**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РЕСПУБЛИКИ КАЗАХСТАН**

**Г.О.Мухаметкалиева.,А.С. Таженова., К.О.Айткулова**

**«ЯЗЫК ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ»**

***Учебное пособие***

***для студентов языковых специальностей***

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**«Язык для специальных целей»: учебное пособие для студентов языковых специальностей Г.О.Мухаметкалиева., А.С.Таженова., К.О.Айткулова.,**

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Цель изучения дисциплины *«Язык для специальных целей» является* с дальнейшим совершенствованием базовых умений иноязычного общения студенты достигают профессионально-ориентированного уровня обученности как в области общепрофессионального блока дисциплин, так и в использование языка в целях профессионального общения. Взаимодействие студентов в профессиональных целях организуется в рамках общественно-политической, общекультурной и общепрофессиональной сфер общения и речевой тематики. Специфичным на 3 курсе, является дальнейшее углубление общепрофесиональной и межкультурной направленности обучения, развития у студентов интерес к своей будущей профессии; расширения знаний об истории, государственности стран

**ПРЕДИСЛОВИЕ**

Настоящая программа курса «Язык для специальных целей» разработана в соответствии с Государственным образовательным стандартом высшего профессионального образования и на основе типовой учебной программы дисциплины «Иностранный язык» для языковых специальностей Вузов.

Программа по иностранному языку для специальных целей является логическим продолжением типовой учебной программы по базовому основному иностранному языку и рассчитана на Ш годы обучения на педагогических факультетах языковых вузов.

Цель изучения дисциплины *«Язык для специальных целей» является* с дальнейшим совершенствованием базовых умений иноязычного общения студенты достигают профессионально-ориентированного уровня обученности как в области общепрофессионального блока дисциплин, так и в использование языка в целях профессионального общения. Взаимодействие студентов в профессиональных целях организуется в рамках общественно-политической, общекультурной и общепрофессиональной сфер общения и речевой тематики. Специфичным на 3 курсе, является дальнейшее углубление общепрофесиональной и межкультурной направленности обучения, развития у студентов интерес к своей будущей профессии; расширения знаний об истории, государственности стран изучаемых языков.

Программа разработана с учетом принципов компетентностного и личностно-ориентированного подходов в обучении. Предлагаемый курс носит коммуникативно-ориентированный характер. Основной целью курса является развитие практических навыков использования английского языка в повседневном (бытовом), академическом (учебном) и профессиональном общении, т.е. овладение общей языковой, учебной и профессиональной коммуникативной компетенциями. Особое значение приобретает умение соотносить языковые средства с конкретными сферами, ситуациями, условиями и задачами общения. Отбор языкового материала, подлежащего усвоению, осуществлялся с позиций функционально-коммуникативного подхода.

**Профессионально – методические умения, формируемые на занятиях по языку для специальных целей**

**Студенты умеют:**

* осмыслять свою собственную стратегию усвоения языка и стратегию общения на иностранном языке;
* выступать в роли инициативного партнера и вовлекать сокурсников в различные формы речевого общения в учебно-речевых ситуациях;
* преобразовывать путем постановки коммуникативной задачи некоммуникативные упражнения в коммуникативно-ориентированные;
* составлять коммуникативно-направленные упражнения;
* формулировать на изучаемом иностранном языке инструкции к проведению интерактивных форм обучения (парная и групповая формы в рамках организации проектной работы и т.д.);
* классифицировать ошибки сокурсников по источникам их возникновения и намечать пути их устранения (при достаточно терпимом к ним отношении);
* разъяснять цели, задачи и последовательность выполнения учебных действий;
* анализировать диалогические тексты и выделять в них диалогические единства для иллюстрации различных функций общения и способов их выражения (информационной, эмоционально-оценочной, побудительной, контактоустанавливающей);
* анализировать тексты школьных учебников и выбирать из них примеры для демонстрации контекстуального значения заданных лексических единиц и особенностей их употребления;
* подбирать дополнительный культурологические насыщенный материал к отдельным темам школьной программы;
* организовывать и вести диалог полемического характера;
* адаптировать свой речь применительно к конкретным условиям педагогического общения;
* пользоваться новейшими технологиями в ходе учебного процесса.

**Модуль №1.Общественно-политическая сфера общения. *Политика, гражданин и государство.***

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.
* Изучение грамматического материала. Non-finite forms of the verb. The Forms of the Infinitive and syntactic Functions of the Infinitive.

**Text №1. Read the text about Political System of Great Britain. Identify the main peculiarities of the British political system.**

**Political System of Great Britain**

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. Britain does not have a written constitution, but a set of laws. It has either a king or a queen –as its Head of State, but the power of the monarch is limited by the country’s constitution. It means that the sovereign reigns but does not rule.The legal authority is given to Parliament, and executive to the government.All real power lies with Parliament and the existing government.

In 1865 John Bright described England as “the mother of Parliament”. Until the late 18th century no other country had succeeded in developing such an institution; indeed, many looked to England to learn and, to a certain extent, to copy.

Parliament is the most important authority in Britain. Technically Parliament is made up of three parts: the Monarch, the House of Lords and the House of Commons. In reality the House of Commons is the only one of the three which has true power.The monarch serves formally as head of state. But the monarch is expected to be politically neutral and should not make political decisions.

The present sovereign is Queen Elizabeth II. She was crowned in Westminster Abbey in 1953. The House of Commons consists of Members of Parliament. There are 650 of them in the House of Commons. They are elected by secret ballot. General elections are held every five years. The country is divided into 650 constituencies. All citizens, aged 18 and registered in a constituency, have the right to vote. But voting is not compulsory in Britain. Only persons convicted of corrupt and certain mentally ill patients don't take part in voting.

There are few political parties in Britain thanks to the British electoral system. The main ones are: the Conservative Party, the Labour Party and the Liberal / Social Democratic Alliance.

Each political party puts up one candidate for each constituency. The one who wins the most votes is elected MP for that area.

The party which wins the most seats in Parliament forms the Government. Its leader becomes the Prime Minister. His first job is to choose his Cabinet. The Prime Minister usually takes policy decisions with the agreement of the Cabinet.

The functions of the House of Commons are legislation and scrutiny of government activities. The House of Commons is presided over by the Speaker. The Speaker is appointed by the Government.

The House of Lords comprises about 1,200 peers. It is presided by the Lord Chancellor. The House of Lords has no real power. It acts rather as an advisory council.

It's in the House of Commons that new bills are introduced and debated. If the majority of the members are in favour of a bill, it goes to the House of Lords to be debated. The House of Lords has the right to reject a new bill twice.

But after two rejections they are obliged to accept it. And finally a bill goes to the monarch to be signed. Only then it becomes law.

Parliament is responsible for British national policy. Local governments are responsible for organizing of education and others.





Answer the following questions and do the given tasks:

1. Whose role in ruling Britain is greater, that of hereditary monarch or that of the British Parliament?
2. How do you understand the words ‘a constitutional monarchy’?
3. Is monarchy relevant in the modern world?
4. Who becomes the official Opposition to the Government? What problems do they deal with?

**Форма контроля:** чтение и пересказ текстов, составление монолога.

**Task 1. *Грамматический материал***

**Non-finite forms of the verb.**

**The Forms of the Infinitive and syntactic Functions of the Infinitive.**

A non-finite verb (sometimes called a verbal) is any of several verb forms that are not finite verbs; that is, they cannot serve as the root of an independent clause. The non-finite verb forms found in English are infinitives, participles and gerunds; additional such forms found in some other languages include gerundives and supines. Non-finite verbs are typically not inflected for tense, and compared with finite verbs usually display less inflection for other grammatical categories as well. They also typically lack a subject dependent. A typical finite clause is based on a single finite verb, but it may in addition contain one or more non-finite verbs, building a verb catena with the finite verb.

Since English lacks inflectional morphology to a large extent, the finite and non-finite forms of a given verb are often identical. In such cases, one has to examine the environment in which the verb appears to know whether it is finite or non-finite.

*Examples:*

The following sentences each contain one finite verb (underlined) and multiple non-finite verbs (bolded):

*The proposal has been intensively examined today.*

*What did they want to have done about that?*

*Someone tried to refuse to accept the offer.*

*Coming downstairs, she saw the man running away.*

In the above sentences, been, examined and done are past participles, *want, have, refuse and accept* are infinitives, and coming and running are present participles (for alternative terminology, see the sections below).

In languages like English that have little inflectional morphology, certain finite and non-finite forms of a given verb are often identical, e.g.

*a. They laugh a lot. - Finite verb (present tense) in bold*

*b. They will laugh a lot. - Non-finite infinitive in bold*

*a. Tom tried to help. - Finite verb (past tense) in bold*

*b. Tom has tried to help. - Non-finite participle in bold*

Despite the fact that the verbs in bold have the same outward appearance, the first in each pair is finite and the second is non-finite. To distinguish the finite and non-finite uses, one has to consider the environments in which they appear. Finite verbs in English usually appear as the leftmost verb in a verb catena. For details of verb inflection in English, see English verbs.

**Types of non-finite verbs**

English has three kinds of non-finite verbs:***infinitives, participles, and gerunds;***

**Infinitive**

The infinitive of a verb is considered the "base" form; it is the form that is listed in dictionaries. Infinitives in English appear in verb catenae where they are introduced by an auxiliary verb or by a certain limited class of main verbs. They are also often frequently introduced by a main verb followed by the particle to (as illustrated in the trees below). Further, infinitives introduced by to can function as noun phrases, or even as modifiers of nouns. The following table illustrates these environments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Infinitive** | **Introduced by a (modal) auxiliary verb** | **Introduced by a main verb** | **Introduced by a main verb plus to** | **Functioning as noun phrase** | **Functioning as the modifier of a noun** |
| laugh | Do not **laugh**! | That made me **laugh**. | I tried not to **laugh**. | **To laugh** would have been unwise. | the reason **to laugh** |
| leave | They may **leave**. | We let them **leave**. | They refused to **leave**. | **To leave** was not an option. | the thing **to leave** behind |
| expand | You should **expand** the explanation. | We had them **expand** the explanation. | We hope to **expand** the explanation. | **To expand** the explanation would have been folly. | the effort **to expand** |

**Participle**

Participles in English can be divided along two lines: according to aspect (progressive vs. perfect/perfective) and voice (active vs. passive). The following table illustrates these distinctions:

|  |  |  |  |
| --- | --- | --- | --- |
| **Infinitive** | **Progressive active participle** | **Perfect active participle** | **Passive participle** |
| fix | The guy is **fixing** my bike. | He has **fixed** my bike | My bike was **fixed**. |
| open | the flower **opening** up | The flower has **opened** up. | The flower has been **opened** up. |
| support | the news **supporting** the point | The news has **supported** the point. | the point **supported** by the news |
| drive | She is **driving** our car. | She has **driven** our car. | Our car should be **driven** often. |

Participles appear in a variety of environments. They can appear in periphrastic verb catenae, in which case they help form the main predicate of a clause (as illustrated with the trees above), or they can appear essentially as an adjective modifying a noun. The form of a given perfect or passive participle is strongly influenced by the status of the verb at hand. The perfect and passive participles of strong verbs in Germanic languages are irregular (e.g. driven); their form is idiosyncratic. The perfect and passive participles of weak verbs, in contrast, are regular; they are formed with the suffix -ed (e.g. fixed, supported, opened).

**Gerund**

A gerund is a verb form that appears in positions that are usually reserved for nouns. In English, a gerund has the same form as a progressive active participle (see above), ending in -ing. Gerunds typically appear as subject or object noun phrases, or even as the object off a preposition:

|  |  |  |  |
| --- | --- | --- | --- |
| **Infinitive** | **Gerund as subject** | **Gerund as object** | **Gerund as object of a preposition** |
| solve | **Solving** problems is satisfying. | I like **solving** problems. | No one is better at **solving** problems. |
| jog | **Jogging** is boring. | He has started **jogging.** | Before **jogging**, she stretches. |
| eat | **Eating** too much made me sick. | She avoids **eating** too much. | That prevents you from **eating** too much. |
| investigate | **Investigating** the facts won't hurt. | We tried **investigating** the facts. | After **investigating** the facts, we made a decision. |

**Non-finite verbs in theories of syntax**

The three verbs together form a verb catena (in purple). This verb catena functions as the matrix predicate of the sentence. The finite verb has is inflected for person (3rd person), number (singular), tense (present), and mood (indicative). The non-finite verbs are not inflected in this sense; they are neutral with respect to these categories. The subject is a dependent of the finite verb, whereby the non-finite verbs lack a subject dependent. The finite verb is the root (highest word) in its verb catena. The second sentence has the following dependency structure:



The verb catena in this case (in purple) contains four verbs and the particle to. The particle to always introduces an infinitive. Three of the four verbs are non-finite verbs. The one finite verb is again necessarily the root of the entire verb catena. The subject is again dependent of the finite verb. The third sentence has the following dependency structure:



The infinitive is used in predicative constructions of three types: the objective with the infinitive construction, and the so-called for-to-infinitive construction\*. Traditionally they are called the complex subject, the complex object, and the for-to-infinitive complex.

\* It is possible, however, to distinguish one more infinitive construction generally called the subjective infinitive construction or the nominative infinitive construction. (See § 123 on the Subjective predicative construction).

In all these constructions the infinitive denotes an action ascribed to the person or non-person, though grammatically this relationship is not expressed in form: the doer of the action may be represented by a noun in the common case, a pronoun in the objective case (I saw him cross the street, it is for him to decide this) and the verbal element which is not in a finite form. Still, due to their semantics and because of the attached position the nominal and the verbal elements are understood as forming a complex with subject-predicate relationship.



ESSENTIAL COURSE

*UNIT ONE*

**Упражнение по теме «Инфинитив и Герундий»**

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

#### Exercise 1. Translate into Russian.

#### 1 . The buyers want to know our terms of payment. 2 . This is for you to decide. 3 . The plan of our work will be discussed at the meeting to be held on May 25.  4 . To walk in the garden was a pleasure. 5 . Jane remembered to have been told a lot about Mr. Smith. 6 . I felt him put his hand on my shoulder. 7 . This writer is said to have written a new novel. 8 . She seems to be having a good time at the seaside. 9 . They watched the boy cross the street. 10 . To advertise in magazines is very expensive. 11 . He proved to be one of the cleverest students at our Institute. 12 . He knew himself to be strong enough to take part in the expedition. 13 . To see is to believe. 14 . He is sure to enjoy himself at the disco. 15 . To tell you the truth, this company has a very stable position in the market.

**2. Put “to” before the infinitive where it is necessary.**

1 . My son asked me … let him … go to the club.   
2 . You must make him … practice an hour a day.   
3 . She was made … repeat the song.   
4 . He is not sure that it can … be done, but he is willing … try.   
5 . Let me … help you with your work.   
6 . She asked me … read the letter carefully and … write an answer.   
7 . You ought … take care of your health.   
8 . I looked for the book everywhere but could not … find it.   
9 . He was seen … leave the house.   
10 . We had … put on our overcoats because it was cold.   
11 . The man told me not … walk on the grass.   
12 . Have you heard him … play the piano?   
13 . You had better … go there at once.   
14 . I would rather not … tell them about it.   
15 . We shall take a taxi so as not … miss the train.

**3. Use the appropriate form of the infinitive.**

1 . They want (to take) to the concert by their father.   
2 . I am glad (to do) all the homework yesterday.   
3 . This plant is known (to produce) tractors.   
4 . He wants his son (to become) a lawyer.   
5 . The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.   
6 . He seems (to know) French very well: he is said (to spend) his youth in Paris.   
7 . You had better (to call) our distributors at once.   
8 . We are happy (to invite) to the party.   
9 . That firm is reported (to conduct) negotiations for the purchase of sugar.   
10 . It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.   
11 . He didn’t hear me (to knock) at the door.   
12 . I want (to inform) of her arrival.   
13 . Our sportsmen are proud (to win) the cup.   
14 . He is known (to work) on the problem for many years.   
15 . The representative of the firm asked for the documents (to send) by air mail.

**4. Put “to” where necessary.**

1. I think you ought … apologize.   
2. Make him … speak louder.   
3. Help me … carry this bag.   
4. My son asked me … let him … go to the theatre.   
5. I must … go to the country.   
6. It cannot … be done to-day.   
7. She asked me … read the letter carefully and … write an answer.   
8. The man told me not … walk on the grass.   
9. Let me … help you with your work.   
10. She ought … take care of her health.   
11. We had better … stop to rest a little.   
12. I don’t know what … do.   
13. He was seen … leave the house.   
14. We have come … ask whether there is anything we can … do.   
15. We heard the siren … sound and saw the ship … move.   
16. I cannot … go there now, I have some work … do.   
17. During the crossing the passengers felt the ship … toss.   
18. You must make him … practice an hour a day.   
19. He is not sure that it can … be done, but he is willing … try.   
20. I looked for the book everywhere but could not … find it.   
21. He said that she might … come in the evening.   
22. She was made … repeat the song.   
23. Would you rather … learn shorthand than typewriting?

**5. Translate into Russian.**

1. I called every morning to see if there was any news.   
2. We stopped to have a smoke.   
3. He came here to speak to me, not to you.   
4. The car was waiting at the door to take them to the station.   
5. To explain the problem he drew diagrams all over the blackboard.   
6. The steamship “Minsk” was chartered to carry a cargo of timber from St.Petersburg to Hull.   
7. Under clause 35 the charterers were to supply the steamer with icebreaker assistance to enable her to enter or to leave the port of loading.   
8. To meet the increased demand for industrial goods, a great number of new shops have been opened in the towns.   
9. The first lot is ready for shipment, but to economize on freight we have decided to ship it together with the second lot.   
10. Please send us your instructions at once to enable us to ship the machines by the 20th of May.

**6. Translate into English using the Objective Infinitive Construction (Complex Object) where possible.**

1. Он хочет, чтобы мы пришли к нему сегодня.   
2. Я хотел бы, чтобы вы подождали меня здесь.   
3. Он хочет, чтобы его сын стал врачом.   
4. Он хочет, чтобы его послали в С.-Петербург на конференцию.   
5. Она хочет, чтобы ее пригласили на вечер.   
6. Мы не хотели, чтобы нас прерывали.   
7. Хотите ли вы, чтобы я вам помог?   
8. Я хочу, чтобы его статья была опубликована.   
9. Доктор не хочет, чтобы вы ехали на юг.   
10. Он хочет, чтобы груз был застрахован.   
11. Она не любит, чтобы дети готовили уроки вечером.   
12. Она любит, чтобы обед был вовремя.   
13. Он не любит, когда его прерывают.   
14. Он хочет, чтобы ему задавали вопросы. 

**7. Make infinitives (add “to”) or gerunds (add “-ing”) of the verbs in brackets to make the following sentences grammatically correct.**

1. When I’m tired, I enjoy ... television. It’s relaxing. (watch)   
2. It was a nice day, so we decided ... for a walk. (go)   
3. It’s a nice day. Does anyone fancy ... for a walk? (go)   
4. I’m not in a hurry. I don’t mind ... (wait)   
5. They don’t have much money. They can’t afford ... out very often. (go)   
6. I wish that dog would stop ... It’s driving me mad. (bark)   
7. Our neighbour threatened ... the police if we didn’t stop the noise. (call)   
8. We were hungry, so I suggested ... dinner early. (have)   
9. Hurry up! I don’t want to risk ... the train. (miss)   
10. I’m still looking for a job but I hope ... something soon. (find)

**8. Complete the following sentences with infinitives (add “to”) or gerunds (add “-ing”) of the verbs below to make them grammatically correct.**

answer apply be be listen make see try use wash work write

1. He tried to avoid ... my question.   
2. Could you please stop ... so much noise?   
3. I enjoy ... to music.   
4. I considered ... for the job but in the end I decided against it.   
5. Have you finished ... your hair yet?   
6. If you walk into the road without looking, you risk ... knocked down.   
7. Jim is 65 but he isn’t going to retire yet. He wants to carry on ....   
8. I don’t mind you ... the phone as long as you pay for all your calls.   
9. Hello! Fancy ... you here! What a surprise!   
10. I’ve put off ... the letter so many times. I really must do it today.   
11. What a stupid thing to do! Can you imagine anybody ... so stupid?   
12. Sarah gave up ... to find a job in this country and decided to go abroad.

**9. Make infinitives (with or without “to”) or gerunds (add “-ing”) of the verbs in brackets to make the following sentences grammatically correct.**

1. She doesn’t allow ... in the house. (smoke)   
2. I’ve never been to Iceland but I’d like ... there. (go)   
3. I’m in a difficult position. What do you advise me ...? (do)   
4. She said the letter was personal and wouldn’t let me ...it. (read)   
5. We were kept at the police station for two hours and then we were allowed ... (go)   
6. Where would you recommend me ... for my holidays? (go)   
7. I wouldn’t recommend ... in that restaurant. The food is awful. (eat)   
8. The film was very sad. It made me ... (cry)   
9. Carol’s parents always encouraged her ... hard at school. (study)

**Final Test**1. How are my goldfish? I hope you didn’t forget \_\_\_\_\_ them.

to feed  
feed  
feeding

2. Your reproach is not fair. I am surprised \_\_\_\_\_ your having said this.

of  
on  
at

3. The teacher had to stop several times \_\_\_\_\_ the rule because she saw that it was difficult for the children to understand it.

explaining  
to explain  
explain

4. I don’t approve of your behavior. You’d better stop \_\_\_\_\_ with everybody.

to quarrel  
quarreling  
quarrel

5. I am not at all sure if Arthur is really interested \_\_\_\_\_ the truth.

in learning  
to learn  
learn

6. Sheila is very upset. She isn’t used \_\_\_\_\_ being treated like that.

on  
to  
in

7. I don’t like \_\_\_\_\_ to - and that, exactly, is what you are trying to do.

to be lied  
be lied  
being lied

8. Anne was able to keep the kids still \_\_\_\_\_ telling them an interesting story.

by  
on  
instead of

9. Why would you suggest \_\_\_\_\_ her? She can cope with the task all by herself.

help  
helping  
to help

10. I enjoy making practical jokes about people, but I hate \_\_\_\_\_ fun of.

being made  
to make  
making

11. She was a motherly soul. She asked me to come in and insisted \_\_\_\_\_ my taking a cup of tea with the family.

in  
on  
at

12. Bob found himself in an awkward situation \_\_\_\_\_ coming to see his friend too early.

without  
for  
through

13. He was suspected \_\_\_\_\_ concealing important information from the police.

of  
in  
at

14. I wish the weather would get better. I am tired \_\_\_\_\_ having to be indoors all the time.

about  
at  
of

15. I am sorry \_\_\_\_\_ having broken my promise.

for  
of  
about

# Модуль № 2.

# Read the text about “The Union Jack ”

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.

# The Union Jack

The UK of GB and Northern Ireland is situated on the British Isles. It consist of four parts: England, Wales, Scotland and Northern Ireland. England, Wales and Scotland occupy the territory of Great Britain. Northern Ireland is situated in the northern part of Ireland. The territory of the UK is about 244000 square kilometers, it takes the 75th place among other countries in the world. GB is separated from the continent by the North Sea, the Irish Sea and the Atlantic Ocean.

The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of GB. It is mild the whole year round. The surface of GB varies greatly. The northern and western parts of the country is mountainous and is called the Highlands. All the rest (south, east and center) is vast plain which is called the Lowlands. The mountains are not very high. The highest region are in Scotland and in the North Wales. The highest peak in Scotland is Ben Nevis, 1343 m. In Wales the highest peak is Snowdon. There is also the Pennine chain in North England with some wild mountains for climbing. The rivers are not long. The most important of them are the Severn, the Thames, the Trent. The Thames flowing to the East is the busiest and the most beautiful river, the Severn flowing to the west is the longest river – about 200 miles, the Trent flowing to the north is the fastest. The are many beautiful lakes in the mountainous parts of the country. Here is Lake District which consists of 16 lakes or “lochs” as they call them. The largest lake is Windermere and the deepest one is Westwater. The commonest trees in England are oak, ash and beech. Scotland has much pine and birch. The animal life is varies. There are several small lizards, snakes and frogs. The most numerous birds are blackbirds, sparrows and starling. Some birds are protected by law. They are partridges and pheasants. The national emblem of England is the Red Rose, the national bird is the Robin Redbreast. The national emblem of Wales is the daffodil and leek. The national emblem of Scotland is the thistle. The national emblem of Northern Ireland is the shamrock.

GB is a highly developed industrial country. It is known as one of the world’s largest products, machinery and electronics, chemicals and textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding. Seven per cent of the population is engaged in farming. The population is more then 57 million. About 80% of the population is urban. The largest cities of GB are: London, Cardiff, Edinburgh, Belfast, Sheffield, Leeds, Nottingham, Liverpool, Bristle, Manchester, Birmingham, Glasgow. The largest ports of the country are: Belfast, London, Liverpool, Glasgow, Cardiff. The capital of the country is London.

The UK is a constitutional monarchy. It has a monarch – a King or a Queen. The present British monarch is Queen Elizabeth the Second. She become Queen in 1952. The monarch has little power and can reign with the support of Parliament. British Parliament is the legislative body at the country. It consists of two Houses. The House of Commons and House of Lords. Parliament and the monarch have different roles in the Government of the country. In reality, the House of Commons has truth power. It introduces new bills. Then they go to the House of Lords for approval. Then the monarch since them. The functions of the Queen are: to open the sessions of the Parliament, to head the commonwealth, to be Commander-in-Chief, to declare the war, to make peace. The house of commons is made up of 650 elected knows of members of parliament. The party which has the majority of suits in the Government and its leader usually becomes prime minister. The prime minister forms his or her Cabinet Ministers. The chairman of the House of Commons is the Speaker. The chairman of the House of Lords is the Lord Chancellor. He sits on a special place, which is called the woolsack. It means that wool made England rich.

The members of the House of Lords are not elected, there are live peers. There are several political parties in GB. They are the Conservative, the Liberal, the Labor, the Social Democratic and the Communist parties. Prime minister of the country Antony Blair is representative of the Labor party.

**Использованная литература:**

1. 100 тем английского устного (Каверина В., Бойко В., Жидких Н.) 2002 .
2. English, 120 Topics. Английский язык, 120 разговорных тем. (Сергеев С.П.)
3. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
4. [www.e-reading.org.ua](http://www.e-reading.org.ua)

**Task 1. *Грамматический материал***

**Syntax and Semantics of Participles**

Participle I

Participle I as an attribute.

Participle I Indefinite Active can be used as an attribute; in this function it corresponds to the Russian действительное причастие.

The fence surrounding the garden is newly painted. - *Забор, окружающий сад, недавно покрашен.*

We admired the stars twinkling in the sky.- *Мы любовались звездами, мерцавшими на небе.*

In some cases Participle I in the function of an attribute is rendered in Russian by a clause.

He came back and stood --resolute on the steps leading down to the street. (Cusack) - Он вернулся и стоял в нерешительности на лестнице, которая вела на улицу.

In the function of an attribute Participle I can be in preposition and in postposition, i.e. it can precede the noun it modifies, and follow it. Participle I in pre-position hardly ever has accompanying words.

The gate-keeper surveyed the retreating vehicle. (Hardy) - *Привратник смотрел на удалявшийся экипаж.*

Participle I in post-position as a rule has one or several accompanying words.

They dined outside upon the terrace facing Vesuvius. (Hichens) - *Они пообедали на террасе, выходившей к Везувию.*

Through the massive sunlight illuminating the hall at Robin Hill, the July sunlight at five o'clock fell just where the broad staircase turned. (Galsworthy) - *Сквозь массивную стеклянную крышу, освещавшую холл в Робин Хилле, лучи июльского солнца в пять часов падали как раз на поворот широкой лестницы.*

Participle I Indefinite Passive is very seldom used as an attribute.

There was one line being laid out to within a few blocks of his new home... which interested him greatly. (Dreiser)

Его очень интересовала линия, которую прокладывали в нескольких кварталах, от его нового дома.

Participle I Perfect Active and Passive is not used attributively.

Attention should be paid to the fact that Participle I in the function of an attribute cannot express priority; therefore, it often happens that when in Russian we have причастие in English we find a finite verb. Such is the case with the Russian действительное причастие прошедшего времени expressing priority; it is rendered in English by an attributive clause.[19]

*Татьяна, с великим равнодушием переносившая до того мгновения все превратности своей жизни, тут, однако, не вытерпела, прослезилась. (Тургенев)*

Tatiana, who had until that moment borne all the ups and downs of her life with great indifference, broke down, however, on this and burst into tears. '' (Translated by Domb)

*Бульба повел сыновей своих в светлицу, откуда проворно выбежали две красивые девки-прислужницы, прибиравшие комнату. (Гоголь)*

Bulba bade his sons follow him into the little guest-chamber, whence two pretty serving-wenches, who bad been arranging the room, ran out. (Translated by Baskerville)

A clause, not a participle, is generally used in English even when the Russian действительное причастие прошедшего времени expresses an action simultaneous with that of the finite verb.

*Базаров закурил трубку и подошел к ямщику, отпрягавшему лошадей. (Тургенев)*

Bazarov lit his pipe and went up to the driver who was unharnessing the horses. (Translated by С. Garnett)

*Матушка, знавшая наизусть все его обычаи..., всегда старалась засунуть несчастную книгу подальше. (Пушкин)*

My mother, who knew all his habits, used to thrust the obnoxious volume into some remote hiding-place. (Translated 'by J. and T. Litvinov)

Occasionally, however, in rendering the Russian действительное причастие прошедшего времени, a participle is used in English. This is often the case when действительное причастие прошедшего времени refers to no particular time.

*Заря уже занималась на небе, когда Соломин постучался в калитку высокого забора, окружавшего фабрику. (Тургенев)*

Dawn was already beginning in the sky when Solomin knocked at the gate in the high fence surrounding the factory. (Translated by С Garnett)

*Потом он обратил внимание посетителей на висевшую над его головой картину, писанную масляными красками. (Тургенев)*

Then he drew the attention of his guests to a picture hanging above his head, painted in oils. ('Translated by C. Garnett)

In many cases an attribute expressed by Participle I is detached, i.e. it acquires a certain independence in the sentence; the connection between the attribute and the word it modifies is loose. A detached attribute is usually separated by a comma.

It was the entrance to a large family vault, extending under the north aisle. (Hardy)

*Это был вход в большой фамильный склеп, простиравшийся под северным приделом храма.*

**Participle I as an adverbial modifier.**

All the forms of Participle I may be used as an adverbial modifier. Participle I Indefinite expresses an action simultaneous with the action expressed by the finite verb and corresponds to the Russian деепричастие несовершенного вида; Participle I Perfect expresses an action prior to the action expressed by the finite verb and corresponds to the Russian деепричастие совершенного вида. In some cases Participle I in the function of an adverbial modifier is rendered in Russian by an adverbial clause.[20]

Participle I can be an adverbial modifier:

(a) of time.

Approaching Malta Street, Soho, Soames thought with wonder of those years in Brighton. (Galsworthy) - *Приближаясь к Мальта Стрит в Сохо, Сомc с удивлением думал о годах, проведенных в Брайтоне.*

Having closed the drawing-room door on him, Isabel awaited a little, absorbed in her own thoughts. (Collins) -*Закрыв за ним дверь гостиной, Изабелла подождала немного, погруженная в свои мысли.*

As has already been stated, with some verbs of sense perception and motion, such as to see, to hear, to come, to arrive, to enter, "to seize, to look out, to turn and some others, Participle I Indefinite is used even when priority is meant. In Russian деепричастие совершенного вида is used in such cases.

Anna... hearing his step, ran to the foot of the stairs to meet him. (Eliot)

*Анна..., услышав его шаги, побежала вниз по лестнице встретить его.*

Arriving there the visitor found everything that should be found at old manors. (Coppard)

*Приехав туда, гость нашел все то, что обычно находят в старых поместьях.*

Entering her room that evening, Elfride found a packet for herself on the dressing-table. (Hardy)

*Войдя вечером в свою комнату, Элфрид нашла на туалетном столе сверток.*

If the action expressed by Participle I Indefinite Active is simultaneous with the action expressed by the finite verb, the conjunction when or while is often used.

…it was possible for Urquhart, when making his toilet, to survey with pride an original willow pattern tea service. (Cronin)

*Экхарт мог, пока он одевался, с гордостью любоваться чайным сервизом с настоящим китайским рисунком.*

While waiting for the water to boil, he held his face over the stove. (London) -*Дожидаясь, когда закипит вода, он наклонился над печкой.*

Participle I Indefinite of the verb “to be” is not used as an adverbial modifier of time. Clauses of the type 'Когда он был ребенком...,' 'Когда он был в Ленинграде...' may be translated When a boy.... When he was a boy..., When in Leningrad..., When he was in Leningrad. ..

(b) of cause.

Being of a more slender figure than Mr. Jarndyce, and having a richer complexion, Mr. Skimpole looked younger. (Dickens)

*Так как мистер Скимпоул был стройнее мистера Джарндайса и так как цвет лица у него был лучше, он выглядел моложе.*

Having been a little in that line myself, I understood it. (Shaw)

*Так как я сам раньше некоторое время работал в этой области, я понимал это.*

(с) of manner and attendant circumstances. In this function Participle I Indefinite is mostly used.

She balanced herself on the curbstone and began to walk carefully, setting heel to toe, heel to toe, and counting her steps. (Heym) (adverbial modifier of manner)

Она встала на край тротуара и осторожно пошла вперед, переступая с пятки па кончики пальцев и считая свои шаги.

Gwendolyn was silent, again looking at her hands. (Eliot) (adverbial modifier of attendant circumstances)

*Гвендолин молчала, разглядывая свои руки.*

It is not always easy to discriminate between an adverbial modifier of manner and an adverbial modifier of attendant circumstances.

He has been in three revolutions fighting on the barricades. (Shaw)

*Он принимал участие в трех революциях, сражаясь па баррикадах.*

(d) of comparison. In this function Participle I is introduced by the conjunction as if or as though.

This was said as if thinking aloud. (Gaskell)- *Это было сказано так, как будто он думал вслух.*

... he was still on his guard, as though waiting for a further question from me. (Du Marnier) -Он все еще был настороже, словно ожидая, что я задам ему еще один вопрос.

Participle I as a predicative.

In this function Participle I is used but seldom; it is usually rendered in Russian by an adjective.

The effect of her words was terrifying. - *Впечатление, произведенное ее словами, было страшно.*

The whole damned day had been humiliating. (Priestley) -*Весь этот ужасный день был унизительным.*

Participle I as part of a complex object.

I saw that young man and his wife talking to you on the stairs. (Galsworthy) -*Я видел, как этот молодой человек и его жена разговаривали с нами па лестнице.*

Participle I as part of a compound verbal predicate.

Presently other footsteps were heard crossing the room below. (Hardy) - *Вскоре они услышали, что через комнату вниз прошел еще кто-то.*

Participial phrase as parenthesis.

Here we always find a participial phrase; a single participle is not used in this function.

Generally speaking, I don't like boys. (Dickens) - *Вообще говоря, я не люблю мальчиков.*

Judging by appearances, Mr. Bowmore looked like a man prematurely wasted and worn by the cares of a troubled life. (Collins) - *Судя по внешности, мистер Баумор был человек преждевременно состарившийся и измученный тяготами жизни.*

**Predicative constructions with the participle**

In Modern English we find the following predicative constructions with the participle:

(1) the Objective Participial Construction;

(2) the Subjective Participial Construction;

(3) the Nominative Absolute Participial Construction;

(4) the Prepositional Absolute Participial Construction.

**The Objective Participial Construction** is a construction in which the participle is in predicate relation to a noun in the common case or a pronoun in the objective case.

In the next berth she could hear her stepmother breathing heavily. (Hardy) - *Ей было слышно как на соседней койке тяжело дышит ее мачеха.*

The participle breaking is in predicate relation to the noun “stepmother”, which denotes the doer of the action expressed by the participle.

In the Objective Participial Construction Participle I Indefinite Active or Participle II is used. In the sentence this construction has the function of a complex object. It usually corresponds to a subordinate object clause in Russian.

The Objective Participial Construction may be found:

(a) after verbs denoting sense perception, such as to see, to hear, to feel, to find, etc.

Then he looked out of the window and saw clouds gathering. (Dreiser) - *Потом он выглянул из окна и увидел, что собираются тучи.*

1 heard my wife coming... (Conan Doyle)

She could feel her hands trembling exceedingly. (Hardy)

She found him waiting for her at her journey's end... (Dickens)

I saw the pony harnessed myself. (Collins)

(b) after some verbs of mental activity, such as to consider, to understand.

I consider myself engaged to Herr Klesmer. (Eliot) -Я считаю себя помолвленной с господином Клесмером.

(c) after verbs denoting wish, such as to want, to wish, to desire. In this case only Participle II is used.

The governor wants it done quick. (Bennett) - *Отец хочет, чтобы это было сделано быстро.*

(d) after the verbs to have and to get; after these verbs only Participle II is used.

In this case the Objective Participial Construction shows that the action expressed by the participle is performed at the request of the person denoted by the subject' of the sentence. ‘Thus had the piano tuned’ means 'I made someone tune the piano'.

I had my coat altered. - *Я переделала пальто (т. е. поручила кому-то переделать его).*

He ... had several bottles of wine brought ... (Dreiser) - *Ему ... принесли несколько бутылок вина.*

In interrogative and negative sentences the auxiliary verb to do is used:

Why don't you have your hair waved? (Du Maurier) - *Почему вы не завьетесь (не сделаете завивку)?*

Occasionally the meaning of the construction is different: it may show that the person denoted by the subject of the sentence experiences the action expressed by the participle.

The wounded man had his leg amputated. - *Раненому ампутировали ногу.*

**The Subjective Participial Construction.**

The Subjective Participial Construction is a construction in which the participle (mostly Participle I) is in predicate relation to a noun in the common case or a pronoun in the nominative case, which is the subject of the sentence.

In rendering this construction in Russian a complex sentence is generally used; the principal clause is of the type which in Russian syntax is called 'indefinite personal' (неопределенно-личное предложение).

The peculiarity of this construction is that it does not serve as one part of the sentence: one of its component parts has the function of the subject, the other forms part of a compound verbal predicate.

They were heard talking together... (Collins)

This construction is chiefly used after verbs of sense perception.

The horse was seen descending the hill. (Hardy)

Видно было, как лошадь спускалась с холма.

**The Nominative Absolute Participial Construction.**

The Nominative Absolute Participial Construction is a construction in which the participle stands in predicate relation to a noun in the common case or a pronoun in the nominative case; the noun or pronoun is not the subject of the sentence.

The door and window of the vacant room being open, we looked in. (Dickens) - *Так как дверь и окно пустой комнаты были открыты, мы заглянули в нее.*

In the Nominative Absolute Participial Construction Participle I (in all its forms) or Participle II is used. This construction is generally rendered in Russian by means of an adverbial clause. It is used in the function of an adverbial modifier. It can be an adverbial modifier:

***(a) of time.***

The lamp having been lit, Mrs. Macallan produced her son's letter. (Collins) - *Когда зажгли лампу, миссис Макаллан достала письмо от сына.*

This duty completed, he had three months' leave. (Hardy) - *Когда эта работа была закончена, он получил трехмесячный отпуск.*

***(b) of cause.***

It being now pretty late, we took our candles and went upstairs (Dickens) - *Так как было довольно поздно, мы взяли свечи и пошли наверх.*

A knock had come to the door, and there being nobody else to answer it, Clare, went out. (Hardy) - *Послышался стук в дверь, и, так как больше некому было открыть, Клэр вышел.*

***(с) of attendant circumstances.*** In this function the Nominative Absolute Participial Construction is mostly placed at the end of the sentence. In rendering it in Russian a coordinate clause or деепричастный оборот is used.

He turned and went, we, as before, following him. (Jerome) - *Он повернулся и вышел; как и прежде, мы последовали за ним.*

One morning he stood in front of the tank, his nose almost pressed to the glass. (Dreiser)- Однажды утром он стоял перед витриной, почти прижавшись носом к стеклу.

***(d) of condition.*** In this function the Nominative Absolute Participial Construction occurs but seldom and is almost exclusively used with the participles permitting and failing.

Weather (time, circumstances) permitting, we shall start tomorrow.- *Если погода (время, обстоятельства) позволит, мы поедем завтра.*

Conciliation failing, force remains; but force failing, no further hope of conciliation is left.- *Если не удается достигнуть примирения, приходится применить силу; но если сила не помогает, не остается никакой надежды на примирение.*

The Nominative Absolute Participial Construction very often occurs in fiction and scientific literature; the use of this construction in colloquial English is rare.

**The Prepositional Absolute Participial Construction.**

The Absolute Participial Construction may be introduced by the preposition with and is then called the Prepositional Absolute Participial Construction. It is in most cases used in the function of an adverbial modifier of attendant circumstances.

This construction is rendered in Russian by a coordinate clause or деепричастный оборот.

They were walking on again, with Hugh calmly drawing at his pipe. (Lindsay) - *Они снова шли вперед; Хью спокойно покуривал свою трубку.*

The daughter sat quite silent and still, with her eyes fixed on the ground. (Dickens) -*Дочь сидела молча и неподвижно, опустив глаза в землю.*

The Nominative Absolute Participial Construction and the Nominative Absolute Construction are separated from the rest of the sentence by a comma or a semicolon.

Grandcourt... rose and strolled out on the lawn, all the dogs following him. (Eliot)

Mr. Tulkinghorn comes and goes pretty often; there being estate business to do. (Dickens)

Then he started out, bag and overcoat in hand, to get his cup of coffee. (Maltz)

Prepositional Absolute Constructions are usually separated from the rest of the sentence by a comma.

It was a balmy, radiant day, with the trees and grass shining exceedingly green after the rain of the night before. (Dreiser)

He was there, writing busily at a distant table, with his back towards the door. (Eliot)

**Упражнение по теме «Participles I-II»**

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Exercise 10. Fill in the blanks with -ed or -ing form of the adjectives**

1. The coach isn’t \_\_\_\_\_\_\_\_\_\_\_\_\_ (please) with the results of his team.

2. Although everybody says the film is \_\_\_\_\_\_\_\_\_\_\_(bore), I want to see it.

3. They were \_\_\_\_\_\_\_\_\_\_\_(amaze) to see so many black clouds in the sky.

4. My father found Prague \_\_\_\_\_\_\_\_\_\_\_(fascinate)

5. Roberto Carlos is \_\_\_\_\_\_\_\_\_\_\_(concern) about his injury.

6. I have a profitable job but is \_\_\_\_\_\_\_\_\_\_\_\_(exhaust).

7. Fairy tales are \_\_\_\_\_\_\_\_\_\_(enchante). Do you agree?

8. All the fans were \_\_\_\_\_\_\_\_\_\_(surprise) by the success of their team.

9. Getting up early at the weekends is \_\_\_\_\_\_\_\_\_\_\_\_: (annoy ).

10. Robin is \_\_\_\_\_\_\_\_\_\_\_(interest) in politics. According to her politics is really \_\_\_\_. (interest)

# Exercise 11. Combine the following pairs of sentences by using participles.

1.    We met a boy. He was carrying a heavy bag.  
2.    The house was decorated with lights. It looked beautiful.  
3.    The robbers saw the policeman. They ran away.  
4.    I found the door open. I went inside.  
5.    The police saw the body. It was floating down the river.  
6.    He cried at the top of his voice. He rushed at the thief.  
7.    We had worked for several hours. We came out of the office.  
8.    The troops gave a blow to the enemy. It was stunning.  
9.    His handwriting was illegible. I couldn’t figure out what he had written.  
10.  We make some friendships in childhood. They last for ever.  
11.  The sun had risen. We set out on our journey.  
12.  I walked along the road. I saw a snake.  
13.  He lost all his money in gambling. He became a pauper.  
14.  I took a cue from his words. I solved the riddle.  
15.  The burglars broke the door open. They entered the house.  
16.  He didn’t realize the implication of his words. He went on speaking.  
17.  The enemy forces had been defeated by our army. They retreated fast into their own territory.  
18.  It was a fine day. Everybody was out on the roads.

# Exercise 12.Choose the right word of Participle -ing or -ed

Начало формы

1. My job is so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Every day I do exactly the same thing again and again.

*bore; boring,bored*

2.So I decided to learn English in my spare time. This idea was very \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Excite, exciting, excited*

3.I asked my friend if she would also be \_\_\_\_\_ in learning English . But she said, she wouldn't.

*Interesting, interest, interested*

4. I decided to buy an English grammar book. But I was \_\_\_\_\_\_\_ . It was not attractive.

*Disappoint, disappointing, disappointed*

5. Fortunately I found a very good website 'AnglaisFacile.com'. This site is quite \_\_\_\_.

*Amaze, amazed, amazing*

Thousands of exercises are available to improve my English. I have made \_\_\_\_\_progress.

*Astonishing, astonish, astonished*

*7.*Every evening, even if I am \_\_\_ I never forget to do an exercise. I am such a good boy !

Exhausting, exhausted, exhaust

8) Finally I hope that this exercise is not too \_\_\_\_\_. *Bore, bored, boring*

9) But certainly I was \_\_\_\_\_ about creating it !

