perspective of the narrator. When it comes to third-person narrations, the issue is usually the perspective adopted by the narrator.

Unlike certain types of literature (essays, philosophic poems, biography, and autobiography), narration, whether in short story or novel form, is designed to appeal primarily and immediately to the emotions of the reader. Its first basic purpose is to make the reader feel its method to reach him through his senses rather than through his intellect. Although the tools employed in fiction must be those of the intellect, and although stories which appeal only to one's emotions are likely to be shallow and insignificant, the primary aim of narration is not to impart knowledge, to convince, or to paint a picture. The superior novel or short story does fulfill these functions, but only secondarily; good fiction makes a reader think by first making other approaches.

Short-story writers and novelists have long known that activity of any kind portraying someone facing a problem will usually appeal to the reader's emotions. Life is, for everyone, a problem-solving business. Problems, struggles, dilemmas – these are the materials of fiction. In order to depict these essential materials, novels and short stories contain four ingredients: character, action, setting and a basic idea or a theme. In these respects, the ingredients of narrative and dramatic writing are identical. An understanding of these four elements is essential for critical evaluation of fiction.

Вариант V

I. Перепишите следующие предложения, переведите их, в скобках укажите тип придаточного предложения (следствия, уступительные) или же тип безличного предложения (именные, глагольные).

1. The night was dark and stormy so that we could not continue our way.
2. However much I try, I cannot pronounce that word properly.
3. There had been heavy showers in the morning though in the afternoon the clouds were blown off.
4. It is raining hard now.
5. It was early when we left home
6. It is necessary for you to pack a warm coat.

II. Перепишите предложения, раскройте скобки, поставив нужную по смыслу степень сравнения прилагательного или наречия, укажите в скобках, где прилагательное, а где наречие.

1. I am feeling (bad) and (bad) every minute.
2. I am tired. I can't walk (far).
3. My brother is much (young) than myself.
4. He used to buy things where they were (cheap) of all.
5. Could you speak (slowly)?
6. He always writes (correctly).
7. The (expensive) hotels are usually the best.

III. Перепишите предложения, раскройте скобки, поставив нужную форму глагола в страдательном залоге. Укажите в скобках, какое время Вы употребляете.

1. Millions of cars (to be exported) from Japan every year.
2. The boy just (to be sent) to bed.
3. The problem (to be discussed) tomorrow.
4. My sister (to be shown) a nice dress now, she is at the fitting room now.
5. He found out that the house (to be sold) to a rich American.
6. The dinner (to be cooked) by John last night.
7. These two boys (to be thought of) well at school.
8. A new park (to be laid out) by next summer.

IV. Перепишите предложения, вставляя вместо пропусков необходимый артикль там, где это необходимо.

1. Bolivia is in... South America.
2. Manila is the capital of... Philippines.
3. United States lies between... Mexico and... Canada.
4. Rocky Mountains is the name of the mountain range in the west of... North America.
5. Danube flows through Vienna, Budapest and Belgrade.
6. Between... America and... Asia lies... Pacific Ocean.
7. Hague is the capital of ... Netherlands.

V. Перепишите и переведите письменно текст:

Shopping in England

Big shops have sales several times a year, and if people go to sales to save money, shops have sales to make money. A big department store gets many hundreds and even thousands of pounds of its' customers money in one day.

How do they do it, you may ask. It's very simple and it is easily explained psychologically. When you see the sign «70=50», which means «20 pounds of the original price», you cannot but buy this thing because you want to save 20. In fact, reduced prices are the greatest temptation. When paying the money for the purchase, you are not yet sure, whether you really need this thing or not. After a week or a fortnight, though, you begin to realize that you have wasted 50, but you can't help it.

What kinds of goods are usually sold at a sale? Let us try and think about that. In the first place, as it has already been mentioned, there are those things that have not been sold that season. We have to be very critical when we see a lively summer frock, for example, at a double reduced price. We have to ask ourselves why nobody bought it before.

There are also the so-called «special offers». They are new goods that come straight from those who produce them. The thing is that the producer may have some problems with how to sell them, that is why he agrees to a lower price. But those are his problems, not yours, so examine these «special offers» very attentively and if you feel like it, buy them.

Some housewives always look for «seconds», or second-class goods, in shops. There is something wrong with them and because of that the prices are reduced. But as it happens, those defects may easily be done away with or simply overlooked.

sale - распродажа

you can't help it - уже ничего не поделаешь

if you feel like it - если захочется

VI. Письменно ответьте на вопросы по тексту:

1. What is a «special offer»?
2. What are «seconds»?
3. Why should we be most critical about the goods we buy at a sale?

VII. Письменно переведите специальный текст:

Figures of speech

Figures of speech are used to give particular emphasis to an idea or sentiment. The special emphasis is typically accomplished by the user's conscious deviation from the strict literal sense of a word, or from the more commonly used form of word order or sentence construction. From ancient times to the present, such figurative locutions have been extensively employed by orators and writers.

to strengthen their styles of speech and composition. A number of the more widely used figures of speech, some of which are also called «tropes», follow.

Anticlimax is a sequence of ideas that abruptly diminish in dignity or importance at the end of a sentence or passage, generally for satirical effect.

Antithesis is the juxtaposition of two words, phrases, clauses, or sentences contrasted or opposed in meaning in such a way as to give emphasis to contrasting ideas.

Apostrophe is a device by which an actor turns from the audience, or a writer from readers, to address a person who usually is either absent or deceased, an inanimate object or an abstract idea.

Climax is an arrangement of words, clauses, or sentences in the order of their importance, the least forcible coming first and the others rising in power until the last.

Conceit is an elaborate, often extravagant metaphor or simile which makes an analogy between totally dissimilar things. The term originally meant «concept» or «idea». The use of conceits is especially characteristic of 17th-century English metaphysical poetry. An example occurs in a poem by the English poet John Donne, in which two lovers' souls are compared to the legs of the drawing compasses.

Euphemism is the substitution of a delicate or inoffensive term or phrase for one that has coarse, sordid, or otherwise unpleasant associations, as in the use of «pass away» for «die».

Exclamation is sudden outcry or interjection expressing violent emotion, such as fright, grief, or hatred.

Hyperbole is a form of inordinate exaggeration according to which a person is depicted as being better or worse, or larger or smaller, than is actually the case.

Litotes is an understatement for the purpose of enhancing the effect of the ideas expressed.

Irony is a dryly humorous or lightly sarcastic mode of speech, in which words are used to convey a meaning contrary to their literal sense.

Вариант VI

I. Перепишите следующие предложения, переведите их, в скобках укажите тип придаточного предложения (следствия, уступительные) или же тип безличного предложения (именные, глагольные).

1. The place was so delightful that we stayed there all summer.
2. Although we could see nothing, we distinctly heard the sounds in the fog.
3. Whatever you say, I shall not change my opinion of this dress.
4. It dewed heavily last night.
5. It is a long way to the sea.
6. It is difficult for you to find this place without a map.

II. Перепишите предложения, раскройте скобки, поставив нужную по смыслу степень сравнения прилагательного или наречия, укажите в скобках, где прилагательное, а где наречие.

1. I wish he could write his letters (plainly), so that I could read his letters (easily).
2. This jacket is too small. I need a (large) one.
3. This ship can sail only where the water is (deep). It is an ocean-going ship.
4. The first edition of the dictionary is good, the new one is still (good).
5. He always talks on politics (seriously).
6. It is the (comfortable) hotel I have ever stayed at.
7. John is 18, he is the (old) of his three brothers, Mike is 16, he is (old) than Tom, who is 14.

III. Перепишите предложения, раскройте скобки, поставив нужную форму глагола в страдательном залоге. Укажите в скобках, какое время Вы употребляете.

1. Many accidents (to be caused) by dangerous driving every year.
2. The director (to be interviewed) when I came in.
3. The car (to be repaired) at the moment.
4. The first pyramid of Egypt (to be built) around 3000 B. C.
5. The skirt which was too long for her already (to be shortened).
6. He said that detailed instructions (to be given).
7. Her purchases (to be delivered) to her house tomorrow morning.
8. The reconstruction of the church (to be finished) by next summer.

IV. Перепишите предложения, вставляя вместо пропусков необходимый артикль там, где это необходимо.

1. Ethiopia is in... Africa.
2. Between... Africa and... Australia lies... Indian Ocean.
3. Nile is the longest river in... Africa.
4. Next year we are going skiing to... Swiss Alps.
5. ... British Isles are situated off the north-western coast of... Europe.
6. ... United Kingdom consists of... Great Britain and... Northern Ireland.
7. The international court is situated in... Hague.

V. Перепишите и переведите письменно текст:

Some Hints on Travelling

English people are very fond of travelling. They travel both in their own country and abroad. One of the most popular ways of travelling to other countries is the so-called «package holidays». They are popular because they are rather cheap and do not need much time and effort for preparation. The thing is

that you pay a sum of money to a special tourist travelling firm, and they arrange everything for your trip (usually package holidays do not take up more than a week). The agents of the firm arrange your passage to the country, find a good hotel there and supply you with excursions and other pleasant pastimes. Everything is already paid and what you need is just pocket money for drinks and souvenirs.

Inside the British Isles there are a lot of tourist firms ready to help you with your travelling. Many of them have established a reputation for high standards and service. For example, you can go on a special summer holiday programme with an opportunity of a boat trip. Your price can include all excursions you take and board accommodation at a hotel.

There are special holiday tours and even Christmas Shopping Specials. If you are eager to buy the most fashionable things before Christmas, you are invited to the largest shopping centre in Europe - the Metro centre in Newcastle. On all holidays reductions are available for children aged under 12, provided the child shares a room with two full fare paying passengers.

There are also leisure breaks to London, Paris, Rome and other capitals of the world. These trips are magnificent but you have to pay a lot of money to enjoy them.

leisure breaks - краткосрочные развлекательные поездки

VI. Письменно ответьте на вопросы по тексту:

1. Why are package holidays popular?
2. Where can you go for Christmas Shopping Specials?
3. What are leisure breaks?

VII. Письменно переведите специальный текст:

Lexicology

Lexicology studies various lexical units: morphemes, words, variable word-groups and phraseological units. We proceed from the assumption that the word is a basic unit of language system, the largest on the morphologic and the smallest on the syntactic plane of linguistic system. There exists a problem of whether to treat words and phraseological units equally: phraseological units are groups consisting of two or more words whose combination is integrated as a unit with a specialized meaning of the whole (thus «black frost» means «frost without snow»).

It is a matter of common knowledge that the vocabulary of any language is never stable, never static, but is constantly changing, growing and decaying. The changes in the vocabulary of a language are due both to linguistic and extralinguistic causes or to a combination of both. The extralinguistic causes are determined by the social nature of the language. In this respect there is a tremendous difference between Lexicology, on the one hand, and Phonology, Morphology

and Syntax, on the other. Words, to a far greater degree than sounds, grammatical forms, or syntactical arrangements, are subject to change, for the word-stock of a language directly and immediately reacts to changes in social life, to whatever happens in the life of the speech community in question. To illustrate the immediate connection between the development of vocabulary and the extralinguistic causes a few examples will suffice.

The intense development of science and technology has lately given birth to a great number of new words such as «computer», «cyclotron», «radar», etc.

From the above-adduced examples it follows that in contrast with Phonology, Morphology and Syntax, Lexicology is essentially a sociolinguistic science. The lexicologist should always take into account correlation between purely linguistic facts and the underlying social facts which brought them into existence, his research should be based on establishing scientifically grounded interrelation and points of contact which have come into existence between the language and the social life of the speech community in question.

Семестр VI

Контрольное задание № 6

Для того, чтобы правильно выполнить контрольную работу № 6, необходимо усвоить следующие разделы по рекомендованному учебнику (Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Ч. I. М.: ДеКонт – ГИС, 1998.) Уроки 18 – 21 стр. 291 – 348.

1) Освоить правила чтения буквосочетания *gu* перед гласными (Урок 19, упр. 2, стр. 311); буквосочетание *alm* (Урок 21, упр. 2, стр.342).