*exciting, excited, excite*

**Check yourself. Participle 1**

Выберите правильный вариант ответа. Choose the correct variant:

1. That night, \_\_\_\_\_\_ up to his room he thought of his unpleasant duty.  
   went  
   going   
   having go
2. She smiled \_\_\_\_\_\_ the joke.  
   remembered  
   to remember  
   remembering
3. \_\_\_\_\_\_ so little in the country, I am afraid I cannot answer all your questions.  
   Seeing  
   Having seen  
   To see
4. A new road \_\_\_\_\_\_ the plant with the railway station will soon be built.  
   connecting  
   having connected  
   connected
5. \_\_\_\_\_\_ two days before the conference he had a lot of time to see Edinburgh.  
   To arrive  
   Arriving  
   Having arrived
6. I felt very tired \_\_\_\_\_\_ the whole day in the sun.  
   being worked  
   having worked  
   work
7. He speaks like a man \_\_\_\_\_\_ his opinion of everything.  
   taking  
   takes
8. \_\_\_\_\_\_ that she could trust them she didn’t know what to do.   
   Not having known  
   Knowing not  
   Didn’t know  
   Not knowing
9. \_\_\_\_\_\_ a pair of gloves we moved to the shoe department.  
   Boughting  
   Having bought  
   Buying
10. She left \_\_\_\_\_\_ us all she had found out.  
    told  
    telling  
    having told
11. And \_\_\_\_\_\_ this he threw himself back in the armchair.  
    said  
    have said  
    was saying  
    saying
12. \_\_\_\_\_\_ what he wanted he took his hat and left.  
    Having got  
    Getting
13. By this time \_\_\_\_\_\_ to the atmosphere of the big city, he no longer felt a stranger.  
    getting used  
    having got used  
    got used
14. I spent about ten minutes \_\_\_\_\_\_ over the sixteen pages of The Guardian before I found the main news and articles.  
    turn  
    having turned  
    turning
15. I felt refreshed and rested \_\_\_\_\_\_ for eight hours.  
    sleeping  
    having slept  
    slept
16. \_\_\_\_\_\_ so far away he still feels part of the community.  
    was  
    be  
    being
17. The boy came out of the water \_\_\_\_\_\_ from top to toe.  
    was shaking  
    having shaken  
    shaking
18. \_\_\_\_\_\_ all our preparations we hired a taxi and hurried off.  
    Having completed Completing  
    Having complete Completed
19. \_\_\_\_\_\_ her by the arm he helped her out of the taxi.  
    Supported Supporting
20. \_\_\_\_\_\_ such difficulties she was at a loss.  
    Never experienced Having experienced never  
    Never have experienced Having never experienced

**Модуль № 3.**

**Read the text about “The United Kingdom Constitution”**

***в) Чтение:***

* Чтение аутентичных текстов различных жанров: художественного, публицистического, прагматического и др. по данной тематике.

**The United Kingdom Constitution**

The United Kingdom does not have a 'written constitution' set out in any one document. The United Kingdom Constitution is formed partly by statute, partly by common law and partly by precepts and practices, known as conventions, which have never been codified but, nevertheless, have a binding force as rules of the constitution. Because the constitution is not contained in any document, because it can be altered by the passing of an Act of Parliament, it can the more readily be adapted to changing political conditions and ideas.

The organs of government in the UK constitution are readily distinguishable although their functions often intermingle and overlap. They are: 1. the legislature, the UK Parliament, which is the highest authority in the land; 2. the executive comprises the Government (members of the Cabinet and other ministers responsible for policies); government departments and agencies, in charge of domestic matters in England and UK-wide issues such as defence and monetary; local authorities, which look after many local services; public corporations, charged with running certain nationalized industries; independent bodies which regulate the privatized industries; and other bodies subject to ministerial control; and 3- the judiciary which determines common law and interprets statutes, and is independent of both the legislature and the executive.

**Parliament**

Parliament is the supreme legislative authority. Its three elements, the Queen, the House of Lords and the elected House of Commons, are outwardly separate and are constituted on different principles. They meet together only on occasions of symbolic significance such as the State opening of Parliament when the Commons are summoned by the Queen to the House of Lords. As a law-making organ of State, however, parliament is a corporate body and cannot legislate without the concurrence of all its parts. The agreement of the Sovereign is given as a matter of course.

Despite devolution, Parliament at Westminster can legislate for the UK as a whole and keeps powers to legislate for any parts of it separately. However, by convention it will not normally legislate on devolved matters without the agreement of the Scottish Parliament and the Welsh and Northern Irish Assemblies.

As there are no legal restraints imposed by a written constitution, Parliament may legislate as it pleases, as long as the UK meets its obligations as a member of the European Union. It can make, abolish or change any law; it can destroy established conventions or turn a convention into law. It can also prolong its own life beyond the normal period of five years without consulting the electorate. In other words, Parliament is sovereign.

In practice, however, Parliament does not assert itself in this way. Its members work within the common law and normally act according to precedent. The House of Commons is directly responsible to the electorate, and, increasingly during the 20th century, the House of Lords recognized the supremacy of the elected chamber.

**The Functions of Parliament**

The main functions of Parliament are:

1. to pass laws
2. to provide (by voting for taxation) the means of carrying on the work  
   of government;
3. to scrutinize government policy and administration, including  
   proposals for expenditure; and
4. to debate the major issues of the day.

In carrying these out, Parliament helps to bring the relevant facts and issues to the attention of the electorate. By custom, Parliament is also informed before important international treaties and agreements are ratified. The making of treaties is, however, a royal prerogative carried out on the advice of the Government and does not need parliamentary approval.

**КОММЕНТАРИИ**

I. Придаточные предложения причины, начинающиеся с союза

"because" — "так как", "потому что" — могут быть переведены двумя способами:

1. начать перевод с главного предложения;
2. сделать придаточное предложение главным с необходимыми изменениями и перенести союз "because" в другую часть предложения, заменив его союзом "поэтому".

Because they have built settlements on the West Bank, Israelis think they are theirs.

1. Израиль считает земли на западном берегу (реки Иордан) своими, потому что там созданы израильские поселения.

2. Израиль создал поселения на западном берегу (реки Иордан) и поэтому считает эти земли своими.

II. Относительное местоимение "which " — "который" — часто, относится не к предшествующему существительному, а к одному из предыдущих.

Mr. Callaghan then dropped his claim in return for a promise to establish a floor price for North Sea oil which was promptly forgotten.

Потом Каллаген отказался от своего требования взамен на обещание — которое тут не было забыто —определить минимальную цену на нефть, добываемую в Северном море.

**Exercise 13. Переведите следующие слова и словосочетания, используя эквиваленты из текста:**

|  |  |
| --- | --- |
| Кодифицировать | законодательный орган |
| обязательный для исполнения | правовые ограничения |
| принимать акт (закон) | отменить закон |
| приспосабливать к условиям | избиратели |
| общее право | нести ответственность перед избирателями |
| толковать законы | исполнять функции |
| распускать парламент |  |

**Practice work**

**SPEECH PATTERNS**

|  |
| --- |
| 1. It is **more like** a stage village **than** one built of bricks and mortar. |

It is more an essay than a story.

This looks more like a pond than a lake.

|  |
| --- |
| 1. We roamed about sweet Sonnong **for an hour or so**. |

He lived in the village for a year or so.

They walked about the town for an hour or so.

|  |
| --- |
| 1. George said that **it would be a splendid opportunity to try** a good, slap-up supper. |

Ann will be here in a minute. It will be a wonderful opportunity to speak to her.

We still have plenty of time and John said it was an excellent opportunity to have a bite.

|  |
| --- |
| 1. I **should have never thought** that peeling potatoes was such an undertaking. |

I should never have thought that translating an article was so difficult.

I should never have thought that writing a composition was so difficult as that.

|  |
| --- |
| 1. **The more** we peeled, **the more** peel there semmed to be lefton. |

The more sentences he translated, the more of them there seemed to be left.

The moreI listened, the more interested I became.

|  |
| --- |
| 1. **There was no potato left.**   **There was half a pork pie left.** |

There is some paper left.

There is no bread left.

|  |
| --- |
| 1. **That won’t do**. You are wasting them. |

That won’t do. You haven’t tried hard enough.

That won’t do.You’re making a mess of the job.

**Exercise 14. Complate the following sentence using Speech Patterns.**

This is more like a word for word translation than …2. Ann looks more like a schoolgirl than …3. We walked round the village for.. 4. I stayed with my friends for… 5. I am not through with the book yet. I’ve read only 50 pages or … .6. There seems to be no end to dirty clothes.I should … . 7.W have been looking for her house for more than an hour. I should … .8. The more we listened to him, … . 9. The more John looked at her, … .10.The more I think about her decision, … .11. Who’ll go to the baker’s? There is … .12. I’m going to the stationer’s. There is … .13. Why not put the table near the window? – There seems to be … .14. Where will you put the bookcase? There seems to be no … .

**Exercise 15. Suggest a beginning matching up the end. Use Speech Patterns.**

1….that looking after a child was so tiresome. 2. …might cost so much effort. 3. … might turn out to be such a trying job. 4…. the bigger wages he earned. 5. … less he knew what to do. 6. … the more we like the place. 7. … You shouldn’t be so careless. 8. … You’ll have to do everything all over again. 9. … You treat the matter too lightly. 10. … Your answer is wrong.

**Exercise 16. Translate into English using the Speech Patterns:**

А.Весной, мы обратном пути в Алмату, мы случайно проезжали мимо небольшого городка. Он был скорее похож на большую деревню, чем на город, все дома в нем утопали цветках, и он показался нам таким красивым, что мы не смогли не остановится там. Мы ходили по городу около трех часов,и чем больше мы смотрели на этот сказочный уголок, тем больше восхищались им. Но у нас осталось мало времени, и нам пришлось спешить в Алмату.

В. Прошлом году нам с женой пришлось пойти в отпуск зимой. Мы решили, что это удобный случай, чтобы собственными силами отремонтировать квартиру. После двух дней работы наша квартира больше походила на склад поломанный мебели, чем на квартиру. «Это никуда не годится, - сказала жена. – Давай лучше пригласим маляров»

**Текст № 4. Read the text about “The political party system in Great Britain”**

***в) Чтение:***

* Чтение аутентичных текстов различных жанров: художественного, публицистического, прагматического и др. по данной тематике.

**The political party system in Great Britain**

Traditionally (with the sole exception of 1923), the United Kingdom effectively has had a two party system arising from the use of the First-Past-The-Post system for general and local elections. Duverger's law certainly seems borne out in the history of British parliamentary politics. Before World War I, the United Kingdom had a true two-party system, the main parties being the Tories (which became the Conservative Party) and the Whigs (which became the Liberal Party), though after Catholic Emancipation there was also a substantial Irish Parliamentary Party. After World War II, the dominant parties have been Conservative and Labour. No third party has come close to winning a parliamentary majority, although Johnston et al. wrote of the elections from 1950 to 1997, "Increasingly, a number of smaller (or third) parties has won a substantial proportion of the votes cast."

The present system relies upon the existence of organized political parties, each laying policies before the electrorate for approval. Most candidates in elections, and the almost all winning candidates,belong to one of the main parties.

For the last 150 years a predominantly two-party system has operated and since 1945 either the Consrevative Party, which can trace its origin to the 18th century, or the Labour Party, which emerged in the last decade of the 19th century, has held power. A ner party –the Sociak and Liberal Democrats (now known as the Liberal Democrats) – was formed in 1988 when members of the Liberal Partymerged with members of the Social Democratic Party, which was itself formed in 1981.

There is no law governing political parties in Great Britain. Parties are understood as an expression of initiatives born out of society for which the state is not responsible and for which the state provides no financial aid. This situation has also led to a situation in which reliable information about the membership of parties and their finances, that is, the identity of large donators is not available. It is worth bearing in mind, however, that politically active citizens in Great Britain are much more likely to organize or join one of the many interest groups than they are to be active in a political party. The total membership of all political parties is estimated at between 600,000 and 700,000. In contrast, the Royal Society for the Protection of Birds has over 800,000 members. All of Britain's political parties have financial difficulties. The funding deficit of the Labour Party in 1998 was estimated at around 5 million pounds (...).

Other parties include two nationalistic parties, Plaid Cymru (founded in Wales in 1925) and the Scotish Natioal Party (founded in 1934).In Nothern Ireland there are a number of parties; the largest of those represented in the House Party, which was formed in the early part of this century, and the Democratic Unionist Party, founede in 1971 by a group which broke away from the Ulster Unionists.

PARTIES

The Conservative Party

The labour Party

The Liberal Democrats

Plaid Cymru (Wales)

The Scotish Natioal Party

The Ulster Unionist Party

The Democratic Unionist Party (Northern Ireland)

However, some have challenged the view that the United Kingdom still has a two party system, since the Liberal Democrats have won around 15%–25% of the votes in recent elections. The Liberal Democrats won 62 of the 646 seats in the House of Commons in the 2005 general election, and several nationalist (regional) groupings hold seats as well, leading some spectators to regard the Westminster parliament as a "two and a half" party system.

Smaller parties receive many more votes (and seats) in the elections using a proportional system, which are the regional elections for the Scottish Parliament, Welsh Assembly, Northern Ireland Assembly and London Assembly, and the European Parliament elections. Regional parties, such as the Scottish National Party or Plaid Cymru receive many more votes than at general or local elections, and at European elections, the United Kingdom Independence Party and Green Party of England and Wales perform better. It can be argued that in these elections, there is a multi-party system.

It is relatively easy to stand for election as an independent candidate, although wins are very rare and usually involve special circumstances (for example Martin Bell's 1997 victory against the discredited Conservative MP Neil Hamilton was aided by the major parties standing aside and not contesting the election). Following the 2005 general election, there were three independent MPs, the highest number since 1945, however only one of these was returned in the 2010 election. To stand as a candidate in a particular constituency, a British citizen needs the signatures of 10 people registered to vote there, and pay a deposit of £500 (which is returned if he/she gains more than 5% of the vote in that seat).



**Politics and Society**

This course aims to explore some of the great debates about the relationship between politics and society. It will examine the interaction between political institutions, economic interests and cultural ideas, especially in societies that are both democratic and capitalist. The course begins by looking at the canonical writings of authors like Marx, Weber and Tocqueville.

The rest of the course will then provide you with a chance to study some of the major empirical controversies that have animated political sociologists. Each week, we will discuss questions like: Why are some social movements more powerful than others? How does social change shape parties and elections? Do repressive states give rise to radicalism? What explains the growth of the far right? Why are welfare states more developed in some countries than others? Why is there no Labor Party in the United States? Under what conditions can democracy survive? What gave rise to national identities? Do authoritarian states inhibit development? Why is there a resurgence of ethnic and religious violence? And has neo-liberalism become hegemonic? In addition, the course will enable you to build up your knowledge of a number of countries and to assess the strengths and weaknesses of some of the main theories and approaches that have dominated the study of political sociology. These include functionalist, rational choice, and institutionalist theories, as well as historical and comparative approaches.



**Answer the following questions:**

1. Which political parties have held in the UK for the last hundred years?
2. What is Downing Street known for?
3. How do you understand about the relationship between politics and society?
4. Is Britain a politically stable country?

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Word combinations and Phrases**

in early June – в начале июня

to put up at some place – устроиться, приютиться, остановиться в каком-то месте

to roam the(through) woods(about a place) – бродить по лесам

to get settled – устраиваться, селиться

odds and ends – остатки (осколки, обрезки)

to the size of smth. – быть такого же размера

the rest of the evening – остаток вечера, до вечера

half a dozen – полдюжины

half a peck of peas – пол-осьмины горошка

half a pork pie – пол свинного пирога

half a tin of salmon – полбанки лосося

to stir smth up – перемешивать, смешивать

to add smth. to smth. – добавлять

to empty smth. into a pot – высыпать в кастрюлю

to thicken the gravy – сгустить подливку

with an earnest and thoughtful air – с серьезным и вдумчивым видом

to be on the safe side – не рисковать

to leave smth. on the safe side – не касаться чего либо (вопроса)

**Exercise 17. Paraphrase the following sentences using word combinations and phrases.**

1. At the beginning of May the village is really fairy-like with all its houses smothered in roses. 2.I’d like to stay in this small inn with for a week or so. 3. The whole day we wondered over the country-side and in the evening we had a nice rest. 4. It turred out to be quite late when at last we made ourselves comfortable. 5. I never saw such a thing as a stew for getting rid of all remanants of food. 6. Choose the books you need and take the others to the library, please. 7. This is a rare edition: the book is as small as a match-box, but the print is very clear. 8. We have half a tin of potted pork left, let’s put it into the stew. 9. Put some more oatmeal in the porridge and mix it thoroughly with a spoon. 10. He may have forgotten about our arrangement, let’s call him up to make sure.

**Exercise 18. Translate the following sentences into English using the word combinations and phrases:**

1.Мне бы хотелось поехать на юг в начале июня, когда все утопает в цветках, и побродить по горами. 2. Мы решили, что в Астане остановимся в гостинице и проведем там около недели.3. Мы быстро устроились, и оказалось, что до вечера у нас еще много времени. 4. Когда мы наконец устроились, мы так устали, что никто из нас не захотел никуда идти. 5. Вряд ли эти обрезки бумаг на что-нибудь годятся. 6. Никогда ни подумала, что из этих остатков материала можно сшить платье.7. Мая комната такого же размера, что и ваша, но она почему-то выглядит меньше. 8. Я прочла только половину статьи, но мне кажется, что она имеет мало отношения к интересующему вас предмету.9. Поезд придет только через полчаса, давайте побродим по городу.10. Элен перемешала салат, попробовала его и решила добавить еще соленых огурцов. 11. Это хорошие мясные консервы. Положите полбанки в рагу. 12. Добавьте немного муки в соус, чтобы он стал погуще. 13. Он шутит с таким серьезным видом, что невозможно не рассмеяться. 14. На всякий случай нам лучше не касаться этого вопроса сегодня.

**Exercise 19. Note down from the text equivalents for the following words and phrases. Make up sentences using the phrases:**

Сказочный уголок, утопать в розах, настоящая сельская гостиница, сельские новости village, причудливые комнаты, решѐтчатые окна, шикарный ужин, по части стряпни, собирать хворост, беззаботность.

**Exercise 20. Combine the following pairs of sentences by using participles.**

1.    We met a boy. He was carrying a heavy bag. 2.    The house was decorated with lights. It looked beautiful. 3.    The robbers saw the policeman. They ran away. 4.    I found the door open. I went inside. 5.    The police saw the body. It was floating down the river. 6.    He cried at the top of his voice. He rushed at the thief. 7.    We had worked for several hours. We came out of the office. 8.    The troops gave a blow to the enemy. It was stunning. 9.    His handwriting was illegible. I couldn’t figure out what he had written. 10.    We make some friendships in hildhood. They last for ever. 11.    The sun had risen. We set out on our journey. 12.    I walked along the road. I saw a snake. 13.    He lost all his money in gambling. He became a pauper. 14.    I took a cue from his words. I solved the riddle. 15.    The burglars broke the door open. They entered the house. 16.    He didn’t realize the implication of his words. He went on speaking. 17.    The enemy forces had been defeated by our army. They retreated fast into their own territory. 18. It was a fine day. Everybody was out on the roads.

**Test yourself**

**Choose the correct variant:**

|  |
| --- |
| **№ 1.  I´m terribly tired. Well, I suggest \_\_\_ to bed.** |
|  |

|  |
| --- |
| you go |
| you to go |
| you going |
| you went |

|  |
| --- |
| **№ 2.  Why didn´t you tell me? You \_\_\_ angry if I had.** |
|  |

|  |
| --- |
| were |
| were to be |
| had been |
| would have been |

|  |
| --- |
| **№ 3.  Here is your Ј5 back. Thanks, but I don´t remember \_\_\_ it to you.** |
|  |

|  |
| --- |
| to lend |
| lending |
| my lend |
| me to lend |

|  |
| --- |
| **№ 4.  Is he coming to the meeting? Well, I asked him \_\_\_.** |
|  |

|  |
| --- |
| if he will come |
| will he come |
| if he was coming |
| would he come |

|  |
| --- |
| **№ 5.  I´m fine, it´s only a little cut. \_\_\_ you better see a doctor.** |
|  |

|  |
| --- |
| wouldn´t |
| shouldn´t |
| won´t |
| hadn´t |

|  |
| --- |
| **№ 6.  Do I have to get ready now? Yes, it´s time we \_\_\_.** |
|  |

|  |
| --- |
| went |
| would go |
| will go |
| go |

|  |
| --- |
| **№ 7.  Do you like your new flat? Yes, it´s small but it \_\_\_ my needs perfectly.** |
|  |

|  |
| --- |
| settles |
| meets |
| supplies |
| fills |

|  |
| --- |
| **№ 8.  I suppose tomorrow´s bus strike means \_\_\_ the start of class.** |
|  |

|  |
| --- |
| have delayed |
| delay |
| to delay |
| delaying |

|  |
| --- |
| **№ 9.  I wrote to the manager \_\_\_ to getting my money refunded.** |
|  |

|  |
| --- |
| in the hope |
| on the question |
| with the aim |
| with a view |

|  |
| --- |
| **№10.  Did you know everybody at the party? No, nobody \_\_\_ the host.** |
|  |

|  |
| --- |
| except |
| apart |
| other |
| rather |

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**Модуль 4**

**№ 5.**

***в) Чтение:***

* Чтение аутентичных текстов различных жанров: художественного, публицистического, прагматического и др. по данной тематике.

**Government & Politics**

On 16 December 1991 the Republic of Kazakhstan declared its independence following the collapse of the Soviet Union. In 1995, democracy was installed in a nationwide referendum. Since then, the country has undertaken ambitious political reforms to improve democracy and to become an advocate of peace and stability in central Asia. Taking into account that democratic institutions are still young, international experts consider Kazakhstan’s progress as remarkable.

International relations: Kazakhstan has stable relationships with all of its neighbours. Since independence in 1991, Kazakhstan has pursued multidimensional foreign policy, seeking good relations with Russia, China, the USA and Europe. The policy has yielded results in the oil and gas sector, where companies from the U.S., Russia, China, and Europe are present at all major fields, and in the multidimensional directions of oil export pipelines out of Kazakhstan. Kazakhstan also enjoys strong, and rapidly developing, political and economic ties with Turkey.

Kazakhstan is a member of the United Nations, Organisation for Security and Cooperation in Europe, Euro-Atlantic Partnership Council and Organisation of the Islamic Conference (OIC). It is an active participant in the North Atlantic Treaty Organisation's (NATO) Partnership for Peace programme. Kazakhstan is also a member of the Commonwealth of Independent States, the Economic Cooperation Organisation (ECO) and the Shanghai Cooperation Organisation (SCO), a permanent intergovernmental organisation promoting peace and security in the region. Since January 2007, Mr Bolat K.Nurgaliev (Kazakhstan) holds the position of Secretary-General of the SCO for a period of three years.

The nations of Kazakhstan, Belarus, Kyrgyzstan, and Tajikistan established the Eurasian Economic Community in 2000 to re-energise efforts at harmonising trade tariffs and the creation of a free trade zones under a customs union.

In an attempt to integrate its economy into the world market Kazakhstan applied for membership at the WTO in 1996. Negotiations are underway and the Chairman of the Working Party on the Accession of Kazakhstan, Vesa Tapani Himanen, stated in June 2005 that “this accession has taken an important step forward”, in reference to the key domestic reforms undertaken by the government of Kazakhstan.

The political system of Kazakhstan can be characterised as a presidential system with a strong position of the president. The President is the head of state, appoints prime minister and cabinet and defines the major guidelines in domestic and foreign policy. In October 1998, the Constitution was amended to provide for a seven-year presidential term. The first presidential election under the amended constitution was held in January 1999 and resulted in the election of President Nazarbayev to his first seven-year term; the second took place in December 2005 (see below).

The parliament consists of two chambers: the 39-seat upper house (Senate) and the 107-seat lower house (Majilis). The Senate is made up of two elected representatives from each of Kazakhstan’s 14 regions, plus the cities of Astana (capital) and Almaty (former capital). Representatives serve terms of two, four or six years. The remaining seven members are appointed directly by the President from a choice of prominent public figures, academics, intellectuals etc. The Majilis is a directly elected body. According to the new election law (amended in June 2007) 98 of the 107 seats in the lower chamber (Majilis) are elected by direct suffrage according to a proportional representation system with one national electoral district. Parties reaching the 7% threshold receive mandates according to their share of votes. The remaining 9 deputies are appointed by the Assembly of People of Kazakhstan (APK) and represent the national minorities.

There are 8 political parties in Kazakhstan, compared to 13 one year ago. 7 parties submitted candidate lists for the 2007 parliamentary elections, only the Communist Party of Kazakhstan renounced. The leading Nur-Otan party resulted from a merger of four parties representing supporters of the current government. Other fusions have also recently taken place, namely the fusion of opposition party Nagyz Ak Zhol and the All National Social Democratic Party (ANSDP) which later merged with Adilet.

**The democratization process**

* 30 August 1995, A new Constitution was approved in a nationwide referendum. Kazakhstan officially becomes a democratic republic.
* January 1999, First ever presidential elections with four alternative candidates for the presidency; observed by the OSCE (Organisation for Security and Cooperation in Europe)
* December 1999, First ever parliamentary elections carried out on party basis with 8-9 candidates per seat and 9 parties taking part in elections, observed by the OSCE.
* September 2004, New parliamentary elections, held under the revised Election Law of April 2004. Electoral turnout: 56%.
* December 2005, New presidential elections with 5 candidates, including 2 major opposition leaders. President Nursultan Nazarbayev is re-elected for a new seven-year (concluding) term in office after campaigning against four other candidates and winning the majority of votes with an electoral turnout of about 80%.
* May 2007, Parliament approved amendments to the Constitution, aimed at redistributing the balance of power in favour of the legislature. The reforms include an increase of Majilis members from 77 to 107. The presidential term is also to be reduced from seven to five years – although another change allows the current president, Nursultan Nazarbayev, to be re-elected indefinitely.
* 20 June 2007, The President dissolves lower house and calls for early Majilis elections to speed up the parliamentary reforms. The Majilis, whose term officially ends in 2009, needs to be re-elected for these reforms to come into force.
* 18 August 2007, The fourth parliamentary elections since Kazakhstan’s independence take place. Following the count, on 20 August President Nazarbayev's Nur-Otan party received 88% of the vote, and no other party cleared the 7% barrier needed to win a seat in the l A national company specially set up to hold EXPO-2017 will be established in Kazakhstan, Kazakh Minister of Economic Development and Trade Erbolat Dosaev said a government meeting today.

Answer the following questions:

1. When was the Republic of Kazakhstan declared its independence?
2. Can you tell me an International relations between other countries?
3. Kazakhstan is a member of the United Nations, Organisation for Security and Cooperation in Europe and so on. Can you improve it.

**Task 2. Грамматический материал**

**The for-to-infinitive construction**

In the for-to-infinitive construction the infinitive (usually an infinitive phrase) is in predicate relation to a noun in the common case or a pronoun in the objective case introduced by the preposition for. The construction is used where the doer of the action (or the bearer of the state), expressed by the infinitive, is different from that of the finite verb (the predicate):

The doer of the action of the finite verb and of the infinitive is the same:

The doer of the action of the finite verb and of the infinitive is not the same:

Ex: *He longed to see the truth. -* Он очень хотел узнать правду.

*All I want is to get out of here for good. -* Единственное, чего я хочу, - это навсегда уехать отсюда.

*He longed for me to see the truth.-* Он очень хотел, чтобы я узнал правду.

*All I want is for Jack to get out of here for good. -* Единственное, чего я хочу, - это чтобы Джек навсегда уехал отсюда.

The for-to-infinitive construction has the same functions as a single infinitive, though with some restrictions.

**1. Subject.** The for-to-infinitive construction in the function of the subject usually occurs in sentences with the introductory it, though it is occasionally placed at the head of the sentence:It was difficult for him to do anything else.

For me to hear him was disturbing.

**2. Predicative.** In this function the construction is mostly used with the link verb to be:

The best thing is for you to do it now.

**3. Object**. The construction functions as object of both verbs and adjectives:

a) She watched for the door to open.I don’t think I should care for it to be known.

b) His family were anxious for him to do something. I’m so glad for you to have come at last.

**4. Attribute:** There was no need for him to be economical.

**5. Adverbial modifier of purpose and consequence:** She paused for him to continue.

The wall was too high for anything to be visible.

He had said enough for me to get alarmed. In all its uses this construction is generally rendered in Russian by a subordinate clause.

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Exercise 20. Choose the right word:**

*peel* - *scrape*

1. New potatoes are nice to the taste but **I** hate **…** them. 2. I’ve boiled potatoes in their jackets/skins, will you **…** them?

*steady - firm*

1. The chair was not **…** because one of its legs was broken.

2. The oak-tree stood **…** in the earth. 3. Mr. Convoy was a **…** customer at the bookshop. 4. His decision was **….**

*crack* - *break*

1. The cup …**,** but the pieces still held together. 2. The ice **…** and then **…** under his feet. 3- Brittle things **…** easily.

*taste* - *flavour*

**1**. The peach has a peculiarly fine **….** 2. The fruit looked tempting, but it turned out to have an unpleasant **….** 3-1 like the lemon **…** of the sweets.

**Exercise 21. Give equivalents for the following phrases:**

Заниматься сплетнями, заводить часы, сматывать шерсть в клубок, задеть локтем за что-то, работать без передышки, внести вклад во что-л., работать с огоньком, быть горьким на вкус, обвести кого-л. вокруг пальца, попасть в беду, быть замешанным в кому-либо деле, о вкусах не спорят, в хорошем вкусе.

# Exercise 22. Complete the sentences using infinitive constructions. Remember that the verb before the Infinitive Construction must be in Simple Past. The first sentence is given as an example.

1. On our first day in London, our guide (tell us / what / do)  in London.
2. She (show us / where / catch)  the nearest bus or underground.
3. We also (learn / how / buy)  tickets for the London underground.
4. On our second day, we (not know / whether / go)  on a sight-seeing tour.
5. We (ask our guide / where / get)  tickets for the sight-seeing tours.
6. She (explain / where / find)  the tour guides and (how much / pay)  for a sight-seeing tour.
7. On the sight-seeing tour we (find out / how / hop  off and on the busses to see as much of London as possible.
8. We soon (know / which bus / wait for)  at the stop.
9. We only (wonder / what / visit)  first.

**Exercise 23. Translate the following sentences into English.**

1.На всякий случай не рассказывайте об этом никому, некоторые люди любят посплетничать о чужих делах.2. «По-моему, в нашем доме мало сплетниц, нам повезло», -сказала Энн.3. «Никогда бы подумала, что Джейн будет распространять сплетни», сказала Кейт. –«А ты не слушай», -ответила Дотти. 4. Давайте поднимемся по этой винтовой лестнице на верх башни.5. Он едва-едва сдал экзамены, но по-моему, он понял, что нельзя терять столько времени попусту.6. Это вполне приличный дом отдыха, но нам очень не повезло с погодой: с утра до вечера, не переставая, шел дождь.7. В эту минуту я не смогла не восхититься ее самообладанием. Твердой рукой она вдела нитку в иголку и продолжала шить, как будто ничего не произошло. 8. Он казался вполне уравновешенным молодым человеком. 9. Давайте подложим что-нибудь под ножку стола, чтобы он не качался. 10.Не скребите, пожалуйста, вилкой по тарелке, я не выношу этого звука.

Конец формы

**Текст № 6.**

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.
* Грамматический материал: The for-to-infinitive construction

**Elections in Kazakhstan**

Ballot boxes, Kazakh flag and state seal in an Astana polling place before the 2007 legislative elections.

Elections in Kazakhstan are held on a national level to elect a President and the Parliament, which is divided into two bodies, the Majilis (Lower House) and the Senate (Upper House). Local elections for maslikhats (local representative bodies) are held every five years.

Elections are administered by the Central Election Commission of the Republic of Kazakhstan.

Kazakhstan is a one party dominant state. This party is a union of several parties and it was elected in 2007. Opposition political parties are allowed, but are widely considered to have no real chance of gaining power.

Voting booths, each with an AIS "Sailau" touch-screen electronic voting machine. In the recent Kazakh elections, many Kazakh voters were offered a choice of voting on electronic voting machines or on paper ballots. At least some of the ballot boxes used in Kazakhstan are transparent in order to defend against ballot box stuffing. Each polling place was equipped with both a large ballot box and smaller mobile ballot boxes. The latter are designed to be carried, by poll-workers, to voters outside the polling place. This is an alternative to offering absentee ballots or proxy voting for voters with disabilities that prevent them from going to the polls.

Electronic voting in Kazakhstan is based on the AIS "Sailau" electronic voting system developed in Belarus and Kazakhstan. This system is best described as an indirect-recording electronic voting system, as opposed to the DRE voting machines that have been more widely studied.[3] In this system, the touch-screen voting terminal in the voting booth serves as a ballot marking device, recording selections on a smart card. The voting terminal itself retains no record of the vote after the voter takes the smart card. The voter then takes the smart card containing the cast ballot record to the computer at the registration table that serves as the electronic ballot box where the permanent record of the vote is retained and tabulated.

**Elections in the United Kingdom**

There are six types of elections in the United Kingdom: United Kingdom general elections, elections to devolved parliaments and assemblies, elections to the European Parliament, local elections, mayoral elections and Police and Crime Commissioner elections. Elections are held on Election Day, which is conventionally a Thursday. General elections have fixed dates, and must be called within five years of the opening of parliament following the last election. Other elections are held on fixed dates, though in the case of the devolved assemblies and parliaments early elections can occur in certain situations. Currently, six electoral systems are used: the single member plurality system (First Past the Post), the multi member plurality system, party list PR, the single transferable vote, the Additional Member System and the Supplementary Vote.

Elections are administered locally: in each lower-tier local authority, the actual polling procedure is run by the Returning Officer and the compiling and maintenance of the electoral roll by the Electoral Registration Officer (except in Northern Ireland, where the Electoral Office for Northern Ireland assumes both responsibilities). The Electoral Commission only sets standards for and issues guidelines to Returning Officers and Electoral Registration Officers, but is responsible for nationwide electoral administration (such as the registration of political parties and directing the administration of national referendums).

**Форма контроля: ч**тение и пересказ текстов.

Answer the following questions:

1. When are Elections held in Kazakhstan?
2. The Parliament is divided into two bodies, the Majilis (Lower House) and the Senate (Upper House). Do you agree?
3. Can you tell me about "Sailau" touch-screen electronic voting machine. Describe about "Sailau" touch-screen electronic voting machine
4. How is Electronic voting based on in Kazakhstan?
5. How many types of elections are in the United Kingdom?
6. Elections are administered locally, aren’t they?

**Exercise 24. Fill in prepositions:**

1.Stand … front of me, you’ll see better then, there will be nothing … the way … your view.2. Frankly speaking, I don’t see anything … that idea. 3. She is always … trouble … her son. He can’t resist bad influence. 4. I can never talk easily … him, we seem to have nothing … common. 5. A stitch …time saves nine.*(proverb).* 6. A bird … the hand is worth two … the bush. .*(proverb).*7. There were not many people at the meeting, about 10 or 12 … number. I should think.8. Our preparation had to be made …secret, which required caution. 9. We are …sight… land now and will soon be … port. 10. The matter …itself is not important, …fact I was going to take no notice …it, but he had acted … such a way that I must take it into consideration. … any case it can’t affect you. 11. I shall take these plates away now bring the pudding … . 12. Come to our village … a month or so. You’ll see then how beautiful it is …early June, all the houses smothered … roses and not a cloud … the sky.

**Exercise 25. Translate the following sentences into English. Pay attention to the prepositions:**

1.Такого учителя нелегко найти, таких на тысячу один. 2. Я был в самой середине толпы и не мог подойти к вам. 3. На вашем месте я бы подождал немного, это в ваших интересах. 4. «Кто вынимал сегодня почту? Не хватает одной газеты», возмущенно сказал отец. 5. Кондуктор автобуса помог старой женщине войти. 6. Джим открыл дверь и впустил мокрую от дождя собаку. 7. Вы сегодня в плохом настроении, не так ли? –Да, что-то мне не по себе. Я, пожалуй, лучше останусь дома и почитаю. 8. Джон помог жене снять пальто и усадил ее в кресло у камина.9. Разве вы не знаете, что контрольную работу не пишут карандашом? 10.Мы сошли с поезда и отправились на поиски гостиницы. 11.Говорите шепотом. Анна, кажется, заснула. 12. Джордж отрезал кусок хлеба, намазал его маслом и принялся за еду. 13. Этот студент уверен в своих знаниях и немного рисуется. 14. Краска не отходит от пальто, я не могу ее соскоблить. 15. Вы не знаете, как у него дела с книгой, которую он пишет? -Я его давно не видел, мы не ладим с ним. – но почему? По-моему, вы придираетесь к нему. При всех своих недостатках он осень порядочный человек.

**Exercise 26. Fill in prepositions and adverbs:**

**1.** This train starts **…** Plymouth and goes **…** London. 2. What country do you come **…?** 3. You must try to look at the matter **…** my point **…** view. 4. Stop that boy **…** spoiling the book. 5. Johnson never made any provision **…** the future, he just lived **…** hand **…** mouth. 6. **…** time **…**time I will examine you on the work you have done. 7. I know it **…** my own experience. 8. We must keep them **…** getting to know about our plans. 9. The speaker never referred **…** his notes, he spoke **…** memory. 10. His arrival was a surprise **…** me. 11. Don’t pay attention **…** what he is doing. 12. The guide drew out attention **…** an old church, which was a fine specimen ofRenaissance architecture. 13. It was rough **…** the Atlantic and the girl had to keep **…** her cabin. 14. The banquet drew **…** its close. 15. The fact is it never occurred **…** me. 16. The chances are ten **…**one. 17. Turner’s colours were true  **…** nature. 18. The bus was filled **…** the bursting point. 19.Everybody was scared almost **…** death. 20. Mr. Wolfe took a great fancy **…** his niece. 21. Sybil’s father and mother might possibly object **…** the marriage. 22. I am going home **…** about three days. Of course, I shall take only the things I can’t do **….** 23. He is **…** exception the best pupil I have ever had. 24. Iknow you will work hard, that goes **…** saying.

### Test yourself

### Choose the correct variant: Non-Finite Forms of the Verb

1. **Is there anything in that new magazine worth \_\_\_\_\_.**  
   to read  
   reading
2. **Although I was in a hurry, I stopped \_\_\_\_\_ to him.**  
   to talk  
   talking
3. **I really must stop \_\_\_\_\_\_.**  
   to smoke  
   smoking
4. **Would you mind \_\_\_\_\_\_ the front door?**  
   to close  
   closing
5. **You should remember \_\_\_\_\_\_ him. He’ll be at home.**  
   to phone  
   phoning
6. **Do you enjoy \_\_\_\_\_\_?**  
   to teach  
   teaching
7. **All parts of London seem \_\_\_\_\_\_ to different towns and epochs.**  
   to belong  
   belonging
8. **Why have you stopped? Go on \_\_\_\_\_\_.**  
   to read  
   reading
9. **The teacher asked us some questions and went on \_\_\_\_\_\_ us about the climate of England.**  
   to tell  
   telling
10. **When we had finished \_\_\_\_\_\_ the waiter brought the bill.**  
    to eat  
    eating
11. **My elder brother went to college, and I hope \_\_\_\_\_\_ there too.**  
    to go  
    going
12. **My car needs a service badly, and Tom offered \_\_\_\_\_\_ me with it.**  
    to help  
    helping
13. **Avoid \_\_\_\_\_\_ and you’ll feel better soon.**  
    to overeat  
    overeating
14. **I can’t help \_\_\_\_\_\_ about that awful accident.**  
    to think  
    thinking
15. **The Brains want \_\_\_\_\_\_ Boston this week.**  
    to leave for  
    leaving for
16. **I’ll always remember \_\_\_\_\_\_ you for the first time.**  
    to meet  
    meeting
17. **I decided \_\_\_\_\_\_ my holiday in France.**  
    to spend  
    spending
18. **I enjoy \_\_\_\_\_\_ very much.**  
    to travel  
    travelling
19. **We might manage \_\_\_\_\_\_ a lot of interesting places there.**  
    to visit  
    visiting
20. **I dislike \_\_\_\_\_\_ around in the car.**  
    to tour  
    touring

**Модуль 5.**

**№ 2. *Внутренняя и внешняя политика СИЯ и Казахстана.***

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.
* Изучение грамматического материала.Predicative Constructions with the Gerund and their syntactic functions.

**Текст 7.**

**National company to be created to hold EXPO-2017 in Kazakhstan**

A national company specially set up to hold EXPO-2017 will be established in Kazakhstan, Kazakh Minister of Economic Development and Trade Erbolat Dosaev said a government meeting today.

*"Today, we also adopt the draft decree on establishing a national company 'Astana EXPO-2017',"* he said. *"Its activity in 2013 will focus on the formation of the authorised directives, as well as elaboration of preparatory processes. Today we are adopting a draft decree."*

He said the ministry will soon set up a national consultancy office with Astana's mayor and the directorate for the city's facility preparation and construction. The EXPO 2017 support fund will continue its work to offer support under the Nurly Astana corporate fund. The national company's main task will be the implementation of a substantial part of the registration dossier, the design and construction of the infrastructure and facilities in EXPO-2017.

"The EXPO 2017 Support Fund will continue to cooperate with member states of the International Exhibition Bureau within the implementation of obligations on the signed memorandums and render assistance in scientific research in the field of renewable energy resources," he said. "Currently, the Foreign Ministry agreed the amount required for replenishing the Expo 2017 Support Fund to the amount of five million euros for these activities. A request was made to indicate the point of allocating this amount from the Sovereign Wealth Fund Samruk-Kazyna in favour of the shareholder."

He also said the national consultancy office will be engaged in ensuring the participation of a Kazakh delegation in the meetings of the executive committee and the General Assembly of the International Exhibition Bureau.

It will cover the development and promotion of the project dossier and the development of conceptual activities created by the national company taking into account the international experience. He also stressed that the management under Astana's city mayor's office must deal with the issues of preparing and developing the city's infrastructure for effectively holding the exhibition.

*"Together with Astana's city mayor's office we will submit a proposal on the final approval of a land plot for holding exhibitions and other events to the president,"-* said Prime Minister Serik Akhmetov, summing up the meeting. "More than 90 per cent of the activities for organizing and holding EXPO -2017 are scheduled for 2013." legislature.

Answer the following questions:

1. Have you got any information about “EXPO-2017”?
2. Does it adopt the draft decree on establishing a national company 'Astana EXPO-2017'?
3. Will be the participation of a Kazakh delegation engaged in ensuring?
4. Will "The EXPO 2017 Support Fund continue to cooperate with member states of the International Exhibition Bureau?

**Task 3. *Грамматический материал***

**The Gerund: forms and functions.**

Герундий

Герундий – это неличная форма глагола, выражающая название действия и обладающая как свойствами глагола так и существительного.

В русском языке нет соответствующей формы. Его функции в предложении во многом сходны с инфинитивом, однако он имеет больше свойств существительного.

Глагольные свойства герундия выражаются в том, что:

**1. Герундий переходных глаголов может иметь прямое дополнение (без предлога):**

reading books – читать (что?) книги

preparing food – готовить (что?) пищу

**2. Герундий может иметь определение**, выраженное наречием (в отличие от существительного, определяемого прилагательным):

reading loudly - читать (как?) громко

driving quickly – ездить (как?) быстро

**3. Герундий имеет неопределенную и перфектную формы**, а также формы залога – действительного и страдательного.

Всеми этими признаками обладает и причастие I (также имеющее ing-форму). Однако герундий обладает и свойствами существительного, которые выражаются в том, что герундий:

1. Может определяться притяжательным местоимением и существительным в притяжательном или общем падеже (это - герундиальный оборот):

their singing - пение (чье?) их

my friend’s reading – чтение (чье?) моего друга

Helen(’s) coming – приезд (чей?) Хелен

**2. Перед ним может стоять предлог, например:**

by reading - путем чтения, читая

before leaving – перед уходом

3.**Как существительное он может служить в предложении: подлежащим**, частью составного сказуемого, дополнением, определением или обстоятельством.

Примечание: Однако герундий в отличие от существительного, в том числе и отглагольного (та же ing-форма), не может иметь артикля и формы множественного числа.

**Перевод герундия**. Аналогичной части речи в русском языке нет, а так как он имеет признаки существительного и глагола, то в русском языке можно найти два способа его перевода:

а) существительным, передающим процесс: курение, чтение;

б) глаголом, чаще всего неопределенной формой (инфинитивом) – делать, а иногда, если есть предлог, деепричастием – делая.

Сложные формы герундия почти всегда переводятся придаточными предложениями.

**Образование герундия**. Герундий образуется так же, как и причастие I: к инфинитиву без частицы to прибавляется окончание –ing, это так называемая IV-я форма английского глагола. Правила прибавления окончания -ing смотри в разделе: "Приложения. Образование и чтение –ing форм."

Отрицательная форма герундия образуется с помощью частицы not которая ставится перед герундием.

***Функции герундия в предложении***

Обладая свойствами глагола и существительного герундий может употребляться в функции любого члена предложения (кроме простого сказуемого): подлежащего, части составного сказуемого, дополнения, определения и обстоятельства.

**В роли подлежащего:**

В роли подлежащего герундий употребляется без предлога. Переводится существительным или неопределенной формой глагола (инфинитивом).

*Smoking is bad for health. -*Курение вредно для здоровья.

*Reading gives you knowledge. -*Чтение приносит вам знание.

Может иметь при себе зависимые слова, вместе с которыми образует герундиальную группу, которая ограничивается сказуемым.

*Swimming in the lake is forbidden.-*Купаться (купание) в озере запрещено.

*Asking him about it was useless.-*Просить его об этом было бесполезно.

В современной разговорной речи герундий в качестве подлежащего, также как и инфинитив, обычно употребляется в конструкции с формальным подлежащим it.

*It was dangerous for him swimming in such cold water. -*Было опасно для него плавать в такой холодной воде.

*It is foolish arguing over trifles. -*Глупо спорить по пустякам.

В разговорной речи употребительны конструкции: it is no use, it is no good – бесполезно, it is worth / while – стоит (например: потраченного времени, усилий):

*It’s no use waiting any more. -*Бесполезно ждать больше.

*It is worth while doing it. -*Это стоит сделать.

Выбор между инфинитивом и герундием после вводного it зависит от многих факторов. Например, при употреблении инфинитива речь идет о более общих фактах и положениях, а при употреблении герундия - о более конкретных, знакомых собеседнику, фактах. Поэтому герундий обычно сопровождается дополнениями или обстоятельствами, конкретизирующими ситуацию (или она ясна из контекста):

*It’s no good to worry.-* Бесполезно волноваться.

*It’s no good worrying now. -*Теперь бесполезно волноваться.

Относительно времени: инфинитив обычно ассоциируется с настоящим (и будущим), а герундий – с прошедшим временем:

*It’s very nice to meet you.-*Приятно познакомиться с вами. (при знакомстве)

*It was very nice meeting you. -*Приятно было познакомиться с вами. (при прощании)

В реальной разговорной речи употребляются неполные предложения:

*Nice/Lovely/Pleasure meeting you. -*Приятно было познакомиться с вами.

*Nice talking to you. -*Приятно было побеседовать с вами.

*Good seeing you again. -*Приятно было повидаться с тобой опять.

Примечание: В последнее время инфинитив вытесняет герундий в разговорных клише, поэтому предложения с инфинитивом можно теперь услышать и при прощании:

*Good to speak to you.-* Приятно было поговорить с вами.

*Nice to know you. -*Приятно было познакомиться с вами.

**Герундий после частицы no употребляется в указаниях-запрещениях:**

No talking! - Не разговаривать!

No smoking! - Не курить!

No littering! – Не сорить!

В этом случае за герундием не может следовать дополнение, поэтому если запрещение включает дополнение, то употребляется не герундий, а повелительная форма глагола: Do not smoke here. Не курите здесь. (Здесь не курят.)

**Как часть составного именного сказуемого:**

В этом случае герундий играет роль смысловой части сказуемого, следуя за глаголом-связкой to be (am, is, are, was, were,…):

*His hobby is collecting stamps.-*Его хобби - коллекционировать марки. (коллекционирование марок)

*His task was translating the text from English into Russian.-*Его задача заключалась в том, чтобы перевести текст с английского на русский.

При этом подлежащее должно обозначать предмет, который сам не может осуществлять действие, выраженное тем глаголом от которого образован герундий.

*Your job is sorting the mail. -* Твоя работа – сортировать почту.

Если же подлежащее может выполнять действия, выраженные –ing формой глагола (IV-ой формой), то перед нами не герундий, а хорошо известная форма глагола в изъявительном наклонении – Continuous. Модель ее образования точно такая же: to be + IV (-ing).

She is reading.

Она (сейчас) читает.

He is walking in the mountains.

Он (сейчас) гуляет в горах.

***В роли дополнения (герундий после глагола)***

Наиболее часто герундий употребляется в роли дополнения: прямого (без предшествующего предлога) или предложного косвенного дополнения (после предлогов). На русский язык может переводиться существительным, неопределенной формой глагола или сказуемым в придаточном предложении.

Пояснение в скобках "герундий после глагола" объясняется тем, герундий в положении после глаголов, выражающих начало, конец или продолжение действия: to begin, to start – начинать, to continue, to go on – продолжать, to finish – заканчивать, to stop – прекращать почти все авторы относят к составному глагольному сказуемому, объясняя это тем, что перечисленные глаголы сами по себе не выражают полного смысла и требуют дополнения.

Этот подтип называют по разному – сложное видовое, аспектное и т.д. глагольное сказуемое, а каждый из авторов дополняет список входящих в него глаголов своими, например: to want – хотеть, to like – нравиться, to try – стараться и т.д. Этот список можно продолжать еще очень и очень долго. Гораздо проще рассмотреть все эти глаголы вместе, уточнив – "герундий после глагола".

**1. В роли прямого дополнения**

В английском языке в роли прямого дополнения после одних глаголов употребляется только инфинитив, после других - только герундий; а после ряда глаголов допустимо употребление как одного, так и другого.

**1 Глаголы, после которых в качестве прямого дополнения употребляется только герундий (а не инфинитив):**

to admit – допускать, признавать

to avoid - избегать

to delay–откладывать

to deny – отрицать, отвергать

to dislike - не нравиться

to enjoy – наслаждаться, нравиться

to escape – убегать

to excuse – извинять(ся)

to finish – закончить

to forgive – прощать, извинять

to imagine – воображать

to mention – упоминать

to mind – возражать (в вопросах и отрицаниях)

to miss - упустить

to postpone - откладывать

to risk – рисковать

to stop - прекращать

to suggest – предлагать

to understand – понимать и др.

*For example:*

*He avoided looking at us. -*Он избегал смотреть на нас.

*We finished dressing. -*Мы закончили одеваться.

*I don’t mind doing it for you. -*Я не возражаю сделать это для тебя.

*Stop laughing. -*Перестань смеяться.

**Только герундий употребляется и после таких составных глаголов:**

to burst out - разразиться

to give up – прекращать

to go on – продолжать

to keep (on) - продолжать

to put off – отложить

can’t help – не могу не, нельзя не…

can’t stand – не могу терпеть…

*For example:*

*They burst out laughing. -*Они разразились смехом.

*He gave up smoking. -*Он бросил курить.

*Go on reading. -*Продолжай читать.

*They went on eating. -*Они продолжали есть.

*I cannot help asking. -*Я не могу не спросить.

**С глаголом to go герундий используется в некоторых характерных сочетаниях:**

to go fishing – ходить на рыбалку

to go dancing – заниматься танцами

to go shopping – ходить за покупками

to go skating – кататься на коньках

to go swimming – заниматься плаванием

to go walking – ходить на прогулку и др.

**2. Глаголы, после которых употребляются как герундий, так и инфинитив:**

to attempt - пытаться

to begin - начинать

to continue - продолжать

to forget - забывать

to hate - ненавидеть

to intend - намереваться

to like – нравиться

to love – любить

to need - нуждаться

to prefer - предпочитать

to propose - предлагать

to refuse – отказываться

to regret - сожалеть

to remember– помнить, вспоминать

to require - требоваться

to try - стараться

to start - начинать

*The children began playing (to play). -* Дети начали играть.

*Please continue writing (to write). -* Пожалуйста, продолжайте писать.

*She likes travelling (to travel).* - Она любит путешествовать.

*They hate to work (working).-* Они ненавидят работать.

**Герундий, как и существительное, может заменяться на it:**

*Do you like swimming?-* I like it very much.

*Вы любите плавание?-* Мне оно очень нравится.

Выбор между инфинитивом и герундием.

В тех случаях, когда приходится выбирать, что употребить – инфинитив или герундий, а это касается не только приведенного списка глаголов, но и всего вопроса в целом, следует руководствоваться следующими тремя положениями:

1. Инфинитив обозначает более краткое или более конкретное проявление данного действия.

Герундий, будучи -ing формой обозначает процесс, более продолжительное и более общее проявление данного действия.

2. Инфинитив по своему происхождению связан с будущим, с направлением к цели, которую еще нужно достичь.

Герундий соответственно будет ассоциироваться с настоящим и прошлым.

3. В последнее время, как в американском, так и в британском английском языке проявляется тенденция к более широкому употреблению инфинитива за счет герундия.

**Герундий.**

**Инфинитив.**

He began working for this company in 1995. – *Он начал работать на эту компанию в 1995 году.*

He began to work an hour ago. – *Он начал работать час назад.*

I prefer going by air. - *Я предпочитаю летать самолетом.*

I prefer to go by air. - *Я предпочитаю лететь самолетом.*

Try standing up. – *Попробуй стоять.*

Try to stand up. – *Попробуй встать.*

I like his being nice to you. – *Мне нравится, что он хорошо к тебе относится.*

I (would) like him to be nice to you. – *Я хотел бы, чтобы он к тебе хорошо относился.*

I propose waiting till the doctor gets here.–*Я предлагаю подождать, пока не придет доктор.*

I propose to start tomorrow. – *Я намереваюсь начать завтра.*

I regret telling her what… - *Я сожалею, что уже сказал ей о том, что…*

I regret to say you that… - *К сожалению, я должен сказать вам, что…*

***Глагол to forget:***

Забыть то, что уже сделано.

Забыть то, что нужно было сделать.

*I forgot answering his letter*. – Я забыл, что уже ответил на его письмо.

*I forgot to answer his letter*. – Я забыл ответить на его письмо.

***Глагол to remember:***

Помнить то, что уже сделано.

Помнить то, что нужно будет сделать.

*I remember seeing you somewhere*. – Я помню, что уже видел вас где-то.

*I remember to see you soon*. – Я помню, что мне нужно увидеться с вами вскоре.

***Глагол to stop:***

Обозначает прекратить действие.

Обозначает остановиться, чтобы выполнить, начать действие.

*They stopped smoking*. – Они перестали курить.

*They stopped to smoke.* – Они остановились, чтобы покурить.

*He stopped reading the notice.* - Он перестал читать объявление.

*He stopped to read the notice.* - Он остановился, чтобы прочитать объявление.

Примечание: Глагол to stop не включен в рассматриваемый выше список потому, что герундий выступает после него в роли прямого дополнения, а инфинитив в роли обстоятельства цели.

3. После некоторых глаголов пассивное действие, то есть действие, направленное на подлежащее предложения, передается простым герундием (Indefinite Active), а не его страдательной формой (Passive Gerund). Это глаголы:

*to need* – нуждаться

*to require* – нуждаться, требовать

*to want* – требовать(ся)

*to be worth* – стоит (что-л. делать)

*The car needed painting. -*Машину нужно было красить (нуждалась в покраске).

*Does your suit require pressing?-*Вам нужно погладить костюм?

*The blouse wants washing.-*Эту блузку надо выстирать.

4. Герундий употребляется в роли беспредложного дополнения к сочетанию to be + прилагательные: like похожий, busy занятый, worth или чаще worth while стоящий (потраченного времени):

Mary was busy laying the table.-Мэри была занята накрыванием стола.

Is it worth going there? -Туда стоит ехать?

**2. В роли предложного дополнения**

В роли предложного косвенного дополнения герундий может стоять после бесчисленного количества глаголов, прилагательных и причастий, употребляющихся с фиксированными предлогами. В этом случае, как уже говорилось, из глагольных форм может употребляться только герундий.

1. **После глаголов с предлогами, чаще of, for, in** и др. Например:

to agree on/to – соглашаться с

to complain of – жаловаться на

to consist in - заключаться в

to count on/upon -рассчитывать на

to depend on – зависеть от

to feel like – хотеть, собираться

to hear of - слышать о

to insist on - настаивать на

to keep from – удерживать(ся) от

to look forward to - предвкушать

to look like – выглядеть как

to object to – возражать против

to persist in – упорно продолжать…

to result in - иметь результатом

to speak of – говорить о

to succeed in - удаваться

to suspect of - подозревать в

to thank for – благодарить за

to think of - думать о, и т.д.

*For example:*

She didn’t agree to coming here.- *Она не согласилась на то, чтобы прийти сюда.*

I don’t feel like working. - *Что-то мне не хочется работать.*

He is looking forward to seeing her. -*Он с нетерпением ждет встречи с ней.*

She looks like leaving. *- Она собралась уходить.*

Thank you for calling. *- Спасибо за звонок*.

We think of going there. -*Мы подумываем о том, чтобы пойти туда.*

2. **После сочетаний: глагол to be** (am, is, are…) + прилагательное или причастие с предлогами, чаще of, for, at, например:

to be afraid (of) - бояться чего-л.

to be ashamed (of) -стыдиться чего-л.

to be engaged in – быть занятым чем-л.

to be fond of - любить что-л.

to be good at – быть способным к

to be interested in - интересоваться

to be pleased (at) – быть довольным

to be proud (of) - гордиться чем-л.

to be sorry (for) - сожалеть

to be surprised (at) - удивляться чему-л.

to be tired of – уставать от чего-л.

to be used to - привыкать к, и др.

*For example:*

He was afraid of missing his train.- *Он боялся пропустить свой поезд.*

I’m pleased at your coming.- *Мне приятно, что вы пришли.*

(I’m) Sorry for disturbing you*.- Извините за беспокойство.*

I’m tired of waiting. - *Я устал ждать.*

He is used to living with his parents. - *Он привык жить с родителями.*

Причем после некоторых сочетаний можно использовать или инфинитив (если за ними нет предлога), или герундий (если за ними есть предлог). В приведенном выше списке эти предлоги поставлены в скобки ( ), например:

They were ashamed to be late. *или* They were ashamed of being late.

Им было стыдно, что они опоздали.

**В роли определения**

Поясняет любой член предложения, выраженный существительным, отвечая на вопросы: *какой?, какая?, какое?, чей?,* который? и т.д.

В роли определения герундий обычно стоит после поясняемого существительного с различными предлогами, чаще с of, реже с for, in, at, about и to. Чаще встречается после таких абстрактных существительных, как например:

chance of – шанс, возможность

hope of – надежда на

idea of – идея, мысль о

interest in – заинтересованность в

reason for – причина, основание для

right of - право на

thought of – мысль о

way of – способ, путь и т.д.

There was little hope of finding the man. - *Было мало надежды найти этого человека.*

They gave up the idea of selling their car. - *Они отказались от идеи продать свою машину.*

I don’t like his manner of reading.- *Мне не нравится его манера чтения.*

I don’t see any use in going there. - *Я не вижу необходимости идти туда.*

Герундий может находится и перед определяемым им словом, в этом случае без предлога. Тогда его следует отличать от причастия настоящего времени.

Причастие I всегда обозначает действие, совершаемое лицом или предметом, выраженным существительным, например:

a writing man - *пишущий человек*

a dancing girl – *танцующая девушка*

She looked at the sleeping child. - Она посмотрела на спящего ребенка.

Герундий же передает назначение предмета, выраженного существительным. Это существительное не может совершить действие, выраженное глагольной ing-формой.

a reading material = a material for reading - материал для чтения

a sleeping car = a car for sleeping - спальный вагон

Герундий таким образом входит в состав сложных существительных, например:

a writing table - *письменный стол*

a writing paper – *почтовая бумага*

a booking office – *билетная касса*

a swimming pool– *плавательный бассейн*

a driving force – *движущая сила*

a drilling machine – *буровая машина*

**В роли обстоятельства**

Относится к глаголу, отвечая *как?, где?, когда?, зачем?, почему?* и т.д. совершается действие.

В этой роли герундию всегда предшествует предлог, и он может переводиться существительным, деепричастием или сказуемым придаточного предложения.

1. Для выражения обстоятельств времени с предлогами:

in -при, в процессе, в то время как;

on - по, после, когда;

before - перед;

after - после

In copying the text, he made a few mistakes. -*При списывании текста, он сделал несколько ошибок.*

On coming home from school I have dinner. - *Придя домой из школы, я обедаю.*

He called me before leaving. - *Он звонил мне перед отъездом.*

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

Примечание: В роли обстоятельств с таким же значением употребляется и причастие настоящего времени. Но в отличие от герундия, которому в этой функции всегда предшествует предлог, причастие настоящего времени никогда не употребляется с предлогом:

(герундий) On coming home he began to work.

(причастие) Coming home he began to work. Придя домой, он начал работать. (переводятся одинаково)

2. Для выражения причины с предлогами: for–за; through из-за, посредством, благодаря:

He was angry with me for bringing the news.- *Он сердился на меня за то, что я принес ему эти новости.*

He caught cold through getting his feet wet.- *Он простудился из-за того, что промочил ноги.*

3. Для выражения обстоятельств образа действия, условия и сопутствующих обстоятельств с предлогами:

by - путем, при помощи, посредством (каким образом ?,чем ?),

without – без (помощи) - переводится либо не + деепричастие, либо без + существительное, (например: without waiting - не ожидая и без ожидания),

besides - кроме,

instead of – вместо.

By doing that you’ll save a lot of time.- *Поступая так, ты сэкономишь массу времени.*

Mr Brown went out without saying a word. - *М-р Браун вышел, не сказав ни слова.*

Instead of stopping the rain increased. - *Вместо того чтобы прекратиться, дождь усилился.*

SPEECH PATTERNS

|  |
| --- |
| 1. **If I were asked** to cite a single reason, for your preeminence, **I would point to your creation** of a special world. |

I would certainly give you the number of my room if I had one.

I would have gone, if I hadn’t made up my mind.

|  |
| --- |
| 1. When I was a child, I suffered from an almost complete **lack of words**. |

The plants died for lack of water.

His lack of wit was quite evident.

|  |
| --- |
| 1. Was it only the accident of the puppet theatre that sent you **the way of theatre rather than of books?** |

It was a foolish rather than a malicious remark.

He relied on his wit rather than his knowledge.

She is ignorant rather than stupid.

|  |
| --- |
| 1. Do you direct it in your head? – **In a way.** |

Did the play impress you? –In a way.

The work was well done in a way.

He is clever in a way.

|  |
| --- |
| 1. My impulse **has nothing to do with** intellect or symbolism. |

It has nothing to do with the original plan.

My decision has nothing to do with your explanation.

The answer has nothing to do with the question.

**Exercise 1. Complete the following sentences using the Speech Patterns:**

1. It was … a witty remark. 2. The officer is stubborn …*.* 3. The family suffered for …4. If 1 were invited to the concert… . 5. …is courage. 6. The article …art. 7. She is known for *her complete lack of taste.* 8. *What you need is* to go and see for yourself. 9. She is an experienced secretary…10. Your remark …with the problem under discussion. 11. She should be interested…12. He spoke ungraciously…13. She is poor and always feels …14. If Pete had many friends…15….is discretion. 16. …with Adam’s arrival. 17. I liked Maurice …until I got to know him. 18. The children were noisy …19. …I would say he was right.

**Exercise 2. Paraphrase the following sentences using the speech patterns:**

1. He is not concerned with their accommodation. 2. I think the room was not so cold, it was very damp.3. The girl said she liked hiking, though she disliked certain things. 4. I can not accept her explanation, but at least I can understand it. 5. I wish you hadn’t made an appointment with the lady, but I am not in a place.6. The girl was wasn’t plain. She was clumsy.7. I have no dealing with a papers. 8. He showed that he was unable to find words with which to express his thanks. 9. I think the group requires some extra help. 10. He is boring person. I don’t find him amusing. 11. She has no relationship with the Browns. 12. Everybody knows that she has little wisdom. 13 She requires is a good rest. 14. The good-natured March girls managed to lead interesting lives despite the family’s reduced circumstances. 15. Tell me all about it, Jo. I must know everything.

**Exercise 3. Translate the following sentences into English:**

Он скорее мудрый человек, нежели хитрый. 2. Безусловно, ваше предложения по-своему значимы, но они не затрагивают глубины процесса.3. Его речь характеризуется недостатком такта. 4. Если не будет удушающей жары, мы отправимся в путешествие уже завтра утром. 5. Отсутствие сплетен –вот, что вам необходимо. 6. Ко мне это не имеет никакого отношения. 7. Мы согласны, что это скорее допустимое решение проблемы, а не разумный выход из положения. 8. Этот художник по-своему талантлив, но мне его картины не нравятся. 9. Недостаток времени не позволил молодому ученому завершить эксперимент. 10. Ваши замечания не затрагивают существа ее работы. 11. Спокойный, надежный человек для руководства отделом – вот, что им нужно. 12. Если бы ты не положила столько соли в воду, огурцы бы не горчили. 13. Я бы охарактеризовала его скорее как опытного педагога, а не как талантливого учителя. 14. Затруднительное материальное положение в семье не помешало ей получить высшее образование.

**Exercise 4. Make up two sentences of own on each patterns.**

**Exercise 5. Make up a dialogue using the Speech Patterns and act it out.**

**Модуль 6**

**Текст № 8.**

***в) Чтение:***

* Чтение аутентичных текстов различных жанров: художественного, публицистического, прагматического и др. по данной тематике.

**Is There a Relationship between Political and Economic Integration?**

*by Nikola Mirilovic*

Economic integration in Asia has progressed further and enjoys broader support than political integration. Whether economic integration requires political integration in order to survive, and the nature of the relationship between interdependence and conflict, remain open questions. That is the case in general as well as in the particular case of key contemporary rising powers: China and India. These questions will play an important role in understanding the prospects for conflict or cooperation in Asia. This Policy Commentary outlines the general debate on these questions and applies it to China and to India.

The Interdependence Debate

The main argument linking economic integration and peace is as follows. Increasing trade and international investment facilitates economic efficiency by allowing for economies of scale, and for countries to take advantage of the benefits of specialization and exchange. Once international economic links are established, governments do not want to interrupt them and suffer an economic loss. They consequently pursue stable and peaceful relations with their trading partners.

The counterargument is that economic integration can increase the likelihood of conflict in two principal ways. First, integration can lead to trade disputes. For example, trade imbalances can lead to complaints by the country that is experiencing a trade deficit. Inflows of foreign investment can lead to concerns about excessive influence by foreigners. Second, economic integration can create a disproportionate vulnerability for one of the trading partners. For example, if two trading partners have economies of different sizes, the larger country might have many trading partners while the smaller one trades predominantly with the larger country. The larger country could then exercise leverage over the smaller country by threatening to sever the economic ties between them. The smaller country may not be able to credibly make the same threat.

International political integration can refer to countries ceding some of their sovereign powers to international (regional or global) institutions. The case for political integration is twofold. First its proponents argue that political integration can address some of the problems of economic integration described above. The claim is that trade disputes can be resolved via a super-national dispute resolution mechanism. For example, the World Trade Organization includes such a dispute resolution mechanism. Meanwhile, a super-national institution can also transfer funds from the region’s more developed countries to its less-developed ones to reduce concerns about international income inequality. European Union’s structural funds are an example of such a redistributive mechanism. Second, the proponents of international political integration argue that, in addition to facilitating stability by resolving economic disputes, it also leads to peace directly. The claim is that countries that integrate politically are unlikely to fight a war with one another.

The critics of political integration stress the consequent loss of autonomy. The loss of autonomy is problematic for two reasons in particular. First, the opponents of integration argue that decisions are best made at the local level by actors who are well informed about local conditions. As the size of the political unit increases, this local knowledge is increasingly likely to be lost. Second, the loss of autonomy can lead to concerns in smaller countries about takeover by larger countries. The fear is that integration inexorably leads to assimilation and/or incorporation into a larger country. A related concern is that integration leads to a loss of sovereignty and allows international actors to interfere in domestic political issues.

Answer the following questions:

1. Is there a Relationship between Political and Economic Integration?
2. Has Economic integration progressed in Asia?
3. What is the Interdependence Debate?
4. Is the main argument linking economic integration and peace?
5. What is the critics of political integration ?

**Task 4. Изучение грамматического материала.**

**Predicative Constructions with the Gerund and their syntactic functions.**

They sat down to supper, Manston still talking cheerfully. (Hardy) - *Они сели ужинать; Мэнстон продолжал весело разговаривать.*

Manston still talking cheerfully, is a predicative construction with a participle: the participle talking stands in predicate relation to the noun Manston, which denotes the doer of the action expressed by the participle.

In the sentence a verbal may occur:

(a) singly, i.e. without accompanying words.

She... went away smiling. (Dreiser) - *Она... ушла, улыбаясь.*

Reading is out of the question — I can't fix my attention on books. (Collins) - *О чтении не может быть и речи — я не могу сосредоточить свое внимание на книгах.*

To decide is to act. - *Решить — значит начать действовать.*

(b) in phrases, i.e. with one or several accompanying words (an object or an adverbial modifier to the verbal). The phrases form syntactic units serving as one part of the sentence.

A phrase should not be confused with a predicative construction: between the elements of a phrase there is no predicate relation as it does not include a noun or pronoun denoting the doer of the action expressed by a verbal.

The windows of the drawing-room opened to a balcony overlooking the garden. (Mansfield) - *Окна гостиной выходили на балкон, с которого был виден сад.*

She tried to tranquillize him by reading aloud. (Gaskell) - *Она пыталась успокоить его тем, что читала ему вслух.*

Not to disquiet his sister, he had said nothing to her of the matter. (Hardy) - *Чтобы не встревожить сестру, он ничего не сказал ей об этом.*

(c) in predicative constructions.

My mistress being dead..., I had to look out for a new place.(Ch. Bronte) - *Так как моя хозяйка умерла, мне пришлось искать другое место.*

There is no mistake about his being a genius. (Shaw) - Не может быть никакого сомнения в том, что он — гений.

She heard him unbar the door and go out into the yard. (Hardy) - *Она слышала, как он отодвинул засов и вышел во двор.*

**The gerund and the participle.**

In most cases the differentiation between the gerund and the participle does not present any difficulty.

Unlike the participle the gerund may be preceded by a preposition, it may be modified by a noun in the possessive case or by a possessive pronoun; it can be used in the function of a subject, object, and predicative. In the function of an attribute and of an adverbial modifier both the gerund and the participle may be used, but the gerund in these functions is always preceded by a preposition.

There are cases, however, when the differentiation between the gerund and the participle presents some difficulty; for instance, it is not always easy to distinguish between a gerund as part of a compound noun and a participle used as an attribute to a noun. One should bear in mind that if we have a gerund as part of a compound noun, the person or thing denoted by the noun does not perform the action expressed by the ing-form: e.g. a dancing-hall (a hall for dancing), a cooking-stove (a stove for cooking), walking shoes, a writing-table, etc.[16]

If we have a participle used as an attribute the person denoted by the noun performs the action expressed by the mg-form: e.g. a dancing girl (a girl who dances), a singing child, etc.

However, there are cases which admit of two interpretations; for example a sewing machine may be understood in two ways: a machine for sewing and a machine which sews; a hunting dog may be a dog for hunting and a dog that hunts.

**The gerund and verbal noun.**

The gerund should not be confused with the verbal noun, which has the same suffix -ing. The main points of difference between the gerund and the verbal noun are as follows:

1. Like all the verbals the gerund has a double character— nominal and verbal. The verbal noun has only a nominal character.

2. The gerund is not used with an article.

The verbal noun may be used with an article.

The making of a new humanity cannot be the privilege of a handful of bureaucrats. (Fox)

I want you to give my hair a good brushing. (Hardy)

3. The gerund has no plural form.

The verbal noun may be used in the plural.

Our likings are regulated by our circumstances. (Ch. Bronte)

4. The gerund of a transitive verb takes a direct object.

He received more and more letters, so many that he had given up reading them. (Priestley)

A verbal noun cannot take a direct object; it takes a prepositional object with the preposition of.

Meanwhile Gwendolen was rallying her nerves to the reading of the paper. (Eliot)

5. The gerund may be modified by an adverb.

Drinking, even temperately, was a sin. (Dreiser)

The verbal noun may be modified by an adjective.

He (Tom) took a good scolding about clodding Sid. (Twain )

**The Functions of the Infinitive in the Sentence**

The infinitive can be used in different syntactic functions. A single infinitive occurs but seldom: in most cases we find an infinitive phrase, i.e. an infinitive with one or several accompanying words.

**The infinitive as a subject.**

To doubt, under the circumstances, is almost to insult. (Ch. Bronte) - *Сомневаться при таких обстоятельствах — это почти означает нанести оскорбление.*

То acquire knowledge and to acquire it unceasingly, is the first duty of the artist. (Thurston) -*Приобретать знания, и приобретать их непрерывно, — вот первый долг художника.*

From these examples we can see that the infinitive as a subject can be rendered in Russian by an infinitive, by a noun, or by a clause.

Though the infinitive as the subject sometimes precedes the predicate, cases when it follows the predicate are far more common; with the infinitive in the latter position, the sentence opens with the introductory it, which serves as an introductory subject. The introductory it is not translated into Russian.

It is useless to discuss the question. (Eliot) - *Бесполезно обсуждать этот вопрос.*

It was pleasant to be driving a car again. (Braine) - *Было приятно снова вести машину.*

The infinitive as a predicative.

My intention is to get into parliament. (Trollope) - *Моя цель — пройти в парламент.*

The infinitive can also be used as part of a predicative.

The abode of Mrs. Betty was not easy to find. (Dickens) - *Жилище миссис Бетти было нелегко найти.*

The infinitive as part of a compound verbal predicate.

(a) With modal verbs, modal expressions, and verbs expressing modality the infinitive forms part of a compound verbal modal predicate.

We must not leave him by himself any longer. (Dickens)

The train was to leave at midnight. (Hemingway)

(b) With verbs denoting the beginning, duration, or end of an action the infinitive forms part of a compound verbal aspect predicate.

Imprisonment began to tell upon him. (Dickens)

Before daylight it started to drizzle. (Hemingway)

**The infinitive as an object.**

Leila had learned to dance at boarding school. (Mansfield)

After the verbs to allow, to order, to ask, to beg, to request, to implore, to teach, to instruct we often find two objects, one of which is expressed by an infinitive.

After waiting some time, Mrs. Clements ... ordered the cabman to drive back to her lodgings. (Collins)

He asked me to walk in. (Collins)

The infinitive used as an object can be preceded by the introductory object it. The introductory object is not translated into Russian.

He found it utterly impossible to leave the spot. (Hardy) - *Он считал совершенно невозможным покинуть это место.*

The infinitive as part of a complex object.

I never saw you act this way before. (Dreiser) - *Я никогда раньше не видел, чтобы вы так поступали.*

**The infinitive as an attribute.**

The use of the infinitive as an attribute is far more extensive in English than in Russian: in Russian it modifies only abstract nouns, whereas in English it modifies both abstract and class nouns, indefinite pronouns (somebody, something, anybody, anything, etc.), ordinal numerals and the adjective last.

The infinitive as an attribute is rendered in Russian by an infinitive (chiefly after abstract nouns), by a subordinate clause or by a finite verb serving as the predicate of a simple sentence (after ordinal numerals and the adjective last).

I have not had time to examine this room yet. (Conan Doyle) -*У меня еще не было времени осмотреть эту комнату.*

Bathsheba was not a woman ... to suffer in silence. (Hardy) - *Батшеба была не такая женщина, которая стала бы страдать молча.*

The infinitive used as an attribute often has a modal significance — it expresses an action thought of as obligatory or possible.

I've got my wife and little boy to look after. (Dreiser) -*У меня есть жена и ребенок, о которых я должен заботиться.*

There must be a lot of things in this world to make you very unhappy. (Thurston) - *В этом мире, должно быть, много такого, что может сделать вас несчастным.*

Tess was no insignificant creature to toy with and dismiss. (Hardy) - *Тэсс была не такое незначительное существо, с которым можно поиграть и бросить.*

Sometimes the infinitive used as an attribute implies a more or less prominent idea of purpose.

Here is a nice book to read before going to bed. - *Вот книга, которую хорошо почитать перед сном.*

Here is a charming little cottage to spend the summer in. -*Вот очаровательный коттедж, is котором можно хорошо провести лето.*

**The infinitive as an adverbial modifier.**

a) The infinitive can be an adverbial modifier of purpose.

Laws were not made to be broken, laws were made to stay within. (Heym) - *Законы были созданы не для того, чтобы их нарушать, а для того, чтобы им подчиняться.*

The infinitive as an adverbial modifier of purpose can be introduced by in order and so as.

Sometimes you retreat in order to advance. (Heym) - *Иногда отступают для того, чтобы вновь перейти в наступление.*

(b) The infinitive can be used as an adverbial modifier of result. This chiefly occurs after adjectives modified by the adverbs enough and too.

His eyes were sharp enough to look after his own interest. (Heym) - *Глаза у него были достаточно зоркие, чтобы позаботиться о собственной выгоде.*

The infinitive as an adverbial modifier of result is also to be found in sentences of the following type:

He was so weak as to be unable to work. - *Он был так слаб, что не мог работать.*

As the above examples show the result expressed by the infinitive is often negative.

(c) The infinitive can be an adverbial modifier of comparison (manner); in most cases with an additional meaning of purpose.

In this function it is introduced by the conjunction ‘as if’ or ‘as though'.

She nervously moved her hand towards his lips as if to stop him ... (Dickens) - *Она нервно протянула руку к его губам, как будто хотела остановить его.*

(d) The infinitive can be used as an adverbial modifier of attendant circumstances.

She was driven away, never to revisit this neighbourhood. (Ch. Bronte) - *Она была вынуждена уехать и больше не вернулась в эти места.*

I am sorry to have raised your expectations, Mr. Blake, only to disappoint them. (Collins) - *Мне очень жаль, что я пробудил в вас надежду, мистер Блейк, только для того, чтобы затем отнять ее.*

Some grammarians maintain that in sentences of this type the infinitive performs the function of an adverbial modifier of result (consequence).

The infinitive as parenthesis.

Well, to cut a long story short, they thought it would be more economical to live at the villa. (Maugham) - *Короче говоря, они решили, что будет дешевле жить на вилле.*

Не was rude, to say the least of it. - *On был груб, чтобы не сказать больше.*

Infinitive Сonstructions

In Modern English we find the following predicative constructions with the infinitive:

(1) the Objective-with-the-Infinitive Construction;

(2) the Subjective Infinitive Construction;

(3) the or-to-Infinitive Construction.[18]

**The Objective-with-the-Infinitive Construction.**

The Objective with the Infinitive is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the objective case. In the sentence this construction has the function of a complex object.

In translating the Objective-with-the-Infinitive Construction into Russian we nearly always use a subordinate clause.

He's a wonderful teacher and I've never seen him lose his temper or get angry about anything. (Wilson) - *Он замечательный учитель, и я никогда не видел, чтобы он вышел из себя или рассердился из-за чего-нибудь.*

However, sometimes a sentence containing the Objective-with-he-Infinitive Construction is rendered by a simple sentence.

... the bombings at night made the old walls shake to their foundations. (Heym) - *... от ночных бомбежек старые степы содрогались до самого основания (бомбежки заставляли стены содрогаться).*

1. The Objective-with-the-Infinitive Construction is used after verbs denoting sense perception, such as to hear, to see, to watch, to feel, to observe, to notice, etc.

I haven't heard anyone call me. (Wilde) - *Я не слышал, 'чтобы кто-нибудь меня звал.*

I saw Brown enter the room. (Braine) - *Я видел, как Браун вошел в комнату.*

After verbs of sense perception only the Indefinite Infinitive Active is used. If the meaning is passive we use Participle II.

I saw the fire slowly conquered. (Collins) Я видел как пожар постепенно потушили.

If a process is expressed Participle I Indefinite Active is used.

He saw Fleur coming. (Galsworthy)

The verb to see is followed by a clause and not by the Objective-with-the-Infinitive Construction when it is not really a verb of sense perception, i.e. when it means 'to understand'.

I saw that he did not realize the danger. - *Я видел (понимал), что он не сознает опасности.*

After the verbs to see and to notice the Objective-with-the-Infinitive Construction is not used with the verb to be; a subordinate clause is used in such cases.

I saw that he was pale.

When the verb to hear is not a verb of sense perception, i.e. when it means 'to learn', 'to be told', a clause or a gerund (and not the Objective-with-the-Infinitive) is used.

I hear that he left for the South (of his having left for the South). - *Я слышал (мне сказали), что он уехал на юг.*

2. The Objective-with-the-Infinitive Construction is used after verbs denoting mental activity, such as to know, to think, to consider, to believe, to suppose, to expect, to imagine, to find, to feel, to trust, etc.

After verbs of mental activity in the Objective-with-the-Infinitive Construction the verb to be is generally used. (This restriction does not apply to the verb to expect.) The use of this construction after most verbs of mental activity is more characteristic of literary than of colloquial style.

I know you to be the most honest, spotless creature that ever lived. (Hardy) - *Я знаю, что вы самое честное и безупречное существо из всех, когда-либо живших на свете.*

I believe him to have no conscience at all. (Hardy) - *Я считаю, что у него совершенно нет совести.*

After verbs of mental activity the Perfect Infinitive is used but seldom.

The doctor found his heart to have stopped two hours before. (Hardy) - *Доктор установил, что его сердце перестало биться два часа тому назад.*

Note, — With the verbs to think, to consider, to find the same idea can be expressed without an infinitive.

Boldwood thought her beautiful. (Hardy)

She found the subject rather interesting (Dickens)

You consider yourself an impressive person, eh? (Shaw)

3. The Objective-with-the-Infinitive Construction is used after verbs of declaring: to pronounce, to declare, to report.

The surgeon pronounced the wound to be a slight one. - *Врач сказал, что рана легкая.*

She declared him to be the most disobedient child in existence. - *Она заявила, что это самый непослушный ребенок на свете.*

4. The Objective-with-the-Infinitive Construction is used after verbs denoting wish and intention: ‘to want’, ‘to wish’, ‘to desire’, ‘to mean’, ‘to intend’, ‘to choose’ (in the meaning of 'хотеть').

I want you to come and dine with me. (Dickens) - *Я хочу, чтобы вы пришли пообедать со мной.*

I particularly wished those books to be returned to-night. (Dickens) - *Я очень хотел, чтобы эти книги были возвращены сегодня.*

She desired me to follow her upstairs. (Ch. Bronte) - *Она велела, чтобы я пошла за ней наверх.*

5. The Objective-with-the-Infinitive Construction is used after verbs and expression denoting feeling and emotion: ‘to like’, ‘to dislike’, ‘to love’, ‘to hate’, ‘cannot bear’, etc.

I dislike you to talk like that. -*Я не люблю, когда вы так говорите.*

I hate him to be flogged. (E. Bronte) - *Я терпеть не могу, когда его бьют.*

I cannot bear you to speak of that. (Eliot) -*Я не могу выносить, когда вы говорите об этом.*

6. The Objective-with-the-Infinitive Construction is used after verbs denoting order and permission: to order, to allow, to suffer, to have, etc.

Here we find the Objective with the Infinitive only if the object is expressed by a noun or pronoun denoting a lifeless thing or when the infinitive is passive. This restriction does not apply to the verbs to suffer and to have.

Mr. Merdle ordered his carriage to be ready early in the morning. (Dickens) -*Мистер Мердль приказал, чтобы экипаж был готов рано утром.*

She ... had never allowed the name of John Gordon to pass her lips. (Trollope) - *Она никогда не позволяла себе произносить имя Джона Гордона.*

Не ordered the boy to be put to bed. The teacher ordered the room to be aired.

After such verbs as "to order" and "to allow" the Infinitive in the Active Voice can be used only when these verbs are followed by an object denoting a person who is ordered or allowed to do something.

The dean allowed the secretary to change the time-table.

Here we find two direct objects and not the Objective-with-the-Infinitive Construction.

Such sentences as "the dean ordered to change the time-table" are impossible in English whereas in Russian they are widely used.

"Декан разрешил изменить расписание".

So when translating such sentences into English we use the objective with the Infinitive Construction where the Infinitive is in the Passive Voice.

The dean allowed the time-table to be changed.

Mr. Dombey suffered Florence to play with Paul. -*Мистер Домби неохотно разрешил (позволил скрепя сердце) Флоренс играть с Полем.*

She suffered Mr. Franklin to lead her back into the room. (Collins) - *Она позволила мистеру Франклину отвести себя обратно в комнату.*

From these examples we see that the verb to suffer, when followed by the Objective with the Infinitive, is rendered in affirmative sentences by ‘неохотно разрешить’, ‘позволить’ (скрепя сердце). In negative sentences it is rendered by ‘допускать’. The verb to have denotes permission only in negative sentences; it is very close in meaning to the verb to suffer and is translated in the same way.

7. The Objective-with-the-Infinitive Construction is used after verbs denoting compulsion: to make (in the meaning of 'заставить'). to cause (in the meaning of 'заставить', 'распорядиться'), to get (in the meaning of 'добиться'), to have (in the meaning of 'заставить; сказать чтобы').

Light steps in the gravel made him turn his head. (London) - *Легкие шаги по гравию заставили его повернуть голову.*

The noise caused her to awake.-*От шума она проснулась (шум заставил ее проснуться).*

Site caused a telegram to be sent to him. (Galsworthy) - *Она распорядилась, чтобы ему послали телеграмму.*

8. Though the infinitive as a rule is not used with verbs requiring prepositions, the Objective with the Infinitive is widely used with the preposition ‘for’.

Occasionally it occurs with the preposition on or upon (after the verb to rely).

I rely on you to come in time. -*Я рассчитываю, что вы придете вовремя.*

I rely upon you not to go over to the opposition. (Dickens)- *Я рассчитываю, что вы не перейдете на сторону противника.*

**The Subjective Infinitive Construction.**

The Subjective Infinitive Construction (traditionally called the Nominative-with-the-Infinitive Construction) is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the nominative case.

The peculiarity of this construction is that it does not serve as one part of the sentence: one of its component parts has the function of the subject, the other forms part of a compound verbal predicate.

Edith is said to resemble me. (Dickens) -*Говорят, что Эдит похожа на меня.*

The Subjective Infinitive Construction is used with the following groups of verbs in the Passive Voice:

1. With verbs denoting sense perception: to see, to hear, etc.

Mr. Bob Sawyer was heard to laugh heartily. (Dickens)- *Слышно было, как смеется Боб Сойер.*

The rider was seen to disappear in the distance. - *Видно было, как всадник скрылся вдали.*

If a process is expressed Participle I Indefinite Active is used.

Tess's father was heard approaching at that moment. (Hardy) - *В этот момент они услышали, что подходит отец Тэсс.*

2. With verbs denoting mental activity: to think, to consider, to knew, to expect, to believe, to suppose.

He was thought to be honest and kindly. (Dreiser) - *Его считали честным и добрым человеком.*

My father ... was considered by many to be a great man. (Gow and D'Usseau) - *Многие считали моего отца незаурядным человеком.*

3. With the verb to make.

Little Abraham was aroused... and made to put on his clothes ... (Hardy) -*Маленького Эбрахама разбудили и заставили одеться.*

4. With Verbs to say and to report.

The gods had given Irene dark-brown eyes and golden hair, which is said to be the mark of a weak character. (Galsworthy) - *Боги наделили Ирэн темно-карими глазами и золотистыми волосами, что, как говорят, является признаком слабости характера.*

From these examples we can see that in translating sentences containing the Subjective Infinitive Construction after verbs in the Passive Voice a complex sentence is mostly used: its principal clause is of the type which in Russian syntax is called 'indefinite personal' (неопределенно-личное предложение).

After verbs in the Passive Voice the Subjective Infinitive-Construction is more characteristic of literary than of colloquial style, except with the verbs to suppose, to expect, to make; with these verbs the Subjective Infinitive can be found both in fiction and in colloquial language.

The Subjective Infinitive Construction is used with the word-groups to be likely, to be sure, and to be certain.

The parish is not likely to quarrel with him for the right to keep the child. (Eliot) - *Приход вряд ли будет оспаривать у него право содержать этого ребенка.*

Sentences of this kind are rendered in Russian by a simple sentence with a modal word. Note the difference between:

He is sure to come. - *Он обязательно придет.*

He is sure of coming. - *Он уверен, что он придет.*

The Subjective Infinitive Construction is used with the following pairs of synonyms: to seem and to appear; to happen and to chance (the latter is literary); to prove and to turn out.

They seemed to have quite forgotten him already. (Hardy) - *Они, казалось (по-видимому), уже совершенно забыли его.*

Her eyes appeared always to gaze beyond, and far beyond. (E. Bronte) -*Ее глаза, казалось, всегда были устремлены куда-то далеко-далеко.*

Mrs. Cowperwood, in spite of the difference in their years, appeared to be a fit mate for him at this time. (Dreiser) -*Несмотря на разницу в возрасте, миссис Каупервуд в этот период его жизни, по-видимому (казалось), была для,него подходящей женой.*

The infinitive in sentences with the Subjective Infinitive Construction cannot refer to a future action except with verbs and word-groups whose meaning allows of it: to expect, to be sure (certain), to be likely.

We are sure to come at the heart of the matter. (Dickens) - *Мы обязательно доберемся до сути дела.*

Не is expected to give us an answer to-morrow. -*Ожидают, что он даст нам ответ завтра.*

**The for-to-Infinitive Construction.**

The for-to-lnfinitive Construction is a construction in which the infinitive is in predicate relation to a noun or pronoun preceded by the preposition for.

In translating this construction into Russian a subordinate clause or an infinitive is used.

The construction can have different functions in the sentence. It can be:

1. Subject (often with the introductory it).

For me to ask would be treason, and for me to be told would be treason. (Wilson) -*Если бы я спросила, это было бы предательством; если бы мне сказали, это было бы предательством.*

I sometimes think it is a shame for people to spend so much money this way. (Dreiser) -*Я часто думаю, что стыдно людям тратить на это так много денег.*

2. Predicative.

That was for him to find out. (Eliot)- *Выяснить это должен был он.*

3. Complex object.

Me waited for her to speak. (Hardy) -*Он ждал, когда она заговорит.*

He asked for the papers to be- brought. -*Он попросил принести бумаги.*

I am very anxious for Mr. Headstone to succeed in all he undertakes. (Dickens) -*Мне очень хочется, чтобы мистеру Хедстону удавалось все, за что он берется.*

4. Attribute.

The best thing for you to do is to bide here with your load. I'll send somebody to help you. (Hardy) - *Самое лучшее, что вы можете сделать, — это подождать здесь с вашей поклажей. Я пришлю кого-нибудь помочь вам.*

There was really nothing for him to do but what he had done. (Dreiser) -*Ему действительно ничего не оставалось делать, кроме того, что он сделал (единственное, что ему оставалось сделать, было то, что он сделал).*

5. Adverbial modifier:

(a) of purpose.

Here's the thermometer: they've left it for the doctor to see instead of shaking it down. (Shaw) - *Вот термометр; его не стряхнули, чтобы доктор мог посмотреть температуру.*

Не stepped aside for me to pass. (Du Marnier) - *Он отошел в сторону, чтобы я могла пройти.*

(b) of result.

The pleasure of accompanying you was too great a temptation for me to resist. (Collins)- *Удовольствие сопровождать вас было так велико, что я не мог ему противиться.*

But he had consented, and it was too late for him now to recede. (Trollope) - *Но он уже дал согласие, и теперь было поздно отступать.*

With the expressions to be sorry, to be glad the infinitive is used only if the subject of the sentence represents at the same time the doer of the action expressed by the infinitive.

1 am glad (pleased) to have got a ticket for the concert.

I am glad to have seen you. (Dreiser)

I am very sorry to have done a man wrong, particularly when it can't be undone. (Dickens)

In other cases a clause is used with to be glad and to be sorry.

I am glad you got a ticket for the concert.