2) Необходимо проработать соответствующие разделы из грамматического справочника:

- Неопределенные местоимения и наречия, производные от *some, any, no, every* # 81;
- Двойные степени сравнения прилагательных # 85;
- Глагол: прошедшее время группы Perfect (the Past Perfect Tense) # 87; причастные обороты с причастием I и II в функции определения # 82; причастные обороты с причастием I в функции обстоятельства # 83; конструкция «сложное дополнение» после глаголов *to want, to expect* и выражения *should (would) like* # 84; конструкция «сложное дополнение» после глаголов восприятия # 88; употребление герундия после глаголов *to stop, to finish, to continue, to begin, to go on, to mind* # 86.

3) Запомнить обязательный вокабуляр уроков 18-21.

4) Выполнить упражнения письменно устно

Урок 18 - у. 4 с. 294 у. 9 с. 298

Урок 19 - у. 3 с. 308 ✓	у. 2 с. 308
у. 8 с. 310 ✓	у. 10 с. 317
у. 9 с. 310	
Урок 20 - у. 2 с. 322 —	у. 4 с. 323
у. 5 с. 324 —	у. 6 с. 324
у. 8 с. 326	
Урок 21 - у. 2 с. 340 ✓	у. 9 с. 343
у. 3 с. 340	

5) Подготовить устные темы: An English (American) Writer, An Outstanding Person (An Outstanding Scientist, an American President, etc.). В подготовке устных тем о писателях вы можете обратиться к книге: Гритчук М.А. English for Students of Literature. М.: Высшая школа, 1983.

В течение семестра также необходимо выполнить следующие задания:

6) Перевести 10 000 знаков текста из газеты «Moscow News» из раздела «Культурная жизнь» и 5 000 знаков из раздела «Политика».

Образцы устных тем

James Aldridge

James Aldridge is one of the few Australian-born writers whose names are known in practically every country where novels are printed. He earned his living as a newspaperman before he became a novelist. Most of his books have been translated into ten or twelve languages; 'The Diplomat', his eighth novel, has been published in twenty-five languages or more. Aldridge published his first novel, 'Signed with Their Honour', in 1942, when he was in his early twenties, and every novel he has since published has added something to his reputation.

Some Australian critics try to disqualify Aldridge as an Australian writer, because none of his novels is set in Australia and few of them have Australians as characters. Aldridge does not seem to be worried by such judgments. Since he was seventeen or eighteen he has been more concerned with the world at large than with any particular corner of it, and with human beings at large. Nor does he scorn the opportunities for self-expression he still finds by writing for newspapers, as well as for book publishers. Every medium of writing interests him, as a channel for communicating his ideas. In 1955, between novels, he surprised his admirers by publishing a practical guide to scuba-diving. He has never had time to study the craft of writing for the theatre, but he had a play staged in London.

When war broke out he became a frontline correspondent in Finland. Then he reported the campaign in Norway, saw the Balkans, and eventually reached the Middle East.

After publication of his second novel, 'The Sea Eagle', Aldridge might have settled into a well-padded career as a writer of skillfully told middle-brow novels, having entertainment as their chief purpose. This was not his aim, however. He wanted to be more than a mere teller of diverting tales, and each of his later books has cut deeper in its examination of human motives and political and sociological implications. His philosophy is political, but the philosophy of the craft, too, comes into it. Aldridge's fascination with craftsmanship is evident in his books.

Aldous Huxley

Aldous Leonard Huxley was born on July 26, 1894, into a family that included some of the most distinguished members of that part of the English ruling class made up of the intellectual elite. Aldous' father was the son of Thomas Henry Huxley, a great biologist who helped develop the theory of evolution. Undoubtedly, Huxley's heritage and upbringing had an effect on his work. Another event that marked Huxley was his mother's death from cancer when he was 14. This, he said later, gave him a sense of the transience of human happiness. Perhaps you can also see the influence of his loss in *Brave New World*.

Huxley wrote *Brave New World* in four months in 1931. Before that he produced six books of stories, essays, poems, and plays, but nothing major. Because *Brave New World* describes a dystopia, it is often compared with George Orwell's *1984*.

In the 1950s Huxley became famous for his interest in psychedelic or mind-expanding drugs like mescaline and LSD. He was looking for a drug that would allow an escape from the self and that if taken with caution would be physically and socially harmless. He put his beliefs in such a drug and in sanity into several books. Two, based on his experiences taking mescaline under supervision, were nonfiction: *Doors of Perception* (1954) and *Heaven and Hell* (1956). Another work centering on drugs and sanity was *Island* (1962), a novel that required 20 years of thought and five years of writing. Among other things, *Island* was an antidote to *Brave New World*, a good Utopia.

Huxley produced 47 books in his long career as a writer. Some critics thought that he was a better essayist than novelist precisely because he cared more about his ideas than about plot or characters, and his novels' ideas often got in the way of the story. But Huxley's emphasis on ideas and his skill as an essayist cannot hide one important fact: The books he wrote that are most read and best remembered today are all novels--*Crome Yellow*, *Antic Hay*, and *Point Counter Point* from the 1920s, *Brave New World* and *After Many a Summer Dies the Swan* from the 1930s. In a style that ranges from the lyrical to the absurd, and with characters whose identities shift and change as often as their names and appearances, Huxley has invented a novel that bristles with life and energy. The many-toned wit of the books, the beauty and shrewdness of its

scriptions, the learning, the thought, the richness of character, the intellectual and artistic honesty of it show that Mr. Huxley is a great novelist. Huxley has an utterly ruthless habit of building up an elaborate and sometimes almost romantic structure and then blowing it down with something too ironic to be called satire and too scornful to be called irony.

Huxley remained nearly blind all his life. He died November 22, 1963, the same day that President John F. Kennedy was assassinated.

Teun A. van Dijk

Teun A. van Dijk (1943) has a personal chair in Discourse Studies at the University of Amsterdam, from which position he plans to retire early during academic year 2003-2004. He took degrees in French language and literature at the Free University (VU) of Amsterdam, and in Theory of Literature at the University of Amsterdam (UvA), and received a doctorate in linguistics from the University of Amsterdam. He also studied in Strasbourg, Paris and Berkeley. His early research was about the linguistic study of literature, but soon changed to the development of «text grammars» and discourse pragmatics, later followed by research (partly with Walter Kintsch) on the cognitive psychology of discourse processing.

His work in the 1980s focused on two major areas: the study of the structures, production and comprehension of news reports in the press, and the analysis of the expression of ethnic prejudices in various types of discourse (text-books, news reports, conversations, parliamentary discourse, corporate discourse), with special emphasis on the relations between discourse structures, (prejudiced) social cognitions about ethnic minority groups and Third World peoples, and the ways «elite racism» is reproduced in (Western) societies. In the 1990s this work is being extended towards a more general study of the role of power and ideology in discourse and the reproduction of socio-political beliefs in society. His current projects are about discourse and knowledge, and context, as well as an international project (with teams from several countries) on discourse and racism in Latin America.

This research has been published in some 30 monographs and edited books, and in more than 200 scholarly articles. He holds two honorary doctorates and his work has been translated into a dozen foreign languages (including Russian, Arabic, Chinese and Japanese). Teun A. van Dijk founded the journal *TTT* (a Dutch linguistics journal) and four international journals, *POETICS*, *TEXT*, *Discourse and Society*, and *Discourse Studies*, of which he still edits the latter two. Teun A. van Dijk has lectured widely in Europe, the Americas, and other countries. He speaks Dutch, English, Spanish, German, French and Portuguese, and understands (and speaks more or less) Italian, Catalan, Danish, Swedish and Norwegian.

Since 1999 he is Visiting Professor at the Universitat Pompeu Fabra, Barcelona, Spain, where he also lives, commuting to Amsterdam for his classes at the University of Amsterdam.

David Crystal

David Crystal OBE is one of the world's foremost authorities on reference publishing and on language.

David works from his home in Holyhead, North Wales, as a writer, editor, lecturer, and broadcaster of international repute. Born in Lisburn, Northern Ireland in 1941, he spent his early years in Holyhead. He was actually born in Northern Ireland, but from a very early age he was brought up in Holyhead in North Wales, and that is indeed a bilingual area. His family was English only, but when he went to primary school he learned Welsh along with all the other kids, so by the time he was ten or eleven he'd got quite a lot of Welsh. That is how his interest in languages and linguistics began. His family moved to Liverpool in 1951, and he received his secondary schooling at St Mary's College. He read English at University College London (1959-62), specialised in English language studies, did some research there at the Survey of English Usage under Randolph Quirk (1962-3), then joined academic life as a lecturer in linguistics, first at Bangor, then at Reading.

He published the first of his 100 or so books in 1964, and became known chiefly for his research work in English language studies, in such fields as intonation and stylistics, and in the application of linguistics to religious, educational and clinical contexts, notably in the development of a range of linguistic profiling techniques for diagnostic and therapeutic purposes. He held a chair at the University of Reading for 10 years, and is now Honorary Professor of Linguistics at the University of Wales. These days he divides his time between work on language and work on general reference publishing.

David Crystal is currently chair of the UK National Literacy Association (NLA), patron of the International Association of Teachers of English as a Foreign Language (IATEFL) and of the National Association of Professionals concerned with Language Impaired Children (NAPLIC). He is past president of the International Association of Forensic Phonetics and of the Society of Indexers. He was a member of the Board of the British Council for several years, and is currently a member of the Board of the English Language Committee of the English-Speaking Union. He received an award for services to the English language in 1995. He now lives in Holyhead, where he is the director of a multi-purpose arts and exhibition centre. He is married with four children.

David is the Company Chairman of Crystal Reference and oversees the development process of all reference works based from the company's offices in Holyhead. David takes a lead role in the development of new products and will oversee the long-term maintenance of the entire product set.

Контрольная работа № 6

Вариант I

I. Перепишите предложения, вставьте вместо пропусков неопределенные местоимения или наречия, производные от *some, any, no, every*.

1. ... has taken my book.
2. Has Jack ever been to France? – I believe he has. He went
3. Did you go ... yesterday? – No, I didn't go
4. ... has rung you up today. There were no phone calls for you.
5. Could you tell me ... about this writer's life?

II. Переведите на английский язык, используя там, где это возможно, причастные обороты.

1. Она сидела, улыбаясь.
2. Работа, начатая им, очень важна.
3. Когда я смотрел этот фильм, я вспоминал свое детство.
4. Опаздывая на переговоры, они ушли до окончания вечера.
5. Когда он был маленьким, он очень любил сказки.

III. Перепишите предложения, раскройте скобки, вставляя глаголы либо в the Present Perfect Tense, либо в the Past Perfect Tense.

1. I (know) him for a long time.
2. We walked home after we (finish) our work in the garden.
3. She (be) ill since Thursday.
4. They thought that she (not come) yet.
5. He (be) a student for four years.

IV. Перепишите предложения, подчеркните в них конструкцию «сложное дополнение», переведите их на русский язык.

1. He saw the car standing in front of the door.
2. He wants me to come on Sunday.
3. We believe him to finish the work in two days.
4. I watched the luggage registered.
5. Mother made me drink some hot milk.

V. Перепишите и переведите письменно текст.

Aleksandr Solzhenitsyn (I)

Solzhenitsyn was born into a family of Cossack intellectuals and brought up primarily by his mother (his father was killed in an accident before his birth). He attended the University of Rostov-na-Donu, graduating in mathematics, and took correspondence courses in literature at Moscow State University. He fought in World War II, achieving the rank of captain of artillery; in 1945, however, he

was arrested for writing a letter in which he criticized Joseph Stalin and spent eight years in prisons and labour camps, after which he spent three more years in enforced exile. Rehabilitated in 1956, he was allowed to settle in Ryazan, in central Russia, where he became a mathematics teacher and began to write.

Encouraged by the loosening of government restraints on cultural life that was a hallmark of the de-Stalinizing policies of the early 1960s, **Solzhenitsyn** submitted his short novel *Odin den iz zhizni Ivana Denisovicha* (1962) to the leading Soviet literary periodical *Novy Mir* («New World»). The novel quickly appeared in that journal's pages and met with immediate popularity, **Solzhenitsyn** becoming an instant celebrity. *Ivan Denisovich*, based on **Solzhenitsyn's** own experiences, described a typical day in the life of an inmate of a forced-labour camp during the Stalin era. The impression made on the public by the book's simple, direct language and by the obvious authority with which it treated the daily struggles and material hardships of camp life was magnified by its being one of the first Soviet literary works of the post-Stalin era to directly describe such a life. The book produced a political sensation both abroad and in the Soviet Union, where it inspired a number of other writers to produce accounts of their imprisonment under Stalin's regime.