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Word combinations and Phrases**

to suffer from – страдать от, претерпевать

as a result – в результате, как следствие

to have great difficulty with – иметь серьезные трудности с чем-либо

to resemble smb/smth – напоминать что-либо

to be somebody‟s cup of tea – подходить, соответствовать

to come in contact with somebody – налаживать контакт, вступать в контакт, контактировать

to raise a problem – ставить задачу, поднимать проблему

to have impact on smb – повлиять на что-либо (резко)

to make oneself clear – изъясняться, прояснять, высказаться ясно

to react to smth. – воздействовать на что-либо, реагировать, отзываться, противодействовать

to influence smb. – влиять, воздействовать на кого-либо

to have an influence on smb. – иметь влияние на кого-либо

to (in) some degree – в некотором отношении, в некоторой степени

to succeed in smth. – преуспеть, иметь успех

**Exercise 6. Paraphrase the following sentences using the word combinations and phrases:**

1. She gave the impression that she was deciding to change her course of action and to get in touch with Miss Tant. 2. Nobody could consider Ogden Street very attractive but her words always had a powerful effect upon me. 3. Jo opened her lips to say something rude, but checked herself to a certain extent. 4. At least he attained a desired end. 5. Her only reply to this absurd protest was a little peal of laughter. 6. He has constant headaches. Major Dunker doesn’t think that poetry interests or suits him.7. His reaction to Walter’s remark was very amusing. 8. Professor Dulwick’s lectures always produce a great impression upon his audience.9. The object has a resemblance to a lopsided vase. 10. Mrs.Oakroyd says she has some trouble with her children.

**Exercise 7. Find the English equivalents for:**

Привести хотя бы одну причину, исключительное положение среди режиссѐров, соприкосновение с действительностью , кинопроектор, рождение писателя, мне всегда не хватало слов, огромная потребность иметь контакт с аудиторией , обида на критиков, руководить театром, музыка не исходит из веления разума, вы всѐ воспринимаете в искажѐнном свете, в фильме слишком много изображения, ощущать техническую несостоятельность.

**Exercise 8. Translate the following sentences using the word combinations and phrases:**

1.Эта студентка чрезвычайно застенчивы. Ей, возможно, будет трудно наладить контакт с группой.2. В некотором отношении ее объяснениям можно верить. 3. Он успел в жизни. 4. Джо всегда оказывал на нее большое влияние. 5. Ковры пострадали от сырости. 6. Ваш рассказ напоминает сюжет фильма, который я не так давно видел.7. Большое скопление ядерного оружия в современном мире поднимает чрезвычайно важную проблему его скорейшего уничтожения. 8. Переход средней школы к одиннадцатилетнему обязательному образованию ставит разнообразные задачи перед учителями. 9. В результате их обсуждения мистер Мейсон получит всю необходимую информацию. 10. У режиссера были серьезные трудности с новой группой. 11. Как ты относишься к классической музыке? – Она не в моем вкусе. Я больше люблю джаз. 12. Ученые надеются, что в ХХ веке жители Земли смогут вступить в контакт с иными цивилизациями.

**Exercise 9. Find the Russian/Kazakh equivalents for:**

To miss the point; to keep/stick/speak to the point; to be on the point of accepting the proposal/suggestion; dreamer; bad dream; nightmare; to dream about/of smth.; to see smth. In a dream; to dream about/of becoming painter; to be mixed up/ involved in smth.; good mixer; to mix up/confuse the addresses; on suspicion; to suspect smb. of stealing; above suspicion; suspicious character/man; to regain /to recover consciousness; to come round; to come to; to interfere in other people’s affairs (in the affairs of others); to interfere with the work; permanent/steady/regular job; constant success; constant headaches; the line of least resistance; to resist (the) temptation; irresistible charm; on reflection; an admirable nurse; to admire the wise doctor; to feel admiration for the actors.

**Exercise 10. Fill in *since* or *before***

1. He was a man with no future **…** him. 2. Nobody dared speak about it **…** him. 3- Like his father **…** him, he had an eye for a face. 4. He knelt **…** her. 5. I was angry with him at the time, but I have forgiven him long **… .** 6. I’ll give you a cup of tea **… I** explain to you what has happened. 7. He said he had never met the girl **…** (before - раньше; since - с тех пор). 8. He left in 1950 and has not been heard of **….** 9. They came to London in 1937, and have been there ever **….** 10. **…** we have no money, we cannot buy it. 11. She hasn’t been home **…** her marriage.

**Exercise 11. Translate the following sentences into English. Pay attention to the prepositions and adverbs:**

1. Вскоре он увидел перед собой дорогу. 2. Он поднялся и встал перед картины. 3. У меня талон на 10. I5, вы идете передо мной. 4. Он встал перед ней на колене. 5. Вы хотели унизить меня перед всеми. 6. С момента нашей встречи многое изменилось к лучшему. 7. Картина пострадала от пожара и с тех пор я ее не видела. 8. Сколько времени ты не стриг волосы? 9. Я хотела рассказать ей обо всем, но на другой день она уехала, и с тех пор я ее не видела. 10. Прошла неделя с тех пор как я наводила справки. Ответ пока нет.

### Check yourself

**Choose the correct variant: Participle 2**

1. She enters, \_\_\_\_\_\_ by her mother.  
   accompanying being accompanying accompanied
2. \_\_\_\_\_\_ by the crash, he leapt to his feet.  
   Arousing Have been aroused Aroused
3. \_\_\_\_\_\_ about the bandits, he left his valuables at home.  
   Warned Having been warned Warning
4. \_\_\_\_\_\_ that they were trying to poison him, he refused to eat anything.  
   Convincing Convinced Convince
5. Tom, \_\_\_\_\_\_ at what he had done, could at first say nothing.  
   horrified having horrified horrifying
6. Jones and Smith came in, \_\_\_\_\_\_ by their wives.   
   followed  following follow have followed
7. \_\_\_\_\_\_ by the blow, Peter fell heavily.  
   Stunning Stunned Stun
8. The new job \_\_\_\_\_\_ to me lately seems to be very interesting.  
   offered offering has offered

9. She looked at the table. There was a loaf of brown bread \_\_\_\_\_\_ into two halves

1. divides  
   dividing  
   divided  
   was divided
2. The animals \_\_\_\_\_\_ in the morning struggled furiously.  
   catched caught  catching
3. The child \_\_\_\_\_\_ alone in the large room began screaming.  
   leaving left leaves
4. \_\_\_\_\_\_, the postman refused to deliver our letters unless we chained our dog up.  
   Bitten twice Biting twice Having been bitten twice
5. The centre of the cotton industry is Manchester \_\_\_\_\_\_ with Liverpool by a canal.  
   connecting connected
6. The story \_\_\_\_\_\_ by the old captain made the young girl cry.  
   tells  told is telling
7. He didn’t doubt that the information \_\_\_\_\_\_ by morning mail was of great interest to his competitors.  
   receiving has received received
8. The equipment \_\_\_\_\_\_ in the shop is rather sophisticated.  
   had installing installing installed
9. We’ve got a great variety of products, which are in great demand. Here are some samples \_\_\_\_\_\_ to our distributors last month.  
   sent sanding been sent sended
10. The methods \_\_\_\_\_\_ in the building of the new metro stations proved to be efficient.  
    applies applying applied applyed
11. She warmed uр the dinner that she \_\_\_\_\_\_ the day before.  
    cooking had cooked has cooked
12. \_\_\_\_\_\_ by successive storms, the bridge was no longer safe.   
    Having been weakened  Weakened  
    Weaking Had weaked

**Модуль 7.**

***Социальные проблемы.***Проблемы миграции.

***в) Чтение:***

* Чтение аутентичных текстов различных жанров: художественного, публицистического, прагматического и др. по данной тематике.
* **Изучение грамматического материала:** The difference between the Infinitive and Gerund in usage.

**Форма контроля:** чтение и пересказ текстов, составление монолога.

**Текст № 9.** **A problem-solving approach to immigration**

President Obama is expected to call for “comprehensive” immigration reform in his State of the Union address. He will undoubtedly claim he wants to solve all the problems of immigration — border security, enforcement, and the like. But beware: His real agenda will be to find a way to force Congress to accept amnesty for as many illegal immigrants as possible.

The reason is politics. Mr. Obama knows that amnesty excites his base. The 78 percent of the Hispanic vote he received focuses the mind of Democrats on potential new voters. Mr. Obama was criticized in his last term for not addressing immigration. Now, with refreshed political capital from the election, he’s ready to make amends.

Mr. Obama also knows amnesty could potentially divide Republicans. Many in the GOP are deeply worried about losing the Hispanic vote, and Mr. Obama likely thinks some of them could be picked off in a promised grand bargain. That is not likely to happen. Democrats are not serious about real reforms.

Immigration has many moving parts that need to be fixed. As my colleagues Matt Spalding, Jessica Zuckerman and James Carafano argue in a forthcoming Heritage Foundation report, it cannot be solved in a single “comprehensive” bill. The problems are too varied. We need a pragmatic, problem-solving approach, not some back-room political deal that is likely to make matters worse.

We need to gain operational control of our borders. We could build actual fences in places where they work. Where they don’t, virtual barriers could be erected by using unmanned aerial vehicles and cameras and sensors to enhance monitoring and detection. We can also do a better job of working with the Mexicans, through the Border Enforcement Security Task Force and the Merida Initiative, for example.

Another piece of the puzzle is law enforcement at home. The use of illegal labor here is a huge draw for illegal immigrants, and discouraging it requires telling American employers that there will be consequences for hiring illegal immigrants. All sorts of tools exist to do this, including Social Security No Match, random workplace inspections, E-Verify and checks of I-9 forms. They should be strengthened.

Yet another step is to make immigration responsive to the needs of the economy. America actually needs foreign labor. A temporary worker program could supply a rotating, temporary foreign workforce, depending on the demands of the economy. This not only makes economic sense; it would channel foreign workers into a legal system, discouraging them from taking an illegal route.

We should also make legal immigration easier. America needs immigrants; the issue is not how to stop immigration, but rather how to make it legal and responsive to the needs of Americans. The inefficiencies of the bureaucratic system that manages immigration today are a major reason why we have so many illegal immigrants in the first place. It’s why the United States Citizenship and Immigration Services should be reformed.

Then there is the thorny issue of what to do about illegal immigrants already living here. Whatever we do, we must not penalize legal immigrants who did the right thing. Not only is the rule of law at stake, but so, too, is basic fairness.

The child of a Mexican mother who went through the process legally suffers when another child of a mother who entered illegally receives special treatment. It is simply unfair. Whatever is done, compassion for that child and for the mother who followed the law should not be forgotten.

A pragmatic, step-by-step approach is needed to solve the whole problem of immigration. We don’t need a proposal that claims to be “comprehensive” but in reality is merely politics as usual.

Answer the following questions:

1. How do we make up our mind “A problem-solving approach to immigration”?
2. Is President Obama expected to call for “comprehensive” immigration reform?
3. How should they make legal immigration easier?

**Task № 5. Изучение грамматического материала.**

**The difference between the Infinitive and Gerund in usage.**

**Syntactical Role of the Gerund**

The gerund may be used in various syntactic functions. A single gerund occurs but seldom; in most cases we find a gerundial phrase or a gerundial construction.

1. The gerund as a subject.

Talking mends no holes, (proverb) - *Разговоры не помогают в беде.*

Waiting for the Professor was a lame excuse for doing nothing. (Heym)- *To, что мы ждали профессора, было слабым оправданием тому, что мы ничего не делали.*

The gerund used as a subject may follow the predicate; in these cases the sentence opens with the introductory it (which serves as an introductory subject) or with the construction there is.

It's no use talking like that to me. (Shaw) - *Бесполезно говорить со мной в таком тоне.*

There was no mistaking the expression on her face. (Collins)- *Выражения ее лица нельзя было не понять.*

There is another view according to which it is the subject and the rest of the sentence is the predicate.

The gerund as a predicative.

The only remedy for such a headache as mine is going to bed. (Collins) -*Единственное средство от такой головной боли, как у меня, — это лечь спать.*

The gerund as part of a compound verbal predicate.

(a) With verbs and verbal phrases denoting modality the gerund forms part of a compound verbal modal predicate.

We intend going to Switzerland, and climbing Mount Blanc. (Ch. Bronte) - *Мы хотим поехать в Швейцарию и подняться па Монблан.*

Joseph could not help admiring the man. (Heym)-*Джозеф не мог не восхищаться этим человеком.*

(b) With verbs denoting the beginning, the duration, or the end of an action, the gerund forms part of a compound verbal aspect predicate.

She began sobbing and weeping. (Dickens)

In the night it started raining. (Hemingway)

Bathsheba continued walking. (Hardy)

Tom went on whitewashing. (Twain)

4. The gerund as an object.

The gerund may be used as a direct object and as a prepositional indirect object.

I simply love riding. (Galsworthy) (direct object) -*Я просто обожаю кататься верхом.*

She enjoyed singing and playing to him. (London) (direct object ) - *Ей доставляло удовольствие петь и играть для него.*

Predicative constructions with the gerund form a complex object as they consist of two distinct elements, nominal and verbal.

Perhaps you wouldn't mind Richard's coming in? (Dickens) (complex object) - *Может быть, вы не будете возражать против того, чтобы вошел Ричард?*

Aunt Augusta won't quite approve of your being here. (Wilde) (prepositional complex object) -*Тетя Августа будет не очень довольна тем, что вы здесь.*

The gerund as an attribute. In this function the gerund is always preceded by a preposition.

Swithin protruded his pale round eyes with the effort of hearing. (Galsworthy) - *Суизин широко открыл свои бесцветные круглые глаза, стараясь услышать разговор.*

Не was born with the gift of winning hearts. (Gaskell) -*Он родился с даром покорять сердца.*

The gerund as an adverbial modifier.

In this function the gerund is always preceded by a preposition. It is used in the function of an adverbial modifier of time, manner, attendant circumstances, cause, condition, purpose and concession; the most common functions are those of adverbial modifiers of time, manner, and attendant circumstances.

(a) As an adverbial modifier of time the gerund is preceded by the prepositions after, before, on (upon), in or at.

After leaving her umbrella in the hall, she entered the living room. (Cronin) -*Оставив зонтик и передней, она вошла в гостиную.*

Me was to have three days at home before going back to farm. (Galsworthy)- *Он должен был пробыть три дня дома, прежде чем возвратиться на ферму.*

On reaching Casterbridge he left the horse and trap at an inn. (Hardy)- *Приехав в Кастербридж, он оставил лошадь и экипаж в гостинице.*

In the function of an adverbial modifier of time the gerund sometimes competes with the participle.

George, on hearing the story, grinned. (Galsworthy) - *Джордж, услышав эту историю, усмехнулся.*

The four girls, hearing him speak in the hall, rushed out of the library. (Eliot)- *Все четыре девочки, услышав, что он говорит в передней, выбежали из библиотеки.*

After reaching the second landing ... I heard a sound of quiet and regular breathing on my left-hand side. (Collins) - *Дойдя до второй площадки лестницы, ... я услышал с левой стороны спокойное и ровное дыхание.*

Reaching the door of the room occupied by Cowperwood and Aileen, she tapped lightly. (Dreiser) -*Дойдя до двери комнаты, которую занимали Каупсрвуд и Эйлин, она тихонько постучала.*

(b) As an adverbial modifier of manner the gerund is used with the prepositions by or in.

She startled her father by bursting into tears. (Gaskell) - *Она напугала своего отца тем, что расплакалась.*

The day was spent in packing. (Da Maurier) - *День прошел за упаковкой вещей.*

(c) As an adverbial modifier of attendant circumstances the gerund is preceded by the preposition without.

She was not brilliant, not active, but rather peaceful and statuesque without knowing it. (Dreiser) -*Это была женщина не блестящая, не энергичная, но она была очень спокойна и величественна, сама того не зная.*

(d) As an adverbial modifier of purpose, the gerund is chiefly used with the preposition for.

... one side of the gallery was used for dancing. (Eliot) - *... одна сторона галереи использовалась для танцев.*

(e) As an adverbial modifier of condition the gerund is preceded by the preposition without.

He has no right to come bothering you and papa without being invited. (Shaw)- *Он не имеет права приходить и беспокоить вас и отца, если его не приглашают.*

(f) As an adverbial modifier of cause the gerund is used with the prepositions for, for fear of, owing to.

I feel the better myself for having spent a good deal of my time abroad. (Eliot)- *Я чувствую себя лучше оттого, что долго прожил за границей.*

I dared not attend the funeral for fear of making a fool of myself. (Coppard) -*Я не смел присутствовать на похоронах, так как боялся поставить себя в глупое положение.*

(g) As an adverbial modifier of concession the gerund is preceded by the preposition in spite of.

In spite of being busy, he did all he could to help her.

The above examples show that the gerund preceded by one and the same preposition may be used in different functions: with the preposition without, it may perform the function of an adverbial modifier of attendant circumstances and of condition; with the preposition in, it may perform the function of an adverbial modifier of time and of manner; with the preposition for, it may perform the function of an adverbial modifier of purpose or of cause.

The Russian не + деепрнчастие may correspond to the English without + Gerund or not + Participle. It usually corresponds to not + Participle if it is used in the function of an adverbial modifier of cause.

*He зная адреса мисс Бетси, Давид не мог ей написать. -*Not knowing Miss Betsey's address, David could not write to her. (cause)

If не + деепричастие is used in the function of adverbial modifiers of attendant circumstances and of condition, it generally corresponds to without + Gerund.

*Давид уехал из Лондона, никому ничего не сказав.-* David left London without telling anybody about it. (attendant circumstances)

*Мальчики не могли уходить из Салем-Хауса, не спросив разрешения.-* The boys could not leave Salem House without asking for permission. (condition)

**Predicative constructions with the gerund.**

Like all the verbals the gerund can form predicative constructions, i.e. constructions in which the verbal element expressed by the gerund is in predicate relation to the nominal element expressed by a noun or pronoun.

I don't like your going off without any money. (Maltz) -*Мне не нравится, что вы уходите без денег.*

Here the gerund going off is in predicate relation to the pronoun your, which denotes the doer of the action expressed by the gerund.

The nominal element of the construction can be expressed in different ways.

1. If it denotes a living being it may be expressed:

(a) by a noun in the genitive case or by a possessive pronoun.

His further consideration of the point was prevented by Richard's coming back to us in an excited state. (Dickens) - *Его дальнейшие размышления были прерваны тем, что вернулся Ричард в чрезвычайно возбужденном состоянии.*

Do you mind my smoking? (Hardy) - *Вы ничего не имеете против того, чтобы я курил?*

(b) by a noun in the common case.

I have a distinct recollection of Lady Chiltern always getting the good conduct prize! (Wilde) - *Я отлично помню, что леди Чильтерн всегда получала награды за примерное поведение.*

Thus in Modern English there are two parallel constructions of the type: Fancy David's courting Emily and Fancy David courting Emily. These two constructions may be used indifferently, but sometimes there is a slight difference in meaning: in the first example the action (the verbal element of the construction) is emphasized, whereas in the second the doer of the action (the nominal element of the construction) is emphasized.

Occasionally examples are found where the nominal element of the construction is expressed by a pronoun in the objective case.

I hope you will forgive me disturbing you. (Du Maurier) -*Надеюсь, вы простите меня за то, что я вас побеспокоил.*

There are cases when the nominal element of the construction, though denoting a living being, cannot be expressed by a noun in the possessive case, but only by a noun in the common case, namely when it consists of two or more nouns or when it is a noun modified by an attribute in post-position.

I object to Mary and Jane going out on such a windy day. He felt no uneasiness now in the thought of the brother and) sister being alone together. (Eliot)

Его теперь не смущала мысль о том, что брат и сестра остались вдвоем.

Did you ever hear of a man of sense rejecting such an offer? -*Слышали ли вы когда-нибудь, чтобы разумный человек отказался от такого предложения?*

2. If the nominal element of the construction denotes a lifeless thing, it is expressed by a noun in the common case (such nouns, as a rule, are not used in the genitive case) or by a possessive pronoun.

I said something about my clock being slow. (Du Maurier) - *Я сказала, что мои часы отстают.*

Peggotty spoke of my room, and of its being ready for me. (Dickens)- *Пеготти говорила о моей комнате и о том, что она уже приготовлена для меня.*

3. The nominal element of the construction can also be expressed by a pronoun which has no case distinctions, such as all, this, that, both, each, something.

I insist on both of them coming in time.-*Я требую, чтобы они оба пришли вовремя.*

Again Michael... was conscious of something deep and private stirring within himself. (Galsworthy)- *Майкл опять почувствовал, что в его душе шевельнулось что-то глубокое и затаенное.*

Some grammarians recognize the existence of two separate constructions: the gerundial construction (a construction whose nominal element is expressed by a noun in the genitive case or by a possessive pronoun) and a construction with a half gerund (a construction whose nominal element is expressed by a noun in the common case, a pronoun in the objective ease, or a pronoun which has no case distinctions).

A gerundial construction is nearly always rendered in Russian by a subordinate clause, generally introduced by то, что; тем, что; как, etc.

His being a foreigner, an ex-enemy was bad enough. (Aldington)-*To, что он был иностранец, бывший неприятель, было уже плохо.*

Her thoughts were interrupted at last, by the door opening gently. (Reade)- *Ее мысли были наконец прерваны тем, что дверь тихонько открылась.*

**The use of the gerund.**

In Modern English the gerund is widely used and often competes with the infinitive.

In the following cases- only the gerund is used:

1. **With the verbs and verbal phrases:** to avoid, to burst out, to deny, to enjoy, to excuse, to fancy (in imperative sentences as an exclamation of surprise), to finish, to forgive, to give up, to go on, to keep (on), to leave off, to mind (in negative and interrogative sentences), to postpone, to put off, cannot help, and some others.

He avoided looking at Sabina. (Wilson) - *Он избегал смотреть на Сабину.*

…she burst out crying. (Collins) -*Она расплакалась.*

We all burst out laughing. (Braine) -*Мы все рассмеялись.*

She denied having been at the station that evening. (Gaskell) -*Она отрицала, что была в тот вечер на станции.*

... he enjoyed thinking of her as his future wife. (Eliot) -... *ему доставляло удовольствие думать о ней как о своей будущей жене.*

Excuse my leaving you in the dark a moment. (Dickens) - *Извините, что я па минуту оставлю вас в темноте.*

Fancy finding you here at such аи hour! (Hardy) -*Я даже и представить себе не мог, что застану вас здесь в такое время!*

Forgive my speaking plainly. (Hardy) -*Простите, что я говорю так прямо.*

2. **With the following verbs and verbal phrases used with a preposition:** to accuse of, to agree to, to approve of, to complain of, to depend on, to feel like, to insist on, to look -like, to object to, to persist in, to prevent from, to rely on, to speak of, to succeed in, to suspect of, to thank for, to think of, to give- up the idea of, to look forward to, not to like the idea of, to miss an (the) opportunity of and some others.

They accuse me of having dealt with the Germans. (Heym) -*Меня обвиняют в том, что я имел дело с немцами.*

It was clear now... that Abraham never had agreed to their being married to-day. (Stone) - *Теперь было ясно, что Авраам никогда не соглашался на то, чтобы они поженились сегодня.*

You did not approve of my playing at roulette. (Eliot) -*Вы не одобряли того, что я играла в рулетку.*

All the happiness of my life depends on your loving me. (Eliot) -*Все счастье моей жизни зависит от того, полюбите ли вы меня.*

I don't feel like going out. (Wilson) -*Мне не хочется выходить*

3. **With the following predicative word-groups** (with or without a preposition): to be aware of, to be busy in, to be capable of, to be fond of, to be guilty of, to be indignant at, to be pleased (displeased) at, 1 to be proud of, to be sure of, to be surprised (astonished) at, to be worth (while), and some others.

Sir Pitt Crawley was not aware of Becky's having married Rawdon.-*Сэр Питт Кроули не знал, что Бекки вышла замуж за Родона.*

I felt physically incapable of remaining still in any one place and morally incapable of speaking to any one human being. (Collins) -*Я чувствовал, что я физически не в состоянии оставаться на одном месте и морально не к состоянии говорить с кем бы то ни было.*

1 am very fond of being looked at. (Wilde) -*Я очень люблю, когда на меня смотрят.*

You are really guilty of having connived with a German officer to help his escape. (Heym)- *Вы действительно виновны в том, что способствовали побегу немецкого офицера.*

**The gerund and the infinitive.**

With a number of verbs and word-groups both the gerund and the infinitive may be used. The most important of them are: *to be afraid, to begin, to cease, to continue, can (cannot) afford, to dread, to fear, to forget, to hate, to intend, to like (dislike), to neglect, to prefer, to propose, to remember, to recollect, to start, to stop.*

The young man began turning over the pages of a book. (Priestley)

At length she began to speak softly. (Eliot)

She continued standing near the piano. (Eliot)

She continued to look at him... (Dickens)

It is sometimes possible to find a reason for the use of a given form. With some verbs and word-groups, such as to be afraid, to forget, to hate, to like (dislike), to prefer the infinitive is mostly used with reference to a special occasion, the gerund being more appropriate to a general statement.

The child was not afraid of remaining alone, but he was afraid to remain alone on such a stormy night. - *Ребенок (вообще) не боялся оставаться один, но он боялся остаться один в такую бурную ночь.*

I was always afraid of losing his goodwill. (Liewellyn) -*Я всегда боялся потерять его расположение.*

Gwendolen answered rather pettishly-, and her mamma was afraid to say more. (Eliot)- *Гвендолен ответила несколько раздраженно, и ее мать побоялась продолжать разговор.*

Don't forget shutting the windows when you leave home.-*He забывайте закрывать окна, уходя из дому.*

Don't forget to shut the window when you leave home, it is very windy to-day.- *He забудьте закрыть окно, когда будете уходить из дому; сегодня очень ветрено.*

I don't like interrupting people. -*Я не люблю отрывать людей от дела.*

I don't like to interrupt him, he seems very busy.- *Мне не хочется мешать ему, он, кажется, очень занят.*

With the verb to remember the infinitive usually refers to the future, and the gerund to the past.

I remember seeing the book in many bookshops. -*Я помню, что видел эту книгу во многих магазинах.*

Remember to buy the book. - *He забудьте купить эту книгу.*

With the verb to stop the infinitive and the gerund have different syntactical functions.

The gerund forms part of a compound verbal aspect predicate.

They stopped talking when he came in. (Galsworthy)-*Когда он вошел, они перестали говорить.*

The infinitive has the function of an adverbial modifier of purpose.

She stopped to exchange a few words with a neighbour. (Dickens)-*Она остановилась, чтобы поболтать с соседкой.*

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

SPEECH PATTERNS

|  |
| --- |
| 1. **It was up to me** to find some way through to them. |

It was up to me to find some way out.

It’s up to the nurse to soothe the patient.

|  |
| --- |
| 1. **I felt angry and frustrated** when they rudely interrupted that which was being done   purely for their own benefit. |

I felt sick and dirtied.

The pastry smells good.

|  |
| --- |
| 1. The act was intended to display their utter **disrespect for me.** |

The valet began to feel admiration for his new master.

She didn’t know anything about her nephew’s love for the girl.

|  |
| --- |
| 1. I looked at her for some moments before **darling to open** my mouth. |

They didn’t dare to attack us, did they?

He dared to escape.

**Exercise 1. Complete the following sentences using the Speech Patterns:**

1. *…* to retype the article. 2.  *…* to do the shopping. 3. *…* to explain the circumstances to the host. 4. Helen *…* did not want to be alone with him. 5. The answer sounds *… .* 6. It smells *… ,* doesn’t it? 7. The cucumbers taste *….* 8. The child felt *…* all night. 9. Her feeling of *…* for the unknown girl was increasing. 10. It was next to impossible to hide his *…* the children. 11. She felt great *…* her parents. 12. Her *…* reading is well known. 13. How *…* tell me such things? 14. I *…* he will touch upon the subject. 15. The child *…* to open his mouth. 16. They have shown some *…* the authority.

*\*I dare say - Я думаю/Мне кажется.*

**Exercise 2. Paraphrase the following sentences using the Speech Patterns:**

1. You couldn’t help admiring her slim figure, bright eyes and soft voice. 2. It’s you who must go and see for yourself. 3. The children were upset when they understood that they were despised by their leader. 4. The stink of the stuff was unbearable. 5. My little daughter’s love of cartoons and puppet films. 6. You oughtn’t ask for more? 7. I had enough courage to tell him that he would change his mind. 8. I find the sound of the music quite familiar. 9. What a nice tune. 10. All the children knew that John was devoted to his pets and felt respect for this feeling. 11. I was shocked by the encounter. 12. You oughtn’t deny the fact. 13. It’s you who must decide.

**Exercise 3. Translate the following sentences into English:**

1.Как ты смеешь смяться над старушкой? 2. С понедельника она плохо себя чувствует. 3. Его любовь к книгам хорошо известна в группе.4. Как чудесно пахнут розы!. 5. Ребенок не осмелился задать свой вопрос учителю. 6. Чувство глубокого уважения к опекуну переполняло Джуди. 7. Твои слова прозвучали довольно глупо. 8. Мэри рассердилась и расстроилась, когда услышала объяснения девочки. 9. Как вы смеете говорить со мной подобным образом? 10. В то осеннее утро она прекрасно себя чувствовала и была в превосходном настроения. 11. Именно ты должен показать город своему другу. 12. Им было холодно, они проголодались и очень устали. 13. Я думаю, дети сами должны помириться. 14. Елену всегда отличала удивительная привязанность к своей младшей сестре. 15. В ее глазах можно было видеть все то презрение, которое вызывал у нее молодой человек.

**Модуль 8.**

**Проблемы молодежи и трудоустройство.**

***в) Чтение:***

* Чтение аутентичных текстов различных жанров: художественного, публицистического, прагматического и др. по данной тематике.
* Форма контроля: чтение и пересказ текстов, составление монолога.
* Изучение грамматического материала: Participle II, meaning and functions.

**Текст № 10.**

**Recruitment Agency - the problem of youth unemployment**

In Shemonaikha area-based branch of NDP "Nur Otan" held a meeting with representatives of the unemployed youth KSU "Center of youth initiatives" of domestic policy of the East Kazakhstan region, Daniyar Toktarbaevym and Erbol Tileuberdy.

His guest appearances district began with a discussion paper of the President - Leader of the Nation Nursultan Nazarbayev "SOCIAL modernization of Kazakhstan: 20 steps to a society of universal labor". Spoke about the important strategic objectives and core policies essentially Leader, stopping in more detail on orders aimed at improving the system of youth employment. One of the projects on this issue is the creation of "employment agency" for the unemployed youth field. Recruitment Agency is a free service for young people wanting to get a job. The agency will be responsible for job placement, to monitor vacancies, staffing needs in the area, unemployed youth.

One of the main tasks - coordinating link between the employer and the applicant, the agency for its performance will contribute to the implementation of government programs on employment, "the practice of Youth", "With a diploma in the village." Recruitment specialists will provide assistance and advice on writing resumes, attracting young people to work in rural areas. At this stage, work is underway to gather information and create a database of unemployed youth in cities and districts of the region, as well as the number of jobs in companies and other organizations of SAI. This is a real opportunity for young people to be heard and seen by employers.

- "That depends on you, you'll work. And the young and adult citizen of Kazakhstan does not have to sit still, and seek to go where the jobs are, where you can earn. In other countries people go to work far beyond the borders and without any warranties. And we are creating jobs, building a new facility in their own country. Therefore we must go where the jobs are. Because we are a mobile people! "

Answer the following questions:

1. What is the problem of youth unemployment?
2. What is the "SOCIAL modernization of Kazakhstan? How do you make your point of view about 20 steps to a society of universal labor"?
3. The main task is: coordinating link between the employer and the applicant. Is it really?

**Task 6. Изучение грамматического материала.**

**Participle II, meaning and functions.**

**Participle II**

Participle II as an attribute.

When used as an attribute Participle II of transitive verbs corresponds to the Russian страдательное причастие or действительное причастие of some verbs ending in -ся, е. g. a broken chair (сломанный стул), a broken cup (разбитая чашка), a newspaper published in Moscow (газета, издаваемая в Москве), the problem discussed at the meeting (вопрос, обсуждавшийся на собрании).

Participle II, as well as Participle I, can be used in preposition (without any accompanying words) and in post-position (with one or more accompanying words).

He answered through the locked door. (Wells) - *Он ответил через закрытую дверь.*

They turned into the large conservatory beautifully lit up with Chinese lamps. (Eliot)- *Они свернули в большую оранжерею, красиво освещенную китайскими фонариками.*

Participle II of intransitive verbs which denote passing into a new state, corresponds to the Russian действительное причастие or to an adjective. However, only in a few cases Participle II of an intransitive verb may be used attributively, mostly Participle II of the verbs to fade, to wither, to retire, to fall, to vanish, e. g. faded leaves (увядшие листья), a withered flower (засохший цветок), a retired colonel (отставной полковник), a fallen star (упавшая звезда), the vanished jewels (пропавшие драгоценности).

An attribute expressed by Participle II may be detached; in .this case it often has an additional meaning of an adverbial modifier:

The housekeeper had come out of her room, attracted by the violent ringing of the bell. (Conan Doyle) - *Экономка вышла из своей комнаты, привлеченная неистовым звоном колокольчика.*

Accompanied by his father and Steger, he (Cowperwood) ascended to his new room. (Dreiser) -*Сопровождаемый отцом и Стеджером (в сопровождении отца и Стеджера), он поднялся в свою новую комнату.*

Participle II as an adverbial modifier.

In this function Participle II is preceded by the conjunctions when, while, if, as if, as though, though, etc. It is generally rendered in Russian by an adverbial clause.

Participle II can be an adverbial modifier:

**(a) of time.**

When guestioned Annie had implied vaguely... that she was anxious about her brother-in-law. (Crohin) -*Когда Энни стали расспрашивать, она дала понять..., что беспокоится о своем шурине.*

**(b) of condition.**

It was a dreadful thing that he now proposed, a breach of the law which, if discovered, would bring them into the police court. (Cronin) - *To, что он предлагал, было ужасно: это было нарушение закона, и, если бы оно открылось, их отдали бы под суд.*

**(c) of comparison.**

As if torn with inner conflict and indecision, he cried. (Galsworthy) -*Он плакал, словно его мучили внутренняя борьба и сомнения.*

Mr. Kantwise shook his head as though lost in wonder and admiration. (Trollope) -*Мистер Кэитуайуз покачал головой, словно переполненный чувством удивления и восхищения.*

**(d) of concession.**

... her spirit, though crushed, was not broken. (A. Bronte) -*... хотя она и была подавлена, она не была сломлена.*

Other grammarians view of the analysis of such word-groups as when questioned... , if discovered... , as if torn..., though crushed... is different. They consider such word-groups to be elliptical clauses and not participial phrases.

**Participle II as a predicative.**

In spite of himself, Val was impressed. (Galsworthy) - *На Вэла это произвело впечатление, помимо его воли.*

The inner gate was locked, and the lodge closed. (Dickens) - *Внутренние ворота были заперты, и помещение привратника закрыто.*

Participle II as part of a complex object.

She has found me unaltered; but I have found her changed. (Collins)- *Она нашла, что я ничуть не переменился, а я нашел, что она изменилась.*

**The formation of Participle II.**

According to the way in which the Past Indefinite and Participle II are formed, verbs are divided into three groups: regular verbs, irregular verbs, and mixed verbs.

1. Regular verbs. They form the Past Indefinite and Participle II by adding -ed to the stem of the verb, or only -d if the stem of the verb ends in -e.[13]

to want —wanted

The pronunciation of -ed (-d) depends on the sound preceding it. It is pronounced:

[ıd] after t, d: wanted [wɔntıd], landed [lændıd]

[d] after voiced consonants except d and after vowels: opened ['əupənd], played [pleıd];

[t] after voiceless consonants except t: worked [wə:kt].

The following spelling rules should be observed:

*(a) Final -у is changed into i before the addition of -ed if it is preceded by a consonant.*

to carry — carried

у remains unchanged if it is preceded by a vowel.

to enjoy — enjoyed

*(b) If a verb ends in a consonant preceded by a short stressed vowel, the final consonant is doubled.*

to stop —stopped

Final r is doubled if it is preceded by a stressed vowel.

to occur —- occurred

Final r is not doubled when preceded by a diphthong,

to appear — appeared

Final l is doubled if it is preceded by a short vowel, stressed or unstressed:

to compel — compelled

2. Irregular verbs. Here belong the following groups of verbs:

*(a) verbs which change their root vowel.*

to sing —sang — sung

*(b) verbs which change their root vowel and add -en for Participle II.*

to speak —spoke —spoken

*(c) verbs which change their root vowel and add -d or -t.*

to sell —sold —sold

*(d) verbs which change their final -d into -t.*

to send —sent —sent

(*e) verbs which have the same form for the Infinitive, Past Indefinite and Participle II.*

to put — put — put

*(f) verbs whose forms come from different stems.*

to be — was, were — been

to go — went — gone

*(g) special irregular verbs.*

to have — had — had

to make — made — made

to do —did —done

*(h) defective (anomalous) verbs.*

can — could

must

ought

may — might

will — would

shall — should

3. Mixed verbs, their Past Indefinite is of the regular type, and their Participle It is of the irregular type: to show — showed — shown

As has already been stated, the participle has a verbal and an adjectival or adverbial character. Its adjectival or adverbial character is manifested in its syntactic functions, those of attribute or adverbial modifier. (Some participles have lost their verbality altogether and have become adjectives: interesting, charming, alarming, etc., complicated, distinguished, furnished, etc.

е.g. an interesting book, a charming girl, the alarming news; a complicated problem, a distinguished writer, a furnished apartment.)

I hated the hollow sound of the rain pattering on the roof. (Du Marnier) (attribute) - *Мне был отвратителен глухой шум дождя, стучавшего по крыше.*

And then she turned to the title-page, and looked at the name written in the schoolboy hand. (Ch. Bronte) (attribute) - *Затем она открыла книгу па титульном листе и посмотрела на имя, написанное ученическим почерком.*

The verbal characteristics of the participle are as follows:

1. Participle I of a transitive verb can take a direct object.

Opening the door, he went out on to the terrace. (Galsworthy)

2. Participle I and Participle II can be modified by an adverb.

Leaving the room hurriedly, he ran out. (Thackeray)

Deeply affected, Priam Farll rose and left the room. (Bennett)

3. Participle I has tense distinctions; Participle I of transitive verbs has also voice distinctions. In Modern English Participle I has the following forms: Active Passive

Indefinite writing being written

Perfect having written having been written

The tense distinctions of the participle.

Like the tense distinctions of all the verbals, those of the participle are not absolute but relative.

Participle I Indefinite Active and Passive usually denotes an action simultaneous with the action expressed by the finite verb; depending on the tense-form of the finite verb it may refer to the present, past, or future.

When reading The Pickwick Papers, one can't help laughing.

When reading The Pickwick Papers, I couldn't help laughing.

When reading The Pickwick Papers, you will roar with laughter.

He looked at the carpet while waiting for her answer. (Galsworthy) - *Он смотрел на ковер, ожидая ее ответа.*

Me returned to the hut, bringing in his arms a new-born lamb. (Hardy) - *Он вернулся в хижину, неся на руках новорожденного ягненка.*

Being left alone, Pauline and I kept silence for some time. (Ch. Bronte) -*Оставшись одни, мы с Полиной некоторое время молчали.*

Sometimes Participle I Indefinite denotes an action referring to no particular time.

The last turning had brought them into the high-road leading to Bath. (Hardy) - *После последнего поворота они вышли на дорогу, ведущую (которая вела) в Бат.*

Participle I Perfect Active and Passive denotes an action prior to the action expressed by the finite verb.

Mr. Bumble, having spread a handkerchief over his knees..., began to eat and drink. (Dickens) -*Мистер Бамбл, разостлав платок на коленях..., стал есть и пить.*

They were, indeed, old friends, having been at school together. (Walpole) - *Они и в самом деле были старыми друзьями, так как вместе учились в школе.*

It should be noted that a prior action is not always expressed by Participle I Perfect: with some verbs of sense perception and motion, such as to see, to hear, to come, to arrive, to seize, to look, to turn and some others, Participle I Indefinite is used even when priority is meant.

Turning down an obscure street and entering an obscurer lane, lie went up to a smith's shop. (Hardy) - *Свернув на темную улицу и войдя в еще более темный переулок, он подошел к кузнице.*

Hearing a footstep below he rose and went to the top of the stairs. (Hardy) - *Услышав шаги внизу, он встал и вышел на лестницу.*

Participle II has no tense distinctions; it has only one form which can express both an action simultaneous with, and prior to the action expressed by the finite verb; the latter case is more frequent.

His sister's eyes fixed on him with a certain astonishment, obliged him at last to look at Fleur. (Galsworthy) - *Взгляд сестры, устремленный на него с некоторым недоумением, заставил его, наконец, взглянуть на Флер.*

I was reminded of a portrait seen in a gallery. (Du Maurier) -*Мне вспомнился портрет, который я видела в картинной галерее.*

In some cases Participle II denotes an action referring to no particular time.

He is a man loved and admired by everybody.

The voice distinctions of the participle.

Participle I of transitive verbs has special forms to denote the active and the passive voice.

When writing letters lie does not like to be disturbed.

Being written in pencil the letter was difficult to make out.

Having written some letters he went to post them.

Having been written long ago the manuscript was illegible.

Participle II of transitive verbs has a passive meaning, e. g. a broken glass, a caged bird. Participle II of intransitive verbs has no passive meaning; it is used only in compound tense-forms and has no independent [unction in the sentence unless it belongs to a verb which denotes passing into a new state, e. g. a withered flower, a faded leaf.

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Exercise 4.**

1. My sister was very ill and I had to sit **…** all night with her. 2. This little stream never dries **….** 3. You have worked very well so far; keep it **….** 4. You have got the story all mixed **….** 5. The home was burned **…** before the fire brigade came. 6. The sleeves of my dress are too short. I must ask the tailor to let them **…** an inch. 7. We can’t buy that car just yet, but we are saving **….** 8. **…** dinner I’ll wash **…** 9. Sit **…,** there is plenty of room **…** everyone. 10. Your coat collar is **…** the back, shall I turn it **…?** 11. Don’t stand **…** a high tree during a thunderstorm. 12. I can’t use my office now, it is **…** repair. 13-I did this **…** orders. 14. **…** the circumstances I will not give you any extra work. 15. He is **…** age and cannot be allowed to be independent.

**Exercise 5. Translate the following sentences into Russian/Kazakh:**

1. At five o ’clock I was already up and without wasting time set to work/started working. 2. Hang up your overcoat here, I’ll show you the way to your room. 3. I’ve picked up a handkerchief. Is it yours? 4. Her parents died when she was still a little girl and she has been brought up by an aunt. 5. The boy turned the box upside down, and the toys scattered/ slipped all over the floor. 6 . I was up all night, and now I’m dropping with fatigue. 7. Let’s go up this hill, it (its top) gives/offers a very lovely view of the river. 8. Yesterday Mother fell down the stairs and hurt/injured her foot/leg. I’m very worried about her./I worry about her very much. 9. I’m feeling off colour/under the weather/unwell, I’d better go and lie down. 10. I don’t like looking down from a big height, I feel dizzy. 11. You had better put down my address in a notebook, you may lose this sheet/slip of paper. 12. A large part of the city was flooded/was covered with water/was under water. 13. A boy of about five was sitting at a desk alone. 14. A lot of writers publish their works under assumed names. 15. The students were conducting/carrying out/making an experiment under the guidance of a professor.

**Exercise 6. Give English equivalents for the following phrases:**

оставлять следы,замести следы, избитый путь, вырисовываться на фоне, растрепанные волосы, черновик, присматривать за, открыть кому-л. глаза на.., строить глазки, смотреть сквозь пальцы на что-л., знать в чем-то толк, с намерением, хромать на правую (левую) ногу, неудачная отговорка, бросить из головы, ввести в расходы, примириться с.., застенчивая улыбка, размять ноги, без перерыва, протянуть руку, скрыть что-л., схватить за.

**Exercise 7. Choose the right word:**

*shy - timid*

1. A bold man by nature, he was **…** as a boy in the presence of women. 2. “The soup is beastly!” old Osborn roared, in answer to a **…** look of inquiry from his daughter.

*shy* - *self-conscious*

1. She was obviously wearing her best clothes and had the **…** wooden smile on her face. 2. The girl looked at the man with a **…** smile.

*rude* - *rough*

1. Though **…** in manner and speech the old soldier was at heart kind and considerate. 2. Squire Western was **…** to the servants and the women of his household.

*rough* - *coarse*

**1**. The surface of the stone is **….** It needs polishing. 2. The fire gleamed on the **…** white tablecloth.

**Модуль 9.**

**Общепрофессиональная сфера общения**

*Современные проблемы воспитания и развития личности*.

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.
* Форма контроля: чтение и пересказ текстов, составление монолога.
* Изучение грамматического материала. The Nominatives absolute participial Predicative constructions.

**Текст № 11. Upbringing of children.**

1.- Each person's knowledge of how to bring up a child usually comes from their surroundings and their own upbringing. Children are going through their adolescence before their final adult characters are beginning to take shape.

2.- Some parents think it is good for children to be allowed to run wild without control or supervision. They say that this enables children's personalities to develop naturally and that they will learn to be responsible by the mistakes they make. However, this might lead to juvenile delinquency, with the children ending up in the courts, or it might simply make children self-centered, without any consideration for others.

3.- Other parents believe in being strict, but taken to extremes this can produce a too authoritarian atmosphere in the home, with the children being dominated and ruled by their parents. Parents can also be very possessive and try to keep their children dependent on them. These last two attitudes can encourage rebelliousness against parents, school, or, conversely, suppress a child's natural sense of adventure and curiosity.

4.- Discipline is important when bringing up a child. Through discipline a child learns that some kinds of behaviour are acceptable and others are not.

## II. The generation gap.

1.- The generation gap is differences between people of a younger generation and their elders, especially between a child and his or her parent's generation. Old people are always saying that the young are not what they were. The same comment is made from generation to generation and is always true.

2.- These days, grown-ups describe children as difficult, rude, wild and irresponsible. The new generation has a very different view of the importance of work and money. The immediate post-war generation saw the creation of wealth as the most important thing in life, while today young people have other concerns and priorities. They have learned to take economic prosperity for granted and don't feel the need to be workaholics.

3.- Some teens say: They (the older generation) think differently; they have staid ideas and won't listen to new ones. Young people don't get listened to by either parents or teachers. Some older people think the young are getting very lazy.

## III. Teens.

1.- The most painful part of childhood is adolescence. There is a complete lack of self-confidence during this time. Adolescents are over conscious of their appearance and the impression they make on others. They feel shy and awkward. Feelings are intense, easily from tremendous rapture to black despair. And besides friends are becoming more and more important these yeas. At schools there are cliques who decide what is "cool".

2.- Experts say that the rush to grow up is due to the mass media. Children desire to be independent and it creates behavior problems. Adolescents may rebel violently against parental authority.

3.- But even teenagers with supportive parents can fall in with bad company. A lot of children become addicted to drugs and alcohol because their life is hollow and they don't think of life-long goals.

4.- There are teens with rich parents, that give them money and expensive things. Envy and the desire to possess the same things can push teenagers to committing a crime and it leads to juvenile delinquency.

5.- Nowadays children start using computers very early. The electronic universe replaces their contacts with friends and dominates their life completely, that creates mechanical mentality and inhibits their emotional development.

## IV. Adult children.

1.- Parents spend with the children all their childhood and adolescence. Then children begin to build their careers and family, become a parent. This time is quite hard for parents who they feel very lonely without their children.

This is the time when they have to shift from using parental authority with their kids to being friends of these new adults. Even adult children need love and guidance from their parents from time to time. As children pass into adulthood, the time for independence for both parents and children is very important for a healthy parent-child relationship.

The majority of parents and adult children experience some tension and aggravation with one another. But parents generally are more bothered by the tensions - and the older the child, the greater the bother.

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| **Task 7. Изучение грамматического материала.**  **The Nominatives absolute participial Predicative constructions.**  These constructions are called ‘absolute’ because they are not dependent on any other part of the including sentence, though they cannot be used without it, as they lack a finite verb form and thus have no predicate.  From the point of view of their transformational possibility, absolute constructions fall into two types, verbal and non-verbal ones.  I. Constructions with verbals as their second part. When transformed into clauses they retain their predicate part, which takes a proper tense-aspect form.  She sat on the porch, Mary playing with her doll ————> She sat on the porch, and (while) Mary was playing with her doll.  The clauses resulting from such transformations usually have a simple verbal predicate. If the second part includes a form of the verb to be, the predicate of the clause is, of course, a compound nominal one:  It being late, he went home ——> As it was late, he went home.  II. Constructions with non-verbals with an adjective, a stative, an adverb or a noun (with a preposition) as their second part. When transformed into clauses, a proper form of the link verb to be must be introduced, as these constructions lack a verbal component of their own.  He marched out of the room, his head high up ——> He marched out of the room, and his head was high up.  Thus clauses resulting from the transformation of constructions of this type always have a compound nominal predicate.  Absolute constructions may have two forms: non-prepositional and prepositional. The latter is introduced by the preposition with (in the case of the infinitive construction it may be without).  Dinner over, everybody rose.  He was slowly coming to us, with his hands up.  **Non-prepositional absolute constructions**  Non-prepositional absolute constructions are: the absolute nominative with participle I construction, the absolute nominative with participle II construction, the absolute nominative with the infinitive construction, the absolute nominative with the adjective construction, the absolute nominative with the adverb construction, the absolute nominative with a prepositional noun construction.  The absolute nominative with participle I construction is the most frequently used. It consists of a noun in the common case or a personal pronoun in the objective case and participle I. Within it all forms of participle I are possible.  It being late, he bolted the windows.  Everything remained as she left it, the fire still burning.  As can be seen from the above examples, the position of the construction varies: it may either open the sentence or close it.  The absolute nominative with participle I construction is generally used as an adverbial of reason or of attendant circumstances, although sometimes it is an adverbial of time. Occasionally, especially with the verbs to permit or to fail, it is an adverbial of condition.  The construction should be translated into Russian by means of different corresponding adverbial clauses:  1. Of reason.  The weather being unusually mild at that time for the season of the year, there was no sleighing ——>As  the weather was...  (Поскольку (так как) погода была...)  2. Of attendant circumstances. In this case the construction usually comes at the end of the sentence.  With a yell, he sprang back, a sweat coming on his skin ———> ... and a sweat came... (и кожа его покрылась потом.)  3. Of time.  The car having stopped, the boys jumped out onto the grass ——> When the car stopped... (Когда машина остановилась...)  4. Of condition.  Circumstances permitting, they will be through with it by the end of May ——> If circumstances  permit... (Если обстоятельства позволят...)  The absolute nominative with participle II construction is usually an adverbial modifier of attendant circumstances or time:  1. Of attendant circumstances.  “Bye,” he said, and walked away, his farewell unanswered ——> ...but his farewell was unanswered, (...но его прощание осталось без ответа.)  2. Of time.  Dinner served, Mrs Marlow rang the bell ——> When dinner was served... (Когда обед был подан...)  The absolute nominative with the infinitive construction functions as an adverbial modifier of attendant circumstances.  There they remained, some of them to be entirely forgotten ——> ...and some of them were to be entirely  Forgotten. (...причем некоторым суждено было быть полностью забытыми.)  The absolute nominative constructions with non-verbals differ from those described above in that their predicate part is verbless, being expressed only by an adjective, stative, adverb or a noun with a preposition. They are semantically in predicate relations to the nominal part of the construction. Therefore in case of transformation an appropriate form of the link verb to be must be supplied.  He stepped forward, his face red with anger ——> ...and his face was red with anger.  I. The absolute nominative with the adjective construction may be an adverbial of attendant circumstances or of reason:  1. Of attendant circumstances.  She stood under the tree, her head full of strange ideas ——> ...and her head was full... (...и голова ее была полна...)  2. Of reason. .  Her heart full of despair, she could not say a word ——> As her heart was full... (Так как сердце ее было переполнено отчаянием...)  II. The absolute nominative with the stative construction is usually an adverbial of reason or manner:  1. Of reason.  The gallery door slightly ajar, I could hear the steps of the soldiers ———> As the gallery door was slightly ajar... (Так как дверь была слегка приоткрыта...)  2. Of manner.  This time the fish attacked from below. It hurtled up under the woman, jaws agape ——> ...and its jaws were agape. (...с открытой пастью.)  III. The absolute nominative with the adverb construction is usually an adverbial of time.  Tea over, she again summoned us to the fire ——> When tea was over... (После чая...)  IV. The absolute nominative with a prepositional noun construction is usually either an adverbial of attendant circumstances or time:  1. Of attendant circumstances.  I waited, every nerve upon the stretch ———>...and every nerve was upon the stretch. (...и каждый нерв у меня был напряжен.)  2. Of time.  All in the room, she called in Molly ———> When all were in the room... (Когда все собрались в комнате...)  Prepositional absolute constructions  § 133. There are prepositional absolute constructions with participle I or II, with an infinitive, with an adjective, with a stative, with an adverb, or with a prepositional noun. All function mainly as adverbials of attendant circumstances, although sometimes they may be other adverbials. All of them can be transformed into clauses.  I. The prepositional absolute construction with participle I.  With his head aching from the slap of the bullet and the blood dripping over the ear, he went over to the  Frenchman ———> He went over to the Frenchman, his head was aching... and the blood was dripping... (...голова у него болела... кровь сочилась.)  II. The prepositional absolute construction with participle II.  A Negro boy lay on the pavement, with his throat cut ——> ...and his throat was cut. (...с перерезанным горлом.)  III. The prepositional absolute construction with the infinitive.  You’ll lose the last minutes, without someone to take care of you ———>...if nobody takes care of you. (...если никто о тебе не позаботится.)  This construction is very seldom used.  IV. Prepositional absolute constructions with non-verbals.  1. The prepositional absolute construction with the adjective.  She hurriedly left the room with her eyes red ———> ...and her eyes were red. (...и глаза у нее были красные.)  2. The prepositional absolute construction with the stative.  He stood there trembling, with his face ablaze ——> ...and his face was ablaze. (...и лицо его  пылало.)  3. The prepositional absolute construction with the adverb.  He turned away, with his hand still up ——>...and his hand was still up. (... все еще не опуская руки.)  4. The prepositional absolute construction with a noun.  They marched towards the square, with little flags in their hands ———> ...and there were little flags in their hands. (...с флажками в руках.)  ***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.  **Форма контроля:** проверка заданий в письменном виде.  **Exercise 1. Translate the following text into Russian/Kazakh:**  **A.** 1. Our train is on track five, let’s hurry up/let’s walk faster. 2. Sinking into the deep snow the hound was following a hare’s tracks. 3. He is not the kind of man/person (He is not one/He is not a man/person) to follow the beaten track. 4 . I have lost track of his reasoning and couldn’t understand what he was talking about. 5. Beyond the railway/railroad *(US)* tracks there was a field which stretched to the (very) horizon. 6. Here’s the outline of my report. Will you look it through? 7. Unfortunately I don’t have this article with me now but if you wish I can outline it to you/tell you what it’s about in outline. 8. The road was rough from the tracks of countless wheels. 9. The man was wearing (a short overcoat) made of coarse cloth/fabric/a short coarse overcoat and no hat. 10. The woman’s hands were rough from washing clothes and dishes/from laundering and washing up. 11. I don’t advise you to write a rough copy of the paper: you won’t have the time to rewrite it (you won’t have the time to write a fair copy then). 12. I’m afraid that Father and I don’t see eye to eye on this point. 13. There’s something wrong with her, keep an eye on her. 14. He ran his eyes over/through the list and saw his name on it. 15. He is a clever artist with an eye for colour. 16. The doll was so pretty that the little girl couldn’t take her eyes offit. 17. I’ve come here **with an eye** to/with a view to getting to the bottom of this affair/to clearing up this matter. 18. She couldn’t thread the needle because the eye was too small. 19. The boy caught the teacher’s eye and stopped talking. 20. No wonder/Small wonder/It is no wonder (that) it’s so cold: the window is open. 21. I wonder why the doctor has given up/dropped medical practice. 22. It’s a wonder to me how one can be so tactless.  **B.** 1. Why are you lame in the right foot? - I’ve slipped and fallen. 2. Tim noticed that the girl was walking with a slight limp. 3. She made up some lame story to excuse her being late/her late arrival (some lame excuse for being late) 4. The old man shifted the hard straw-filled/straw-stuffed pillow and drew/pulled/ **stretched** the blanket over himself. 5. Have you got a pen? I’m afraid I’ll forget your address if I don’t **put it** down/write it down/take it down/make a note of it. 6. I’ve got everything ready. Put aside your work and let’s have supper/dinner. 7. It’s time to put the winter clothes away or they will/may/might be eaten by moths/or moths may get to them. 8. I put all his failures to a lack of confidence. 9. I know him well enough and I’m sure that he’ll cope with this work/job. One should put in a word for him or it may be given to someone else, and he is very interested in it. 10. We can’t accept this offer without thinking everything over properly. Let’s put offthe decision till tomorrow. 11. The fact that the paragraph was put on the first page shows (testifies to) the importance of this event. 12. Why do you want to put up at a hotel? Stay with us as long as you wish, w e’ve got a lot of room. 13. “I don’t want to put up with you laziness,” the father said. “You must do this work today.” 14. She struck me as a clever but very shy girl. 15. “Here’s you room. If you need something **don’t be shy of calling** me/don’t nesitate to call me,” the hostess said. 16. The girl got very shy when I addressed her. 17. These woollen socks have shrunk a lot, can they be stretched somehow? 18. Anne stretched a clothes-line between two trees and began to hang the underwear on it. 19. Finley spread his coat over/on the wet grass and stretched himself (out) on it. 20. I don’t know why they have to hold a trial here, at my place,” said Mr. White. 21. Do you think this bag will hold the apples? 22. He held his breath and pricked his ears. 23. This warm spell is temporary. This kind of weather won’t hold long. 24. At that moment the boy lost hold of the rope and fell to the ground/plopped down.  **Exercise 2. English equivalents for the following words and phrases:**  добраться до (какого-л. места),питать склонность к, сорвать цветок, говорить ерунду, на фоне неба, башмаки потрескались, с откинутыми назад волосами, поднять руку в знак приветствия, остановиться на , без смущения, продолжать расспросы, старый яблоневый сад, комната для гостей, стоять отдельно, песчаное дно, свисать над водой, глаза, сверкающие как роса.  Модуль 10  **Тема № 4. Общепрофессиональная сфера общения**  *Моральные и нравственные ценности.* Values, morals and ethics **Текст № 12**  ***в) Чтение:***   * Чтение аутентичных текстов различных жанров: художественного, публицистического, прагматического и др. по данной тематике. * Форма контроля: чтение и пересказ текстов, составление монолога. * Изучение грамматического материала: The Syntax of the Simple Sentence. |

  What are the differences between values, morals and ethics? They all provide behavioral rules, after all. It may seem like splitting hairs, but the differences can be important when persuading others.

## Values

Values are the rules by which we make decisions about right and wrong, should and shouldn't, good and bad. They also tell us which are more or less important, which is useful when we have to trade off meeting one value over another.

[Dictionary.com](http://www.dictionary.com/) defines values as: n : beliefs of a person or social group in which they have an emotional investment (either for or against something); "he has very conservatives values"

## Morals

Morals have a greater social element to values and tend to have a very broad acceptance. Morals are far more about good and bad than other values. We thus judge others more strongly on morals than values. A person can be described as immoral, yet there is no word for them not following values.

[Dictionary.com](http://www.dictionary.com/) defines morals as: n : motivation based on ideas of right and wrong

## Ethics

You can have professional ethics, but you seldom hear about professional morals. Ethics tend to be codified into a formal system or set of rules which are explicitly adopted by a group of people. Thus you have medical ethics. Ethics are thus internally defined and adopted, whilst morals tend to be externally imposed on other people.

If you accuse someone of being unethical, it is equivalent of calling them unprofessional and may well be taken as a significant insult and perceived more personally than if you called them immoral (which of course they may also not like).

[Dictionary.com](http://www.dictionary.com/) defines ethics as: A theory or a system of moral values: “An ethic of service is at war with a craving for gain"

The rules or standards governing the conduct of a person or the members of a profession.

*Ethics of principled conviction* asserts that intent is the most important factor. If you have good principles, then you will act ethically.

*Ethics of responsibility* challenges this, saying that you must understand the consequences of your decisions and actions and answer to these, not just your high-minded principles. The medical maxim 'do no harm', for example, is based in the outcome-oriented ethics of responsibility.

## So what?

Understand the differences between the values, morals and ethics of the other person. If there is conflict between these, then they probably have it hidden from themselves and you may carefully use these as a lever.

Beware of transgressing the other person's morals, as this is particularly how they will judge you. Talking about professional ethics puts you on a high moral platform and encourages the other person to either join you or look up to you.

**Task № 8. Изучение грамматического материала.**

**The Syntax of the Simple Sentence.**

**The classification of the Simple Sentence according**

**to the purpose of the utterance and structure.**

But the division of sentences most necessary to analysis is the division, not according to the form in which a thought is put, but according to how many statements there are.

The one we shall consider first is the simple sentence.

A simple sentence is one which contains a single statement, question, or command: for example, "The quality of mercy is not strained;" "What wouldst thou do, old man?" "Be thou familiar, but by no means vulgar."

Every sentence must contain two parts,-a subject and a predicate.

The predicate of a sentence is a verb or verb phrase which says something about the subject.In order to get a correct definition of the subject, let us examine two specimen sentences:-1. But now all is to be changed.

2. A rare old plant is the ivy green.

In the first sentence we find the subject by placing the word what before the predicate,- What is to be changed? Answer, all. Consequently, we say all is the subject of the sentence.But if we try this with the second sentence, we have some trouble,- What is the ivy green? Answer, a rare old plant. But we cannot help seeing that an assertion is made, not of a rare old plant, but about the ivy green; and the real subject is the latter. Sentences are frequently in this inverted order, especially in poetry; and our definition must be the following, to suit all cases:-

The subject is that which answers the question who or what placed before the predicate, and which at the same time names that of which the predicate says something.

In the interrogative sentence, the subject is frequently after the verb. Either the verb is the first word of the sentence, or an interrogative pronoun, adjective, or adverb that asks about the subject. In analyzing such sentences, always reduce them to the order of a statement. Thus,-

(1) "When should this scientific education be commenced?"

(2) "This scientific education should be commenced when?"

(3) "What wouldst thou have a good great man obtain?"

(4) "Thou wouldst have a good great man obtain what?"

In the imperative sentence, the subject (you, thou, or ye) is in most cases omitted, and is to be supplied; as, "[You] behold her single in the field."

ELEMENTS OF THE SIMPLE SENTENCE.

All the elements of the simple sentence are as follows:-

(1) The subject.

(2) The predicate.

(3) The object.

(4) The complements.

(5) Modifiers.

(6) Independent elements.

The subject and predicate have been discussed.

The object may be of two kinds:-

(1) The DIRECT OBJECT is that word or expression which answers the question who or what placed after the verb; or the direct object names that toward which the action of the predicate is directed.

It must be remembered that any verbal may have an object; but for the present we speak of the object of the verb, and by object we mean the direct object.

(2) The INDIRECT OBJECT is a noun or its equivalent used as the modifier of a verb or verbal to name the person or thing for whose benefit an action is performed.

Examples of direct and indirect objects are, direct, "She seldom saw her course at a glance;" indirect, "I give thee this to wear at the collar."

A complement is a word added to a verb of incomplete predication to complete its meaning.

Notice that a verb of incomplete predication may be of two kinds,-transitive and intransitive.

The transitive verb often requires, in addition to the object, a word to define fully the action that is exerted upon the object; for example, "Ye call me chief." Here the verb call has an object me (if we leave out chief), and means summoned; but chief belongs to the verb, and me here is not the object simply of call, but of call chief, just as if to say, "Ye honor me." This word completing a transitive verb is sometimes called a factitive object, or second object, but it is a true complement.

The fact that this is a complement can be more clearly seen when the verb is in the passive. See sentence 19, in exercise following Sec. 364.

An intransitive verb, especially the forms of be, seem, appear, taste, feel, become, etc., must often have a word to complete the meaning: as, for instance, "Brow and head were round, and of massive weight;" "The good man, he was now getting old, above sixty;" "Nothing could be more copious than his talk;" "But in general he seemed deficient in laughter."

All these complete intransitive verbs. The following are examples of complements of transitive verbs: "Hope deferred maketh the heart sick;" "He was termed Thomas, or, more familiarly, Thom of the Gills;" "A plentiful fortune is reckoned necessary, in the popular judgment, to the completion of this man of the world."

The modifiers and independent elements will be discussed in detail in Secs.

A phrase is a group of words, not containing a verb, but used as a single modifier.

As to form, phrases are of three kinds:-

(1) PREPOSITIONAL, introduced by a preposition: for example, "Such a convulsion is the struggle of gradual suffocation, as in drowning; and, in the original Opium Confessions, I mentioned a case of that nature."

(2) PARTICIPIAL, consisting of a participle and the words dependent on it. The following are examples: "Then retreating into the warm house, and barring the door, she sat down to undress the two youngest children."

(3) INFINITIVE, consisting of an infinitive and the words dependent upon it; as in the sentence, "She left her home forever in order to present herself at the Dauphin's court."

Things used as Subject.

The subject of a simple sentence may be:

(1) Noun: "There seems to be no interval between greatness and meanness." Also an expression used as a noun; as, "A cheery, ' Ay, ay, sir!' rang out in response."

(2) Pronoun: "We are fortified by every heroic anecdote."

(3) Infinitive phrase: "To enumerate and analyze these relations is to teach the science of method."

(4) Gerund: "There will be sleeping enough in the grave;" "What signifies wishing and hoping for better things?"

(5) Adjective used as noun: "The good are befriended even by weakness and defect;" "The dead are there."

(6) Adverb: "Then is the moment for the humming bird to secure the insects."

348. The subject is often found after the verb-

(1) By simple inversion: as, "Therein has been, and ever will be, my deficiency,-the talent of starting the game;" "Never, from their lips, was heard one syllable to justify," etc.

(2) In interrogative sentences, for which see Sec. 341.

(3) After "it introductory:" "It ought not to need to print in a reading room a caution not to read aloud."

In this sentence, it stands in the position of a grammatical subject; but the real or logical subject is to print, etc. It merely serves to throw the subject after a verb.

There is one kind of expression that is really an infinitive, though disguised as a prepositional phrase: "It is hard for honest men to separate their country from their party, or their religion from their sect."

The for did not belong there originally, but obscures the real subject,-the infinitive phrase. Compare Chaucer: "No wonder is a lewed man to ruste" (No wonder [it] is [for] a common man to rust).

(4) After "there introductory," which has the same office as it in reversing the order (see Sec. 292): "There was a description of the destructive operations of time;" "There are asking eyes, asserting eyes, prowling eyes."

Things used as Direct Object.

The words used as direct object are mainly the same as those used for subject, but they will be given in detail here, for the sake of presenting examples:-

(1) Noun: "Each man has his own vocation." Also expressions used as nouns: for example, "' By God, and by Saint George!' said the King."

(2) Pronoun: "Memory greets them with the ghost of a smile."

(3) Infinitive: "We like to see everything do its office."

(4) Gerund: "She heard that sobbing of litanies, or the thundering of organs."

(5) Adjective used as a noun: "For seventy leagues through the mighty cathedral, I saw the quick and the dead."

Things used as Complement.

350. As complement of an intransitive verb,-

(1) Noun: "She had been an ardent patriot."

(2) Pronoun: "Who is she in bloody coronation robes from Rheims?" "This is she, the shepherd girl."

(3) Adjective: "Innocence is ever simple and credulous."

(4) Infinitive: "To enumerate and analyze these relations is to teach the science of method."

(5) Gerund: "Life is a pitching of this penny,-heads or tails;" "Serving others is serving us."

(6) A prepositional phrase: "His frame is on a larger scale;" "The marks were of a kind not to be mistaken."

It will be noticed that all these complements have a double office,-completing the predicate, and explaining or modifying the subject.

As complement of a transitive verb,-

(1) Noun: "I will not call you cowards."

(2) Adjective: "Manners make beauty superfluous and ugly;" "Their tempers, doubtless, are rendered pliant and malleable in the fiery furnace of domestic tribulation." In this last sentence, the object is made the subject by being passive, and the words italicized are still complements. Like all the complements in this list, they are adjuncts of the object, and, at the same time, complements of the predicate.

(3) Infinitive, or infinitive phrase: "That cry which made me look a thousand ways;" "I hear the echoes throng."

(4) Participle, or participial phrase: "I can imagine him pushing firmly on, trusting the hearts of his countrymen."

(5) Prepositional phrase:"My antagonist would render my poniard and my speed of no use to me."

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

SPEECH PATTERNS

|  |
| --- |
| 1. Frank and his friend **were on a tramp.** |

They were on ahike.

We shall go on an excurtion tomorrow.

|  |
| --- |
| 1. According to their map **they had still some seven miles to go.** |

We have two hours to while away.

He has letters to take.

|  |
| --- |
| 1. Both **were (as) thin as rails.** |

She was as good as her word.

You’re as sulky as a bear, what’s the matter?

|  |
| --- |
| 1. Garson **was like some** primeval **beast.**   She **looked like a wild flower.** |

He looked like a huge bear.

The cloth looks like silk.

|  |
| --- |
| 1. Garson’s hair **was a kind** **of** dark unfathomed **mop**.   Passing through **a sort of porch…** |

It was a sort of box.

It was akind of game.

|  |
| --- |
| 1. Perhaps he **struck her as strange.** |

The whole affair strikes me as queer.

The suggestion struck him as temping.

**Exercise 1. Complete the following sentences using Speech Patterns:**

1. We saw a lot of interesting things when we were *….* 2. It’s too late to start *….* 3. Will you go with them *…*? 4. I am busy now, I have *….* 5. It was growing dark and they still had *… .* 6. I shan’t be free till July. I have *…* 7. Both brothers are tall and …*.* 8. In the father’s presence the boys are as *….* 9. The twins are …*.* 10. With her closecropped hair she *….* 11. She is under twenty but she *….* 12. The water in the lake was so warm that it was *…* 13. She was a small, pretty woman with a complexion that was *…* 14. The cloud now spreading across the sky, was *…* 15. I had a good look at the picture yesterday and I think it is *…* 16. I don’t know the rules but I think it’s *….* 17. This is the house where the writer lived, now it’s *….* 18. I’m not sure of the meaning of the term, perhaps it’s *…*

**Exercise 2. Translate the following text into English:**

1. It happened when we were on a tour of the Caucasus. 2. As soon as we came to/arrived in London we went/started on an excursion. 3. After the wedding Michael and Fleur went on a honeymoon trip. 4. The renovation/redecoration of the country cottage is almost over, there is only the floor to paint. 5. I had still ten pages to read when the light went out. 6. The geologist still had three days to stay in the camp when suddenly a storm broke out. 7. After his illness John has become thin as a rail though he says that he already feels well. 8. I wonder why in public/before strangers the children are meek as lambs and at home they do as they please/at home they are so naughty. 9. The twins were as like as two peas and no one except/but their mother could tell them apart/could distinguish them. 10. He is a highly educated man. Talking to him is like reading an encyclopaedia. 11. The girl lost her mother at an early age and her elder sister was like a mother to her. 12. This month in the mountains was like a wonderful dream. 13. There is a sort of terrace in their country cottage, but it is not finished yet. 14. I have no idea what this dish is. Maybe it’s a sort of ragout? 1 5. It’s the kind of flower which can be found/to be found only high in the mountains. 16. When we came up to/approached the house it struck us as queer that there was no light in the windows. 17. He struck me as a very cautious and indecisive/irresolute person. 18. He strikes me as a real connoisseur of painting.

**Exercise 3. Name the subject and the predicate in each of the following sentences:**

1. The shadow of the dome of pleasure. Floated midway on the waves.

2. Hence originated their contempt for terrestrial distinctions.

3. Nowhere else on the Mount of Olives is there a view like this.

4. In the sands of Africa and Arabia the camel is a sacred and precious gift.

5. The last of all the Bards was he.

6. Slavery they can have anywhere.

7. Listen, on the other hand, to an ignorant man.

8. What must have been the emotions of the Spaniards!

9. Such was not the effect produced on the sanguine spirit of the general.

10. What a contrast did these children of southern Europe present to the Anglo-Saxon races!

**Exercise 4. Translate the following text into English:**

**A.** 1.Дорожка превратилась в каменистую тропу, которая привела их к главной дороге. 2. «Что вы знаете о вашем друге Пайле?» - «Весьма немного. Просто наши пути пересекаются, вот и все». 3. Сказать, что он замел свои следы, было бы неправдой. Он вообще не оставил следов, так что нечего было заметать. 4. Вдалеке мы увидели очертания башни. 5. Старый дуб красиво вырисовывался на фоне голубого неба. 6. Простыми словами он коротко изложил просьбу, с которой к нему обратилась Энн. 7. Подошвы его ног были заскорузлыми и мозолистыми от ходьбы. 8. Ей пришлось тяжело: двух ее сыновей унесла война. 9. Насколько хорошо этот грузовик приспособлен к ухабистым проселочным дорогам/к бездорожью? 10. Стол сколочен из необструганных досок. 11. Вот черновой набросок моей речи. 12. Это единственный вопрос/ пункт, по которому мы с Гарри расходимся (во мнениях). 13. Он привлек мое внимание и тут же пустился в объяснения. 14. Уверяю вас, что никогда прежде его не видел. 15. Он еще немного прошел/проехал по дороге, попутно прикидывая на глазок высоту стены. 16. Лучше останься здесь и не спускай с него глаз. Я позвоню в полицию. 17. «Мы пили кофе». – «Тогда неудивительно, что вам не хочется спать». 18. На свете много чудес, но самое чудесное/удивительное - это человек. 19. Он знал, что Роберт послал за ним не затем, чтобы беседовать о погоде, и теперь гадал, когда же тот заговорит о сути дела. B. 1. Вы легко узнаете его: он слегка прихрамывает. 2. Думаю, он хромой от рождения. 3. Джун всегда носилась (fussed over) со своими несчастненькими. 4. Я взял себя в руки, выдал какие-то неубедительные объяснения, и мы вместе спустились по лестнице на первый этаж. 5. Наверное, вы слышали о Люси-хромоножке - хромой девушке с костылем. 6. Отметьте фамилии отсутствующих студентов. 7. Не может быть, чтобы вы сделали эту ужасную вещь: отложили поездку туда ради нас. 8. Эта новость положила конец нашим надеждам. 9. Вы можете предоставить ночлег еще нескольким гостям/разместить у себя на ночь еще несколько гостей? 10. Общество писателей было ему явно непривычно, и мы все тщетно пытались сделать так, чтобы он перестал чувствовать себя неловко. 11. Я позвонил друзьям и отложил ту небольшую вечеринку, которую собирался устроить вечером. 12. «Я не думал об этом в последнее время. С тех пор как встретил вас», - хотел добавить он, но вдруг ощутил непонятную робость и промолчал.13. Она по натуре очень застенчива. 14. Он боится показывать свои эмоции. 15. Теперь я избавился от той робости и застенчивости, которую прежде испытывал в общении с незнакомыми людьми. 16. Он высок, худощави у него хорошая выправка/осанка (spare and holds himself well). 17. На какое-то мгновение он почувствовал ужасное искушение: ему хотелось промолчать, ведь о его визите к ним никто ничего не знал. 18. Она продолжала говорить, отчаянно стараясь удержать его внимание. 19. Теперь, когда молодость ее была позади, что готовило ей будущее? 20. Было сравнительно прохладно, и я был рад возможности размять ноги после долгого плавания. 21. Он встал, потянулся и перегнулся через подоконник. 22. Он протянул свои длинные тонкие руки к огню, чувствуя, что напряжение спало. 23. Девочка вытянула шею и заглянула (peeped) за верхний край забора.

**Модуль 11.**

**№ 5. *Педагогическая профессия***

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.
* Изучение грамматического материала: **Изучение грамматического материала.**

**The secondary parts of the Sentence their types and ways of expression.**

* **Форма контроля:** чтение и пересказ текстов, составление монолога.

**Текст №13 TO SIR WITH LOVE**

**By E.R.Braithwaite**

*Chapter 8*

Each Friday morning the whole school spent the pre-recess period in writing their weekly review. This was one of the old mans pet schemes; and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticise, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the headmaster down, and the child, moreover, was safe from any form of reprisal.

Look at it this way, Mr. Florian had said. It is of advantage to both pupil and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his reviews, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them… You will discover that these children are reasonably fair, even when they comment on us. If we are careless about our clothing, manners or person they wil soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the review, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly.

On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunchtime, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new blackie teacher, very little attention was given to me…

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was upt to me to find some way to get through to them.

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realised that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the sort of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realise that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required on the task in front of them they would sit and stare at me with the same careful, patient attention a birdwatcher devotes to the rare feathered visitor…

I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background. I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there was a cospiracy of indifference, and my attempts at informality fell pitifully flat.

Gradually they moved on to the second and more annoying phase of their campaign, the noisy treatment. It is true to say that all of them did not actively join in this, but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.

They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage. One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit.

One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest, one of the girls, Monica Page, let the top of her desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger. I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: The bleeding thing wont stay up. It was all rather deliberate, the noisy interuption and the crude remark, and it heralded the third or bawdy stage of their conduct. From then on the words bloody or bleedin were hardly ever absent from any remark they made to one another, especially in the classroom. They would call out to each other on any silly pretext and refer to the bleedin this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played so overcome by anger and disgust that I completely lost my temper..

**EXPLANATORY NOTES**

bloody, bleeding - чертов, проклятый *(Brit).*

**ESSENTIAL VOCABULARY**

**1. school** - 1) школа;

nursery school - детский сад;

primary school - начальная школа;

secondary school - средняя школа;

boarding school - школа-интернат;

compulsory school age - возраст, в котором дети должны обязательно начать обучение в школе;

The school leaving age has been raised to 16. - Возраст, до которого дети обязаны посещать школу, был повышен до 16 лет.

Most schools in England take football seriously. – Большинство школ в Англии относятся к футболу серьезно.

2) *(по article*) занятия, уроки (в школе), процесс обучения;

Не was very bright at school. - В школе его считали очень способным.

It was nearly time for school. - До начала уроков оставалось совсем мало времени.

Не left school when he was fifteen. - Он закончил (бросил) школу, когда ему было пятнадцать лет.

3) учащиеся школы, школьники;

The school will have a holiday tomorrow. - Завтра у школьников праздник/выходной.

4) учебное заведение; институт, колледж; факультет университета, отделение какого-либо учебного заведения;

a ballet school - балетное училище;

a law school - юридический факультет;

London School of Economics - Лондонская школа (Лондонский институт) экономики;

5) направление, школа;

the Dutch school of painting - голландская школа живописи;

**Note:**

Не learnt to read before he went to school. - Он научился читать еще до школы (до поступления в школу).

Mother and Mrs. Darnes had been at school together. – Мама и миссис Дарнз учились в одной школе.

**schooling** - образование; обучение в школе;

Schooling is compulsory in Russia. - В России обучение в школе является обязательным.

**scholarship** - стипендия;

Не has won a scholarship to Cambridge. - Благодаря своим успехам он получил стипендию для учебы в Кембридже.

2. **advantage** - 1) преимущество;

The advantages of a good education are great. – Хорошее (Образование дает большие преимущества.

The shallowness of the seas round the British Isles is in some ways an advantage. - Мелководность морей, окружающих британские острова, имеет свои преимущества.

**to have (gain, win, give smb.) an advantage over smb. -**

иметь (получить, дать кому-либо) преимущество над кем- либо;

**It has the advantage ofbeing modern (cheap, etc.)** – Он лучше, потому что он современный (дешевый и т.п.)/Эта вещь имеет то преимущество, что она современная (дешевая и т.п.).

Не has the advantage of being young. - У него есть преимуществo молодости.

2) выгода; польза, выигрыш (в чем-либо);

**to take advantage ofsmth.** - а) воспользоваться чем-либо; использовать что-либо в своих интересах;

б) злоупотреблять чем-либо;

to take advantage of an opportunity (of smb.’s weakness, ignorance, absence, etc.) - воспользоваться случаем (чьей- либо слабостью, чьим-либо невежеством, отсутствием и т.п.);

Jack took advantage of the opportunity to speak to Gwendolen. -Джек воспользовался случаем, чтобы поговорить с Гвендолен.

**to advantage** - в выгодном свете, выгодно, хорошо;

to be seen to advantage - смотреться в выгодном свете;

to be heard to advantage - звучать самым выигрышным образом/лучше всего;

to show smth. to advantage - показать что-либо в самом выгодном свете, показать товар лицом;

to exhibit smth. to advantage - выставить/показать/разместить что-либо так, чтобы подчеркнуть достоинства;

The picture is seen to (better) advantage from a distance. -Картина лучше смотрится издалека.

*ant.* **disadvantage - 1)** недостаток, изъян; 2) невыгодное, неприятное положение.

3. **admit *vt/i*** - 1) впускать, допускать;

The woman opened the door and admitted me into the house. - Женщина открыла дверь и впустила меня в дом.

Children are not admitted. - Детям вход воспрещен.

2) принять (в организацию, учебное заведение и т.п.);

to be admitted to an institute (school, party) - быть принятым в институт (школу, партию);

Only one hundred boys are admitted to the school every year. - Каждый год в школу принимают только сто мальчиков.

3) вмещать;

The theatre admits only 200 persons. - Театр рассчитан только на (вмещает только) 200 зрителей.

4) признавать, допускать;

to admit one’s mistake (fault) - признать свою ошибку (вину);

to admit that one is wrong - признать, что ты неправ;

You must admit that the task is difficult. - Вы должны признать, что задание трудное.

*ant.* **deny** - отрицать;

I deny that the statement is true. - Я отрицаю, что это утверждение соответствует действительности.

admission - **1)** доступ, вход; 2) прием (в организацию, учебное заведение и т.п.);

admission is free - вход бесплатный/свободный;

admission by ticket - вход по билетам;

to apply for admission to an institute (party) - подать заявление о приеме в институт (в партию);

Admission to the school is by examination only. - В эту школу нельзя поступить без экзамена.

3) признание;

admission of guilt - признание вины;

The accused refused to make an admission of his guilt. – Обвиняемый отказался признать свою вину.

**4. waste** *vt/i* **- 1)** растрачивать, напрасно тратить, попусту расходовать, тратить время. т.п.);

to waste one’s time - терять время;

to waste one’s energy - растрачивать свои силы;

to waste one’s money - зря тратить деньги;

to waste one’s work - напрасно расточать усилия, пускать свой труд псу под ХВОСТ;

All his efforts were wasted. - Все его усилия оказались напрасными (ни к чему не привели).

**waste** *n* - растрачивание, ненужная или излишняя трата;

2) отходы**;** отбросы;

It’s a waste of time to wait any longer. - Ждать дальше – пустая трата времени.

There’s too much waste in the house. - В хозяйстве слишком много непроизводительных расходов/образуется слишком много отходов.

**to lay waste** - опустошать, разорять;

to lay waste a country, a city, a village - опустошить страну, город, деревню;

**waste** *adj* ***-* 1)** излишний, ненужный, напрасный;

2) негодный; идущий в отходы; отработанный;

waste paper - макулатура; бумажные отходы;

waste (paper) basket - корзина для мусора;

waste effort - напрасное усилие;

**wasteful** - расточительный, неэкономичный;

a wasteful man - транжира, мот;

wasteful habits - расточительные привычки;

wasteful process - (технологический) процесс, в результате

которого образуется слишком много отходов;

**5. back *vi/t* - 1)** двигать в обратном направлении; двигаться в обратном направлении; отходить, отступать, пятиться;

Montmorency would growl and back at a rapid pace. – Mонморенси при этом рычал и быстро пятился.

2) поддерживать; подкреплять;

to back smb. or smb.’s proposals (plans, etc.) – поддержать кого-либо или чьи-либо предложения (планы и т.п.);

**back** *п* - 1) спина;

to stand with one’s back to the window - стоять спиной к окну;

**to turn on e’s back to** (the audience, the window, etc.) - noверпуться спиной к (аудитории, окну и т.п.);

Turn your back to me, I’ll put your collar straight. – Повенись спиной, я поправлю тебе воротник.

**to turn on e’s back on smb.** - отвернуться от кого-либо, повернуться к кому-либо спиной (*перен*.), порвать с кем-либо отношения;

It was mean of you to turn your back on her when she needed your help. - С вашей стороны было подло отвернугься от неё то время, когда ей нужна была ваша помощь. либо за спиной;

You ought not to criticize her behind her back. - Вы не должны ругать (критиковать) ее у нее за спиной (за глаза).

2) задняя, тыльная или более отдаленная часть; оборотная часть;

the back of the house - задняя часть дома;

the back of one’s head - затылок;

the back of the chair - спинка стула;

at the back of one’s mind - в глубине души;

a back seat - заднее сиденье;

a back street - глухая (отдаленная от центра) улица;

a back vowel - гласный звук заднего ряда;

back teeth (rows, etc.) - задние зубы (ряды и т.п.);

**back** *adv* - сзади, позади; назад;

to go back - вернуться, пойти назад (в обратном направлении);

to run back - побежать назад;

to be back - вернуться (*состояние*);

to come back - вернуться *(действие)-,*

to go back on one’s word - нарушить слово;

One cannot rely on a person who goes back on his word. -

Нельзя полагаться на человека, который не держит слова.

**to keep smth. back from smb.** - скрывать что-либо от кого-либо;

You needn’t keep this news back from him. - Тебе не нужно скрывать от него эту новость.

**back from** - в стороне от, вдалеке от;

The house stood back from the road. - Дом стоял в стороне от дороги.

**back and forth** - туда-сюда, взад и вперед;

to walk (run, fly) back and forth - ходить (бегать, летать) туда-сюда;

**backbreaking** - изнурительный;

backbreaking work - изнурительная (непосильная, каторжная) работа;

**backbone -** 1) позвоночник, хребет; 2) основа, суть;

to the backbone *(fig*.) - до мозга костей, во всех отношениях, насквозь;

He is Russian to the backbone.- Он русский до мозга костей.

**background** - 1) фон;

on (against) the background ofsmth. - на фоне чего-либо;

The white house stood out on the background ofthe green I rees. - Белый дом выделялся на фоне зеленых деревьев.

on (against) a white (black, red) background - на белом (черном, красном) фоне;

2) задний план;

in the background (foreground) of a picture - на заднем (переднем) плане картины;

to keep (stay, remain, be) in the background – держаться (оставаться) в тени;

She is very shy and always keeps in the background. – Она очень робкая и всегда держится в тени.

3) а) подготовка; образование; квалификация;

б) биографические или анкетные данные; происхождение; связи и окружение; моральный облик; общественное положение;

Tell me your background. - Расскажите мне о себе,

**backward** - отсталый;

backward district - отсталый регион;

backward child - умственно или физически отсталый ребенок;

backward people - отсталые люди (отсталый народ);

**backward(s)** - назад, в обратном направлении (порядке);

Can you spell the word backwards? - Вы можете назвать слово по буквам задом наперед (в обратном порядке)?

**6. require** *vt* - требовать, нуждаться;

to require extra help - нуждаться в дополнительной помощи;

The matter requires great care. - Это дело требует большой осторожности.

Не did all that was required of him. - Он сделал все, что от него требовалось.

*syn.* **demand** - (настоятельно) требовать;

The policeman demanded his name. - Полицейский потребовал, чтобы он назвал свое имя.

The strikers demanded immediate payment. – Забастовщики потребовали, чтобы им заплатили немедленно.

**requirement** - 1) требование; 2) нужда, потребность;

the requirement of the law - требования закона;

to meet the requirements of the people – удовлетворять потребности людей (требованиям людей);

What are the requirements for entering this institute? – Каковы требования к поступающим в этот институт?

**7. reference - 1)** справка; ссылка (на кого-либо, что-либо), упоминание (о ком, чем-либо);

You should make reference to a dictionary. - Вы должны справиться в словаре.

The book is full of references to places I know well. - В книге часто упоминаются места, которые мне хорошо знакомы.

2) рекомендация, отзыв;

The clerk has excellent references from former employers. -

У этого служащего хорошие рекомендации от его прежних нанимателей.

3) ссылка; сноска;

Не dislikes history books that are crowded with references to earlier authorities. - Ему не нравятся книги по истории, в которых слишком много ссылок на источники.

**refer** *vt/i* **- 1)** посылать, направлять (за справкой, помощью и т.п.);

I was referred to the manager. - Мне посоветовали обратиться к менеджеру.

**refer to smth., smb.** - **1)** упоминать кого-либо, что-либо, говорить о ком-либо, чем-либо;

2) относиться, иметь отношение к чему-либо, кому-либо;

Don’t refer to this matter again. - Пожалуйста, не говори больше об этом деле (не упоминай больше этот вопрос).

Does that remark refer to me? - Это замечание относится ко мне?

**refer to smth.** - 3) обращаться за информацией, справляться;

The speaker often referred to his notes. - Оратор часто заглядывал в свои записи.

**8. temper** - нрав, характер, душевный склад;

a person of even (pleasant, fiery, etc.) temper - человек ровного (приятного, необузданного и т.п.) нрава;

to have an even (sweet, uncertain, etc.) temper - иметь ровный (приятный, капризный и т.п.) нрав;

quick temper - вспыльчивость;

hot-tempered - вспыльчивый, горячий;

good-tempered - уравновешенный, с хорошим характером;

bad-tempered - злой, раздражительный;

2) настроение, расположение духа;

to be in a good (bad, calm, friendly, etc.) temper - быть в хорошем (плохом, спокойном, дружелюбном) расположении духа, настроении;

to be in a forgiving temper - быть настроенным великодушно;

3) вспыльчивость, раздражительность, несдержанность; крутой нрав, ярость;

**to lose one’s temper** - выйти из себя, не сдержаться, вспылить, потерять самообладание;

**to control (to keep) one’s temper** - владеть собой, сдерживаться;

**to get (to fly) into a temper about smth.** - вспылить из -за чего-либо;

**to be in a temper** - быть раздраженным, злиться;

I was surprised, but I did not lose my temper. - Я удивился, но не потерял самообладания.

There is nothing to fly into a temper about. - Тут не из-за чего злиться.

Joseph saw that she was fighting to keep her temper. – Джозеф видел, что она старается сдержать раздражение.

9. **display** *vt* - 1) демонстрировать, выставлять, показывать;

to display pictures (paintings) in a gallery - выставлять картины в галерее;

to display goods in a shop-window - выставлять товары в витрине;

2) проявлять, демонстрировать, выказывать;

to display courage (heroism, anxiety) - проявить мужество ( героизм, беспокойство);

to display contempt for one’s feelings – продемонстрировать презрение к чьим-либо чувствам;

to display no enthusiasm - не выказывать энтузиазма;

**display** *n* - 1) демонстрация, показ; выставка; 2) проявление, демонстрация;

a display ofcourage - проявление мужества;

a display of bad temper - вспышка раздражения;

a fashion display - демонстрация мод;

3) выставление напоказ;

to make a display of one’s affection - выставлять напоказ свою любовь;

There was a fine display offlowers at the exhibition. - На выставке была великолепная экспозиция цветов.

**10. decent** *adj -* 1) приличный, хороший;

decent clothes - приличная одежда;

decent conditions - приличные условия;

decent marks - хорошие (приличные) оценки;

2) приличный, порядочный, (благо)пристойный;

decent fellow - славный малый, порядочный человек;

decent conduct - приличное поведение;

decent book (film) - пристойная книга (-ый фильм); хорошая

книга (-ий фильм);

**decency** *п* - 1) приличие, благопристойность;

2) порядочность; вежливость;

Не doesn’t know the meaning of shame or common decency. -

У него нет ни стыда, ни малейшего представления о приличиях.