VI. Ответьте на вопросы по тексту.

1. What for was Solzhenitsyn arrested in 1945?
2. What experience is *Odin den iz zhizni Ivana Denisovicha* based on?
3. What were the main merits of this book?

VII. Письменно переведите текст.

Mikhail Bakhtin

«Discourse in the Novel» is an excerpt from a longer essay with that title, found in Bakhtin's book *The Dialogic Imagination*. In this essay Bakhtin focuses on the question of literary forms or genres as examples of dialogic form. He focuses particularly on the contrast between poetry and novels. He says that poetry, historically, has always been the privileged form (and you can think of this in terms of a binary opposition, poetry/fiction, where poetry is the valued term). We have seen a version of this privileging--or at least of the distinctions between poetry and prose--throughout this semester, as a number of theorists who value the idea of play, plurality, or multiplicity in language point to poetry as a place where language is more free, where the signifier and signified are the most disconnected.

Bakhtin differs from Saussure, and from the tradition which emerges from Saussure, and which values the separation of signifier and signified more than the connection between the two. He was aware of Saussurean linguistics, and of structuralist theories in general, but Bakhtin (unlike just about all the other theorists we've read so far, including Althusser) is not using a structuralist view of language.

Bakhtin begins his essay by posing a problem: if poetry is the more privileged literary form in Western culture (and in structuralist and poststructuralist theory), then what can you say about how language or discourse operate in NOVELS? Clearly language operates differently, or is used differently, in fiction and in prose than in poetry; these genres have a different conception of how meaning is created than does poetry.

Вариант II

I. Перепишите предложения, вставьте вместо пропусков неопределенные местоимения или наречия, производные от *some, any, no, every*.

1. There were so many people ... that we got tired very soon.
2. You must do ... in your power to help him.
3. When I returned there was ... at home.
4. Why is ... of you reading the text? Why are you wasting time?
5. If ... goes shopping, buy me some coffee, please.

II. Переведите на английский язык, используя там, где это возможно, причастные обороты.

1. Некоторые марки, собранные им, очень редкие.
2. Наконец она увидела человека, который спас ее сына.
3. Зная как он любит музыку, я решила подарить ему лазерный диск. (CD)
4. Человек, написавший эту книгу, много путешествовал.
5. Полученные вчера новости произвели на всех большое впечатление.

III. Перепишите предложения, раскройте скобки, вставляя глаголы либо в the Present Perfect Tense, либо в the Past Perfect Tense.

1. They (be divorced) since last year.
2. The girl felt easier after she (speak) with Jack.
3. He couldn't believe that we (do) it ourselves.
4. It (not rain) since September.
5. I (not eat) pears for ages.

IV. Перепишите предложения, подчеркните в них конструкцию «сложное дополнение», переведите их на русский язык.

1. He was tall – I had heard him called 'a broomstick' – and very thin.
2. I left them quarrelling.
3. I noticed him hide something.
4. Mother made me take an umbrella with me.
5. We know him to be the best singer in our group.

V. Перепишите и переведите письменно текст.

Nadine Gordimer

South African novelist and short-story writer, who received Nobel Prize for Literature in 1991, Nadine Gordimer was born into a well-off family in Springs, Transvaal, a mining town outside Johannesburg. It was the setting for Gordimer's first novel, *THE LYING DAYS* (1953). From her early childhood Gordimer witnessed how the white minority increasingly weakened the rights of the black majority.

Nadine Gordimer's lucid style and the 'iceberg principle' she inherited from Hemingway are unsurpassable in their exquisite beauty. Nadine Gordimer's mastery of the plot and narrative techniques won her universal acclaim. By her twenties Gordimer had had stories published in many magazines. From her first collection of short stories, *FACE TO FACE* (1949) Gordimer has revealed the psychological consequences of a racially divided society. Gordimer won early international recognition for her short stories and novels. The historical context of the racial divided society has also been the fundamental basis of her short stories. In *A SOLDIER'S EMBRACE* (1980) Gordimer examines coolly the actions of her protagonist, linking the tragic events in the long tradition of colonial policy. In the background of the story is the war of independence in Zimbabwe (1966-1980). Gordimer uses the mopane tree as a paradoxical symbol of life and death - the chief hangs himself in the mopane, the dead are buried in the mopane, and finally the tree becomes a means of consolidation. The themes she explores are highly metaphorical, though the narration is never convoluted, and she rises to deep psychological insight of her protagonists. The setting she chooses to reveal the inner drama of the characters assumes the role of an actor almost a dramatic force.

mopane - мопане

VI. Ответьте на вопросы по тексту.

1. What is the main theme of Nadine Gordimer's work?
2. What is the symbol of life and death in one of her novels? Why?
3. What is Nadine Gordimer famous for?

VII. Письменно переведите текст.

Aspects of Sentence Complementation in Russian

Aspects of sentence complementation in Russian is intended as a contribution to the transformational-generative analysis of contemporary standard Russian. The theoretical orientation is the syntactic theory of N. Chomsky. This framework is compared and contrasted with the theory of the complex sentence, and specifically subject and object clauses, in traditional Russian grammar, with discussion of the advantages of a multi-level approach where different levels of analysis (e. g. syntactic and phonetic) suggest conflicting solutions. Chapter 1

discusses some of the relations and discrepancies between semantics and syntax, concluding that many syntactic concepts function largely independently of semantic considerations. In particular, the key concept 'syntactic relation' requires the establishment of a level of deep syntactic structure distinct from the semantic representation, and a level of surface syntactic structure distinct from the phonetic representation. The remainder of the dissertation concentrates in depth on certain syntactic aspects of the structure and behaviour of sentence complements, although the requirement on the theory that it should account for semantics and phonetics is not rejected. Chapter 2 discusses the view that sentence complements should be derived as noun phrases, concluding that Russian shows a distinction between sentence complements that are noun phrases, and those that are not. The role of correlative pronouns is examined. In chapters 3 and 4 infinitive constructions are examined, and an attempt is made to solve the dilemma of more traditional one-level approaches where these constructions are not treated as clauses, despite the obvious parallelisms. The traditional dichotomy into subjective and objective infinitives is re-examined.

Вариант III

I. Перепишите предложения, вставьте вместо пропусков неопределенные местоимения или наречия, производные от *some, any, no, every*.

1. ... of the children wanted to go to bed.
2. ... advises him to go to the South for a holiday.
3. I found ...'s gloves yesterday. Are they yours?
4. Can ... of you help me finish the work?
5. If ... rings me up, say that I'll be back in an hour.

II. Переведите на английский язык, используя там, где это возможно, причастные обороты.

1. Мужчина, сидящий у окна, - мой кузен.
2. Я прочел несколько книг Олдриджа, переведенных на русский язык.
3. Каждый раз, находясь в Лондоне, он навещал своего друга.
4. Гордясь своим отцом, он часто говорит о нем.
5. Как зовут человека, который говорит по телефону?

III. Перепишите предложения, раскройте скобки, вставляя глаголы либо в the Present Perfect Tense, либо в the Past Perfect Tense.

1. She (not be) to work since July.
2. My granny (be) a pensioner for fifteen years.
3. When Mother came home the children (go) to bed.
4. She didn't want to speak with him after they (quarrel).
5. He (be) away for a month.

IV. Перепишите предложения, подчеркните в них конструкции «сложное дополнение», переведите их на русский язык.

1. He watched the men unloading the lorry.
2. The captain ordered the sailors to load the guns.
3. He hates me to sing.
4. I saw Tom coming towards us.
5. I believe he will want the picture done with the greatest speed.

V. Перепишите и переведите письменно текст.

Aleksandr Solzhenitsyn (II)

Solzhenitsyn's period of official favour proved to be short-lived, however. Ideological strictures on cultural activity in the Soviet Union tightened with Nikita Khrushchev's fall from power in 1964, and **Solzhenitsyn** met first with increasing criticism and then with overt harassment from the authorities when he emerged as an eloquent opponent of repressive government policies. After the publication of a collection of his short stories in 1963, he was denied further official publication of his work, and he resorted to circulating them in the form of *samizdat* («self-published») literature--i. e., as illegal literature circulated clandestinely--as well as publishing them abroad.

The following years were marked by the foreign publication of several ambitious novels that secured **Solzhenitsyn's** international literary reputation. *V krughe pervom* (1968) was indirectly based on his years spent working in a prison research institute as a mathematician. The book traces the varying responses of scientists at work on research for the secret police as they must decide whether to cooperate with the authorities and thus remain within the research prison or to refuse their services and be thrust back into the brutal conditions of the labour camps. *Rakovy korpus* (1968) was based on **Solzhenitsyn's** hospitalization and successful treatment for terminally diagnosed cancer during his forced exile in Kazakhstan during the mid-1950s. The main character, like **Solzhenitsyn** himself, was a recently released inmate of the camps.

In 1970 **Solzhenitsyn** was awarded the Nobel Prize for Literature, but he declined to go to Stockholm to receive the prize for fear he would not be readmitted to the Soviet Union by the government upon his return. His next novel to be published outside the Soviet Union was *Avgust 1914* (1971), a historical novel treating Germany's crushing victory over Russia in their initial military engagement of World War I, the Battle of Tannenburg. The novel centred on several characters in the doomed 1st Army of the Russian general A.V. Samsonov and indirectly explored the weaknesses of the tsarist regime that eventually led to its downfall by revolution in 1917.

VI. Ответьте на вопросы по тексту.

1. Why did Solzhenitsyn meet with increasing criticism?

2. What experience is reflected in *V krugе pervom*?
3. Why did he decline to go to Stockholm for the Nobel Prize?

VII. Письменно переведите текст.

Pragmatics

Pragmatics studies the factors which govern someone's choice of language, when they speak or write. If we choose to say something, there are all kinds of factors which constrain what we will say, and how we say it.

The study of the rules governing our use of language in social interaction is part of pragmatics, and is often referred to as conversation analysis. In this field, we are concerned to establish why language works, or fails to work, in maintaining a satisfactory conversation, from the viewpoint of those who participate in it. It is a difficult field to study, because naturalistic samples of data are never easy to obtain, and even when the data are available, the pragmatic rules are never easy to observe.

H.P. Grice has classified the factors which affect the success of a conversation in terms of cooperative principles between speaker and hearer. These principles control the way a conversation proceeds which can be deduced from the form of the sentences used are known as conversational implicatures.

Concepts such as presupposition and implicature are an important part of the study of pragmatics, but they are of relevance for the study of semantics also, especially in connection with such classical problems as how to analyse the truth or falsity of sentences. At one extreme, it makes contact with sociolinguistics and psycholinguistics, through such notions as appropriateness and acceptability. At the other extreme the field makes contact with semantics and grammar, through such notions as presupposition, topic and comment.

Вариант IV

I. Перепишите предложения, вставьте вместо пропусков неопределенные местоимения или наречия, производные от *some, any, no, every*.

1. He may do... he likes.
2. Will you give me... paper, please?
3. Did find... interesting books there?
4. was present at the meeting.
5. Did... see what had happened? - No,... of us did.

II. Переведите на английский язык, используя там, где это возможно, причастные обороты.

1. Человек, читающий газету у окна, - мой знакомый.
2. Человек, написавший эту статью, - настоящий профессионал.
3. Будучи школьником, он часто ходил на стадион смотреть футбол.

4. Будучи уставшим, он решил лечь спать пораньше.
5. Отдыхая в своей комнате, он внезапно услышал какой-то шум.

III. Перепишите предложения, раскройте скобки, вставляя глаголы либо в the Present Perfect Tense, либо в the Past Perfect Tense.

1. My friend (not come) to see me since last summer.
2. John (ring) Mary up before he went home.
3. I (not hear) from Ann for a long time.
4. Oh, it's you! What a surprise! I (not see) you for ages.
5. I (finish) doing my lessons by 6 o'clock yesterday.