Have the decency to admit it. - Имей честность это признать.

**Word Combinations and Phrases**

to take (some) pains to do smth. - прилагать (некоторые) усилия, чтобы сделать что-либо;

to have a pretty good idea of- иметь неплохое представление о чем-либо;

reasonably fair - достаточно честные;

to make comment on - высказаться о;

to make no comment on - ничего не сказать о чем-либо, никак не прокомментировать что-либо;

in fact - фактически, на самом деле, собственно говоря;

to set smb. a task - дать кому-либо задание;

to feel frustrated\* - чувствовать досаду и разочарование из-за того, что вы не можете изменить ситуацию;

to play into smb’s. hands - играть кому-либо на руку, лить воду на чью-либо мельницу;

utter disrespect - полное неуважение, отсутствие какого-либо уважения.

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\**Frustrated* is not a synonym of *upset* or *worried.* It means *annoyed/upset* and *impatient because you are feeling helpless under the circumstances.*

**Изучение грамматического материала.**

**The secondary parts of the Sentence**

**(the object, the attribute, the adverbial modifiers),**

**their types and ways of expression.**

**The Object**

The Object is a secondary part of the sentence expressed by a verb, a noun, a substantival pronoun, an adjective, a numeral, or an adverb, and denoting a thing to which the action passes on, which is a result of the action, in reference to which an action is committed or a property is manifested, or denoting an action as object of another action.

Objects differ form one another by their morphological composition, by the parts of speech or phrases which perform the function of object by the type of their relation to the action expressed by the verb (direct/indirct)

**Classification of object:**

Prepositional and non-prepositional objects

Morphological types (noun, pronoun, substantivized adjective, infinitive, gerund)

Direct/indirect, is applied only to objects expressed by nouns or pronouns. There are sentences in which the predicate is expressed by the verbs send, show, lend, give. These verbs usually take 2 different kinds of objects simultaneously: (1) an object expressing the thing which is sent, shown, lent, given, etc. (2) the person or persons to whom the thing is sent, shown, lent, given, etc. The difference between the 2 relations is clear enough: the direct object denotes the thing immediately affected by the action denoted by the predicate verb, whereas the indirect object expresses the person towards whom the thing is moved, e.g. We sent them a present. The indirect object stands 1st, the direct object comes after it.In studying different kinds of objects it is also essential to take into account the possibility of the corresponding passive construction.

**The Adverbial Modifier.**

The term ‘adverbial modifier’ cannot be said to be a very lucky one, as it is apt to convey erroneous (wrong, incorrect) ideas about the essence of this secondary part. They have nothing to do with adverbs and they modify not only verbs.

There are several ways of classifying adverbial modifiers:

According to their meaning – not a grammatical classification. However it may acquire some grammatical significance.

According to their morphological peculiarities – according to the parts of speech and to the phrase patterns. It has also something to do with word order, and stands in a certain relation to the classification according to meaning.adverb,preposition + noun,a noun without a preposition,infinitive or an infinitive phrase

According to the type of their head-word – is the syntactic classification proper. The meaning of the word (phrase) acting as modifier should be compatible with the meaning of the head-word.

**Adverbial modifier of:**

Time and frequency, Place and direction, Manner and attendant circumstances, Cause, Purpose, Result, Condition, Concession, Degree

**The attribute**

The problem of the attribute. The attribute is a secondary part of the sentence modifying a part of the sentence expressed by a noun, a substantivized pronoun, a cardinal numeral, and any substantivized word, and characterizing the thing named by these words as to its quality or property.

The attribute can either precede or follow the noun it modifies. Accordingly we use terms prepositive and postpositive attribute. The position of an attribute with respect to its head-word depends partly on the morphological peculiarities of the attribute itself, and partly on stylistic factors.

The size of the prepositive attributive phrase can be large in ME. Whatever is included between the article and the noun, is apprehended as an attribute.

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Exercise 1. Fill in prepositions:**

1. Thus, the ten old Forsytes twenty-one young Forsytes had been born. 2. The blackberries tasted rain. 3. I didn’t luiy the piano to be sonated out my house an evening.(Я купил этот рояль не затем, чтобы меня каждый вечер п м живал и из дома, терзая мой слух сонатами.) 4. You are The few who will be equal to it. (Вы один из тех немногих, кто сможет с этим справиться.) 5. I wash my hands it. (Я умываю руки./С меня хватит.) 6. Tom decided that he could be independent Becky. 7. Vegetarians live vegetables, fruit and nuts. 8. He planted the apple-trees the left and the pear-trees the right f the path. 9. The house was fire. 10. There are goods sale in all the shop windows. You are very slow, why don’t you hurry a bit? Help me with my coat. 12. The garage was built a convenient site. 13. I stumbled something soft. 14. There was no objectionthe partthe ownerthe car. 15.the one hand I was, of course, glad; the other I was a little frightened. 16. The doctor wasthe point leaving. 17. reflection I gave up the idea. 18. He was arrested suspicionmurder. 19. The ghastly story made my hair stand end. (От этой жуткой истории у меня волосы встали дыбом.) 20. Come on! Let’s lock the trunk to be the safe side. 21. The question wasn’t even touched**.**

**Exercise 2. Find in Text English equivalents for the following words and phrases. Use them in sentences.**

последний урок перед большой переменой, не терпеть вмешательства, обязательное сочинение, которое пишется каждую неделю, записать что-л, совершенствовать навыки письменной английской речи, достаточно честные (объективные), указать, узнать, что интересует учащихся, первое знакомство, быть вне себя от гнева, как я выгляжу в их глазах долго не задержусь, отсутствие всяческого уважения, оказался не на высоте, давать пищу для размышлений, редкая птичка, по всякому глупому поводу, держаться самоуверенно, сочувствовали тем кто, прерывать урок.

**Exercise 3. Translate the following text:“My attitude to the mastering of foreign language”**

    All pupils in Russia **are required** to learn one foreign language. This is most commonly English, German, French or Spanish.  
    Languages are meant to be spoken, not simply to be **conjugated** or analyzed. That's why it is interesting for me to learn to understand English and speak it. Besides, I'd like to be an English teacher and want to know English perfectly.  
Knowledge of foreign languages opens many doors before you, gives you many opportunities and **advantages.** Knowledge of foreign languages has always been a sign of high culture and **erudition**. It helps to **promote** cultural education and technical co-operation among nations. That's why one of the characteristic features of life in our country nowadays is a great interest in studying of foreign languages, mainly English.  
Independent Russia has relations with many countries; hundreds of **joint ventures** have appeared in every city and town of Russia recently. Besides, a lot of foreign delegations come to our country. Our businessmen, tourists, **experts** often go abroad. That's why a lot of people study foreign languages in every possible way.  
   At present English is the language of the world. Over three hundred million people speak it as a mother **tongue**. It is one of the official languages of thirty states which represent different cultures, but it is also the major international language of communication, one of the six official languages of the United Nations Organisation and other political organisations. It is the language of W. Shakespeare, Ch. Dickens, B. Shaw, J. London and other famous writers.  
   One must work hard to learn any foreign language. It's a pity that not much attention is paid to studying foreign languages in our schools. Sometimes **ordinary** English lessons are boring and dull for pupils. They consider it is not interesting to study grammar or to learn new words. But it is well-known that doing a lot of grammar exercises will improve your language skills and habits; reading books **in the original**, listening to the BBC news, communicating with **native speakers** of English will help you a lot. The speech of native speakers of English serves a good example which you should follow.

    Having a good command of foreign languages you are able to enjoy foreign literature, to understand the words of a pop song and foreign films; visiting any foreign country you will have no difficulty in communicating with foreigners and will **escape** a lot of troubles asking the way or doing shopping.  
    I believe that knowledge of foreign languages makes me an educated and intelligent person. I think English is worth studying. There is a proverb, 'As many languages you know, as many times you are a person'.

**Exercise 4. Explain what is meant by:**

1.Each Friday morning all the pupils of the school spent the lesson which immediately preceded the recess in writing an account of the events of their school week including comments and criticism. 2.... he would tolerate no attempts on the part of the teachers to influence the content of the pupils’ weekly reviews. 3.Everyone and everything was open to criticism/could be questioned and criticized. 4. It does good to both pupils and teacher. 5. It would make no sense to be angry with them for drawing attention to such things/There would be no point in getting angry with them for calling attention to such things. 6.... the wise teacher will see the direction in which the interests of each pupil and the class as a whole are changing. 7. I wanted very much to discover what they thought of me/how they looked on me (I was eager to find out how they viewed me). 8.... they probably thought that I would soon quit and leave them just as the many teachers who had taught them before. 9. Only my own efforts could eventually make them respect and obey me/Only through my own efforts could I find a way to reach them. 10.... I was not up to the mark/I had not managed to reach the necessary standard. 11. ... an effort to give the children something that would arouse their interest and stimulate their minds. 12. ... as attentively as a birdwatcher watches a rare bird. 13. ... illustrations from the familiar things of their daily life. 14. ... it was as though there was a secret agreement to show no interest in what I taught them (to be bored by whatever I told them), and all my attempts to treat them without ceremony of formality failed pathetically. 15.... I bore it trying to look as self-confident as possible. 16.... it was a sign that they were about/ready to go over to the third stage oftheir conduct. 17.... everything they said or did showed that they were wicked.

**Exercise 5. Choose the right words:**

*school(s)* - *schooling*

1. Nursery **…** are for those who haven’t yet reached compulsory **…** age. 2. Compulsory **…** is divided into a primary and secondary stage. 3. Computers and micro-electronics can assist in setting uniform **…** tests. 4. When does compulsory **…** begin in England?

*admit - accept*

1. Please **…** my most affectionate thanks and gratitude for your constant assistance and sincere interest in my every need. 2. According to the Universities’ Central Council on Admission the Universities **…** significantly more overseas students. 3. To their utter astonishment the picture was **…** for the show. 4. The results of his theoretical investigations were **…** as a valuable contribution.

*require - demand*

1. Teachers **…** discipline. 2. The teacher **…** that the pupil should stay at school after classes. 3.The strikers **…** a rise. 4. Answer questions that **…** short answers.

*anger* - *temper*

1. Her eyes grew steady with **…,** like old Jolyon’s when his will was crossed. 2. Andrew reddened. But making a great effort, he conquered his **…** and his pride. 3. She was determined not to lose her **….** 4. The greatest remedy for **…** is delay.

*decent* - *discreet* (and their derivatives)

1. There was a **…** tap at the door. 2. I didn’t have anything to do with him apart from work. He was always **…** to me. 3. I’m not going to let **…** spoil a romantic story. 4. Carrie desperately needed **…** clothes. 5. I’ve been afraid that he and Margaret will do something **…** and bring disgrace upon the family.

**Модуль 12**

***Иностранный язык в современном мире.***

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.
* Изучение грамматического материала.
* **Форма контроля:** чтение и пересказ текстов, составление монолога.

**Текст № 14. Education in Great Britain**

Twelve million children attend about 40.000 schools in Britain. Education in Great Britain is compulsory and free for all children between the ages of 5 and 16. There are many children who attend a nursery school from the age of 3, but it is not compulsory. In nursery schools they learn some elementary things such as numbers, colours, and letters. Apart from that, babies play, have lunch and sleep there. Whatever they do, there is always someone keeping an eye on them.

Compulsory education begins at the age of 5 when children go to primary school. Primary education lasts for 6 years. It is divided into two periods: infant schools (pupils from 5 to 7 years old) and junior schools (pupils from 7 to 11 years old). In infant schools children don't have real classes. They mostly play and learn through playing. It is the time when children just get acquainted with the classroom, the blackboard, desks and the teacher. But when pupils are 7, real studying begins. They don't already play so much as they did it in infant school. Now they have real classes, when they sit at desks, read, write and answer the teacher's questions.

Compulsory secondary education begins when children are 11 or 12 and lasts for 5 years. Secondary school is traditionally divided into 5 forms: a form to each year. Children study English, Mathematics, Science, History, Art, Geography, Music, a Foreign language and have lessons of Physical training. Religious education is also provided. English, Mathematics and Science are called "core" subjects. At the age of 7,11 and 14 pupils take examinations in the core subjects.

There are 3 types of state secondary schools in Great Britain. They are:

1) comprehensive schools, which take pupils of all abilities without exams. In such schools pupils are often put into certain sets or groups, which are formed according to their abilities for technical or humanitarian subjects. Almost all senior pupils (around 90 per cent) go there;

2) grammar schools, which give secondary education of a very high standard. Entrance is based on the test of ability, usually at 11. Grammar schools are single sexed schools;

3) modern schools, which don't prepare pupils for universities. Education in such schools gives good prospects for practical jobs.

After five years of secondary education, at the age of 16, pupils take the General Certificate of Secondary Education (GCSE) examination. When they are in the third or in the forth form, they begin to choose their exam subjects and prepare for them.

After finishing the fifth form pupils can make their choice: they may either leave school and go to a Further Education College or continue their education in the sixth form. Those who stay at school after GCSE, study for 2 more years for "A' (Advanced) Level Exams in two or three subjects which is necessary to get a place at one of British universities.

There are also about 500 private schools in Great Britain. Most of these schools are boarding ones, where children live as well as study. Education in such schools is very expensive, that's why only 5 per cent of schoolchildren attend them. Private schools are also called preparatory (for children up to 13 years old) and public schools (for pupils from 13 to 18 years old). Any pupil can enter the best university of the country after leaving this school. The most famous British public schools are Eton, Harrow and Winchester.

After leaving secondary school young people can apply to a university, a polytechnic or a college of further education.

There are 126 universities in Britain. They are divided into 5 types:

The Old ones, which were founded before the 19th century, such as Oxford and Cambridge;

The Red Brick, which were founded in the 19th or 20th century;

The Plate Glass, which were founded in 1960s;

The Open University It is the only university offering extramural education. Students learn subjects at home and then post ready exercises off to their tutors for marking;

The New ones. They are former polytechnic academies and colleges.

The best universities, in view of "The Times" and "The Guardian", are The University of Oxford, The University of Cambridge, London School of Economics, London Imperial College, London University College.

Universities usually select students basing on their A-level results and an interview.

After three years of study a university graduate get the Degree of a Bachelor of Arts, Science or Engineering. Many students then continue their studies for a Master's Degree and then a Doctor's Degree (PhD).

**Questions:**

1. When do British boys and girls begin to go to school?  
2. What subjects do they study at school?  
3. How long does secondary education last?  
4. What subjects are called "core" subjects?  
5. At what age do children have their exams?  
6. What's the difference between modern and grammar schools?   
7. What are private schools?  
8. Would you like to study in Britain? Why?  
9. Compare British and Russian education.  
10. What types of British universities do you know?

**Exercise 1. Vocabulary notes:**

**A.**средняя школа - secondary school;

ученый - scholar;

обучение в школе - schooling;

получить право на стипендию - to win a scholarship;

учиться в школе - to go to school/to be at school;

хореографическое училище - ballet school;

голландская школа живописи - the Dutch school of painting;

школа-интернат - boarding school;

иметь преимущество - to have an advantage over smb., smth.;

воспользоваться чем-либо - to take advantage of smth.;

в выгодном свете - to advantage;

принять в члены - to admit (to);

принять в институт - to admit to an institute/to college;

признавать - to admit, to acknowledge, to confess;

соглашаться - to agree;

признаться в ошибке - to admit/acknowledge one’s mistake, to confess a fault;

вход по билетам - admission (is) by ticket;

входная плата - admission, price of admission;

подавать заявление о приеме в институт - to apply for admission to an institute/college;

признание своей вины - admission of guilt;

чахнуть - to waste (away);

опустошать - to lay waste;

пустырь - wasteland;

попусту тратить слова - to waste words, to waste (one’s) breath;

транжира - a wasteful person, a wastrel;

повернуться спиной к (*буквально*) - to turn one’s back to;

повернуться спиной к (*фигурально*) - to turn one’s lick on;

делать что-либо за спиной кого-либо - to do smth. behind smb.’s back;

подсознательно - at the back of one’s mind;

затылок - the back of one’s head;

нарушить слово - to go back on one’s word;

скрывать что-либо - to keep/hold smth. back;

до мозга костей - to the backbone;

ставаться в тени - to keep (stay, remain, be) in the backwind;

расскажи мне о себе - tell me your background.

**B.** удовлетворять потребности - to meet the requirements;

выполнять требования - to meet (satisfy) the demands;

письма, требующие ответа - letters requiring an answer;

рекомендация - reference;

справочник - reference book;

иметь отношение к чему-либо - to refer to smth., to have reference to smth.;

отсылать к кому-либо - to refer to smb.;

ссылаться на что-либо - to refer to smth.;

владеть собой - to keep/control one’s temper;

необузданный нрав - fiery tempers;

вспыльчивый характер - temper; quick/hot temper;

быть в хорошем настроении - to be in a good temper (mood), to be in high spirits;

быть раздраженным - to be in a temper;

вспылить - to get/fly into a temper; to lose one’s temper;

выставлять картины - to display pictures/paintings;

демонстрировать товары - to display goods;

проявлять смелость - to display courage;

выставлять напоказ - to make a display ofsmth., to make a show of smth.;

приличные условия - decent conditions;

скромное поведение - decent behavior;

хороший обед - decent dinner.

compulsory — обязательный  
free — бесплатный  
to attend — посещать  
nursery school — детский сад (государственный)  
letter — буква  
to keep an eye on smb. — следить за кем-либо  
primary school — младшие классы, начальная школа, школа первой ступени  
infant school — школа для малышей, младшая школа   
junior school — начальная школа (для детей от 7 до 11 лет)  
to get acquainted — знакомиться   
secondary education — среднее образование  
to be divided into — делиться на  
Science — естествознание  
Art — изобразительное искусство  
core subject — основной предмет  
comprehensive school — общеобразовательная школа  
according to — в соответствии с  
ability — способность  
grammar school — грамматическая школа  
entrance — поступление  
single sexed school — школы для мальчиков и для девочек (разделённые по половому признаку)  
modern school — современная школа  
GCSE — экзамен на сертификат об окончании среднего образования  
"A" (advanced) Level Exam — экзамен уровня 'А' (продвинутого)  
private school — частная школа  
boarding school — школа-интернат, школа-пансион  
preparatory school — подготовительная частная школа  
public school — привилегированная частная школа  
to apply — подавать заявление  
extramural — заочный, вечерний  
polytechnic — политехникум  
tutor — преподаватель  
Degree of a Bachelor — степень бакалавра  
Master's Degree — степень магистра  
Doctor's Degree — докторская степень

**Exercise 2. Match the notion and the definition**

|  |  |
| --- | --- |
| 1.nursery education  2.primary education  3.secondary education  4.core subjects  5.optinal courses  6. These schools are free  7. This kind of schools are called public schools in Britain  8. the most famous private schools in Britain | a. after six years of primary education  b. English, IT, Math, Literature  c. children start it at the age of 3, it lasts usually for 2 years  d. Eton College, Harrow School, Winchester College  e. state schools  f. PE, History, Geography  g. private schools  h. it is divided into infant education and junior education |

**Модуль 13**

***Профессионально-значимые качества учителя ИЯ.***

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.

**Форма контроля:** чтение и пересказ текстов, составление монолога.

**Текст № 15. Educational system of Great Britian**

Great Britain doesn't have a written constitution, so there are no constitutional provisions for education.The system of education is determined by the National Education Acts. Schools in England are supported from public funds paid to the local education authorities.These local education authorities are responsible for organizing the schools in their areas. If we outline the basic features of public education in Britain, firstly we'll see that in spite of most educational purposes England & Wales are treated as one unit, though the system in Wales is a different from that of England. Scotland & Nothern Ireland have their own education systems. Then education in Britain mirrows the country's social system: it's class-divided & selected. The first division is, as you, I think, have already guessed, is between those who do & don't pay. The majority of schools in Britain are supported by public funds & the education provided is free.They are maintained schools, but there's also a considerable number of public schools. Most pupils go to schools which offer free education, although fee-paying independent schools also have an important role to play. Another important feature of schooling in Britain is the variety of opportunities offered to schoolchildren.

The English school syllabus is divided into Arts/or Humanities/ and Sciences which determine the division of the secondary school pupils into study groops: a science pupil will study Chemistry, Physics, Mathematics, Economics, Technical Drawing , Biology, Geography; an Art pupil will do English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like PE, Home Economics for girls, Technical sybjects for girls, General Science. Computers play an important part in education. The system of options exists in all kinds of secondary schools. The national Education Act in 1944 provided 3 stages of education: primary, secondary and further education. Everybody has a right to school place for a child from age 5 to 16, and a school of college place for him or her from 16 to 18.

These places are provided free of charge. Everybody has a duty to make sure that the child goes to school until he or she is 16, that means that education is a compulsory from age 5 to 16 /11 years in whole/. There's no law which provides for education on the underfives. In England about 47% of three- & four-year-olds receive education in nursery schools or classes. In addition many children attend informal pre-school play groups organized by parents and voluntary bodies. In 1944 The National Curriculum was introduced. It sets out in detail the subjects that children should study and the levels of achievement they should reach by the ages of 7, 11, 14 & 16, when they are tested.The tests are designed to be easier for teachers to manage than they were in the past.Most pupils will also be entered for GCSEs/General Sertificate of the Secondary Education/ or other public examinations, including vocational qualifications if they are 16. Until that year headmasters and headmistresses of schools were given a great deal of freedom in deciding what sybjects to teach and how to do it in their schools so that there was really no central control at all over individual schools. The National Curriculum does not apply in Scotland, where each school decides what subject it will teach.The child is taught the subjects he or she must study under the National Curriculum. These are English, Maths, Science/the core subjects/, Technology, a foreign language in secondary school, as it was mentioned, PE, History, Geography, Art, Music/ foundation subjects/. The last 4 ones are not compulsory after the age of 14. But the child must be given religious education unless the parents decide otherwise. Each subject has a set programme of study and attaining levels for each subject covering the years from 5 to 16. There're 10 levels. The full requirements of the National Curriculum are being introduced gradually. All the pupils will be following it in full by September 1997.The National Curruculum itself was introduced in 1989(until that time the schools had a curriculum supervised by the local LEA). According to The National Curriculum schools are allowed to introduce a fast stream for bright children. Actually after young people reach 16 they have 4 main 'roads' of their next life: they can leave the school, stay at school, move to a college as a full time student, combine part-time study with a job, perhaps through the Youth Training programme.School-leavers without jobs get no money from the government unless they join a youth training scheme , which provides a living allowance during 2 years of work experience. But a growing number of school students are staying on at school, some until 18 or 19, the age of entry into higher education or universities, Polytechnics or colleges. Schools in Britain provide careers guidance. A specially trained person called careers advisor, or careers officer helps school students to decide what job they want to do and how they can achieve that. Now let us talk about the exams the young people in Britain take during their process of education. Since 1988, most sixteen-year-old have taken the GCSE in 5,10 of even 15 subjects. Pupils going on to higher education or professional training usually take 'A' level examinations in two or three subjects. These require two more years of study after GSCE, either in the sixth form of a secondary school, or in a separate 6-form college. Others may choose vocational subjects / catering, tourism, secretariat, building skills/. Subsidized courses in these subjects are run at colleges of further education.

This chart will explain to you how state education is organized in England. In each town or disistrict, the system is decided by the local education authority and so it can vary, but this is the usual system.

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CONVERSATION AND DISCUSSION

Обучение в английских школах

(Школьное образование в Англии)

Тематический словарь

**1. Виды школ:**

maintained (state) school - государственная школа; школа, финансируемая государством;

county school - школа графства, финансируемая из государственных ресурсов;

voluntary school - школа, содержащаяся на средства частной благотворительности;

nursery school - детский сад;

primary school - начальная школа;

infant school - учебное заведение для детей старше семилет; младшие классы начальной школы (*для детей с* 5 *до7 лет,*

junior school -школа в Великобритании для детей от 7 до 11 лет;

secondary school - средняя школа;

grammar school - средняя классическая школа;

modern school - средняя современная школа без преподавания классических языков (*для детей от 11 до 16 лет; государственная*) ;

technical school - техническая школа (*средняя общеобразовательная школа с профессиональным уклоном для учащихся от 11 до 16 или до 18 лет; наиболее успешно сдавите экзамены имеют право на поступление в вузы*);

comprehensive school - единая средняя школа (*государственная; дети принимаются без отборочных экзаменов и обучаются по общей программе до 13-1*5 *лет; затем – по специальной программе в зависимости от наклонностей),*

two-tier [tiə] school - двухуровневая школа;

middle school - школа, в которой обучаются дети от 9 до 13 лет;

upper school *Brit* (high school *US) -* старшие классы средней ШКОЛЫ;

mixed (co-educational) school - школа с совместным обучением мальчиков и девочек, смешанная школа;

single-sex school - школа для мальчиков или для девочек;

special school - специальная школа (*для детей с физическими или психическими недостатками*);

independent (fee-paying, private) school - частная школа;

pre-preparatory school - частная школа для детей от 5 до 8 лет (*готовит к поступлению в приготовительную школу);*

preparatory school - 1) *Brit* частная приготовительная школа *(готовящая к поступлению в закрытую привилегиванную частную школу)-,* 2) *US* частная средняя школа*(Для подготовки в высшее учебное заведение*);

public school - в Англии частная школа для богатых, закрытая частная привилегированная школа *(преим. Для мальчиков);* 2) бесплатная средняя школа (в США и Шотландии);

sixth form college - приготовительный колледж (*среднее учебное заведение для молодежи старше 16 лет, государственное или частное; готовит к поступлению в университет;*

*существует самостоятельно или при* comprehensive school);

tertiary college - учебное заведение для молодежи старше 16 лет (*государственное; готовит к поступлению в политехнический институт [polytechnic] или университет по специализированной программе на уровне шестого класса [sixth form] либо по программе дальнейшего образования [further education]).*

*2.* **Уровни обучения:**

compulsory education - обязательное обучение;

pre-school education - дошкольное обучение;

primary education - начальное обучение;

secondary education - среднее образование;

further education - дальнейшее образование (*дневное и вечернее, платное; основная цель - повышение квалификации; возраст учащихся не ограничен)* [курсы повышения квалификации] [среднее профессиональное образование];

higher education - высшее образование.

**3. Политика в области образования:**

administration - администрация, руководство;

schooling - обучение/образование (в школе и т.п.);

full-time education - дневная форма обучения, обучение с отрывом от работы;

part-time education - вечернее или заочное образование, обучение без отрыва от работы;

tripartite system - трехвидовая система образования (со средними школами трех типов: классическими, средними современными и техническими);

class-divided and selective system ofeducation – система обучения, основанная на разделении детей (обучающихся) на потоки или классы в зависимости от способностей;

to sustain inequality ofopportunity - способствовать сохранению неравенства (стартовых) возможностей;

to go comprehensive - *Brit* переходить на систему единого среднего образования;

the Department ofEducation and Science - *Brit* Министерство образования и науки;

Local Education Authorities (LEAs) - местные органы народного образования;

to be responsible for the national education policy – отвечать за государственную политику в области образования;

to run a school - руководить/заведовать школой;

to prescribe curricula or textbooks - предписывать/определять учебные планы или учебники;

the provision of schools - обеспечение школ;

to provide maintained school education – обеспечивать обучение в школах, финансируемых государством.

**4. Руководство:**

Head Teacher/Headmaster, Principal - директор школы;

Assistant Principal - заместитель директора школы;

Acting Head Teacher - исполняющий обязанности (И.О.) директора школы;

staff - преподавательский состав школы, учителя;

governing body - руководящий орган;

to have responsibility - нести ответственность;

to employ teachers - нанимать учителей;

to provide and maintain buildings - предоставлять здания и содержать их в хорошем состоянии;

to supply equipment - предоставлять оборудование, (обеспечивать оборудованием;

to provide grants - 1) назначать стипендии учащимся (об*ыкн. выплачивается из средств госбюджета или местных*

*органов власти*); 2) предоставлять дотации, субсидии учебным заведениям (*предоставляются обыкн. правительством*); appointment and dismissal ofstaff - назначение и увольнение преподавательского состава, учителей.

**5. Прием в учебные заведения (школы и т.п.):**

to admit - принять *(в учебное заведение и т.п.);*

to allocate - 1) предназначать, ассигновывать; 2) распределять, отводить;

to apply for admission - подать заявление о приеме;

selective procedure - отборочная процедура;

intelligence tests - проверка умственных способностей;

substitute for the abolished 11+exams - замена отборочных

экзаменов школьников в возрасте 11 лет, которые ранее проводились по окончании начальной школы;

to measure inborn abilities - оценивать врожденные способности;

to have a time limit - иметь ограничение по времени;

to coach for - натаскивать на;

catchment area - (микро)район, обслуживаемый школой;

without any reference to the child’s ability or aptitude – независимо от навыков и способностей ребенка;

to transfer (promote) from one class to another – переводить в другой (следующий) класс.

**6. Учебный план (Учебная программа):**

broad curriculum - широкая учебная программа;

academic course - гуманитарный курс;

non-academic course - технический курс;

vocational bias - профессионально-технический уклон;

foundation course - программы, объединяющие несколько дисциплин, и занятия по иностранному языку, призванные адаптировать знания ученика по базовым дисциплинам

к местным стандартам и «подтянуть» его по языку;

foundation subjects - предметы, входящие в foundation course;

to meet special interests - обеспечить преподавание по программам, отвечающим интересам отдельных учеников;

common curriculum - общая учебная программа;

simplified curriculum - упрощенная учебная программа;

education with a practical slant for lower-attaining pupils – образование с практическим уклоном для отстающих учеников;

to encourage to do smth. - поощрять, стимулировать сделать что-л.;

the three R’s - чтение, письмо и арифметика (reading, writing and ‘rithmetic);

subject teaching - преподавание предметов;

specialist teacher - квалифицированный преподаватель;

remedial teaching - занятия с отстающими учениками.

**7. Экзамены:**

GCSE (exam) (General Certificate ofSecondary Education) - экзамен на получение аттестата об общем среднем образовании;

to sit for an exam - сдавать, держать экзамен;

“A” level exam - экзамен по программе средней школы на повышенном уровне (*сдается по программе шестого класса в Великобритании*);

Common Entrance Exam - общий вступительный экзамен ( *сдается в приготовительной школе [preparatory school] для поступления в привилегированную частную школу [public school*/);

to set and mark a task - задать задание и выставить отметку;

to hand the papers out - раздать письменные задания;

examining board - экзаменационная комиссия;

grades - отметки, оценки;

“pass” grade - удовлетворительная оценка, зачет;

resits and retakes - переэкзаменовки;

unsuccessful pupil - неуспевающий (отстающий) ученик;

to repeat the year - остаться на второй год;

to pass an exam - сдать экзамен;

to keep up with the group - не отставать от группы;

to fall behind - отстать.

**8. Наказания:**

corporal punishment - телесное наказание;

detention (after school or during the dinner hour) - оставление в классе (после уроков или во время обеденного перерыва);

lines - дополнительное задание, которое школьник должен переписать в наказание за...

exclusion from normal routine - исключение из участия в привычном распорядке;

exclusion from privileges (loss of privilege) - лишение примилегий/особых прав;

colllection of litter - сбор мусора;

suspension from school - временное исключение из школы;

wiер drawal from lessons - отстранение от уроков;

seеing extra work - дополнительные задания;

putting “on report” - дисциплинарное взыскание;

telling the parents - сообщение родителям о неуспеваемости, плохом поведении и т.п.

**SPEECH PATTERNS**

|  |
| --- |
| 1. He pointed **without looking…** |

Mr.Finch poured himself out some more tea, without asking me.

And without waiting for her answer he turned and left us.

|  |
| --- |
| 1. She hated it **more than ever.** |

He felt better than ever.

Paul works harder than ever.

I love her more than ever.

|  |
| --- |
| 1. **Why would anyone write** about school? |

Why would I do a thing like that?

Why would she go to them? They dislike each other.

|  |
| --- |
| 1. The man isn’t **smart enough.** |

She was lucky enough to get a job on television.

He was kind enough to ask the same question every day.

|  |
| --- |
| 1. My father knows **as much as my teacher.** |

He likes swimming almost as much as his brother.

He worked as hard as the rest of the gtoup.

|  |
| --- |
| 1. Tommy **screamed with laughter.** |

She squealed with excitement.

Katie flushed with pleasure.

|  |
| --- |
| 1. **How the kids must have loved it!** |

How weak she must have been!

How he must have loved her in the morning!

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Exercise 1. Complete the following sentences using the Speech Patterns:**

1. I led him to the study without ….. 2. She turned away without …. 3. Pete … than ever. 4. The weather … than ever. 5. Why would he …? 6. Why wouldn‟t the girl …? 7. She was not clever enough …. 8. She was still young enough …. 9. The boy laughed as loudly as …. 10. She couldn‟t jump as high as …. 11. He grew merry as a cricket and …. 12. The play was so comic that they …. 13. How tired she must …. 14. How they must …?

**Exercise 2. Paraphrases the following sentences using Speech Patterns:**

1. Why should he come bothering you when he is not invited? 2. She disappeared into the kitchen and did not notice the girl. 3. Now John plays the piano better than he ever had. 4. Mary speaks English better than she ever had. 5. Why will he wish throw aside such an opportunity? 6. Why do I wish to go to the trouble of looking after him? 7. She was sufficiently clever to get what she wanted. 8. He was a nice kid, old to have his driver’s license. 9- The boy laughed very noisily when he took a ride on a merry-go-round. 10. Kate was very pleased and cheeks became red.

**Exercise 3. Translate the following sentences into Russian/Kazakh:**

1. The boy went to a skating-rink without saing about this to his mother. 2. He came without invitation and felt ill at ease. 3. In this contest he had a bigger then ever advantage over his competitors. 4. He wished to go on a gourney more than ever. 5. Why would I accept her invitation? I dislike her very much. 6. Why would Tom spare your feelings? You were tactless yourself. 7. The family feud was deep enough to break off all relationships with each other. 8. She was decided enough to get on with her work. 9. The bushes were thick as much as a brush. 10. I don‟t like this dish as much as you. 11. She looked pretty as much as a picture from an illustrated magazine. 12. Sitting in front of a television, the children were shrieking with laughter. 13. Ann cried out with excitement when had seen an envelope in the box. 14. How he must have admired this picture. 15. How hard it must have been to row against the current!

Модуль 13.

***Профессионально-значимые качества учителя ИЯ.***

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.

**Форма контроля:** чтение и пересказ текстов, составление монолога.

**Текст № 15.  *The fun they had***

***By I. Asimov***

*A professor of biochemistry and science writer, I. Asimov is well-known as science fiction* выдумка, худ. Литература *writer as well. In 1957 he won the Edison Foundation award for building Blocks of the Universe, and in 1960 the Howard W. Blakeslee award for The Living River in which he analysed the chemical composition of the blood and related it to other manifestations* проявление *in our universe. He is also the author of The Intelligent Man‟s Guide to Sciences, an encyclopedic work covering in brief essay all of science for the layman* непрофессионал*. Besides all this, Lucky Stars and The Pirates of the Asteroids (1953), The Kingdom of the Sun (1960), The End of eternity (1962) are only a few science fiction books that came from under his pen.*

Margie even wrote about it that night in her diary.

On the page headed May 17, 2157,she wrote, “Today Tommy found a real book!”

It was a very old book. Margie‟s grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know. And then, when they turned back to the page before, it has been the same words on it that it had been when they read it the first time.

“Gee,” said Tommy, “what a waste. When you‟re through with the book, you just throw it away, I gess. Our television screen must have had a million books on and it‟s good for plenty more. I wouldn‟t throw it away.

“Same with mine,” said Margie. She was eleven and hadn‟t seen as many telebooks as Tommy had. He was thirteen.

She said, “Where did you find it?”

“In my house.” He pointed without looking, because he was busy reading. “In the attic.”

“What‟s about?”

“School.”

Margie was scornful. “School? What‟s there to write about school? I hate school.”

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round little man with a red face and a whole box of tools, with dials and wires провод. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn‟t know how to put it together again, but he knew all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on wich all the lessons were shown and the questions were asked. That wasn‟t so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code код they made her calculated the mark in no time.

The inspector has smiled after he was finished and patted Margie‟s head. He said to her mather, “It‟s not the little girl‟s fault, Mrs. Jones, I think the geography sector was geared a little too quick. Those things happen sometimes. I‟ve slowed it up сокращать to an average ten year level. Actually, the overall pattern of her progress is **q**uite satisfactory.” And he patted Margie‟s head again.

Margie was disappointed, She had been hoping they would take away for nearly a month because the history sector had blanked out completely.

So she said to Tommy. “Why would anyone write about school?”

Tommy looked at her with very superior eyes. “Because it‟s not our kind of cshool, stupid. This is the old kind of school that they had hundreds and hundreds years ago.” He added loftily, pronouncing the word carefully, “Centuries ago.”

Margie was hurt задета. “Well, I don‟t know what kind of school they had all that time ago.” She read the book over his shoulder for a while, then said, “Anyway, they had a teacher.”

“Sure, they had a teacher, but it wasn‟t a regular teacher. It was a man.”

“A man? How could a man be a teacher?”

“Well, he just told the boys and girls things and gave them homework and asked them questions.”

“A man isn‟t smart enough.”

“Sure he is. My father knows as much as my teacher.”

“He can‟t. A man can‟t know as much as a teacher.”

“He knows almost as much, I betcha.” Margie wasn‟t prepared to dispute that.. She said. “I wouldn‟t want a strange man in my house to teach me.”

Tommy screamed with laughter, “You don‟t know much, Margie. The teachers didn‟t live in the house. They had a special building and all the kids went there.”

“And all the kids learned the same things.”

“Sure, if they were the same age.”

“But my mother says a teacher has to be adjusted отрегулирован to fit the mind of each boy and girl it teaches and that each kid has to be tought differently.”

“Just the same they didn‟t do it that way then. If you don‟t like it, you don‟t have to read the book.”

“I didn‟t say I didn‟t like it,” Margie said quickly. She wanted to read about those funny schools.

They weren‟t even half-finished, when Margie‟s mother called, “Margie! School!”

Marglie looked up. “Not yet, Mamma.”

“Now!” said Mrs. Jones. “ And it‟s probably time for Tommy, too.” Margie said to Tommy, “Can I read the book some more with you after school?” “Maybe,” he said nonchalantly небрежно, бесстрастно.

He walked away, whistling, the dusty old book tucked спрятаться beneath под his arm.

Margie went into the schoolroom. It was right next to her bedroom and the mechanical teacher was on был на месте and waiting for her. It was always on at the same time every day, except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen lit up, and it said:

“Today‟s arithmetic lesson is on the addition of proper fractions дробей. Please insert yesterday‟s homewework in the proper slot.”

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather‟s neighbourhood came laughing and shouting in the schoolyard, sitting together in schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.

And the teachers were people…

The mechanical teacher was flashing отражать on the screen:

“When we add the fractions ½ and ¼ - “Marglie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

ESSENTIAL VOCABULARY

VOCABULARY NOTES

**1. stand** *vt/i* - 1) стоять;

to stand still - а) не двигаться, оставаться неподвижным; б) остановиться;

to stand straight (motionless) - стоять прямо (неподвижно);

to stand with one’s back to smb. - стоять к кому-л. спиной;

to stand in one’s light - а) загораживать кому-л. свет; б) стать кому-л. поперек дороги;

to stand leaning against smth. - стоять, опираясь на что-л.;

to stand in a line - а) выстроиться или стоять в ряд; б) стоять в очереди (в шеренге);

**to stand on end** - стоять дыбом;

His hair stood on end. - Волосы у него встали дыбом,

**to stand out** - выделяться;

The green roof stood out against the clear sky. – Зеленая крыша выделялась на фоне ясного неба.

His work stands out from that of the others. - Его работа (произведение) выделяется на фоне остальных.

**to stand up for smb. (smth.)** - защищать кого-л. (что-л.), отстаивать кого-л. (что-л.);

George stood up for precedent. - Джордж стоял за то, чтобы действовать на основе прецедентов.

**it stands to reason** - само собой разумеется;

It stands to reason that we must do the job as well as possible. - Ясное дело, мы должны выполнить работу наилучшим образом.

2) терпеть, выносить, выдерживать что-л.

Montmorency couldn’t stand George’s music. - Монморенси терпеть не мог игры Джорджа.

I cannot stand heat (pain, his jokes, the climate, etc.) - Я не выношу жары (боли, его шуток, этого климата и т.п.).

**to stand one’s ground** - стоять на своем, отстаивать свои позиции, убеждения;

Everybody was against him, but he stood his ground. – Bee были (настроены) против него, но он стоял на своем.

3) оставаться в силе, действовать;

The agreement stands. - Соглашение остается в силе.

4) платить за что-л.;

to stand treat - платить за угощение;

5) защищать, поддерживать кого-л., что-л.; быть верным комy-л., чему-л. **(to stand by smb., smth.);**

We must stand by each other. - Мы должны поддерживать друг друга (помогать друг другу).

6) быть (ростом);

Не stands 6 foot in height. - В нем шесть футов роста.

**to stand for smth.** - символизировать, означать что-л.;

М.P. stands for Member of Parlament. - M.P. означает «член Парламента».

2. **hate** *vt* - ненавидеть, не выносить;

My cat hates dogs. - Моя кошка терпеть не может собак. I hate troubling (to trouble) you. - Мне очень не хочется вас беспокоить.

**hate** *п -* ненависть, отвращение, омерзение;

Не was filled with hate for his enemy. - Его охватила ненависть к врагу.

**hateful** *adj* - 1) ненавистный, отвратительный, омерзительный, гнусный;

2) полный ненависти, злобный;

hateful crime - отвратительное (гнусное) преступление);

hateful glances - взгляды, полные ненависти;

hateful lie - гнусная ложь;

**hatred** *п* - ненависть, отвращение, омерзение;

Не looked at me with hatred in his eyes. - Он посмотрел на меня с ненавистью.

3. **smile** *vi/t* - 1) улыбаться;

Не never smiles. - Он никогда не улыбается.

What are you smiling at? - Чему ты улыбаешься?

Fortune has always smiled on (upon) him. - Фортуна (Судьба) всегда ему улыбалась./Судьба всегда была к нему милостива.

2) выражать улыбкой;

to smile away vexation (grief) - прогонять улыбкой раздражение (горе);

Не is not a man to smile away vexation. - Он не такой человек, чтобы мило улыбаться, когда он раздражен.

**smile** *п* — 1) улыбка;

There was a pleasant (cruel, ironical, etc) smile on her face. - На ее лице играла приятная (жестокая, ироническая и т.п.) улыбка.

**to be all smiles** - иметь очень довольный (сияющий) вид, сиять (о человеке, лице);

The little boy’s face was all smiles when he saw his new toy. - Когда малыш увидел новую игрушку, его лицо расплылось в улыбке.

*2) pi* расположение, поддержка;

to enjoy the smiles of fortune - наслаждаться милостями судьбы.

**4. pat** *vi/t* **- 1)** похлопывать; поглаживать, гладить; пригладить;

to pat a dog - погладить собаку;

Amy patted her shoulder with warmth. - Эйми нежно погладила ее по плечу.

She patted the books into a neat pile. - Она похлопала по неровно сложенной стопке книг, чтобы выровнять их.

Не patted his foot listening to the music. - Слушая музыку, он притопывал ногой.

**pat** *п* - шлепок, похлопывание, поглаживание;

Не gave me a friendly pat on the shoulder. - Он дружески хлопнул/похлопал меня по плечу.

**5. take** *vi/t* - 1) взять; хватать, схватить;

to take a person’s hand - взять человека за руку;

to take hold ofsmth. = to get/catch/seize hold of smth. -

а) брать, хватать, хвататься за что-л.; б) добывать, завладевать чем-л., кем-л.;

to take a man prisoner - взять человека в плен;

2) пользоваться, получать, приобретать; выигрывать;

Не took the house for a year. - Он снял дом на год.

Who look the first prize? - Кто получил первую премию (выиграл соревнование)?

I shall take a holiday tomorrow. - Завтра я возьму отпуск.

Не was taking а пар. - Он дремал.

You must take your chance. - Вы должны воспользоваться удобным случаем (попытать счастья).

3) относить, отвозить; забрать; брать без разрешения; украсть, присвоить;

Take these letters to the post. - Отнеси эти письма на почту.

He’s always taking other people’s ideas. - Он все время присвает чужие идеи.

4) отводить, отвозить;

to take a guest home - отвезти гостя домой;

5) чувствовать, проявлять (в *приведенных ниже выра*жени*ях);*

to take pride in one’s work - гордиться своей работой;

to take an interest in politics - интересоваться политикой;

6) есть; пить; принимать *(пищу, лекарство и т.п.);*

Не took a deep breath. - Он сделал глубокий вдох.

7) считать, полагать; понимать, толковать;

I took him to be an honest man. - Я полагал, что он честный человек./Я считал его честным человеком.

Do you take my meaning? - Вы понимаете, что я хочу сказать?

We may take it for granted. - Мы можем считать это само собой разумеющимся.

8) занимать *(позицию)-,* придерживаться *(мнения);*

Take care what you say. - Выбирайте выражения.

Did he take any notice ofyou? - Он обратил на вас внимание?

Не has taken a dislike to me. - Он меня невзлюбил.

She took her little brother to task. - Она сделала своему маленькому

(младшему) брату выговор./Она отругала своего младшего брата.

Не took great pains to help me. - Он изо всех сил старался мне помочь.

**to take after** - походить, быть похожим *(на родственника*);

Whom do you take after in your family? - На кого из родственников вы похожи?

**to take down** - **1)** снести, разрушить *(здание),* разобрать *(что-л. на части);*

to take down an old building - снести старое здание;

2) записывать *(что-л.);*

The postmistress began to take down the message. – Начальница почты начала записывать текст телеграммы.

**to take in** - **1)** брать *(жильцов),* принимать кого-л. Как гостя, дать кому-л. приют;

to take in lodgers - брать жильцов;

2) ушивать;

to take in a dress - ушить платье;

3) понимать (что-л. сказанное) *употр. гл. обр. в вопрос, и отриц. предл.;*

to take in a lecture - понять лекцию;

4) принимать на веру (*что-л*.);

5) обманывать, надувать (*кого-л.)*;

to be taken in when buying a watch - быть обманутым при покупке часов;

**to take off** - 1) снимать (одежду и т.п.);

to take off one’s hat, coat - снять шляпу, пиджак (куртку, пальто);

2) (о *самолете)* взлетать;

The plane took off from Croydon airport. - Самолет вылетел из аэропорта Кройдон.

3) уходить, уезжать; пускаться наутек;

Take yourself off. - Иди, иди. (Уезжай отсюда и т.п.);

**to take over** - взять управление в свои руки; прийти к власти; заступать (на вахту, должность и т.п.); принимать

(должность) у кого-л. другого;

When will you be ready to take over? - Когда вы будете готовы принять бразды правления (взять власть)?

**to take to -1)** проявлять симпатию, интерес (к кому-л./чему-л.); 2) пристраститься к (ч/л).

Не took to gardening when he retired. - После выхода на пенснсию он пристрастился к работе в саду.

**to take up** - **1)** занимать (какое-л. место, время или внимание);

The work takes up too much time. - Эта работа занимает слишком много времени.

2) брать (пассажиров или груз); вбирать, всасывать (жидкость и т.п.);

The bus stopped to take up passengers. - Автобус остановился, чтобы взять пассажиров.

A sponge takes up water. - Губка впитывает в себя воду.

3) начать интересоваться чем-л.; снова приниматься за что-л. (после перерыва), продолжать (начатое); заняться (чсм-л.);

to take up one’s story - продолжить свой рассказ;

**to take up with** - водить компанию, якшаться с (кем-л., часто нежелательным);

She had taken up lately with June. - Последнее время она водит компанию с Джун.

6. **level** *n* -1) уровень; 2) плоскость, ровная горизонтальней поверхность;

above (below) sea level - выше (ниже) уровня моря;

the level ofknowledge (development) - уровень знаний (развития);

low (high, average, cultural, intellectual, economic, scientific)

level - низкий (высокий, средний, культурный, интеллектуальный, экономический, научный) уровень;

**to be on a level with smth. (smb.)** - быть на одном уровне (вровень) с чем-л. (кем-л.);

The water in the river was on a level with the banks. – Вода в реке стояла вровень с берегами.

His knowledge is quite on a level with a fourth-year student’s.

- Его знания вполне соответствуют уровню студента четвертого курса.

**on the level** - 1) честный; 2) честно, правдиво;

Is he on the level? - Ему можно верить?

**level** *adj* - 1) ровный, плоский, горизонтальный;

level road - ровная/гладкая дорога;

level ground - ровная земля;

2) ровный, спокойный, уравновешенный;

to speak in a level voice - говорить ровным голосом; не повышать голоса;

Не has a level head (is level-headed). - Он человек спокойный/ уравновешенный/рассудительный/хладнокровный.

**to level** *vt - 1*)выравнивать, делать ровным, гладким;

2) сровнять с землей, стереть с лица земли;

to level a building - снести дом до основания;

to level a village (a city) - стереть деревню (город) с лица земли;

The German fascists leveled many villages to the ground. - Немецко-фашистские захватчики сровняли с землей множество деревень.

2) приводить в горизонтальное положение; наводить (оружие); нацеливать, направлять *(удар а т.п.);*

The hunter levelled his gun at the beast. - Охотник прицелился в (навел ружье на) зверя.

**7. regular** *adj* - 1) регулярный, размеренный, нормальный, правильный;

regular habits - размеренная жизнь; привычка делать все в определенное время;

to keep regular hours - вести размеренный (правильный) образ жизни;

2) постоянный;

Не has no regular work. - У него нет постоянной работы.

3) правильный, красивый;

regular features - правильные черты лица;

a regular figure - хорошая фигура;

4) квалифицированный, профессиональный;

5) *воен.* регулярный, кадровый;

a regular doctor - профессиональный врач;

the regular army - профессиональная армия;

6) *эмоц-усил.* настоящий, сущий;

a regular rascal - каналья; отпетый мошенник;

**regularly** *adv* **- 1)** правильно, размеренно;

a garden regularly laid out - правильно разбитый сад;

2) регулярно, через одинаковые промежутки;

Не has been practising regularly for the last two weeks. -

Последние две недели он регулярно тренируется/упражняется.

**8. scream** *vi/t* - 1) пронзительно кричать, вопить, визжать;

to scream in anger - вопить в ярости;

2) хохотать, умирать со смеху;

to scream with laughter - неудержимо хохотать, покатынаться со смеху;

The baby screamed all night. - Ребенок кричал всю ночь.

The parrot screams but does not talk. - Попугай кричит, но не разговаривает.

3) издавать резкие пронзительные звуки: свистеть, реветь, гудеть;

The jets screamed overhead. - Над головой (В небе) ревели реактивные самолеты.

**scream** *п* - пронзительный крик, вопль, визг;

The sound of the screams was loud enough for him to hear. -

Вопли были достаточно громкие, чтобы он мог их услышать.

**a (perfect) scream** - умора, смешной человек, анекдот **и т. п .**

“Reginald, you are now the head of the family.” - “I know,” I said”. “Isn’t a scream?” – «Реджинальд, теперь ты - глава семьи.Знаю, - ответил я. - Ну, разве это не умора?»

9. **fit** *vi/t* - **1)** подходить, быть впору; 2) соответствовать,годиться;

This coat does not fit me. - Это пальто (этот пиджак/жакет/ эта куртка) плохо сидит/не подходит мне по размеру.

The key doesn’t fit the lock. - Этот ключ не подходит к замку.

3) приспосабливать, прилаживать; подготавливать, приучать (for);

to fit oneself for one’s new duties - подготовиться к выполнению новых обязанностей;

to fit a plank in a floor - подогнать половицу;

**to fit smth. on** - 1) примерить что-л.; 2) подгонять что-л. по фигуре;

I am going to the tailor to have my coat fitted on. - Я сейчас иду к портному, чтобы подогнать пиджак по фигуре.

**to fit in** (with) - соответствовать, подходить, совпадать с;

How will my arrangements for the holidays fit in with yours? - Насколько мои планы на отпуск совпадают с вашими

(соответствуют вашим)?/Не расходятся ли мои планы на отпуск с вашими?

**fit** *adj* - 1) подходящий, (при)годный, соответствующий (for);

The man is not fit for the position. - Он не подходит для этой должности.

We must decide on a fit time and place. - Мы должны договориться о (подходящем) времени и месте.

2) *predic.* подобающий, целесообразный;

Do as you think fit. - Поступайте/Делайте, как считаете нужным.

Не didn’t think fit to do what I suggested. - Он не счел нужным последовать моему предложению.

3) здоровый, бодрый, в хорошей физической форме; годный, способный к (for);

I hope you are feeling quite fit. - Надеюсь, вы хорошо себя чувствуете/вы здоровы.

Не has been ill and is fit for nothing. - Он был болен, и теперь ни на что не способен.

**10. love** *vt -* 1) любить;

to love one’s parents, one’s country - любить своих родителей, свою страну;

You ought to love children to become a teacher. – Чтобы стать учителем, нужно любить детей.

2) любить (*что-л*.), находить удовольствие *(в чем-л.у,*

to love comfort (golf, sea-bathing) - любить комфорт ( гольф, купаться в море);

She loves to have (loves having) a lot of dogs round her. -

Она любит, чтобы ее окружало множество собак/чтобы вокруг было много собак.

“Will you come with me?” - “I should love to.” – «Поедешь со мной?» - «С удовольствием»,

**love** *n* - любовь, привязанность;

a love oflearning - тяга к знаниям;

love of one’s country - любовь к родине, патриотизм;

unrequited [ˏʌnrə'kwaitəd] love - безответная любовь;

**to give (send) one’s love to smb.** - послать кому-л. привет;

**not to be had for love or money** - нипочем не достать, ни за какие деньги, ни за какие коврижки;

**to be in love (with smb.)** - быть влюбленным (в кого-л.);

Leander was in love with Hero. - Леандр был влюблен в Геро [герои комедии В. Шекспира «Много шума из ничего» ("Much Ado about Nothing”)].

**to fall in love (with smb.)** - влюбиться (в кого-л.);

**WORD COMBINATIONS AND PHRASES**

to be through with - закончить, прекратить (что-л.), перестать (что-л. делать), покончить (с чем-л.), прервать отношения (с кем-л.);

to give smb. a test in - дать кому-л. контрольную (тест) на; устроить кому-л. проверку на;

to take smth. apart - разобрать что-л. (на части);

to put smth. together - собирать (что-л. разобранное, разбросанное и т.п.), соединять, скреплять;

in по time - в мгновение ока (очень быстро);

to read smth. over smb.’s shoulder - читать что-л. Через чьё-л. плечо;

to look at smth over smb.’s shoulder - посмотреть на что-л. черезчье-л. плечо;

to look at smth over one’s shoulder - обернуться и посмотреть. на что-л.;

to get/be adjusted to - приспособиться, приноровиться/быть приспособленным к;

some more (of) - еще/еще немного (чего-либо);

next to - 1) рядом с, около (*указывает на нахождение в непосредственной близости от чего-л. или кого-л;* 2) после, второй (по величине, важности и т.п.) *(указывает на следование по величине, порядку и т.п.;* 3) почти (next to impossible - почти невозможно; next to nothing – почти нечего);

to flash smth. on a screen - высветить что-л. на экране.

**Exercise 4. Paraphrase the following sentences using the word combinations and phrases:**

1. It may take a while to reach the end of that pile of work on Saturday. 2. I shall have nothing more to do with this fellow. 3. The teacher examined us a test in English. 4. He examines the class a test in their homework. 5. It’s much easier to take the recorder to pieces than to join them correctly again. 6. The dining-room was empty except for the table nearest to ours. 7. She put down the box of powder and turned her head round and looked back at me. 8. A piano stool should be made suitable to the height of the player. 9. I was surprised that they returned very quickly. 10. The mechanical teacher showed a new picture on the screen.

**Exercise 5. Find in the Text 15 Russian/Kazakh equivalents for the following words, word combinations and phrases. Use themin the sentences.**

to write about smth. in one’s diary; to be through with smth.; to take smth. apart; what a waste; she was doing/had been doing worse and worse; in no time; to look at smb. with superior eyes; to be hurt; to be/get adjusted; a book tucked beneath his arm; to help one another on the homework; to add fractions; a test.

**Exercise 6. Explain what is meant by:**

1. On the page, at the top of which was written the date: May 17, 2157. 2.... it was awfully funny to read words that stood still instead of moving the way they were supposed to … . 3. When you through with the book, you just throw it away, I guess. 4. What’s there to write about school? 5. The part Margie hated most was the slot where she had to put home homework and test papers. 6. ... the mechanical teacher calculated the mark in no time. 7. I think the geography sector was geared a little too quick (was adjusted in such a way as to be incomprehensible to an average student).

**Exercise 7. Translate the following sentences into English. Pat attentions to the words and word combinations in bold type:**

**A. 1.** Мгновение они стояли рядом лицом к лицу. 2. Солдаты стояли смирно, пока с ними говорил командир. 3. Пожалуйста, помоги вместо того, чтобы просто стоять и смотреть. 4. Ненавижу/Терпеть не могу людей, которые смеются над другими. 5. Само собой разумеется, что нельзя заниматься такими вещами. 6. Полиция использовала гранаты со слезоточивым газом, но рабочие не отступали. 7. Всякий раз, когда мимо проезжала машина, у меня волосы вставали дыбом. 8. Серый фасад дома четко выделялся на фоне трущоб. 9. Обычно он терпеть не может жить в городе в августе, но при наличии особых причин готов это вынести. 10. Она швырнула мерзкую бумажонку в огонь. 11. Я никогда ни в чьих глазах не видела такой ненависти. 12. Он улыбнулся мне, попивая чай. 13. Он посмотрел на меня серьезно, без тени улыбки. 14. Роберт улыбнулся ему одними губами (бесцветной улыбкой). 15. Его сестра улыбнулась сквозь слёзы. 16. Он продолжал нежно гладить ее по плечу. 17. Я посмотрел в зеркало и поправил волосы. 18. Я очень тщательно планировал свои уроки. 19. Таковы условия. Хотите, принимайте их, хотите - нет./Изменить их вы не можете. 20. Он не примет отрицательного ответа. 21.Унего замечательный голос, и он очень им гордится. 22. Она посмотрела на меня так, будто я сошел с ума. 23. Я и не подозревал, что это новое чувство так глубоко укоренилось. 24. Мы можем считать фактом, что Гартон и Браун - это одно и то же лицо. 25. Я видел, что моя ложь не вполне его убедила. 26. Все мои платья надо ушить - я превращаюсь в такой скелет! 27 Мистер Энглби сменит мистера Эрика в должности управляющего/ суперинтенданта. 28. Затем он завел привычку прогуливаться по улице, по которой она должна была пройти, когда отправлялась за покупками. 29. По плотно сжатым губам полковника Джулиана я понял, что Фэйвел ему не понравился. **В.** 1. Я не могу закрыть окно с уровня земли. 2. На этой высоте, превышающей милю над уровнем моря, миссис Эдриан было уже трудно идти прежним быстрым шагом. 3. Дорога долго шла прямо по ровным полям. 4. А затем его рассудительный ум сменил вектор и попытался понять ее точку зрения. 5. Голос у нее был ровный, безжизненный, и в нем не чувствовалось ни малейшего интереса. 6. У вас нормированный рабочий день? - Я работаю тогда же, когда и врач. 7.Дейв... все время уговаривает меня найти постоянную работу. 8. Ему, пожалуй, нравились ее строгие правильные черты. 9. Каким ветром? Ведь вы, вроде, не из наших завсегдатаев/ постоянных клиентов? 10. Правда бросалась им в глаза/ была перед самым их носом, а они ее не видели. 11. Где-то на том берегу озера раздался женский визг (пронзительный крик женщины). 12. Милдред перестала вопить так же мгновенно, как начала. 13. Платье, которое они купили на следующий день..., подходило к ее стройной фигуре как нельзя лучше. 14. И Эйва, вставив ключ в замочную скважину, вошла в комнату. 15. Я... это просто я. А главное во мне то, что я смог вписаться в эту ситуацию. 16. И еще она подумала о том, как хорошо эта роль подойдет Мэгги на сцене. 17. Все кусочки головоломки вставали на место. 18. Я не вписываюсь в эту вашу теорию. 19. Задайте ему несколько вопросов и посмотрите/ проверьте, какой из групп он соответствует/в какую группу его лучше направить. 20. Я всегда нахожусь в отличной форме, никогда в жизни не болел. 21. Если бы она его любила, то ждала бы его во что бы то ни стало. 22. Мне очень нравится эта пьеса, это замечательное произведение. 23. Она не желала признаваться себе, что влюбляется в него.

**Exercise 8. Translate the following sentences into English:**

**A. 1.** Step aside, please, you are standing in my light. 2. I should/would never have thought that this shy-looking man (that this man so timid in appearance) would stand up for his rights so firmly. 3. It stands to reason that these changes are temporary and we will go back to the usual routine when our boss recovers/gets well and **takes** up/resumes work. 4. He is too ill to go anywhere: **he won’t (be able to) stand/he** won’t survive the trip. 5. I was sure that I was right and decided to stand my ground. 6. I don’t understand what these letters stand for. 7. Such things should/must be said to one’s face and not behind one’s back./Such things should/must be said when you are standing face to face and not behind one’s back. 8. He can’t stand fuss/fussing. 9. I will hate Eddie till I die. My indifference to her has turned to/into hatred/hate. 11. She greeted him/said hello to him with a friendly smile. 12. The child’s face was all smiles when he saw the New Year’s tree. 13. “Greg, you are such a comfort to me!” his sister said smiling through (her) tears.14.Iwas annoyed/vexed/irritated by the rain **patting/tapping** on the roof. 15. He kept/continued/went on patting her gently on the shoulder **(patting** her shoulder gently) [stroking her tenderly on the shoulder], waiting for her to calm down/waiting till she calmed down. 16. He patted the books into a neat pile. 17. Mrs. Rolson took leave and went away/off (said good buy and left/took off) so as not to miss the train. 18. He **took great pride** in his class’s progress/was very proud of his class’s progress in English. 19. The friends took great pains to cook an Irish stew. 20. When the nanny/the nurse saw how dirty the boy was/how dirty the boy had got/what a mess the boy was in/how dirty the boy had made himself, she **took him to** task/reprimanded him crossly/angrily/severely (she gave him a good dressing-down/talking to/telling off). 21. The children took it for granted that their father must love and pamper/spoil/indulge/pet them. 22. I took you for your sister. You are alike as twins. 23. She decided to start a new life and took up painting. 24. Every day after he had talked to the customers/clients she took dictation from him in shorthand/she took down in shorthand what he said/she made/took shorthand notes at his dictation.

**В.** 1. If we find the wounded man in the house I will believe that the old man is on the level and was telling/speaking the truth. 2. For miles and miles around it was the only level/flat place. 3. When Anne began to speak, her voice was level and cold. 4. Tom snatched the gun out of his hand and leveled it at Sanders/and aimed (it) at Sanders/and trained it on Sanders. 5. Jane’s level/straight eyebrows knitted when she frowned. 6. He always kept regular hours/He had regular habits and didn’t often go to town. 7. Why don’t you find a **regular**/steady job? 8. **The scream** (The shrill hoot) of the owl reached an incredibly high pitch, dropped and faded away/died down in the night. 9- Ruth cut off a piece of silver paper to fit the size of the book and began wrapping it. 10. She didn’t have a dress fit for the occasion. 11. The weather is so bad that it is not fit for walks. 12. Tom is very sociable/communicative/ outgoing/is a very good mixer and can fit in with/can fit into any company. 13. Her black hair **fitted/** matched her round face and slanting eyes. 14. She has/is gone to fit on a new dress and it will be a long time before she comes back/and won’t come back soon. 15. Kate, will you join us? - Thanks, I’d love to. 16. I was head over heels in love with him as the saying goes/as they say.

**Exercise 9. Give English equivalents for the following words and phrases:**

само собой разумеется (что), поддерживать, выдерживать испытание (боль, жару), заплатить за угощение, символизировать что-л., мне очень неудобно беспокоить вас, злобный взгляд, отвратительное преступление, фортуна всегда улыбается ему (ему всегда везет), иметь довольно сияющий вид, взять в плен, получить первый приз, рискнуть, гордиться чем-л, стараться изо всех сил, вздремнуть, принять как само собой разумеющееся, сильно удивить, выше (ниже) уровня моря, средний уровень, на одном уровне с.., честно, ровная дорога, ровный голос , иметь спокойный (уравновешенный) характер, прицеливать ружье, правильные черты лица, постоянная работа, удержимо смеяться, умора, подогнать половицу, совпадать, подходящее время и место, с охотой (удовольствием), передать привет, ни за какие деньги.

**Exercise 10. Fill in “up” or “down” where necessary:**

1. My sister was very ill and I had to sit **…** all night with her. 2. This little stream never dries **….** 3. You have worked very well so far, keep it **….** 4. You have got the story all mixed **….** 5. I brushed **…**my recollections of the map of England. 6. I’ll clear **…** this mess. 7. A heavy snowfall held **…**the trains from the North. 8. I came **…** to the country cottage for the weekend. 9. They went **…** the squeaking stair. 10. A red tractor crawled **…** and **…**a large field. 11. Don’t turn **…**the corners of the pages of your books.

**Модуль 14**

**Роль ИЯ в воспитании и развитии личности.**

***а) Говорение:***

* Обсуждение текстов по теме. Составление диалогов по теме.
* Изучение новой лексики.
* Изучение грамматического материала. The secondary parts of the Sentence (the object, the attribute, the adverbial modifiers), their types and ways of expression.

**Форма контроля:** чтение и пересказ текстов, составление монолога.

**Текст № 17. Parents are too permissive with their children nowadays**

## 11 terms

|  |  |
| --- | --- |
| Terms | Definitions |
| http://b.quizlet.com/a/i/spacer.Thhr.gifdid away with sg | http://b.quizlet.com/a/i/spacer.Thhr.gifabolished with what was permitted; got rid of; put an end to what it used to be |
| http://b.quizlet.com/a/i/spacer.Thhr.gifspanking | http://b.quizlet.com/a/i/spacer.Thhr.gifa series of hits on the bottom, given to sb, especially a child, as punishment |
| http://b.quizlet.com/a/i/spacer.Thhr.gifchild-rearing manual | http://b.quizlet.com/a/i/spacer.Thhr.gifbook that tells you how to raise a child |
| http://b.quizlet.com/a/i/spacer.Thhr.gifparents bend over backwards to avoid giving their children complexes | http://b.quizlet.com/a/i/spacer.Thhr.gifparents make a great effort not to give their children complexes kezét-lábát töri igyekezetében |
| http://b.quizlet.com/a/i/spacer.Thhr.gifexcessive permissiveness | http://b.quizlet.com/a/i/spacer.Thhr.gifparents allow their children a lot of freedom |
| http://b.quizlet.com/a/i/spacer.Thhr.gifunsolicited advice | http://b.quizlet.com/a/i/spacer.Thhr.gifadvice you have not really asked for |
| http://b.quizlet.com/a/i/spacer.Thhr.giflax authority | http://b.quizlet.com/a/i/spacer.Thhr.gifweak authority not strict or careful enough about rules and standards of behavior |
| http://b.quizlet.com/a/i/spacer.Thhr.gifjuvenile delinquency | http://b.quizlet.com/a/i/spacer.Thhr.gifbad or criminal behavior of young people |
| http://b.quizlet.com/a/i/spacer.Thhr.gifif children are knocked about a little bit in the process, it may not really matter too much | http://b.quizlet.com/a/i/spacer.Thhr.gifif children are being hit a little bit in the process, it may not really matter too much |
| http://b.quizlet.com/a/i/spacer.Thhr.gifsheer negligence | http://b.quizlet.com/a/i/spacer.Thhr.gifpuszta gondatlanság |
| http://b.quizlet.com/a/i/spacer.Thhr.gifget wind of | http://b.quizlet.com/a/i/spacer.Thhr.gifget to know, "azt csicseregték a madarak" |

**BRINGING UP CHILDREN**

**TOPICAL VOCABULARY**

**1. Basic principles. - Основные принципы.**

to bring up (raise) children - воспитывать детей;

to avoid pit falls - избегать опасностей/сложностей;

the formative years - годы, определяющие формирование характера;

to progress (regress) in one’s development - продвигаться

вперед/делать успехи в развитии (регрессировать);

stunted development - затрудненное развитие;

physical and mental development - физическое и умственное развитие;

to encourage a child - поощрять ребенка;

to let children grow naturally - позволить детям развиваться естественно.

**2. Basic qualities. - Основные качества,**

love - любовь;

security - безопасность;

саге - забота;

affection - любовь, привязанность;

respect - уважение;

patience - терпение;

reassurance - успокаивание, подбадривание; утешение;

happy home backgrounds - крепкие семьи; хорошая домашняя обстановка;

responsible adults - ответственные взрослые; взрослые, осознающие свою ответственность;

not to feel neglected - не чувствовать себя заброшенным ( I некому не нужным);

to be sensitive to smb.’s feelings - быть чутким (отзывчивым);

to be too wise to argue - быть слишком умным/благородным (умным/рассудительным, чтобы спорить;

to speak firmly - говорить твердо;

to be consistent - быть последовательным;

to be fair - быть справедливым (беспристрастным);

to have no favorites - не иметь любимчиков;

to show much patience (plenty of love) - проявлять большое терпение (огромную любовь).

**3. Handling children. - Обращение с детьми.**

to have full faith in - полностью верить/доверять кому-либо (чему-либо);

to keep anger under control - держать гнев в узде, сдерживать. гнев;

capacity to restrain anger - способность сдерживать гнев;

to cause enormous damage - причинить огромный вред;

to treat children like... - обращаться с детьми/относиться к детям как...;

to develop more quickly than previous generations – развиваться быстрее предыдущих поколений;

to gain independence from parents - стать независимым от родителей;

to grow up - вырасти; повзрослеть;

to be mature - быть зрелым/взрослым;

an effective approach - эффективный подход;

a peaceful and relaxed manner - спокойное поведение;

not to force one’s will on a child - не навязывать ребенку свою волю;

to avoid labelling children (stupid, silly, foolish) - не приклеивать детям ярлыки («глупый»);

to listen to children with understanding and sympathy – выслушивать детей с пониманием и сочувствием;

to win smb. over - завоевать кого-либо (чьи-либо симпатии), привлечь кого-либо на свою сторону;

to avoid statements (comments) which can create arguments

and tension - избегать заявлений (замечаний), которые могли бы вызвать споры и напряжение;

to shake smb.’s confidence - поколебать чье-либо доверие;

to offend smb.’s self-respect - ранить чье-либо самолюбие;

to prevent crises - предотвращать кризисы;

**4. Atmosphere. - Атмосфера/Обстановка.**

friendly - дружелюбный; дружеский;

not authoritarian - неавторитарный, нестрогий; не командующий (своими детьми);

dignified - обладающий чувством собственного достоинства; исполненный достоинства;

uncomfortable - испытывающий неловкость, неудобство,

стеснение; неудобный;

embarrassing - смущающий, затруднительный, неловкий, неудобный;

an atmosphere of calm and quiet - спокойная обстановка/ атмосфера тишины и спокойствия;

to let steam off - выпустить пар;

to put the fat into the fire - подлить масла в огонь;

to lose one’s temper - вспылить, потерять самообладание;

not to create tension(s) - не создавать/не нагнетать напряжения (напряженности);

to be said in the heat ofthe moment - быть сказанным в пылу спора (ссоры и т.п.), [сгоряча].

**5. Praise. - Похвала.**

direct praise ofpersonality - прямая похвала за личностные качества;

realistic (idealized) picture ofsmb.’s personality – реалистическое (идеализированное) представление о чьем-либо характере;

to exaggerate praise out ofall proportion - хвалить без меры;

to give a realistic picture ofa child’s accomplishments – дать правдивую/реалистичную картину достижений ребенка;

to concentrate on a child’s strength and not weakness – сосредоточить внимание не на слабых, а на сильных сторонах ребенка;

to keep away from general remarks about anyone’s personality - не переходить на личности.

**6. Punishment. - Наказание.**

to scream and yell at - кричать на;

not to hit children - не бить детей;

to be bound to lose - быть обреченным на неудачу;

spanking - шлепки;

to cause mental illness (psychological damage) – вызывать психические расстройства (наносить психологический пред);

to beat the daylights out ofsmb. - избить кого-либо до полусмерти;

to shake the life out ofsmb. - вытрясти из кого-либо душу;

to be ashamed ofoneself - стыдиться самого себя/своего поведения;

the best way to criticize - лучший способ высказать порицание;

to say nothing of - не говоря уже о;

a direct reprimand - прямой выговор;

to answer back - огрызаться, дерзить кому-либо в ответ;

a beating - избиение; трепка; порка;

to lock children up - запирать детей;

not to speak with a child deliberately - специально не разговаривать с ребенком;

to ignore a child - игнорировать ребенка;

an undesirable form of punishment - нежелательная форма наказания;

sarcasm - сарказм;

to work out all sorts ofschemes for revenge – придумывать всяческие способы мести;

to tell smb. off(to give smb. a telling off) - ругать, отчитывать кого-либо.

**7. Discipline. Behaviour. Manner. - Дисциплина. Поведение.**

**Манеры.**

to discipline smb. - дисциплинировать/обучать кого-либо;

a way ofteaching politeness - способ научить вежливости;

to be punctual - быть пунктуальным/точным;

to interrupt a conversation - перебить/прервать разговор, влезть в разговор;

to get quarrelsome - стать вздорным (задиристым);

the art of living together - умение/искусство жить вместе;

to lead to frayed nerves for days on end - день ото дня действовать всем на нервы/нервировать всех;

to develop a conscience in smb. - пробудить в ком-либо совесть;

not a word of blame - ни одного худого слова;

not to impose anything on children - ничего не навязывать детям;

to encourage inner development - способствовать развитию личности;

to give children a choice - дать детям выбор;

to heighten smb.’s self-confidence - укрепить чью-либо уверенность в себе;

a beneficial and corrective influence on smb. – благотворное воздействие на кого-либо, способствующее исправлению недостатков;

to leave a decision to the child - оставить решение на усмотрение ребенка; предоставить ребенку самому принять решение;

to teach smb. manners - научить кого-либо хорошим манерам.

**8. Children’s reaction. - Реакция детей.**

to live up to smb.’s expectations - оправдать чьи-либо( ожидания (надежды);

to do smth. on purpose - сделать что-либо нарочно (намеренно);

to give admonitions and warnings - делать внушения и предупреждения;

to encourage to ask questions - способствовать тому, чтобы ребенок задавал вопросы;

to be curious and inquisitive - быть любознательным ипытливым;

to learn by imitation - учиться, подражая другим/с помощью подражания;

to feel part of the family - чувствовать себя частью семьи;

to hate questions which try to trap - не выносить каверзных вопросов;

to be pushed into making up lies - быть вынужденным лгать;

to choose between telling a lie and giving embarrassing

answers - выбирать между ложью и ответами, от которых окружающим станет неловко;

to appreciate smth. - оценить что-либо (по достоинству);

to become full ofresentment - преисполниться негодования /обиды;

to become a nuisance - стать занудой (настоящим мучением);

to become resentful - стать обидчивым; разозлиться, обидеться;

to become spiritless - стать вялым/робким;

to become delinquent - стать правонарушителем/преступником.

**Task № 10. Изучение грамматического материала.**

**The Principle parts of the sentence.**

**The subject and its types and ways of expression. The predicate, its types and ways of expression.**

The subject and the predicate constitute the backbone of the sentence: without them the sentence would not exist at all, whereas all other parts may or may not be there, and if they are there, they serve to define or modify either the subject or the predicate, or each other.

The subject is one of the 2 main parts of the sentence:

It denotes the thing whose action or characteristic is expressed by the predicate.

It is not dependent on any other part of the sentence.

It may be expressed by different parts of speech, the most frequent ones being: a noun in the common case, a personal pronoun in the nominative case, a demonstrative pronoun occasionally, a substantivized adjective, a numeral, an infinitive, and a gerund. It may also be expressed by a phrase.

**The predicate is one of the 2 main parts of the sentence:**

It denotes the action or property of the thing expressed by the subject

It is not dependent on any other part of the sentence.

Ways of expressing the predicate are varied and their structure will better be considered under the heading of types of predicate.

It is sometimes claimed that the predicate agrees in number with the subject: when the subject is in the singular, the predicate is bound to be in the singular, and vice versa. However this statement is very doubtful.

E.g. My family are early risers. + The question of concord refers to the level of phrases, not sentences.

**Types of predicate:**

Predicates may be classified in 2 ways, one of which is based on their structure (simple or compound), and the other on their morphological characteristics (verbal or nominal).

*Structural classification:*

simple predicate (verbal and nominal)

compound predicate (verbaland nominal

*Morphological classification:*

verbal predicate (simple and compound)

nominal predicate(simple and compound)

The simple nominal predicate – a predicate consisting merely of a noun or an adjective, without a link verb, is rare in English, but it is nevertheless a living type and must be recognized as such.

Only 2 spheres of its use:

In sentences where the immediate neighborhood of the subject noun and the predicate noun or adjective is used to suggest the impossibility or absurdity of the idea that they might be connected. Sentences with this kind of simple nominal predicate are always exclamatory, e.g. My ideas obsolete!!!!!!! It would not do to call such sentences elliptical since the link verb cannot be added without completely changing the meaning of the sentence.

In the sentences un which the predicative comes first, the subject next, and no link verb is either used or possible. Such sentences seem to occur chiefly in colloquial style, e.g. “Splendid game, cricket”, remarked MR Barbecue-Smith heartily to no one in particular; “so thoroughly English”.

The compound nominal predicate is always consists of a link verb and a predicative, which may be expressed by various parts of speech, usually a noun, an adjective, also a stative, or an adverb.

***Link verb*** – the idea of link suggests that its function is to connect the predicative with the subject. It is not correct. The true function of a link verb is not a connecting function. It expresses the tense and the mod in the predicate (to be also expresses number and person).

There are sentences in which the finite verb is a predicate itself, i.e. it contains some information about the subject which may be taken separately, but at the same time the verb is followed by a predicative and is in so far a link verb. He came home tired - the finite verb in such sentences conveys a meaning of its own, but the main point of the sentence lies in the information conveyed by the predicative noun or adjective. The finite verb performs the function of a link verb.

Since such sentences have both a simple verbal predicate and a compound nominal predicate, they form a special or mixed type: double predicates.

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Exercise 11. Complete the following sentences:**

1. Steve is awfully stubborn (упрямый). Mother can’t do a *…. 2.* Mary is obstinate (упрямая) as a mule. I *… .*3. Where did you find this brute of a dog (этого здорового пса)? I *… .* 4. I wasted no time. I listened and did *….* 5. Where did you go for your holidays? Did you do any *…*? 6. Even the police were afraid ofhim. He was no *… ..* 7. You seem to forget that we deal with no *… .* 8. There is something fishy about the whole thing. *… .* (кража со взломом).9. I’d never have believed that Jack would prove *… .* 10 The young actress had no premonition (плохое предчувствие) that the performance *… .* 11. They had to leave India before the year was over. The climate *… .*12. Why do you mind his coming so much? - I just *… .* 13. Don’t be angry withme. I just *… .* 14. He is not to blame. He just *… ..* 15. You know how much I look forward toyour letters. Try and *…?* 16. It is a very difficult sound. Try and *… .*17. The task is urgent. Try and *… .* 18. I’d like to suit your convenience. Let’s make it *….* 19. It’s a go then [(Значит, идет! (по рукам! /решено!)]. Let’s *… ..* 20. Could youspare the time to come twice a week? - Sure. - Good. Let’s *… ..*

**Exercise 12. Translate the following sentences into English:**

1. Ты потерял бы меньше времени, если бы перестал болтать и топать ногами и для разнообразия занялся немногоживописью 2. Мартин извинился, - перед обедом ему нужно было кое-что написать. 3. Сама миссис Стрикленд печатала мало, все время уходило на исправление ошибок тех четырех девушек, которые у нее работали.4. Она была поражена, когда узнала, что из них двоих любит не одна она, что ее любовь взаимна. 5. Соме хотел чтобы Босини проникся сознанием того, что его дом должен стать чем-то необыкновенным. 6. У Гейнсборо был хороший сух, и он отлично играл на скрипке (indifferent – посредственный). 7. Я не была какой-нибудь робкой девицей и не собиралась обращаться в бегство из-за того, что никто не оказал мне радушного приема (никто не был мне рад). 8. Ее заявление не было голословным. Чтобы подкрепить его, она привела факты и цифры. 9. Я был просто-напросто заворожен. Не стилем, нет. Пишет он очень сухо/академично. Меня очаровали его идеи, те связи, которые он находит между человеком и средой его обитания...

**Exercise 13. Translate the following sentences into Russian/Kazakh:**

Going out ofthe house/Leaving the house/Leaving home/When leaving the house (home) Rosemary never suspected that the next two hours ofher life would prove so unusual /extraordinary. «Madame, could you give me some money for a cup of tea?» Rosemary looked back. She saw a little creature, a girl (of) her own age who was squeezing her coat collar with reddened hands and shivering with cold. «Have you no money at all?» asked Rosemary. «No, madame,» the girl said and burst into tears/burst out crying. How unusual/extraordinary! It was like a scene from a novel. She was no ordinary/common beggar. Why not take her home? [Supposing (What if) she took her home?]. And Rosemary imagined herself saying to her friends later, «I just took her home with me, that’s all,» and said aloud, «Would you like to come and have a cup oftea at my place?» A light breakfast completely transformed the girl/changed the girl out ofrecognition. She had stopped feeling awkward and was lying back in a deep armchair (Her embarrassment gone, she was lying/sinking back in a deep armchair). To look at her (Looking at her) it was hard to believe that just a short time ago she had been shedding tears/crying. Rosemary went on/kept watching her out of the corner ofher eye stealthily.

Suddenly Rosemary’s husband came into the room/entered the room. Excusing himself/Apologizing he asked Rosemary to come into the library with him.

«Explain who she is» said Philip. «What does all that mean?» Rosemary said, laughing, «I’ve picked her up in Curson Street.»

«But what are you going to do with her?»

«I just want to be kind to her. Take care ofher, that’s all!»

«But,» Philip uttered slowly, «she is amazingly beautiful.»

«Beautiful?» Rosemary was so taken aback/astonished that the blushed to the top ofher ears/to the roots of her hair. «Do you really think so?» Half an hour later Rosemary returned to the library. «I just/only wanted to tell you that Miss Smith isn’t dining/isn’t having dinner with us today. I couldn’t do a thing with her. She wouldn’t even take the money (She even refused to take the money)».

**Exercise 14. Give equivalents for the following words and phrases:**

to think over carefully -

at the expense ofone’s health –

to develop an interest in art –

to prevent a great misfortune –

a student likely to succeed –

lower on one side than on the other –

to speak about smth. for a long time –

to produce the desired affect –

to get mixed up in smth. –

to thirst for information -

cherished dream -

highly-skilled artist –

an object of ridicule or teasing –

to caution against smth. –

to one’s great surprise –

not easily seen or noticed –

to move silently and secretly usually for a bad purpose –

a blush furiously –

to give a prize –

to speak quickly and sharply -

**Exercise 15. Give English equivalents for the following words and phrases:**

1. It’s good for you. 2. I can’s do a thing with him. 3. He had done some constructive thinking. 4. It was no ordinary case. 5. At a (great) sacrifice both to his health and his pocketbook. 6. I’ve got a proposition for you. 7. It proved too much for the patient’s heart. 8. The disaster had been averted. 9. It’ll be fun. 10. I just suggested, that’s all. 11. Ran an elevator at night to pay tuition. 12. He looked at him appraisingly 13. Let’s try and draw that vase over there on the mantelpiece. 14. The drawing on the table had a slight resemblance to the vase. 15. Well, what do you think ofit? 16. Could you spare the time to come twice a week? 17. Let’s make it Monday and Wednesday. 18. He would dwell on the rich variety of colour in a bowl of fruit.19. The treatment was working perfectly. 20. An entirely new world opened up its mysteries. 21. He made a startling announcement. 22. The biggest art exhibit in quality if not in size. 23. The lifetime dream ofevery mature artist. 24. The painting was hung in an inconspicuous place. 25. He was unusually cheerful.

**Essential vocabulary**

**Vocabulary notes**

inaccurate - 1) неточный; 2) неправильный, неверный, (ошибочный

inattentive - невнимательный, небрежный

incapable - неспособный;

incautious - неосторожный, беспечный, неосмотрительный

inconsiderate - невнимательный (к людям), не считающийся с остальными;

inconvenient - неудобный, неподходящий;

incorrect - 1) неправильный, неверный, 2) неточный, с ошибками;

indecent - неприличный

indiscreet-1)несдержанный,нескромный,бестактный; 2) неосторожный, неосмотрительный, неблагоразумный;

indistinct - 1) неясный, неотчетливый, невнятный;

2) смутный, нечеткий (о звуках); 3) смутный, неясный (об очертаниях, образах, идеях);

inexperienced *(also* unexperienced) - неопытный;

inhuman- 1) бесчеловечный, жестокий; 2) нечеловеческий: не свойственный человеку или недостойный человека;

insensible- 1) нечувствительный, не чувствующий (to);

2) бесчувственный; 3) незаметный, неразличимый;

insignificant - незначительный;

insociable *(редк.) (чаще* unsociable) - необщительный;

invisible - невидимый.

**Exercise 16. Translate the following sentences into English:**

**А.** 1. Проверь, через какие промежутки времени у моста сменяется караул. 2. Вор стащил у него часы. 3. Энн была благодарна ему за то, что он избавил ее от присутствия второй/ другой девушки. 4. Ее муж был раздражен/раздосадован из-за того, что ему ничего не сказали раньше, и отвел душу, накричав на Джонни. 5. То, что он больше не путался под ногами, было немалым облегчением. 6. Вместо того, чтобы отказаться от своих принципов, Крамской и еще двенадцать художников подали в отставку из Академии художеств. 7. Всю жизнь главной художественной целью Тернера было изображение света и атмосферы. 8. Было очевидно, что цветы, которые украшали ее наряд, были искусственными. 9. В те времена еще учили искусству беседы/беседа все еще считалась своего рода искусством. 10. Это удобный инструмент, чтобы выдергивать гвозди/удобный гвоздодер. 11. Улитка втягивает рожки, когда пугается. 12. Мистер Макинтош может рассказать множество интересных историй о своих путешествиях, если его разговорить. 13. Свет притягивает мотыльков. 14. Конечно же, его имя все еще очень привлекало буржуазную публику. 15. Гейнсборо известен/знаменит изяществом своих портретов, а его женские портреты/изображения женщин отличаются особенной утонченностью и изысканностью. 16. Входя в зал суда и выходя из него, он оставался спокоен и учтив, воплощенная рассудительность. 17. Картина была выпущена в прокат/на экраны через три месяца, а к тому времени они уже вернулись в Нью-Йорк. 18. Каждый из портретов Гейнсборо уникален и неповторим, несмотря на то, что взятые в целом они изображают целый слой общества в его существенных проявлениях. 19. В своем **«Взгляде на Темзу»** Тернер изобразил пейзаж, в котором **полуденное** солнце светит прямо в глаза, чего человеческийглаз обычно не переносит. С научной точностью он передал блеск солнечной дорожки на воде и игру света на мокрой от дождя лужайке. 20. Это была странная ситуация, весьма далекая от того, что он мог представить в своих романтических фантазиях.

**В.** 1. Он стоял, наблюдая игру красок на воде. 2. Нашим глазам предстал этот странный мир горных лугов, с его нежными пастельными тонами: бежевыми, бледно-зелеными, тепло-коричневыми и золотистыми. 3. Женщину, изображенную на картине, нельзя назвать ни хорошенькой, ни молодой (Женщина, изображенная на картине, ни молода, ни хороша), но с помощью утонченного/изысканного колорита и четкой ритмичной простоты линий создается необычайное чувство красоты. 4. Я почти не сомневаюсь, что здесь он достигнет той популярности, которую заслуживает. 5. Несоменно/Наверняка теперь они уже далеко уехали в совершенно другом направлении. 6. Из-за всех этих сомнений и неопределенности она чувствовала себя очень несчастной. 7. Сомневаюсь, что это с ойдет ему с рук. 8. Стены были украшены итальянскими пейзажами, их явно выбирал знаток, и все они были подлинными и ценными. 9. Группа была подобрана великолепно. 10. Джоан села за фортепиано, стоявшее перед возвышением, и начала играть наиболее интересные отрывки/ номера из музыкальной комедии. 11. Они оба одного размера/одной величины. 12. «Я не хочу, чтобы с меня писали портрет в натуральную величину,» - ответил парнишка, крутанувшись на стуле с винтовым подъемом. 13. Они встретились с выходящим из дома Эдгаром, одетым в американскую солдатскую гимнастерку цвета хаки, которая была велика ему на три размера. 14. Вследствие этого размеры города не росли и не уменьшались в течение ста лет. 15. Перед частной школой для девочек стоял большой клен. 16. С видимым усилием молодой человек взял себя в руки. 17. Он попытался встать, но ноги его не держали. 18. Приложив немалое усилие, сэр Лоренс попытался представить себе, что перед ним тоже стоит подобная дилемма.

**Exercise 17. Choose the right word:**

*draw* - *paint*

1. She placed the paper and pencil before me and said I could *…* anything I liked. 2. The picture was *… …* that the eyes seem to follow you no matter where you are.

*colours* - *paints*

1. This possible picture she painted is glowing *…,* until the child’s pathetic dark eyes glistened with pleasure. 2. If you want cornflower blue (васильковый цвет) you had better mix these two *….* 3. The warm *…* are red, yellow and orange.

*picture* - *portray - represent*

1. Roerich’s paintings for the Kazan railway station in Moscow *…/…* combats between Russians and Tatars. 2. I could hardly *…* Charles in this role. 3- The great tragic actress is *…/ …/…* in her day dress. 4. The artist was concerned more with re-creating the radiance of Venice than with *…* the solid structure of its monuments.

**Exercise 18. Translate the following sentences into Russian/Kazakh:**

**A.** 1. Oliver noticed/saw with relief that the man opposite had not recognized him. 2. How often are the sentries at/by the gate relieved? 3. **What a relief!** (What bliss!) At (long) last I can stretch my legs. 4. The young woman sighed with relief when Sherlock Holmes agreed to accept her case/to take up her case. 5. The new medicine brought him no relief. 6. Oscar Wilde was a representative ofthe theory/school ofart for art’s sake. 7. This object/thing looks more like a kettle than a work ofart. 8. I would never have thought/believed that this picture was/had been painted by an amateur artist. 9. Although Dirk Stroeve was a bad painter himself, he had a fine/subtle artistic taste and going to/attending exhibitions with him was a rare treat. 10. The exhibition/show of fine arts turned out/proved (to be) very interesting and we wandered about/roamed about/roamed the halls for an hour or two. 11. The old Black man wouldn’t disclose/reveal/tell the secrets ofhis art ofhealing. 12. Rosie drew aside the curtain and looked out ofthe window. 13. The man with the scar drew out/took out/produced a handkerchief and wiped his face. 14. The more the detective tried to draw Terry out, the less he succeeded. 15. A play ofthis kind/sort is sure to be a draw/ will surely draw the public. 16. The boy is very good at drawing/draws very well, but his parents do not approve of his decision to become a painter/artist. 17. I like/I’m fond of looking at old family pictures/photographs. 18. As for the baby (As far as the baby is concerned) he is the picture of health. 19. The subject ofthe picture is very simple. It porirays /represents a boy shepherd against/ on the background of an evening sky. 20. The woman is depicted/ representеd/portrayed/painted/pictured seated before/in front of a mirror. 21. The life of the capital is painted in this novel in the darkest/blackest colours. 22. It is known that Mona Liza was listening to music as/when/while Leonardo da Vinci was painting her portrait.