IV. Перепишите предложения, подчеркните в них конструкцию «сложное дополнение», переведите их на русский язык.

1. I would like him to accept our invitation.
2. I want you to describe her appearance.
3. We saw the car stop at the door.
4. We heard them talking.
5. We know him to be a fighter for truth.

V. Перепишите и переведите письменно текст.

Abraham Lincoln

Abraham Lincoln's life is the proof that in America a man can rise from the lowest to the highest position in their land.

He was born in 1809, in a small farm in Kentucky, but while Abraham was quite young, the family moved into the wild forest land of Indiana. Here, his home was a rough shelter of logs and boughs. At eight years of age an axe was put into his hands. Of education he had hardly any. The first big experience that opened up the world for him occurred when he was nineteen. He was given a job on a river boat and in New Orleans he saw the famous slave market. He said, «If ever I get a chance to hit that thing, I'll hit it hard.»

In 1830 Abraham left his father's farm and went to Springfield, Illinois. Here he became a clerk and worked hard to improve his education and in 1836 he qualified as a lawyer. He had, too, entered politics and in 1834 was elected to the Legislature of Illinois. He soon became a force in political life and in 1847 he went as a Congressman to the national Assembly in Washington. In 1860 Lincoln was elected President of the United States. South Carolina left the Union, followed shortly by six other states that used slave labour.

Lincoln was an unbending foe of slavery; he was even more strongly against the break-up of the Union. If there was no other way, he would preserve the Union by force. In 1862 the American Civil War began: four bitter years were to pass before it ended but the American nation was united and slavery abolished.

VI. Ответьте на вопросы по тексту.

1. When did Lincoln become a foe of slavery?
2. What can you say about his life in his youth?
3. What were the results of the Civil War?

VII. Письменно переведите текст.

Transformational Grammar

Structural linguistics was followed by a new type of grammar which is known as transformational generative grammar. Its main aim was to find out mechanisms, which account for the generation of the variety of sentences of a language out of a few kernel sentences. At the first stage of its development the representatives of transformational grammar gave a list of rules which covered up the derivation of sentences out of kernel sentences. These rules are called transformational rules.

The second period of transformational grammar began with the introduction of the notions of a deep and a surface structure for each sentence. Of these, the surface structure is the more complicated, based on one or more underlying abstract simple structures. In certain very simple sentences the difference between the surface structure and the deep structure is minimal. Sentences of this kind, simple, active, declarative, indicative, are designated as kernel sentences. They can be adequately described by phrase or constituent structure methods, as consisting of noun and verb phrases (the so-called P-markers, the NP's and VP's).

The transformational grammar is organized in three basic parts. The first part - its syntactic component, the semantic component and the phonological component (a phonological interpretation of the surface structure of the sentence).

Вариант V

I. Перепишите предложения, вставьте вместо пропусков неопределенные местоимения или наречия, производные от some, any, no, every.

1. Have you spoken to ... about it? – No, I haven't spoken to ... about it.
2. ... of you must take part in the discussion.
3. Have you bought ... in the department store? – No,
4. Have you found the keys? – No, I've looked ..., but I haven't found them.
5. Is there ... there? – No, there isn't ... there.

II. Переведите на английский язык, используя там, где это возможно, причастные обороты.

1. Проверенные тесты лежали на столе.
2. Не зная грамматических правил, он сделал много ошибок.
3. Они усыновили (adopted) мальчика, потерявшего родителей.

4. Чувствуя себя плохо, он решил остаться дома.
5. Выступая на конференции, я забыл упомянуть этот факт.

III. Перепишите предложения, раскройте скобки, вставляя глаголы либо в the Present Perfect Tense, либо в the Past Perfect Tense.

1. We (be) on holiday for three weeks.
2. They (not meet) since last year.
3. I went down to the beach after they (go).
4. When I turned round she (already leave) the room.
5. She (be) ill for a fortnight.

IV. Перепишите предложения, подчеркните в них конструкцию «сложное дополнение», переведите их на русский язык.

1. She felt her tears rising.
2. I saw the stranger cross the street.
3. She wants Jane to be invited to dinner.
4. It is not easy to get him take part in our show.
5. I must get everything arranged.

V. Перепишите и переведите письменно текст.

William Golding

William Golding was born in Cornwall on 19 September 1911. His father, a well-known educationalist, moved with his family to Wiltshire, where he taught at Marlborough Grammar School. On completion of his studies at the same school in 1930, the son went up to Oxford, where first, at his father's request, he devoted himself to natural science. Soon he changed to English literature, with a special interest in the Anglo-Saxon period. After passing his exams in 1934 he worked in small theatrical companies as writer, actor and producer, but for a year or two before the war, and fifteen years or so thereafter, he was also teacher.

During the second world war he served in the navy and took part - finally as lieutenant - in various naval actions such as the sinking of the battleship «Bismarck» and the landing in Normandy, decisive experiences which can be traced here and there in his writings. The watches at sea gave him time for another main interest: the Greek language and literature. Having already decided at the age of seven to be a writer, he made his debut as early as 1934 with a small collection of poems, which however he wishes to ignore. Golding does not look upon himself as a poet and his real debut with the novel *Lord of the Flies*, with which he at once made his name, was not until 1954, when he was 43. In this novel Golding rises to the extreme pinnacles of mastery, this novel being one of the few fables in modern English literature. He focuses on guilt, retribution, and sin; form and content cannot be separated in his novel. Since 1955 he has been a

member of the Royal Society of Literature and has received a number of awards. William Golding died in 1993.

VI. Ответьте на вопросы по тексту.

1. What are the decisive experiences that can be traced in Golding's writings?
2. What book made him famous?
3. What interests are reflected in his novels?

VII. Письменно переведите текст.

Heteroglossia and Monologia

Bakhtin opposes monologic language to HETEROGLOSSIA, which is the idea of a multiplicity of languages all in operation in a culture. Heteroglossia might be defined as the collection of all the forms of social speech, or rhetorical modes, that people use in the course of their daily lives. A good example of heteroglossia would be all the different languages you use in the course of a day. You talk to your friends in one way, to your professor in another way, etc.

Bakhtin says that there are actually two forces in operation whenever language is used: centripetal force and centrifugal force. Centripetal force tends to push things toward a central point; centrifugal force tends to push things away from a central point and out in all directions. Bakhtin says that monologic language (monologia) operates according to centripetal force: the speaker of monologic language is trying to push all the elements of language, all of its various rhetorical modes (the journalistic, the religious, the political, the economic, the academic, the personal) into one single form or utterance, coming from one central point. The centripetal force of monologia is trying to get rid of differences among languages (or rhetorical modes) in order to present one unified language. Monologia is a system of norms, of one standard language, or an «official» language, a standard language that everyone would have to speak (and which would then be enforced by various mechanisms).

Heteroglossia, on the other hand, tends to move language toward multiplicity--not, as with the other poststructuralist theorists, in terms of multiplicity of meaning for individual words or phrases, by disconnecting the signifier and the signified, but by including a wide variety of different ways of speaking, different rhetorical strategies and vocabularies. Both heteroglossia and monologia, both the centrifugal and centripetal forces of language, Bakhtin says, are always at work in any utterance.

Вариант VI

I. Перепишите предложения, вставьте вместо пропусков неопределенные местоимения или наречия, производные от *some, any, no, every*.

1. I didn't see... on the table when I entered the room.

2. Please give me... tasty for the child.
3. Has... come? - Yes, we are all here.
4. There is ... in the box. It is empty.
5. If... calls me, tell them I'll be in the library.

II. Переведите на английский язык, используя там, где это возможно, причастные обороты.

1. Девушка, вяжущая свитер, - моя одноклассница.
2. Девушка, связавшая этот свитер, - моя сестра.
3. Будучи ребенком, он любил читать сказки.
4. Будучи занятым, он не мог пойти в кино.
5. Читая английские книги, он всегда пользовался словарем.

III. Перепишите предложения, раскройте скобки, вставляя глаголы либо в the Present Perfect Tense, либо в the Past Perfect Tense.

1. I (not be) at my aunt's since last autumn.
2. After they (return) from work they had supper.
3. Ann (not receive) letters from Jane for a long time.
4. She (cook) dinner by the time he came.
5. I (not come) to London since 1988.

IV. Перепишите предложения, подчеркните в них конструкцию «сложное дополнение», переведите их на русский язык.

1. I did not expect her to arrive so quickly.
2. We know her to be a good actress.
3. We watched them playing tennis.
4. We should like them to help us with the preparations for the holiday.
5. We heard the birds sing.

V. Перепишите и переведите письменно текст.

Bill Clinton

Bill Clinton was born on August 19, 1946 in a small town of Hope, Arkansas three months after his father had died in a road accident. Soon his mother left him with his grandparents and went to study medicine. His grandfather had a grocery store and after the war he could hardly make both hands meet. In 1950 Bill's mother remarried and the family went to another town. Bill's stepfather turned out to be an alcoholic and Bill was eager to get away from home. He had a talent for music but decided to enter politics and make a career.

He graduated from Georgetown Catholic University in 1968 qualifying as political analyst. After that he spent two years in Oxford and later 5 years in Yale where he met Hillary Rodham.

In 1976 his political career began. He was elected Attorney General of Arkansas and in 1978 he became the governor of that state. His management of the state proved to be effective and he became very popular with the people. In 1993

he was elected President of the USA and in 1997 he won the presidential elections again. Though most analysts say that the USA has experienced an economic boom during his presidency there are still some doubtful achievements of Clinton's administration. Among them the bombings of Serbia and of Iraq, the fact that the President lied in court about his relationship with Monica Levinsky, the growing international tension. Bill Clinton will remain a controversial figure in history, proclaiming the ideals of democracy and conducting a most undemocratic foreign policy.

VI. Ответьте на вопросы по тексту.

1. Why was Clinton's childhood hard?
2. What education did Bill Clinton get?
3. Why is Bill Clinton a controversial figure?

VII. Письменно переведите текст.

Generative semantics

The notion of «deep structure» had been vigorously opposed by the representatives of the so-called generative semantics, a new and perspective school of linguistics, which propounded the idea of the semantic level where all the information relevant for the syntactic structure of a sentence is accumulated. This level was called the underlying or semantic structure. It comprises the basic grammatical relations and selectional restrictions. The underlying structure can be best described in terms of symbolic logic, particularly with the help of the first order predicate calculus. The main notions of symbolic logic are predicates, which denote properties and relationships, individual constant symbols (arguments); set symbols and the quantifiers, descriptions of sets and individuals, and the propositional connectives. The underlying structure is an abstract structure which represents all the semantic features, constituting the meaning of the sentence. It includes not only the semantic elements corresponding to the syntactic elements of the sentence, but also «abstract» higher verbs, which cannot be found in the corresponding syntactic structure. It is typical of the representatives of generative semantics to differentiate two types of semantic properties in the semantic representation of a sentence: the proposition and the modality.

IV курс

Семестр VII

Контрольное задание № 7

Для правильного выполнения **Контрольного задания №7** необходимо изучить следующие разделы курса английского языка по рекомендованному учебнику (Н.А. Бонк, Г.А. Котий, Н.А. Лукьянова, Учебник английского языка. В 2-х ч. Часть 1. - М.: Издательство «ГИС». 1992.) Уроки 22 - 26 с. 349 - 424. Часть 2. - М.: Издательство «ГИС». 1992. Урок 11 с. 196-223)

1) Внимательно изучите грамматический материал, включающий:

- Конструкция «сложное дополнение» после глагола **to make** *заставлять*. (# 90, с. 634).
- Будущее время группы **Perfect (the Future Perfect Tense)** (# 87., с.628)
- Возвратные местоимения (# 90, с. 631).
- Союзы **neither... nor, either... or, both... and** (# 91, 92, 93, с.634, 635).
- Сокращенные утвердительные и отрицательные предложения типа **So shall I, Neither (Nor) did he.** (# 94, с. 636).
- Сослагательное наклонение (# 11, с. 477 – 479) Часть 2.

2) Прочитайте и устно переведите тексты уроков 22 - 26, обращая внимание на произношение и интонацию.

3) Постарайтесь запомнить наизусть значение, произношение и написание слов уроков 22 - 26 учебника.

4) Подготовьте следующие разговорные темы: Entertainment (My Visit to the Theatre/ Cinema), Sports, Newspapers in Great Britain, My Future Profession.

Образцы разговорных тем:

My Visit to the Theatre

There are not many theatres in Samara but all of them are very popular with the public. Theatre lovers don't miss any new performance at the Gorky Drama Theatre. Both children and grown-ups like to go to the Puppet Theatre and to the Theatre for the Young Spectator. Those who are fond of music go to the Opera and Ballet Theatre and to the Philharmonic.

I'll never forget my first visit to the Opera and Ballet Theatre. My father bought three tickets for a performance of the ballet «Giselle». My parents and I came to the theatre half an hour before the performance began. We found our

seats, and soon the lights went down. After the overture the curtain went up. At once I was deeply impressed by everything I saw on the stage. The decorations, the setting and the dancing were superb and amazing. The costumes were splendid, and the music was fine. The ballet seemed to me to be a fairy-tale. I had never seen anything more wonderful, indeed. My parents also enjoyed the ballet very much.

After the first act we went to look over the theatre. We saw the boxes, the pit, the dress-circle and the gallery. There were many portraits of famous opera-singers, ballet-dancers, musicians and producers on the walls of the foyer. Among them we could see the portraits of Ponomarenko, Bondarev, and others. We also called at the buffet where we ate sandwiches and drank juice. Soon rang the bell for the second act.

When the curtain fell at the end of the performance, there came a storm of applause. The dancers received call after call. We also applauded greatly. The performance was a success.

At present I am also fond of drama plays, especially the classic plays. Besides, I would never refuse to attend the concerts of famous singers and musicians which are held in the Philharmonic and Samara Circus.

Sport in Our Life

Sport takes an important place in our life. It makes many people healthy, keeps them fit and more organized. Sport unites people of different classes and nationalities.

Many people do morning exercises, train themselves in clubs and take part in sport competitions. As a rule in towns and villages there are suitable conditions for physical training: there are stadiums, sport-grounds, football fields and hockey grounds all over the country. In cities and many towns there are swimming pools, skating rinks and skiing stations.

Professional sport is also in the center of attention in our country. Nowadays in cities and many towns there are various sportive societies, clubs and complexes. In Samara the most famous of them are the «Metallurg», «Dinamo» and «Locomotive» stadiums as well as the Sportive Club of Army.

Many kinds of sport are popular in our country. And it is not surprising that we have a great number of Olympic Games' and world champions. Most achievements are gained in winter kinds of sport – in hockey, skiing and skating – as well as in gymnastics and athletics.

As for me, I enjoy to combine studies and sports to have a trained body. I prefer to ski in winter and play volleyball in summer as well as do gymnastic exercises at home all the year round. If there is an opportunity, I swim and play table tennis with great pleasure.

British Newspapers

In Great Britain there are no official government newspapers. The government does not exercise any official control over the newspaper industry and most of the English newspapers are very proud of their peculiarities, their individual styles. British newspapers differ from one another. And although every newspaper has a definite profile, British newspapers can be subdivided into quality and popular newspapers. Quality newspapers are meant for high educated reader. They cover international affairs and home news extensively. They present a full and serious coverage of business and finance and they also publish quality arts and book reviews. The language of quality newspapers differs from that of popular newspapers: quality newspapers avoid slang, but tend to use longer sentences and more bookish words. Quality newspapers are: «Financial Times», «The Times», «The Guardian» and «The Daily Telegraph». «The Daily Telegraph» contains reports on national and international news, gives a full covering of sports and other topics. «Financial Times» is read mainly by professional and business people as it contains a comprehensive coverage of industry, commerce and public affairs. «The Guardian» gives a wide coverage of news events and reports on social issues, the arts, education, etc. «The Times» is the most famous. It is not actually the oldest newspaper in Britain but some years ago it celebrated its two hundredth birthday. «The Times» represents the views of the establishment and is well-known for its correspondence column.

Popular newspapers serve general public. They are smaller in size and contain many photographs. They pay much attention to sensation, gossip, and scandal. They also cover fashion and sports. Popular newspapers also have women's pages and they are meant mostly for entertainment. They do not give much space to political events. Popular newspapers are: «Daily Express», «Daily Mirror», «Daily Mail», «Daily Star», «The Sun». They have a national daily circulation and appeal mainly to the working and middle class. «The Daily Mirror» supports the Labour party. «The Sun» has the largest circulation than any other daily newspaper.

My Future Profession

Sometimes we say that someone we know is «a square peg in a round hole». This simply means that the person we are talking about is not suited for the job he is doing. Unfortunately many people in the world are «square pegs». As a result they are probably not doing a very good job and certainly they are not happy.

For most people, choosing a career isn't easy, yet it is one of the most important decisions you will make in your life. Find the right career, and you will be happy and successful. Many young people consider teaching as a career. It's not surprising: after your parents your teacher may be the most important person

in your life. Many teachers are devoted to their work. Children in your classroom are not just boys and girls. Every one is a unique individual. If you like people you will like teaching. To be a good teacher you must be interested in what you are doing. To be a good teacher you definitely need some of the gifts of a good actor: you must be able to hold the attention and interest of your very special audience; you must be a clear distinct speaker, with a strong pleasant voice which is fully under your control. But your audience takes an active part in your play; they ask and answer numerous questions. The teacher has to understand the needs of his challenging audience, which is his class.

The profession of a teacher is not an easy one but I think that teachers serve humanity doing the most vital job of all. And that is the reason why humanity has the deepest respect for teachers.

5) Выполните следующие упражнения из учебника.

Урок	Устные упражнения	Письменные упражнения
Урок 22	Упр. 9 с. 357 Упр. 10 с. 357 Упр. 14 с. 360	Упр. 3 с. 353 — Упр. 5 с. 354 (по 3 пред. На каждый случай) + Упр. 12 с. 359 —
Урок 23	Упр. 2 с. 367 Упр. 6 с. 369 Упр. 7 с. 371 Упр. 9 с. 372 Упр. 10 с. 372	Упр. 3 с. 368 + Упр. 5 с. 368 + (с. 7, 8, 9)
Урок 24	Упр. 8 с. 384	Упр. 2 с. 382 — Упр. 9 с. 384 —
Урок 25	Упр. 10 с. 397 Упр. 12 с. 397	Упр. 11 с. 397 —
Урок 26	Упр. 10 с. 416 Упр. 12 с. 417 Упр. 13 с. 417 Упр. 1 с. 427	Упр. 1 с. 424 + Упр. 2 с. 425 — Упр. 2 с. 426 —
Урок 11 (часть 2 учебника)	Упр. 6 с. 203 Упр. 9 с. 204	Упр. 5 с. 202 —

6) Переведите тексты общественно-политической тематики объемом 15 000 печатных знаков (10000 – культура, 5000 – политика).

7) Выполните соответствующий вариант *Контрольной работы № 7.*

Контрольная работа №7

Вариант I

I. Употребите частицу *to*, там, где это необходимо. Переведите предложения на русский язык.

1. Oh, you made me ___ start.
2. I heard someone ___ breathe heavily in the darkness.
3. Here are some dresses I'd like you ___ iron.
4. Mr. Lascar gave him a meaningful book which made him ___ shiver.
5. George smiled and saw a happy smile ___ cross her face.

II. Раскройте скобки, употребляя *the Future Perfect*. Сделайте вопросительную и отрицательную формы этих предложений. Переведите предложения на русский язык.

1. We (finish) all the house work by 6 o'clock this afternoon.
2. Thousands of people (see) this exhibition by the end of the month.
3. Ann (buy) the tickets by the time you arrive at the station.
4. By the end of the autumn they (build) a new skating-rink in this district.
5. They (do) everything by Sunday.

III. Употребите возвратные местоимения, где это необходимо. Переведите предложения на русский язык.

1. She washed ___ quickly and went to prepare breakfast.
2. He likes his wife to dress ___ well.
3. The child fell and hurt ___ badly.
4. She looked in the mirror and could not recognize ___.
5. In our canteen we have to serve ___.

IV. Составьте короткие диалоги, используя союзы *both ... and*, *either ... or*, *neither ... nor*. Переведите предложения на русский язык.

A. both ... and

Образец: John is going to the cinema. Is Mary going too? – Yes, both John and Mary are going to the cinema.

1. You have met his father. Have you met his mother too?
2. He buys antique things. Does he sell antique things?

B. either ... or

Образец: You will ask John, or you will ask Mary. – I will ask either John or Mary.

1. Bob has your book, or Jane has it.
2. We shall go to the sea for the vacation, or we shall go to the mountains.

C. neither ... nor

Образец: John won't be there. Will Mary be there? – No, neither John nor Mary will go there.

1. He doesn't like coffee. Does he like tea?
2. Chapter one isn't difficult. Is chapter two difficult?

VI. Добавьте соответствующие сокращенные утвердительные или отрицательные предложения. Переведите полученные предложения.

Образец: a) I know this person well. – So do I.

b) I haven't read this book in the original. – Neither (nor) have I.

1. Martha isn't in her room, and (her roommate).
2. Henry didn't go to class, and (I).
3. I will be there, and (my brother).
4. I couldn't understand the lecture and (Judy).
5. Mary has seen that film, and (I).

VI. Подберите соответствующие части условных предложений. Запишите и переведите их.

A) Conditional Sentence (Type II)

A	B
1. They would be disappointed ...	a) ... if he refused to lend you some money
2. Many people would be out of work ...	b) ... if you explained the situation to her.
3. I would be surprised ...	c) ... if we didn't come to their party.
4. She would understand everything ...	d) ... if you helped me with this problem.
5. I would be grateful ...	e) ... if the factory closed down.

B) Conditional Sentence (Type III)

A	B
1. I'd have gone to see you ...	a) ... if the driver in front hadn't stopped so suddenly.
2. The accident wouldn't have happened ...	b) ... if she had had enough money on her.
3. They would have come to our party ...	c) ... if he had understood how hard it was going to be.
4. She would have bought that necklace ...	d) ... if I had known you were ill.
5. He wouldn't have become a teacher ...	e) ... if we hadn't forgotten to invite them.

VII. Прочитайте следующий текст.

British Theatre of the Mid-Century

Since the mid-fifties English drama has been in a vigorous condition, contrasting with the stagnation of the immediate postwar years which saw the decline of the «well-made» play and the traditional drawing-room comedy. Many highly talented writers are now working in the theatre, and some have achieved international reputations.

John Osborne's «Look Back in Anger» first performed in 1956, is generally regarded as a milestone in the postwar English theatre. With its provincial setting and its rebellious young hero this play represents the new fiction of that time, the so-called school of the Angry Young Men. Osborne's second play «The Entertainer» (1957) was more experimental and innovative, making use of the techniques of the music hall.

In the late fifties the realism of Arnold Wesker's «Trilogy» (1960), comprising «Chicken Soup with Barley», «Roots», and «I Am Talking about Jerusalem», was widely admired. Wesker deals with some interesting themes - Jewish working-class life, the cultural poverty of the masses - but in retrospect his work looks naïve and theatrically limited.

A number of plays give a very vivid sense of the self-questioning, the dwelling on the past and uncertainty about the future. No one did this more brilliantly than Alan Bennett in «Forty Years On» (1969). The author uses the technique of the play-within-a-play to dramatize crucial moments in twentieth-century English history. Though Bennett has all the conscious concern with theatrical effect that was the hallmark of the serious playwright in the sixties, he is at the same time a literary dramatist who can be read with pleasure because of the intelligence and wit of his writing.

Given such a variety of talents it can be said that at the present, English drama is in healthy condition. But a great many people who do not have convenient access to the London theatres may never or rarely have the opportunity of seeing the work of contemporary dramatists performed. The most widely available form of theatrical experience is provided by television drama. Some very able and much admired dramatists have worked mostly in television, such as Dennis Potter, David Mercer and John Hopkins, and the scripts of their plays have been published. But in a television play the role of language is even more subsidiary than in contemporary stage drama. So one must conclude that if more creative energy goes into the television plays, as opposed to writing for the stage, drama will become still further removed from literature.

Пояснения к тексту:

- John Osborne – Джон Осборн (1929-1994), английский писатель
- Alan Bennett – Алан Беннет (1934-), английский писатель и актер

- Dennis Potter – Денис Поттер (1935-1994), английский писатель, автор телевизионных пьес

VIII. Найдите в тексте эквиваленты следующих слов и выражений:

послевоенные годы, упадок, добиться международной славы, вежа, новаторский, использовать приемы, рассматривать темы, ретроспективно, решающий момент, отличительный признак, в то же самое время, современный, доступный, второстепенная роль, противоположный

IX. Ответьте письменно на вопросы:

1. In what condition was English drama of the mid-fifties?
2. Which play is regarded as a milestone in the postwar English theatre? Why?
3. What dramatists are admired in the late fifties?
4. What technique does Alan Bennett use?
5. What is the most available form of theatrical experience nowadays?

X. Выполните письменный перевод текста.

XI. Выполните письменный перевод следующего текста.

Languages of the World

Languages may be classified either genetically or typologically. A genetic classification assumes that certain languages are related in that they have evolved from a common ancestral language. This form of classification employs ancient records (such as those for Latin) as well as hypothetical reconstructions of the earlier forms of languages, called protolanguages. Because information on the genetic affiliations of languages is sufficiently extensive, world surveys of languages are necessarily oriented in that way--sometimes exclusively so and sometimes in conjunction with typological classifications. Typological classification is based on similarities in language structure. Individual frames of reference in language typology are not known well enough to permit a worldwide typological classification.

Since 1917, however, the prestige of some kinds of typology has risen--in particular, that of grammatical typology. The best-known typological frame of reference represents the grammar of a language, either as a whole or as a subsystem. Once a genetic classification has been established, typological classification may be superimposed on it in order to show change of language type or to show features that are shared by languages in neighbouring branches in the same family (e. g., Celtic and Germanic in Indo-European). The ultimate grammatical typology is that which treats subsystems that are, in some sense, universal to all human languages.

Вариант II

I. Употребите частицу *to*, там, где это необходимо. Переведите предложения на русский язык.

1. I didn't even try to make him ___ change his mind.
2. I'd like John ___ see me again.
3. Millie had never heard her husband ___ speak about his youth.
4. Mom was always trying to make me ___ wear warm sweaters and hats.
5. She wants you ___ come and see her next weekend.

II. Раскройте скобки, употребляя *the Future Perfect*. Сделайте вопросительную и отрицательную формы этих предложений. Переведите предложения на русский язык.

1. I (read) this book by tomorrow evening.
2. We (write) our compositions by the time you come back.
3. By the end of the week she (drive) over 50 miles.
4. Tom (order) everything by the time we come to the restaurant.
5. We've got five days in St. Petersburg, but I am sure that we (see) everything of importance by then.

III. Употребите возвратные местоимения, где это необходимо. Переведите предложения на русский язык.

1. Be careful with the knife, you may cut ___.
2. He shaves ___ every day.
3. I never buy anything until I have seen it ___.
4. They say John broke their table, but really they did it ___.
5. Sit down and make ___ at home.

IV. Составьте короткие диалоги, используя союзы *both ... and, either ... or, neither ... nor*. Переведите предложения на русский язык.

A. both ... and

Образец: Образец: John is going to the cinema. Is Mary going too? – Yes, both John and Mary are going to the cinema.

1. She can sing. Can she dance?
2. You had lunch with your friends. Did you have dinner with them?

B. either ... or

Образец: You will ask John, or you will ask Mary. – I will ask either John or Mary.

1. We can go swimming, or we can play tennis.
2. According to the weather forecast, it will rain tonight or it will snow.

C. neither ... nor

Образец: John won't be there. Will Mary be there? – No, neither John nor Mary will go there.

1. He doesn't enjoy hunting. Does he enjoy fishing?
2. The result was not good. Was the result bad?

V. Добавьте соответствующие сокращенные утвердительные или отрицательные предложения. Переведите полученные предложения.

Образец: a) I know this person well. – So do I.

b) I haven't read this book in the original. – Neither (nor) have I.

1. I'd like to go to the art museum, and (Sid).
2. I didn't have time to eat breakfast, and (Mum).
3. Fred doesn't know Pat, and (Rachel).
4. Michael has never spoken to me in this tone, and (his sister).
5. I had to study last night, and (Jack).

VI. Подберите соответствующие части условных предложений. Запишите и переведите их.

A) Conditional Sentence (Type II)

A	B
1. I would be terribly upset ...	a) ... if I was offered it.
2. I would take the job ...	b) ... if I were you.
3. He wouldn't get much money for his car ...	c) ... if I lost his ring.
4. I wouldn't argue ...	d) ... if I took his car without asking.
5. He would be really angry ...	e) ... if he sold it.

B) Conditional Sentence (Type III)

A	B
1. We wouldn't have watched that programme ...	a) ... if he hadn't been in such a hurry.
2. Tom would've been late for his interview ...	b) if I had known that he was expecting my call.
3. I'd have sent you a postcard while I was on holiday ...	c) if you had checked everything before the departure.
4. I would've phoned him yesterday ...	d) ... if we had know it would be so boring.
5. You wouldn't have left your tickets at home ...	e) ... if I had known your address.

VII. Прочитайте следующий текст.

Silent Movies

Talk to people who saw films for the first time when they were silent, and they will tell you the experience was magic. The silent film, with music, had extraordinary powers to draw an audience into the story, and an equally potent capacity to make their imagination work. They had to supply the voices and the sound effects, and because their minds were engaged, they appreciated the experience all the more. The audience was the final creative contributor to the process of making a film.

The films have gained a charm with age but, inevitably, they have also lost something. The impression they made when there was no rival to the moving picture was more profound, more intense.

The films belong to an era considered simpler and more desirable than our own. The silent period may be known as «The Age of Innocence» but it included years unrivalled for their dedicated viciousness: In Europe, between 1914 and 1918 more men were killed to less purpose than at any other time in history. The miseries of war culminated in the miseries of disease when the Spanish flu swept Europe and America and killed more civilians than the war had killed soldiers. With peace came the Versailles treaty – collapse and starvation in Central Europe – the idealism of Prohibition – gangsterism in America.

The benefit of the moving picture to a care-worn populace was inestimable, but the sentimentality and charm, the easily understandable, black-and-white issues were not so much a reflection of everyday life as a means of escape from it. Again and again, in the publications of the time, one reads horrified reactions against films showing 'life as it is'. You didn't leave the problems of home merely to encounter them again at the movies. You paid your money for forgetfulness. And they evolved to meet the demands of their audience.

Gradually movie-going altered from relaxation to ritual. In the big cities, you went to massive picture palaces. You paid homage to your favourite star; you dutifully continued with the fan magazines. You wore the clothes they wore in the movies; you bought the furniture you saw on the screen. You joined a congregation composed of every strata of society. For your favourite pastime had become the most powerful cultural influence in the world exceeding even that of the Press. The silent film was not only a vigorous popular art; it was a universal language – Esperanto for the eyes.

Пояснение к тексту:

- the Versailles Treaty – Версальский мирный договор, заключенный с Германией в 1919 г. в Версале, во Франции
- Prohibition – период запрета производства и продажи спиртных напитков в США с 1920 по 1933

VIII. Найдите в тексте эквиваленты следующих слов и выражений:

немое кино, привлекать аудиторию, убедительная возможность, звуковые эффекты, оценивать, творческий, помощник, соперник, не имеющий равных, крушение, польза, сталкиваться, уход от действительности, отвечать требованиям, изменяться, отдавать должное, на экране

IX. Ответьте письменно на вопросы:

1. Why did the audience of silent movies appreciate them so much?
2. Why shouldn't people consider the days of the silent movies as 'innocent'?
3. Why did people go to the cinema in the days of silent movies?
4. What influence did silent movies have on their fans' lives?
5. What had your favourite pastime become?

X. Выполните письменный перевод текста.

XI. Выполните письменный перевод следующего текста.

Languages of the World

Language family is the label often used for a conservative genetic classification, one that can be attested only when an abundance of cognates (related words) is available. Phylum is the label for a liberal genetic classification that is attested with fewer cognates; it encompasses language families. In actual linguistic usage, however, the term family is often employed to refer to a group that is technically a phylum.

The label language isolate is used for a language that is the only representative of a language family. A language isolate may be classified, along with normal language families, under the rubric of an extensive phylum or left wholly unclassified. The label pidgin-creole is used for a language that has had so much vocabulary change that cognates for reconstructing the protolanguage from which it descended cannot be found. A pidgin is a contact language used for communication between groups having different native languages. When a pidgin becomes the native language of a community it is customarily called a creole.

Вариант III

I. Употребите частицу *to*, там, где это необходимо. Переведите предложения на русский язык.

1. His answer sometimes makes him ___ feel uneasy.
2. I'd like my aunt ___ leave me alone.
3. Robert heard someone ___ move upstairs.
4. Could you make your brother ___ stop teasing me?

5. I don't want her ___ stay. I want her ___ leave my house and never come back.

II. Раскройте скобки, употребляя *the Future Perfect*. Сделайте вопросительную и отрицательную формы этих предложений. Переведите предложения на русский язык.

1. I hope they (to build) the bridge by the end of the year.
2. Your guests (to go) by five?
3. By the end of the year Mr. Faith (to work) for this company for fifty years.
4. We (to complete) the task by the time he comes.
5. Next year is their 10th wedding anniversary. They (to be married) for ten years.

III. Употребите возвратные местоимения, где это необходимо. Переведите предложения на русский язык.

1. Look in the mirror, you won't recognize ___. You're too dirty, go and wash ___.
2. We introduced ___ as correspondents of the evening paper.
3. How do you feel ___?
4. I only liked the music, not the play ___.
5. I didn't expect you to help him ___.

IV. Составьте короткие диалоги, используя союзы *both ... and*, *either ... or*, *neither ... nor*. Переведите предложения на русский язык.

A. both ... and

Образец: Образец: John is going to the cinema. Is Mary going too? – Yes, both John and Mary are going to the cinema.

1. I was tired when I arrived home. I was hungry.
2. It was a very boring film. It was very long too.

B. either ... or

Образец: You will ask John, or you will ask Mary. – I will ask either John or Mary.

1. We can leave today or we can leave tomorrow – whichever you prefer.
2. Is that man's name Richard? Or is it Robert? – That man's name ___.

C. neither ... nor

Образец: John won't be there. Will Mary be there? – No, neither John nor Mary will go there.

1. She didn't write when she was in Rome. Did she phone?
2. You haven't got time to go on holiday. And have you got the money?

V. Добавьте соответствующие сокращенные утвердительные или отрицательные предложения. Переведите полученные предложения.

Образец: a) I know this person well. – So do I.

b) I haven't read this book in the original. – Neither (nor) have I.

1. Jackie didn't want to go to New York, and (Sally).
2. I had a test yesterday, and (Marcia).
3. Nicole can't pronounce this sound properly, and (Val).
4. Barb wants to accept your invitation, and (Steve).
5. Ann is going to live here, and (Sue).

VI. Подберите соответствующие части условных предложений. Запишите и переведите их.

A) Conditional Sentence (Type II)

A	B
1. What would happen ...	a) ... if you stop smoking.
2. You'd feel better ...	b) ... if you were offered this job?
3. What would you buy ...	c) ... if you overslept tomorrow?
4. What would you say ...	d) ... if you had enough money?
5. Would you buy this flat ...	e) ... if you won a lot of money?

B) Conditional Sentence (Type III)

A	B
1. No one would have bothered you ...	a) ... if he had missed the train.
2. He would've never asked you to give him a lift ...	b) ... if she hadn't been wearing a seat-belt.
3. She would've been injured in the crash ...	c) ... if he had left some clues, but he hadn't.
4. I wouldn't have fallen off ...	d) ... if you had told us you wanted to sleep.
5. The man would have been arrested long ago ...	e) ... if someone had been holding that ladder.

VII. Прочитайте следующий текст.

British Theatre

Britain has a long and rich dramatic tradition. The two national companies, the National itself which stages a wide range of modern and classical plays and the Royal Shakespeare company, which is performing in Stratford-upon-Avon, and in London, are the society hostesses of drama, elegant and sophisticated but isolated from the rest of the British theatrical world by their prestige.

British theatre has become more cosmopolitan in outlook, with the World Theatre seasons that started in London in 1964, and more receptive to influences

from abroad. Whatever other changes have taken place over the past years, the theatre in Britain has gained in diversity.

A clear division has emerged between established theatre practice, whether commercial or subsidized, and what is called its «Fringe», the experimental, mostly small-scale activity that is free, or almost free, from financial and conventional restraints.

Contemporary British playwrights who have received recognition at home and overseas include Harold Pinter, Tom Stoppard and some others. Of all the many dramatists now writing for the English theatre, there is one who has occupied a dominant position ever since the late fifties, namely Harold Pinter. His work is particularly hard to assess, though it must be noted that he is one of that small company of writers whose name has been turned into an adjective which seems to sum up some common element in our experience. It is those situations when language is used without communicating, when one misunderstanding leads on to another, when no one listens to what anyone else is saying, that is described as «Pinteresque». It is part of Pinter's achievement. He remains concentrated on problems of communication; on how far a small group of people can convey anything to each other, whether by words or silences or gesture. Pinter's achievement points the way towards the future; he has shown that it is possible to combine the poetic imagery, the open construction of the Theatre of the Absurd with techniques, which do not deviate too much from the mainstream of the tradition of drama. «The Caretaker» (1960), a disturbing but funny play, first established Pinter as a major talent.

Considerable interest is shown at present for the professional arts festivals which take place each year. The Edinburgh International Festival featuring a wide range of different arts is the largest of its kind in the world.

Пояснения к тексту:

- a National Theatre – государственный театр
- a fringe theatre – экспериментальный театр
- a theatre of the Absurd – театр абсурда
- Harold Pinter – Гарольд Пинтер (1930 -), английский драматург

VIII. Найдите в тексте эквиваленты следующих слов и выражений:

ставить пьесу, утонченный, обособленный, восприимчивый к, влияние, добиться разнообразия, устоявшаяся практика, традиционные ограничения, современник, получить признание, занимать господствующее положение, сосредоточиваться на вопросах, поэтическая образность, приемы, отступить от традиций, основное направление (в литературе)

IX. Ответьте письменно на вопросы:

1. What are the two national companies in Great Britain? What do they stage?

2. How has British Theatre changed since 1964?
3. What is called «Fringe»?
4. Why is Harold Pinter's work hard to assess?
5. What way does Pinter's achievement point?

X. Выполните письменный перевод текста.

XI. Выполните письменный перевод следующего текста.

Language Typology

Language families should not be confused with the quite separate classifications of languages by reference to their sharing certain predominant features of grammatical structure. Such classifications give rise to what are called typological classes.

Grammatical structure has things in common in all known languages, particularly at the deeper levels of grammar. All known languages have words or wordlike elements combined in accordance with rules into sentences; all known languages distinguish in some way nounlike and verblike sentence components; and all known languages have the means of embedding or subordinating one sentence within another as an included clause (e. g., «Joan was playing tennis» and «Joan twisted her ankle»: «Joan, who was playing tennis, twisted her ankle», or «while she was playing tennis, Joan twisted her ankle»).

Languages exhibit various types of structure. This can most readily be seen by comparing the relations between the forms of words and their syntactic functions in different languages. Such a comparison is the basis of three broad types of language that have been distinguished since the beginning of the 19th century. They are, in fact, more like characteristics than types, in that most languages contain traces of all three, in different proportions.

Вариант IV

I. Употребите частицу *to*, там, где это необходимо. Переведите предложения на русский язык.

1. I made Peter ___ wait outside.
2. She noticed him ___ run away from the house.
3. Mother wanted the children ___ go home.
4. We watched them ___ play football until it started to rain.
5. I wonder what made her ___ change her mind.

II. Раскройте скобки, употребляя *the Future Perfect*. Сделайте вопросительную и отрицательную формы этих предложений. Переведите предложения на русский язык.

1. Let's hope we (to finish) our work by the time they arrive.
2. By the time you get home I (to clean) the house from top to bottom.

3. Although they are angry about what he did I'm sure that they soon (to forgive) him.
4. By next month I (to read) three books.
5. When you come back, I (to paint) the front door.

III. Употребите возвратные местоимения, где это необходимо. Переведите предложения на русский язык.

1. It is situation that no doctor wants to find ___ in.
2. I hope you like the ice-cream – I made it ___.
3. She quickly dressed ___ and went down for breakfast.
4. They're always complaining ___ about my cooking.
5. He came out of the interview looking pleased with ___.

IV. Составьте короткие диалоги, используя союзы *both ... and*, *either ... or*, *neither ... nor*. Переведите предложения на русский язык.

A. both ... and

Образец: Образец: John is going to the cinema. Is Mary going too? – Yes, both John and Mary are going to the cinema.

1. He lived in Britain. Then he lived in America.
2. Your son is in elementary school. Is your daughter in elementary school too?

B. either ... or

Образец: You will ask John, or you will ask Mary. – I will ask either John or Mary.

1. I've lived in New York and Chicago but I don't like either city much.
2. Do you want a blue coat? Or do you want a brown one?

C. neither ... nor

Образец: John won't be there. Will Mary be there? – No, neither John nor Mary will go there.

1. John's father couldn't understand his problem. John's mother couldn't understand his problems either.
2. Peter didn't take the situation seriously. Tom didn't take it seriously either.

V. Добавьте соответствующие сокращенные утвердительные или отрицательные предложения. Переведите полученные предложения.

Образец: a) I know this person well. – So do I.

b) I haven't read this book in the original. – Neither (nor) have I.

1. Bill likes fish, and (I).
2. She hasn't got any money, and (I).
3. They didn't pass the test, and (we).

4. You should save some money if you want to go to India with them, and (Nick).

5. They can't speak French, and (she).

VI. Подберите соответствующие части условных предложений. Запишите и переведите их.

A) Conditional Sentence (Type II)

A	B
1. He would say 'Hello'	a) ... if he spoke more slowly.
2. I would apologise	b) ... if the poem were not so long.
3. We understood the English teacher better	c) ... if he recognized me.
4. I would learn it by heart	d) ... if you rang me up.
5. I would tell you a secret	e) ... if I made a wrong decision.

B) Conditional Sentence (Type III)

A	B
1. You would have enjoyed the play	a) ... if you had been in Athens last year.
2. I would have phoned you	b) ... if they had woke up late.
3. You would have passed all the exams	c) ... if he had seen another car.
4. There wouldn't have been an accident	d) ... if you had come to the theatre yesterday.
5. They would have missed the plane	e) ... if you had worked harder.

VII. Прочитайте следующий текст.

English Drama of the 19th Century.

The drama of the early 19th century was on the whole deplorable. While poetry and fiction were drawing upon the genius of the romantics, the theatre was the home mainly of irregular spectacles, melodrama and farce. Most of the romantic writers attempted drama but with little success. The one outstanding exception was, surprisingly, Shelley's «The Cenci» (1820), though the theme of incest made the play impossible for the stage. A number of reasons have been assigned to this decay of the drama. A simple external reason can be found in the monopoly held by the two houses, Covent Garden and Drury Lane for the performance of serious drama. The had become too large for the subtle effects of the actor's art, and the managers had been led to numerous expedients to maintain solvency. The act of 1843 for regulating the theatre removed the monopoly and allowed the smaller theatres to produce drama equally with the two patient houses. As a result, in the sixties, a number of new theatres were built in London.

The decline of the drama cannot be assigned to any single cause. The prosperous middle-class society had no genuine appreciation of drama as an art, and

the actor, with a few notable exceptions, remained a member of a profession without honour. The audiences, which gathered to the 19th century theatre, had not the intelligence, or the imagination of the Elizabethan audiences. The State certainly looked with bleak unconcern upon the art, which should be a central one in any healthy national life. Neither the Court, nor the Queen, had the talent to encourage drama, and so commercialism, which was infecting England in many other ways, dominated the drama.

The danger in the 19th century theatre was, above all, that it was unrelated to the life of the time. The changes in the structure of society had so modified the human personality itself that a new interpretation was essential.

One of the prominent writers of the period was Bernard Shaw. He built up his own new drama. In his long period of dramatic writing, more than twice the length of Shakespeare's, Shaw displayed the many-sidedness of his genius in a great variety of plays. It is hard, however, to discern any clear periods or trends in his development. There is on the whole a change theme from the particular to the general, from the contemporary scene to the future, and of attitude from the satiric and destructive to the philosophic and constructive, from the materialistic to the mystic.

Shaw's drama gave a powerful impulse to developing of the English theatre.

Пояснения к тексту:

- houses = theatres
- the Elizabethan audiences – зрители Елизаветинской эпохи
- Shelley Percy – Шелли П., известный английский поэт

VIII. Найдите в тексте эквиваленты следующих слов и выражений:

начало 19 века, плачевный, делать попытки, безуспешно, исключение, тема кровосмешения, приписывать, упадок театра, простая причина, утонченный, многочисленные уловки, поддерживать, платежеспособность, устранять, падение, процветающий, оценка, смотреть с холодным равнодушием, господствовать, не иметь отношения к жизни, многосторонняя одаренность, разнообразие пьес, современный

IX. Ответьте письменно на вопросы:

1. In what condition was the drama of the early 19th century?
2. What reasons have been assigned to the decay of the drama?
3. Compare the audiences of the 19th century and the Elizabethan audiences.
4. Was the theatre of the 19th century related to the life? Why?
5. What changes took place in Shaw's plays?

X. Выполните письменный перевод текста.

XI. Выполните письменный перевод следующего текста.

Language Typology

Languages exhibit various types of structure. This can most readily be seen by comparing the relations between the forms of words and their syntactic functions in different languages. Such a comparison is the basis of three broad types of language that have been distinguished since the beginning of the 19th century. They are, in fact, more like characteristics than types, in that most languages contain traces of all three, in different proportions. Sentence structure was expressed by word order, word grouping, and the use of specific grammatical words, or particles. Such languages have been called isolating or analytic. Some languages string together, or agglutinate, successive bits, each with a specific grammatical function, into the body of single words. Turkish is a typical agglutinative language. Latin is in this respect an inflectional, or fusional, language. English, like many other languages, is representative of all three types.

The two sorts of language classification, historical and typological, serve different purposes and are differently based. Language families group languages together on the basis of descent; i. e., unbroken transmission from an earlier common parent language. The evidence is, in the main, systematic correspondences among the shapes of words of similar meanings (e. g., Greek 'pater', Latin 'pater', German 'Vater', English 'father'). Languages are put into typological classes, with the reservation already mentioned, on the basis of certain overall similarities of structure irrespective of historical relations.

Вариант V

I. Употребите частицу *to*, там, где это необходимо. Переведите предложения на русский язык.

1. They made us ___ get up earlier.
2. I saw them ___ cross the street.
3. I heard someone ___ enter the room.
4. She always makes me ___ wait.
5. I expected her ___ meet me at the railway station.

II. Раскройте скобки, употребляя *the Future Perfect*. Сделайте вопросительную и отрицательную формы этих предложений. Переведите предложения на русский язык.

1. Before he gets home from school Peter (to eat) his supper.
2. The exam (to finish) by 3 o'clock, so I'll see you then.
3. I hope the building work (to finish) by the time we get there.
4. I (to be) in London for ten years by next June.
5. Wake me up by nine o'clock – I (to sleep) long enough by then.

III. Употребите возвратные местоимения, где это необходимо. Переведите предложения на русский язык.

1. I phoned the doctor and he came ____.
2. I was given the book by the author ____.
3. John said he was feeling ____ ill.
4. All you have to do is to hide ____ behind the door and say «Surprise!» when she walks in.
5. There's no need for you to come, I can do the shopping ____.

IV. Составьте короткие диалоги, используя союзы *both ... and*, *either ... or*, *neither ... nor*. Переведите предложения на русский язык.

A. both ... and

Образец: Образец: John is going to the cinema. Is Mary going too? – Yes, both John and Mary are going to the cinema.

1. The city suffers from air pollution. Does it suffer from water pollution?
2. Could your sister read when she was 5 years old? Could she write?

B. either ... or

Образец: You will ask John, or you will ask Mary. – I will ask either John or Mary.

1. You will rent an apartment, or you will live in the hostel.
2. She is going to vote for Mr. Smith, or Mr. Trude.

C. neither ... nor

Образец: John won't be there. Will Mary be there? – No, neither John nor Mary will go there.

1. Mary can't speak English. Can she speak French?
2. Her sister won't go there. Will her brother go there?

V. Добавьте соответствующие сокращенные утвердительные или отрицательные предложения. Переведите полученные предложения.

Образец: a) I know this person well. – So do I.

b) I haven't read this book in the original. – Neither (nor) have I.
Steve didn't come to the rehearsal, and (Michael).

1. She hasn't finished her homework, and (I).
2. I usually go to the seaside in the summer, and (my sister).
3. You shouldn't lose your temper, and (your husband).
4. I'm going to the theatre tonight, and (Peter).

VI. Подберите соответствующие части условных предложений. Запишите и переведите их.

A) Conditional Sentence (Type II)

A	B
1. She wouldn't feel so tired	a) ... if I had more free time.
2. I would read more	b) ... if she were ill.

3. The children would play snowballs	c) ... if she went to bed earlier.
4. Her brother would tell me	d) ... if you read this journal regularly.
5. You would know much more	e) ... if it snowed.

B) Conditional Sentence (Type III)

A	B
1. I would have taken a taxi	a) ... if we hadn't taken the wrong turning.
2. They wouldn't have gone to the cinema	b) ... if he hadn't thought that Juliet was dead.
3. We wouldn't have arrived late	c) ... if I had had enough money.
4. Romeo wouldn't have committed suicide	d) ... if I had known about rain.
5. I would have taken an umbrella	e) ... if the film hadn't been so interesting.

VII. Прочитайте следующий текст.

The Wonderful World of the Theatre

There are many illusions about the theatre among people who have never worked in it. One is that what happens on the stage is improvised. Actually, in a serious production the smallest movement, the shortest speech, is carefully rehearsed.

Another illusion is that while acting might be very difficult to the ordinary man, it is very easy for a man born to be an actor. Ability to imitate a voice, a walk, a gesture, is often thought to be enough to make a man an actor. Though there have been great actors with little formal training, most actors nowadays were once students in drama schools.

There they learnt how to use their voice, how to speak clearly, how to control their breathing. They were taught good body movements; how to walk, to sit down and get up, to dance, to fence. In advanced schools they learnt to observe and interpret character.

Each great capital city has several dramatic schools, some attached to particular theatres, like the Comedie Française in Paris. London's largest dramatic school, the Royal Academy of Dramatic Art, is not attached to any dramatic company but to London University. Russia's Moscow Art Theatre runs its own state-supported school where students selected from all over the country study for four years. Here the more advanced instruction is based on methods devised by the co-founder of the Moscow Art Theatre, Konstantin Stanislavsky, himself a magnificent actor.

The Actors' Studio in New York, which teaches «The Method», has been much influenced by Stanislavsky. «The Method» teaches the actor to identify himself inwardly with the character he has to play; to work from this inner iden-

tification to outward signs of character tricks of voice, gait or gesture. So acting like everything belonging to the Theatre, has a double aspect: the actor must be the character he is playing and also himself.

VIII. Найдите в тексте эквиваленты следующих слов и выражений:

фактически, репетировать, имитировать голос, жест, контролировать дыхание, фехтовать, прикрепить, руководить школой, придумывать, соучредитель, находиться под влиянием, отождествлять себя с, внутренне, походка, иметь две стороны

IX. Ответьте письменно на вопросы:

1. What illusions about the theatre are there among people?
2. What do the students learn in drama schools?
3. What famous dramatic schools do you know?
4. What is Moscow dramatic school based on?
5. What does «The Method» teach?

X. Выполните письменный перевод текста.

XI. Выполните письменный перевод следующего текста.

Bilingualism

The learning of a second and of any subsequently acquired language is quite a different matter. Except for one form of bilingualism, it is a deliberate activity undertaken when one has already nearly or fully acquired the basic structure and vocabulary of one's first language. Of course, many people never do master more than their own first language. It is only in encountering a second language that one realizes how complex language is and how much effort must be devoted to subsequent acquisition. It has been said that the principal obstacle to learning a language is knowing one already, and it may also be that the faculty of grammar construction exhibited in childhood is one that is gradually lost as childhood recedes.

Whereas every normal person masters his mother tongue with unconscious ease, people vary in their ability to learn additional languages, just as they vary in other intellectual activities. Situational motivation, however, appears to be by far the strongest influence on the speed and apparent ease of this learning. Given a motive other than external compulsion or expectation, the task is achieved much more easily. In Welsh schools it is found that English children make slower progress in Welsh when their only apparent reason for learning Welsh is that there are Welsh classes. Welsh children, on the other hand, make rapid progress in English, the language of most further education, the newspapers, most television and radio, most of the better paid jobs, and of any job outside Welsh-speaking areas. Similar differences in motivation have accounted for the excellent standard of English, French, and German acquired by educated persons in the Scandinavian countries and in Holland, small countries whose languages, be-

ing spoken by relatively few foreigners, are of little use in international communication.

Вариант VI

I. Употребите частицу *to*, там, где это необходимо. Переведите предложения на русский язык.

1. I felt someone ___ run down my back.
2. I expect them ___ help me with this task.
3. Mary made her husband ___ pack all the things she wanted to take.
4. He'd like ___ invite all his friends to the party.
5. I'll make him ___ work hard at English.

II. Раскройте скобки, употребляя *the Future Perfect*. Сделайте вопросительную и отрицательную формы этих предложений. Переведите предложения на русский язык.

1. Rose says she (to finish) her task by Saturday.
2. I expect I (to complete) the second chapter of the book by about seven.
3. By the end of the year I (to work) on the project for a whole year.
4. I think that parcel (to arrive) by Thursday.
5. I think he (not to read) the book by Saturday.

III. Употребите возвратные местоимения, где это необходимо. Переведите предложения на русский язык.

1. I don't have any trouble getting to sleep, but I always wake ___ up very early.
2. That's a beautiful sweater, Susan, did you knit it ___?
3. You and Bridget should relax ___ more – you're working too hard.
4. Amy was only three when she started to wash and dress ___.
5. Now that he was famous, he heard a lot about ___ on TV and radio.

IV. Составьте короткие диалоги, используя союзы *both ... and*, *either ... or*, *neither ... nor*. Переведите предложения на русский язык.

A. both ... and

Образец: Образец: John is going to the cinema. Is Mary going too? – Yes, both John and Mary are going to the cinema.

1. He lived in Britain. Then he lived in America.
2. Jim is on holiday. Is Sue on holiday too?

B. either ... or

Образец: You will ask John, or you will ask Mary. – I will ask either John or Mary.

1. Was he Spanish or Italian? – I'm not sure where he is from. He ___.

2. Do you want the big bag or the small bag?

C. neither ... nor

Образец: John won't be there. Will Mary be there? – No, neither John nor Mary will go there.

1. Liz won't come to the party. Will Robin come to the party?
2. When I was a child I couldn't swim and I couldn't ride the bicycle.

V. Добавьте соответствующие сокращенные утвердительные или отрицательные предложения. Переведите полученные предложения.

Образец: a) I know this person well. – So do I.

b) I haven't read this book in the original. – Neither (nor) have I.

1. John hasn't arrived yet, and (Mark).
2. I don't really enjoy thrillers, and (my brother).
3. I'm going to get a lovely house in the country, and (my husband).
4. I didn't go to the cinema yesterday, and (Nick).
5. When I was twelve I could play the guitar, and (my friend).

VI. Подберите соответствующие части условных предложений. Запишите и переведите их.

A) Conditional Sentence (Type II)

A	B
1. I would write to her	a) ... if they knew English well.
2. They would read these books in the original	b) ... if I lived not far from your place.
3. We would spend the week-end in the country	c) ... if I knew her address.
4. I would visit you more often	d) ... if he took more exercises.
5. He is getting fat. He would lose weight	e) ... if the weather were fine.

B) Conditional Sentence (Type III)

A	B
1. I wouldn't have made a silly joke	a) ... if it hadn't had such a weak foundation.
2. She could have driven there	b) ... if I had known she was a teacher.
3. You would have come first	c) ... if I hadn't taken an umbrella.
4. The building wouldn't have fallen	d) ... if she had had a car.
5. I would have got wet	e) ... if you had run faster.

VII. Прочитайте следующий текст.

Shaw's Plays

Shaw's plays, as a whole, give the impression of his creative powers in a spontaneous unity. We can well believe that when he told Ellen Terry that «Candida» came easily enough, he was expressing a general truth about his work. The component of plot, stagecraft, characterization and dialogue grew into one natural unforced creation. Shaw himself, in the Postscript to «Sack to Methuselah», declared: «When I am writing a play I never invent a plot: I let the play write itself and shape itself, which it always does even when up to the last moment I do not foresee the way out. Sometimes I do not see what the play was driving at until quite a long time after I have finished it.» Certainly his method of developing a play often involves a turn which takes the audience half by surprise, as it may have taken the dramatist himself. Thus his success lies partly in the command of stagecraft which instinctively knows how to turn stage situation to profit.

As for Shaw's style, it never failed from the earliest plays to the last, or in his pamphlets, prefaces or letters. Shaw himself refused to admit the existence of style apart from the matter. Style arose, he held, «from the having something to say. Effectiveness of assertion is the Alpha and Omega of style. He who has nothing to assert has no style and can have none; he who has something to assert will go as far in power of style as its momentousness and his conviction after it is made, yet his style remains.»

With the union of assertion and provocation his style is never dull.

In the plays it rarely has a chance to be dull, for there is the further animation given by the dramatic clash of dialogue.

«Pygmalion» is one of Shaw's best comedies. The title of the play comes from a Greek myth. Pygmalion, a sculpture, was said to have carved a statue out of ivory. It was the statue of a beautiful girl whom he called Galatea. He fell in love with his own handiwork, so the goddess Aphrodite breathed life into the statue and transformed it into a woman.

The principal characters of the play are Eliza Doolittle and Henry Higgins. Eliza, a girl of eighteen, comes from the lowest social level and speaks with a strong Cockney accent, which is considered to be the most illiterate English. Henry Higgins is a professor of phonetics.

VIII. Найдите в тексте эквиваленты следующих слов и выражений:

впечатление, сюжет, сценическое мастерство, предвидеть, сочинять сюжет, клонить к чему-либо, захватить врасплох, на пользу, признавать существование стиля, основа стиля, убеждение, вдохнуть жизнь, говорить с акцентом, безграмотный

IX. Ответьте письменно на вопросы:

1. What impression do Shaw's plays give?
2. How did Shaw write his plays?

3. Why did Shaw refuse to admit the existence of style apart from the matter?
4. Why is his style never dull?
5. Who are the principle characters of «Pygmalion»?

X. Выполните письменный перевод текста.

XI. Выполните письменный перевод следующего текста.

Bilingualism

The learning of a second and of any subsequently acquired language is quite a different matter. Whereas every normal person masters his mother tongue with unconscious ease, people vary in their ability to learn additional languages, just as they vary in other intellectual activities. Situational motivation, however, appears to be by far the strongest influence on the speed and apparent ease of this learning. Differences in motivation have accounted for the excellent standard of English, French, and German acquired by educated persons in the Scandinavian countries and in Holland, small countries whose languages, being spoken by relatively few foreigners, are of little use in international communication. This attainment may be compared with the much poorer showing in second-language acquisition among comparably educated persons in England and America, who have for long been able to rely on foreigners accommodating to their ignorance by speaking and understanding English.

Two types of bilingualism have been distinguished, according to whether the two languages were acquired from the simultaneous experience of the use of both in the same circumstances and settings or from exposure to each language used in different settings (an example of the latter is the experience of English children living in India during the period of British ascendancy there, learning English from their parents and an Indian language from their nurses and family servants). However acquired, bilingualism leads to mutual interference between the two languages; extensive bilingualism within a community is sometimes held partly responsible for linguistic change. Interference may take place in pronunciation, in grammar, and in the meanings of words.

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