B. 1. It is difficult to tell what the colours of Reynolds, the outstanding English painter were like (originally)/It is difficult to judge the (original) colours of Reynolds, the outstanding English painter, because/as many of his pictures/paintings are cracked and faded. 2. N. Roerich travelled a lot in India and Tibet/around India and Tibet and the colours he saw there had an influence on/influenced his palette/his colour scheme. 3. Gainsborough’s contemporaries valued him as a portrait painter, but the artist himself viewed himself as a landscape painter all his life [considered/ regarded himself (to be) a landscape painter all his life.] 4. The impressionists tried to convey the play ofcolours on surfaces (on the surfaces ofthings/ objects). 5. The child looks off-colour today. 6. Janet was smiling, her eyes were shining/were glowing/were bright/were glistening, and **there was colour in her cheeks** (and her cheeks were pink). 7. There’s no doubt/There can be no doubt that we must take advantage ofthe opportunity/take the opportunity/seize (on) the opportunity. 8. Gemma doubted that the leaflets could do any good/could be any use. 9. I haven’t the slightest doubt that he is just trying to coax/wheedle you out of the valuable book. 10. You have gone too far, you doubt the honesty of your old friend. 11. I have no doubt that she is going to make a scene. 12. We won’t have (the) time to select a good New Year’s gift/present. 13. The goods were displayed/ The merchandise was displayed in such a way that the customers could select/choose/pick what they liked. 14. He spoke/was speaking slowly, pausing from time to time, **selecting the necessary** words/choosing carefully the necessary words. 15. Here is a pair ofboots your size. 16. I need gloves a size smaller. 17. The stranger **drew** out/took out/produced out of his pocket an object the size of a matchbox. 18. With (an) effort Andrew pulled himself together/collected himself/took himself in hand. 19. Don’t lose heart/Don’t despair, your efforts will bear fruit/will be rewarded/won’t be fruitless/won’t be wasted. 20. It cost me a lot ofeffort to persuade him to contribute (to talk him into contributing) to out paper.

**Exercise 19. Translate it into English:**

1. Bread is baked (made) from/of/out offlour. 2. “What a pity that you have to keep the child from going to school/to keep the child out ofschool,” said Andrew. 3. Poets and painters often draw inspiration from nature. 4. The brothers are so much alike that I can’t tell them apart (distinguish/tell one from the other). 5. If I am advising you to do it I’m speaking from/by experience. 6. Here is a picture to my taste. 7. The door slammed to. 8. Gwendolen said that she was engaged/betrothed to Ernest. 9- How can one be so indifferent to one’s work? 10. Such stubbornness/obstinacy can drive anyone to despair. 11. You should apologize to the hostess for being late. 12. The friends made a toast to/drank to the happy conclusion ofthe journey. 13. Don’t take it so much to heart/Take it easy. 14. Loise was looking forward to the day when she would go to school. **15.** He took to (got into the habit of) reading a newspaper while/when eating/at meals/as he ate. 16. He got next to nothing for his work. 17. Michael proposed to Fleur several times. 18. The visit of friendship contributed to/promoted mutual understanding. 19. It was done without my consent. 20. He solves such problems easily (without effort). 21.There is no smoke without fire.

**Task № 11. Изучение грамматического материала.**

**The Compound Sentence (Syndetical and asyndetical) types of Coordination.**

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Understanding and using different types of sentence structure helps us to add variety and interest to our writing.

There are four broad types of sentence structure in English: simple, compound, complex and compound-complex. This article focuses on compound sentences.

***What is a compound sentence?***

A compound is something made up of two or more parts. A compound sentence is a sentence formed from two or more simple sentences (or independent clauses).

For example, here are two simple sentences:

*Megan cut the wood.*

*Ryan stacked it.*

Each one is an independent clause (IC), that is, a word group that contains a subject and a verb and can stand alone. Although these sentences are grammatically correct, too many simple sentences can make our writing sound dull.

You can solve the problem by combining simple sentences into a compound sentence:

*Megan cut the wood, and Ryan stacked it. (IC + IC)*

Note: The two clauses forming the compound sentence must be related in meaning. Because of the logical connection between the two clauses in the previous example, they fit together in one sentence. It would not be logical to join two sentences with unrelated meanings. For example, it would sound odd to say Megan cut the wood, and a seagull flew by.

Are there different ways to form a compound sentence?

Yes, there are three different methods you can use to join independent clauses in a compound sentence.

**Method 1: Use a comma and a coordinating conjunction**

A coordinating conjunction is one of these seven joining words: for, and, nor, but, or, yet and so. You can remember the coordinating conjunctions with the word fanboys, formed from the first letters of these seven conjunctions.

We can use a comma and a coordinating conjunction (cc) to join two or more independent clauses (IC) into a compound sentence. Note that the comma comes before the conjunction, not after it. The sentence has the structure IC + cc + IC.

The first example we saw illustrates this structure, using the conjunction and:

Megan cut the wood, and Ryan stacked it.

BUT

Megan cut the wood and stacked it.

In the second example, the conjunction and is joining two verbs instead of two independent clauses. Therefore, the sentence is not compound, and no comma is used before the conjunction.

*Here are some more examples of compound sentences:*

F The two stopped to eat, for the work had made them hungry.

A The afternoon had been long, and hours had gone by since lunch.

N There was no house nearby, nor did they have any food with them.

B They wanted to pick blueberries as a snack, but a bear growled at them from the berry patch.

O Should they leave now, or should they wait awhile? (Comma optional—see note)

Y The job was not done, yet they needed to rest and eat.

S They were starving, and it was getting dark, so they went home.

Note: If the independent clauses are short, parallel and closely related, it is acceptable to use only a comma or a conjunction to join them:

*Megan cut the wood, Ryan stacked it.* OR *Megan cut the wood and Ryan stacked it.*

But between longer clauses, it is important to use both a comma and a conjunction:

Megan cut the wood into one-and-a-half-foot logs, and Ryan stacked them carefully along the rear of the cabin.

If you used a comma alone in the above example, you would have a comma splice, a type of run-on sentence. Since it is never wrong to use a comma and conjunction together in this kind of compound sentence, it is best to do so in every case to avoid the risk of error.

Method 2: Use a semicolon

A semicolon (sc), like a period, creates a stop between two independent clauses. However, the clause after the semicolon does not begin with a capital (unless the first word is a proper noun). In this case, the sentence has the structure IC + sc + IC.

*This method works readily with some of the examples:*

Megan cut the wood; Ryan stacked it.

The two stopped to eat; the work had made them hungry.

However, it would be awkward to use a semicolon by itself to form some compound sentences. The sentence below, for example, doesn’t make sense:

Incorrect: The job was not done; they needed to rest and eat.

Correct: The job was not done, but they needed to rest and eat.

These two clauses express contrasting ideas. We need a contrast word to make the connection clear. In this case, you might use the contrast conjunction but with a comma, or you might decide to use

**Method 11. Use a semicolon with a transitional expression**

A transitional expression shows the relationship between two ideas. A semicolon with a transitional expression often makes a smoother connection than a semicolon alone.

There are many transitional expressions showing different kinds of relationships. Here are a few common examples:

*Addition:* also, in addition, moreover

*Contrast:* however, in contrast, on the other hand

*Result:* therefore, as a result, consequently

Example: for example, for instance

*Listing:* first, second, third

Note that a comma is used after the transitional word or expression. The sentence has the structure IC + sc + transition + IC:

The work had made them hungry; therefore, they stopped to eat.

The job was not done; on the other hand, they needed to rest and eat.

Note: A transitional word is not a conjunction; it does not join sentences grammatically. Therefore, the usual punctuation is a period or semicolon before it:

They wanted to pick blueberries as a snack. However, a bear growled at them from the berry patch.

OR

They wanted to pick blueberries as a snack; however, a bear growled at them from the berry patch.

If you use a comma instead of a period or semicolon, you have a comma splice run-on.

Run-on: They wanted to pick blueberries as a snack, however, a bear growled at them from the berry patch.

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Exercise 20. Vocabulary notes**

womanly - feminine;

to make an earnest request to smb. - to appeal to smb., to implore smb., to beg smb.;

to hold tightly - to clasp;

not to let go near - to keep smb. away from;

to face smb. in a hostile way - to confront smb., to turn on smb.;

to stretch out one’s hand - to put out/hold out/extend one’s hand;

to take away - to remove;

to seize - to snatch;

to be exactly alike - to match one another;

in an impolite manner - rudely;

a strong desire for fame - ambition;

to feel respect and admiration for smb. - to worship smb.;

in a difficult position - at bay;

to face smb. boldly - to confront smb.;

to stand in an erect position - to stand upright;

to give smb. away to the enemy - to betray smb.;

loss of good name - disgrace, dishonour;

not showing respect - with coarse familiarity; impertinent;

obviously frightened - evidently startled.

необычайно изящная - extraordinarily graceful;

умное лицо - intelligent face;

избавиться от необходимости (делать что-л.) - to save oneself the trouble (of doing smth.);

погладить кого-л. по щеке - to pat smb. on the cheek;

с сияющей улыбкой - with a radiant smile;

самая скучная штука в мире - the most tedious thing in the world;

разразиться потоком брани - to break into a torrent of scolding;

поделить что-л. по честному - to make a fair division;

задыхаться - to gasp;

заламывать руки - to wring one’s hands;

грубо и фамильярно - with coarse familiarity;

компрометировать кого-л. - to compromise smb.;

общественное мнение - public opinion;

драться на дуэли - to fight a duel;

быть вне подозрений - to be above suspicion;

попасть кому-л. в руки - to fall into smb.’s hands;

надменно - haughtily;

честолюбивый муж - ambitious husband;

социальное положение - social position;

выведенный из себя - beside himself.

**Exercise 21. Translate into Russian/Kazakh:**

A great military leader, a renowned statesman, a man of extraordinary destiny, Napoleon Bonaparte quit the stage of history in July 1815. But for six more years the man who had outlived his glory dragged out an existence on a rocky island lost in the ocean. It was a long-drawn-out agony of a prisoner doomed to slow death. The British Government on whose generosity Napoleon had counted, did not live up to his expectations. It kept him under a petty, captious surveillance that poisoned the last years of his life. The courage and fortitude he displayed in those long days of trials and tribulations have made one forget many of his former crimes. At a distance of one hundred and fifty or one hundred and eighty years the voices of an epoch gone by are somewhat muted. But on the other hand a historian restoring a picture of a bygone era and its heroes and villains is already free from the partialities and prejudices of the time he depicts. Measured by the unbending yardstick of time, the historical events and figures can be seen in perspective for history allots everybody their proper place. Seen from this remote distance, Napoleon Bonaparte appears as a most contradictory figure indeed. We view him, first and foremost, as the son of his time, a time of change, when the old feudal system was fading away and a new bourgeois society was emerging (was coming up to take its place). One associates his name with tyranny, cruel bloody wars and an insatiable lust for new conquests. It will be probably correct to say that Napoleon Bonaparte was one of the most outstanding representatives of the bourgeoisie when it was still a young, brave, rising class and that it was he who most fully epitomized all the strong points it had then, as well as all the flaws peculiar to it even at that early stage. As long as progressive elements predominated in Napoleon’s activities, his good fortune held and he won one victory after another. But when his wars turned into purely aggressive, imperialist ones bringing the peoples of Europe nothing but subjugation and oppression, neither his personal talents nor the tremendous efforts he took could ensure victory. Nothing could avert the collapse of his empire and his own downfall. Both his rise and his fall were quite in the order of things. Napoleon Bonaparte was a man of his time and his image is an epitome of its features. All the bourgeois politicians who came after him and tried to step into his shoes kept degenerating into a travesty or caricature of the man they endeavoured to imitate. It is utterly impossible to strike Napoleon’s name off the annals. In 1968 his bicentennial was marked involving hundreds of books and articles, a great number of congresses, conferences, TV shows - and more disputes. The public interest in Napoleon as a man, a military leader and a statesman is still keen. So what do people continue to dispute about? Some disparage and curse Bonaparte, others sing his praises, still others try hard to explain the contradictions of his career so unlike all others. But no matter how diverse the opinions may be, everybody agrees that he was a man of a unique, astonishing destiny impressed forever on the memory of mankind.

**Exercise 22. Translate the sentences into English:**

**A. 1.** Какую же чепуху говорили/несли люди, когда утверждали, будто характер можно прочесть по лицу. 2. Ее обычно приглашали на характерные роли/Она обычно играла характерные роли. 3. Изображение этих двух героев построено на противопоставлении видимости и сущности. 4. Его поведение, казалось, не вязалось с его характером/ было не свойственно его характеру. 5. Ему никогда не приходило в голову, что после 25 лет полнейшего счастья его характер постепенно утратит свою силу. 6. Но это совершенно ему не свойственно. 7. Ее подверженность приступам меланхолии еще усилилось: теперь ей все время хотелось заплакать/она все время была на грани слез. 8. Зная о грозящей опасности, часовой был начеку 9. Что до этого человека, не было никаких признаков того, что его угрозы как-то осуществятся. 10. Пьяные водители представляют серьезную опасность для участников дорожного движения. 11. Миссис Дэйвис варила в котелке какой-то харч. Она предложила нам присесть, помешала свою стряпню и мешком повалилась/и рухнула/тяжело опустилась на плетеный стул. 12. Он взглянул на нее и у него упало сердце: похоже, она опять была не в настроении и не станет вникать (и не собиралась вникать/и опять не захочет вникать) в то, что он говорит. 13. Я знал, что Фред - человек ненадежный (не заслуживает доверия), но мне и в голову не приходило (но я и понятия не имел), что он опустится до такого. 14. Роберт получил ценный урок, если только, конечно, у него хватило ума сделать из него соответствующие выводы. 15. Красота картины вызвала во мне живейшее восхищение. 16. Его охватило странное чувство утраты (странное чувство, как будто он потерял что-то ценное). 17. Здравый смысл подсказал ей, что пока что бесполезно что-либо говорить о том, что она видела вчера. 18. Эгнес была одной из тех ранимых особ, которые вечно ищут, на что бы обидеться. 19. В обстановке внезапно почувствовалась какая-то напряженность. 20. Имей хоть какое-то чувство меры, Мартин. 21. У Карлиона было чувство юмора, к которому всегда можно было воззвать. 22. «Ты очень разумный/рассудительный/ благоразумный мальчик/молодой человек», - одобрительно сказал мистер Боулз. 23. С Джен было бесполезно спорить. Невозможно было заставить ее прислушаться к голосу разума/убедить ее вести себя разумно. 24. Когда Нед сердился, он утрачивал способность смеяться над тем, что нелепо.

**В.** 1. Она пребывала в странном настроении, и я был достаточно осторожен, чтобы не настаивать на своем предложении. 2. Было видно, что его удерживает осторожность. З Я видел уже достаточно, чтобы настаивать на принятии обычных мер предосторожности. 4. Пока что оба участника собеседования/интервью: и он, и Майк, вели себя осторожно. 5. Казалось, что он признает всего лишь одну добродетель - осторожность. 6. Я был в своей комнате, когда туда тихонько проскользнул Поль; глаза его сияли. 7. Он знал, что вышел из дома с каким-то поручением, но что это было за поручение, совершенно вылетело у него из головы. 8. Люси быстро и бесшумно встала с постели и двинулась по коридору к комнате сестры. 9. Мне снились жуткие пропасти, среди которых я блуждал, зная, что каждый неверный шаг означает смерть/будет стоить мне жизни. 10. Она шагнула к двери и задвинула защелку. 11. Он разорвал листок надвое п бросил обрывки в огонь. 12. То, что заставило Брэнуэлла совершить эту грубую ошибку, не было обычной оговоркой. 13. Миссис Рид, казалось, испугалась; рукоделие соскользнуло с ее колен на пол. 14. Он снова рассмеялся, и мне вдруг показалось, что смех его звучит непривычно горько. 15. По поводу поступления Джорджа в колледж разразился ужасный скандал (разразилась ужасная ссора). 16. Он подумал о Джун и ее покойной матери и обо всем, что случилось, и ему стало так же горько, как и тогда. 17. Когда он повернулся, на лице его была написана лютая ненависть. 18. Когда он проходил мимо, лежавшая в тени овчарка шевельнулась с осторожно открыла один глаз. 19- Он налил нам обоим кофе и принялся медленно и задумчиво помешивать напиток в своей чашке. 20. То было летнее утро, полное движения и жизни. 21. Он поспешил в комнату мистера Домби, помешал кочергой угли в камине и пододвинул к нему кресло. 22. Иногда он подолгу вел степенную жизнь и в эти периоды мог спокойно смотреть, как в шаге от него лежит золотая гинея, и ничего не делать, чтобы поднять ее. 23. Вашингтон бурлил, как разворошенное осиное гнездо. 24. Наши судьбы были слиты воедино/были связаны. Я не мог ранить его, не ранив и себя. 25. Женщины прощают обиды, но никогда не забывают пренебрежения. 26. Когда вы давали показания в суде, вы не указали, что Джексон получил травму, пытаясь спасти оборудование от порчи. 27. Регги вздохнул, и на его круглом лице появилось жалобное выражение, какое бывает у обиженного ребенка. 28. Ей захотелось уйти и заплакать и упиться ненавистью к Констанс и подумать о невозможных, но ужасных способах, которыми она ей отомстит. 29. Жорж Санд отомстила поэту Мюссе за

**Exercise 23. Choose the right word:**

*caution* - *warn*

1. His friends *…* him against approaching danger and *…* him against running into it./His friends *…* him against approaching danger and *…* him against running into it. 2. We *…* her against speaking rashly and *…* her of the circumstances. 3. I *…* him against being late. 4. The boys must be *…* not to go skating on the pond: the ice is too thin.*(In formal contexts use* ***caution*** *against/about).*

*stir* - *move*

1. He held his breath, afraid to *... 2. …* aside please. 3. He wouldn’t *…* a finger to help anyone. 4. He is able to *…* anyone lo action. 5. His kind attitude *…/…* me to tears. 6. She was afraid to *…* so as not to wake up the children. *( to stir* = *to make a slight movement)*

*injure* - *damage*

1. The crops were *…/…* by the storm. 2. He was *…* in the war. 3- Lots of buildings were *…* by the earthquake. 4. He was the only one to escape from the train wreck without *….* 5. The car was *…* in an accident.

**Task № 12. Изучение грамматического материала.**

**The Complex Sentence. The Subjective Subordinate clause.**

**The predicative., the Attributive, the Objective, the Adverbial Subordinate Clauses.**

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of dependent clauses include the following:

because Mary and Samantha arrived at the bus station before noon

while he waited at the train station

after they left on the bus

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunctions. Below are some of the most common subordinating conjunctions:

*after*

*although*

*as*

*because*

*before*

*even though*

*if*

*since*

*though*

*unless*

*until*

*when*

*whenever*

*whereas*

*wherever*

*while*

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

Tip: When the dependent clause comes first, a comma should be used to separate the two clauses.

Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.

While he waited at the train station, Joe realized that the train was late.

After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

Tip: When the independent clause comes first, a comma should not be used to separate the two clauses.

I did not see them at the station because Mary and Samantha arrived at the bus station before noon.

Joe realized that the train was late while he waited at the train station.

Mary and Samantha realized that Joe was waiting at the train station after they left on the bus.

Complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. The word "before," for instance, tells readers that one thing occurs before another. A word such as "although" conveys a more complex relationship than a word such as "and" conveys.

The term periodic sentence is used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause, as in "While he waited at the train station, Joe realized that the train was late."

Periodic sentences can be especially effective because the completed thought occurs at the end of it, so the first part of the sentence can build up to the meaning that comes at the end.

Beginning Sentences with "And" or "Because"

Should you begin a sentence with "and" or "but" (or one of the other coordinating conjunctions)?

The short answer is "no." You should avoid beginning a sentence with "and," "or," "but," or the other coordinating conjunctions. These words generally are used to join together parts of a sentence, not to begin a new sentence.

However, such sentences can be used effectively. Because sentences beginning with these words stand out, they are sometimes used for emphasis. If you use sentences beginning with one of the coordinating conjunctions, you should use these sentences sparingly and carefully.

Should you begin a sentence with "because"?

There is nothing wrong with beginning a sentence with "because."

Perhaps some students are told not to begin a sentence with "because" to avoid sentence fragments (something like "Because Mary and Samantha arrived at the bus station before noon" is a sentence fragment), but it is perfectly acceptable to begin a sentence with "because" as long as the sentence is complete (as in "Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.")

**Showing Opposition or Unexpected Results** *although / even though / though*

Although I felt he was wrong, I decided to trust him.

Sharon started looking for a new job even though she was currently employed.

Though I couldn't understand a word, we had a great time!

**Showing Cause and Effect** *because / since / as*

Since you need some help, I'll come over this afternoon.

Henry felt he needed to take some time off because he had been working so hard.

The parents paid for extra lessons as the children were very gifted.

**Expressing Time** *when / as soon as / before / after / by*

By the time you get this letter, I will have left for New York.

I used to play a lot of tennis when I was a teenager.

We had a wonderful dinner after she had arrived.

**Expressing Conditions** *if / unless / in the case that*

If I were you, I would take my time with that project.

They won't come next week unless you ask them to do so.

In the case that he isn't available, we'll look for another consultant.

**ESSENTIAL VOCABULARY**

**1. confide** *vi/t* - 1) доверяться *(in smb.)-,*

I can confide in him. - Я могу доверить ему свои секреты.

2) поверять, сообщать по секрету *(smth. to smb.);*

Не confided his troubles/plans/fears to me. - Он рассказал мне по секрету о своих неприятностях/планах/ страхах.

Не confided to me his secret. - Он доверил свою тайну.

**confidence** - 1) доверие;

I have no confidence in such people (in his opinion). - Я не доверяю таким людям (его мнению).

I have no confidence in his ability. - Я не верю в его способности.

Не enjoys everybody’s confidence. - Он пользуется доверием у всех./Ему все доверяют.

What she says does not inspire confidence. - Ее слова не внушают доверия.

I shan’t betray your confidence. - Я не обману вашего доверия.

She took me into her confidence. - Она доверила мне свою тайну./Она доверилась мне.

2) уверенность, уверенность в себе;

Не has too much confidence in himself (self-confidence). - Он слишком самоуверен.

His lack of confidence is most annoying. - Его неуверенность в себе очень раздражает.

His comforting words gave me confidence. - Его слова утешения добавили мне уверенности.

3) конфиденциальное сообщение, секрет (*often in pi*.);

I listened to the girl’s confidences with mixed feelings of pity and disapproval. - Я слушал излияния этой девицы одновременно с жалостью и неодобрением,

**confident** - 1) уверенный;

We were not confident of success. - Мы были не уверены в успехе.

2) уверенный в себе;

a confident manner -уверенное поведение; поведение уверенного в себе человека;

confident smile - уверенная улыбка /улыбка уверенного в себе человека;

confident voice/tone - голос уверенного в себе человека/ уверенный тон;

**confidential** - конфиденциальный, секретный; доверительный;

confidential information - конфиденциальная информация;

confidential matter - конфиденциальное дело;

confidential correspondence - секретная переписка;

confidential voice - доверительный тон.

2. start *vi/t* - 1) отправляться;

to start early (late, at 6 p.m., etc.) - отправиться в путь спозаранку (поздно, в шесть вечера );

to start on a trip (a journey, an excursion) - отправиться

в поездку (в путешествие, на экскурсию);

2) начать;

to start work (business, conversation) - начать работу (бизнес, беседу);

to start working, running, crying - начать работу, бег, начать плакать;

3) начаться;

How did the war (the fire, the quarrel) start? - Как началась (-лся) война (пожар, ссора)?

4) завести (что-л.) (о моторе и т.п.); учреждать, основывать;

to start a newspaper - начать издавать газету, основать газету;

5) вздрогнуть;

Не started at the noise. - От шума (звука) он вздрогнул,

**starting-point** - **1)** отправной пункт, отправная точка;

2) исходный пункт, рубеж;

The incident turned out to be a starting-point that set everything afloat. - Этот случай оказался отправной точкой, с которой все началось (с которой начался весь

процесс).

**start** *п* — 1) начало;

the start of a race - начало гонки;

at the journey’s start - в начале пуги;

That gave her a start in life. - Это помогло ей встать на ноги.

**from the start** - с самого начала;

Everything went wrong from the start. - Все пошло плохо с самого начала.

**from start to finish** - с начала до конца;

This is the whole story from start to finish. - Вот вся история с начала до конца.

2) вздрагивание, рывок *(чаще всего* - *от испуга*);

Не sprang up (awoke) with a start. - Он внезапно/резко вскочил (проснулся).

You gave me a start, I must say - Должен сказать, что вы меня перепугали.

**by fits and starts** - урывками, нерегулярно;

Research work cannot be done by fits and starts. – Исследования не могут осуществляться урывками/нерегулярно.

**3. to confuse** *vt -* 1)перепутать, спутать;

to confuse names (words or persons) - перепутать имена и фамилии (слова или людей);

to confuse facts (dates) - (пере)путать факты (даты);

They look so much alike that I always confuse them. – Они так похожи, что я их все время путаю.

Old people always confuse dates and figures. - Старики вечно путают даты и цифры.

2) смутить;

Everybody’s attention confused her and she was at a loss for

words. - Всеобщее внимание смутило ее, и она не знала, что сказать.

*syn.* **embarrass**

**to be (feel, seem) confused (embarrassed)** - быть (чувствовать себя, выглядеть) смущенным/в замешательстве;

Не seemed a trifle confused (embarrassed). - Он выглядел немного смущенным.

**confusion** *п* - 1) смущение, замешательство;

2) беспорядок, неразбериха;

to lie/be/be thrown about in confusion - лежать/быть, оказаться/ быть разбросанным в беспорядке;

His things lay in confusion on the sofa. - Его вещи беспорядочно лежали на диване.

His thoughts were in confusion. - Его мысли пугались./ В его мыслях царила путаница.

Не remained calm in the confusion of battle. - В неразберихе битвы/боя он оставался спокойным/он сохранял спокойствие.

syn. **mess**

3) замешательство, смущение;

His confusion was obvious. - Его замешательство было очевидно всем.

4) путаница, смешение;

the confusion of sounds, letters - смешение звуков, букв;

**confusing** - сбивающий с толку, выбивающий из колеи;

An examiner must not ask confusing questions (so as not to put the student out). - Экзаменатор не должен задавать вопросы,

сбивающие студента с толку (чтобы не выбить его из колеи).

Don’t ask embarrassing questions (so as not to make one uncomfortable). - He задавай неудобных вопросов (чтобы не заставлять человека чувствовать себя не в своей тарелке.

**confused** - 1) сбитый с толку, в замешательстве;

The girl looked confused. - Девушка выглядела смущенной, сбитой с толку.

2) спутанный, сбивчивый, неясный;

His tale (answer) was confused. - Его рассказ (ответ) был сбивчивым.

He was unable to put his confused ideas into shape. - Он не смог внятно изложить свои мысли.

**4. drop** *vt/i* **-** 1) ронять, бросать;

to drop a glass (a handkerchief, etc.) - уронить стакан (носовой платок и т.п.);

to drop bombs - сбрасывать бомбы;

to drop a letter in a pillar-box (a coin in a slot) – бросить письмо в почтовый ящик (монету в щель);

2) бросить, перестать;

to drop one’s work (studies, a habit) - бросить свою работу (занятия, привычку);

to drop smoking - бросить курить;

Let’s drop the argument (the subject). - Давайте перестанем спорить (оставим эту тему).

3) оставить; перестать;

to drop a subject - оставить какую-л. тему;

to drop a person at some place - оставить (высадить) человека в каком-л. месте;

to drop a line - черкнуть строчку;

to drop smb. a hint (on smth.) - намекнуть кому-л. (о чем-л.);

to drop one’s voice - понизить голос;

to drop one’s eyes - опустить глаза;

to drop one’s friends - бросить своих друзей;

to drop anchor - бросить якорь;

4) падать; снижаться; опускаться;

to drop with fatigue - падать с ног от усталости;

to drop into a chair - повалиться (опуститься) на стул;

to drop on (to) one’s knees - упасть на колени;

to drop dead - упасть замертво;

leaves (apples, blossoms) drop - листья (яблоки, цветы) опадают;

It was so quiet, you might have heard a pin drop. – Стояла абсолютная тишина (Было гак тихо, что стало бы слышно, если бы упала булавка).

5) падать, стихать, уменьшаться, понижаться;

the temperature dropped - температура упала;

the wind dropped - ветер стих (ослабел);

one’s voice dropped - его (ее) голос стал тише/понизился;

prices may drop - цены могут снизиться;

**to drop in** (on smb.) - зайти (к кому-л.);

Several friends dropped in to tea. - На чай зашли несколько друзей.

**to drop off** - 1) покидать, оставлять;

one’s friends/customers (the doctor’s practice) may drop off - твои друзья, клиенты/покупатели могут тебя покинуть (пациенты могут уйти к другому врачу);

2) заснуть;

Не dropped off during the performance. - Во время спектакля он заснул.

**to drop behind** - отстать;

The two girls dropped behind the rest of the party. - Эти две девушки отстали от группы.

**drop** *п* — 1) капля;

drops of water (perspiration, rain, etc.) - капли воды (пота, дождя и т.п.);

to drink smth. to the last drop - выпить что-л. до последней капли;

take ten drops a day - пейте/принимайте по десять капель в день;

2) падение, понижение, спад;

a sudden (unexpected, sharp, slight) drop in prices (temperature, etc.) - внезапное (резкое, небольшое) падение цен (температуры и т.п.);

**5. to mind** *vt* - 1)заниматься; обращать внимание

(*обыкн. в повелит, предл.)*

Mind your own business. - He лезьте в чужие дела/ Занимайтесь своими собственными делами.

Please, mind the baby (the fire). - Пожалуйста, следите за ребенком (за огнем).

2) прислушиваться *(к советам и т.п.у,* слушаться;

The child won’t mind his granny. - Ребенок не хочет слушаться бабушку.

3) обращать внимание на; слушаться, прислушиваться к советам, беспокоиться о;

Mind the step (the dog). - Осторожно - ступенька (злая собака).

Mind! There’s a bus coming. - Осторожно (Смотри!) Подходит автобус.

Mind the traffic rules. - Соблюдайте правила дорожного движения.

4) возражать *(против чего-л.);*

Do you mind my smoking/if I smoke? - Вы не возражаете, если я закурю?

I don’t mind it a bit. - Нисколько не возражаю.

Yes, I mind it very much. - Да, я очень возражаю.

Would you mind closing the window? - Будьте любезны, закройте окно.

Never mind *(an answer to an apology), -* Ничего *(ответ на извинение).*

**mind** - ум, рассудок;

the great minds of the world - великие умы;

to be in one’s right mind - быть в своем уме;

Lomonosov was one of the great minds of his time. – Ломоносов был одним из величайших умов своего времени.

Are you in your right mind to say such things? - В своем ли вы уме, если говорите такие вещи?

2) память;

to come to one’s mind - прийти в голову, вспомниться;

to bear in mind - помнить, иметь в виду, не забывать;

The incident gradually came to my mind. - Я постепенно вспомнил, что случилось.

Bear in mind that you are to be here at six sharp. – Помните (Имейте в виду), что вы должны быть здесь ровно в шесть.

3) (откровенное) мнение, взгляд;

**to make up one’s mind** - решить(ся);

I’ve made up my mind, and I’ll stick to my decision. - Я принял решение и менять его не буду.

**to change one’s mind** - передумать;

I won’t change my mind whatever is said. - Я не передумаю, что бы там ни говорили.

**to be in two minds** - колебаться, не решаться;

I’m in two minds and can’t give you a definite answer yet. -Я колеблюсь и не могу дать определенного ответа.

**to speak one’s mind** - откровенно высказывать свое мнение;

Don’t beat about the bush, speak your mind. - He ходи вокруг да около, говори, что думаешь.

**to give a person a piece of one’s mind** - высказать кому-л. все, что ты о нем думаешь;

I shall give you a piece of my mind, unpleasant as that may be. - Я скажу тебе все, что я о тебе думаю, как бы неприятно это ни было.

**to have a mind to do smth.** - иметь намерение (быть склонным) сделать что-л.;

**to have no mind to do smth.** - не иметь намерения сделать что-л.;

She had no mind to answer such questions. - Она была не склонна отвечать на такие вопросы.

**to have smth. on one’s mind** - беспокоиться о чем-л.;

She seemed to have smth. on her mind and could not concentrate. - Она о чем-то беспокоилась и не могла сосредоточиться.

**-minded** - встречается в словах, используемых при описании определенного настроения, настроя и т.п.

absent-minded - рассеянный;

fair-minded - справедливый, беспристрастный;

broad-minded - с широкими взглядами, с широким кругозором, терпимый;

narrow-minded - ограниченный, недалекий, узколобый; с предрассудками;

She is very absent-minded and always leaves her things behind. - Она очень рассеянная и вечно забывает свои вещи.

**6. to practise** *vt -* 1)регулярно делать (что-л.);

to practise early rising - постоянно рано вставать;

to practise a method of work - применять (на практике) метод работы;

2) заниматься какой-л. деятельностью профессионально, практиковать;

to practise what one preaches - вести себя так, чтобы слово не расходилось с делом;

If only he’d practised what he’d preached. - Если бы только слова не расходились у него с делами.

to practise law - заниматься адвокатской практикой, быть адвокатом;

to practise medicine - заниматься врачебной практикой, быть врачом;

It has been long since I practised medicine. - Я уже давно не работаю врачом.

3) заниматься, упражняться, тренироваться;

to practise tennis (the piano) - заниматься теннисом (игрой на фортепиано);

She practises the piano for an hour every day. - Она каждый день по часу упражняется на пианино.

**practice** *п* - 1) практика, осуществление на практике, применение;

The method is rather simple in practice and very effective. -Метод довольно прост в применении и очень эффективен.

to put into practice - осуществлять (на практике), воплощать в жизнь;

to put into practice a theory; a plan, an idea, a suggestion - осуществить на практике (воплотить в жизнь) теорию, план, идею, предложение;

The theory seems right, but one must think of how to put in into practice. - Теория кажется правильной, но надо подумать, как осуществить ее на практике.

2) тренировка, упражнения;

What you need is more practice. - Вам нужно больше практиковаться /упражняться/тренироваться/практических занятий.

Look, how precise the movements of the worker are, practice shows. - Смотри, какие точные/выверенные движения у этого рабочего: вот что значит практика.

**to be in (out of) practice** - быть/держать себя в форме (не в форме);

**to be out of practice** - разучиться, давно не практиковаться/ не заниматься;

I used to be a good chessplayer, but I’m out of practice now. - Раньше я хорошо играл в шахматы, но сейчас я не в форме.

3) обычай, обыкновение; привычка; установившийся порядок;

It was then the practice (a common practice). - Тогда так было принято.

After supper Dad went for a walk as was his usual practice. -После ужина отец как всегда пошел погулять.

4) практика (врача, адвоката);

Doctor N. has retired from practice. - Доктор H. ушел на покой и больше не практикует.

Manson had a large practice. - У Мэнсона была большая практика/было много клиентов (пациентов).

Не was a young lawyer with no practice at all. - Он был молодым адвокатом, у которого совсем не было клиентов,

**practitioner** - практикующий врач или юрист;

general practitioner - врач общей практики;

Andrew Manson worked as a general practitioner. – Эндрю Мэнсон был врачом общей практики.

**practical** - практичный, удобный, полезный, целесообразный; практический;

practical advice - полезный (-ые) советы;

practical results - практические результаты;

practical benefit - практическая польза/выгода;

practical help - практическая помощь;

practical matters - практические вопросы;

practical use/application - практическое использование, применение;

practical considerations/difficulties (difficulties in putting

smth. into practice) - практические соображения/трудности (трудности, связанные с применением чего-л. на практике);

It’s of no practical use. - Это невозможно использовать/применить на практике./Это не имеет практической пользы.

There were practical difficulties. - На практике возникли трудности.

They used to play practical jokes on each other and neither ever got offended. - Они бывало разыгрывали друг друга, но никто никогда не обижался,

**practically** - практически;

Practically everyone was willing to help. - Практически все были готовы помочь.

7. **odd** - 1) нечетный;

1, 3, 5 are odd numbers. - 1, 3, 5 - нечетные числа;

2) непарный;

an odd shoe or glove - непарный полуботинок (-ая туфля) или непарная перчатка;

3) разрозненный, отдельный;

two odd volumes of an encyclopaedia - два разрозненных тома энциклопедии;

4) немногим больший, дополнительный, еще один или несколько;

thirty odd years - тридцать с чем-то лет;

fifty and some odd miles - пятьдесят с лишним миль;

5) случайный, нерегулярный; странный;

odd jobs - случайные приработки, работа, выполняемая нерегулярно;

an odd person (way, manner, appearance, behaviour) – странный человек (способ, (-ая) внешность, (-ое) поведение);

How odd! - Как странно!/Как чудно!

**oddly** - странно;

**oddly enough** = strangely enough = strange as it may seem =

strange as it is - как ни странно;

Oddly enough she did not turn up at the party. - Как ни странно, она не явилась на вечеринку.

**odds** - шансы; вероятность, возможность;

The odds are against us. - Шансы против нас.

**odds and ends** - остатки, обрывки, всякая всячина;

What is to be done with all these odds and ends of the paper? - Что делать со всеми этими обрезками бумаги?

**8. concern** - 1**)** интерес, участие, забота;

It’s по concern of mine. - Это не мое дело/не моя забота/Это меня не касается.

It’s my own concern. - Это мое дело/моя забота.

What concern is it of yours? - Какое вам до этого дело?

2) забота, тревога, озабоченность;

the teacher’s concern over the pupil’s progress – озабоченность учителя плохой успеваемостью ученика;

**to concern** *vt —* 1) касаться, иметь отношение к...;

That doesn’t concern you at all. - Это вас совершенно не касается.

As far as I am concerned... - Что касается меня...

He is said to be concerned in the affair = He is said to be

mixed up in this affair. - Говорят, он замешан в этом деле/ имеет касательство к этому делу.

to concern oneself (with)/to be concerned - 2) заниматься ( чем-л); принять активное участие (в чем-л.);

to concern oneself about/over (to be concerned about/over) - беспокоиться о чем-л./ком-л.

Don’t concern yourself *with* other people’s affairs. - He беспокойся о делах (He занимайся делами/Не влезай в дела) других людей.

I’m not concerned about details. - Подробности меня не интересуют.

3) беспокоить, волновать, заботить;

Lord Illingworth had never been concerned about his son. -Лорд Иллингворт никогда не беспокоился о своем сыне./Лорда Иллингворта никогда не беспокоило, что случится с его сыном,

**concerning** - касательно, относительно, о;

Montmorency manifested great curiosity concerning the kettle. - Монморенси проявлял огромное любопытство к чайнику для кипячения воды (к котелку).

**9. sympathy** - 1) симпатия, расположение; 2) взаимопонимание, родство душ; 3) сочувствие, сострадание;

to arouse (show, express) sympathy - вызывать (проявлять, выражать) симпатию/сочувствие;

You have my sympathies. - Я за вас/ Я на вашей стороне (Я вам сочувствую).

I have no sympathy with (for) idle people. - Я не симпатизирую/ не сочувствую лентяям.

I feel some sympathy for her, she in unhappy. - Я ей сочувствую (Мне ее немного жаль), она несчастна.

**to sympathize** *vt* **(with)** - 1) симпатизировать, благожелательно, одобрительно относиться; 2) сочувствовать, сострадать;

I sympathize with you. - Я вам сочувствую.

I sympathize with your ambition to be a writer. - Я одобряю ваше стремление стать писателем.

**sympathetic - 1)** сочувственный; полный сочувствия, сострадания, сострадающий; вызванный состраданием;

A good doctor is always sympathetic. - Хороший врач всегда сочувствует чужим страданиям/своим пациентам.

*ant.* **unsympathetic** - черствый, несочувствующий, несимпатичный;

2) благожелательный, одобрительный, сочувственный;

I felt grateful to her for her sympathetic words. - Я был ей благодарен за ее одобрительные/сочувственные слова.

**sympathetically** - сочувственно; благожелательно, одобрительно;

She smiled sympathetically. - Она благожелательно (сочувственно) улыбнулась.

**10. to fail** *vi/t* - потерпеть неудачу, провал; не удаться, не сбыться;

My attempt has failed. - Моя попытка не удалась (провалилась).

I tried to convince him but failed. - Я попытался убедить его, но потерпел неудачу.

The maize failed that year. - В том году кукуруза не уродилась;

2) провалиться, не пройти *(на экзамене);*

to fail in mathematics - провалиться (не сдать экзамен или тест) по математике;

to fail (in) an exam - провалиться на экзамене, не сдать экзамен;

3) подвести, не оправдать ожиданий; слабеть, ослабевать, терять силу;

His courage failed him. - Мужество ему изменило./У него не хватило мужества./Он струсил.

His heart failed him. - У него не выдержало сердце.

His sight (health) was beginning to fail him. - Его зрение (здоровье) начало сдавать.

I’ll never fail you. - Я вас никогда не подведу.

Words failed me. - Я онемел.

**to fail to do smth. -** 4) не суметь, быть не в состоянии, оказаться неспособным сделать что-л.; забыть о чем-л., не позаботиться сделать что-л.;

Не never fails to write to his mother. - Он никогда не забывает писать письма матери.

Don’t fail to let me know. - Обязательно дай мне знать.

I fail to see your meaning. - Я не понимаю (не могу понять), что вы имеете в виду.

I could not fail to percieve who she was. - Я не мог не попять, кто она.

**failure** ['feilja] - 1) неудача, провал;

Success came after many failures. - Успех пришел после м ногих неудач.

2) неудачник;

She was a complete failure as an actress. - Актрисы из нее нe вышло.

**Word Combinations and Phrases**

to alter manners (habits, points of view, plans, one’s way of living) - изменить манеры (привычки, мнения, планы, свой образ жизни);

to alter a dress - перешить платье, подогнать платье по фигуре;

a ring at the bell (a knock at the door) - звонок (стук) в дверь;

to reach out for smth. - протянуть руку, чтобы взять что-л.;

to reach up (down) for smth. - протянуть руку вверх (вниз) за чем-л.;

to have a fancy for smth., smb. - любить что-л., кого-л., увлекаться чем-л., кем-л.;

to keep body and soul together - сводить концы с концами;

drive up to a house (come up to a door) - подъехать к дому (подойти к двери);

to be littered with books (papers, lumber, etc.) - быть заваленным книгами (бумагами, хламом

to have not the least notion (of smth.) - не иметь ни малейшего представления (о чем-л.);

to remind smb. of smth. - напоминать кому-л. о чем-л.;

a dim recollection - смутное воспоминание;

shabby clothes - поношенная одежда;

shabby man - бедно одетый человек, человек, одетый в потрепанную одежду;

a shabby house - ветхий дом;

a shabby street - бедная улица, улица, застроенная убогими домами;

to be (feel, make oneself) at home somewhere - быть (чувствовать себя, устроиться) как дома;

to exchange smth. (for smth.) - поменять что-л. на что-л.

***г) Письменная речь:*** Выполнение грамматических заданий письменно в тетрадях для практических занятий.

**Форма контроля:** проверка заданий в письменном виде.

**Complex Sentence Worksheet**

**Exercise 1. Use subordinating conjunctions (*though, if, when, because, e*tc.) to connect the sentences into one complex sentence.**

1. Henry needs to learn English. I will teach him.
2. It was raining outside. We went for a walk.
3. Jenny needs to ask me. I will buy it for her.
4. Yvonne played golf extremely well. She was very young.
5. Franklin wants to get a new job. He is preparing for job interviews.
6. I'm writing a letter, and I'm leaving. You will find it tomorrow.
7. Marvin thinks he will buy the house. He just wants to know what his wife thinks.
8. Cindy and David had breakfast. They left for work.
9. I really enjoyed the concert. The music was too loud.
10. Alexander has been working sixty hours a week. There is an important presentation next week.
11. I usually work out at the gym early in the morning. I leave for work at eight a.m.
12. The car was extremely expensive. Bob didn't have much money. He bought the car.
13. Dean sometimes goes to the cinema. He enjoys going with his friend Doug. Doug visits once a month.
14. I prefer to watch TV by streaming over the internet. It allows me to watch what I want when I want.
15. Sometimes it happens that we have a lot of rain. I put the chairs on the patio in the garage when we have rain.

**Exercise 2. Translate the following sentences into Russian/Kazakh:**

**A.** 1. When Ted joined our company/appeared in our company we immediately felt/sensed the strength of his character (we felt how strong his character was right/straight away). 2. Public schools really build character and a very definite one - that of a leader. 3. When we started to discuss the main character of the story, opinions were divided. 4. The (A) decision to wait and see (to wait without doing anything) is very characteristic of him. 5. “Anyway/At any rate/in any case you could have done/managed without threats,” said June. “Threats won’t work/won’t get you anywhere/ You won’t achieve anything by threats/Threats won’t do you any good.” 6. No one except/but the leader of the expedition was aware of what (realized what) danger threatened them if the blizzard/the snowstorm did not die down/did not abate/subside/cease by morning. 7. The “Titanic”, the ocean liner/the passenger steamer sank in 1912. 8. The sun was sinking towards the horizon. It became damp./The air became damp. 9. During a storm in the sea/at sea their boat sank, but the fishermen managed/were able to escape. 10. Don’t you think this actor overacts (is overacting)? He has no sense of proportion. 11. “ (Why) you are a sensible man/You are a **sensible** (reasonable) man after all. Don’t you understand that there is no point **(no sense)** in arguing about it until we clear everything up/clarify everything?” said Ted. 12. This sentence doesn’t make sense/makes no sense, there must be a misprint in it. 13. Jane is very sensitive (is oversensitive) to criticism; any reprimand/ rebuke/telling off whatever it is **injures** her (she takes offence at any rebuke/telling offno matter what it is). 4. You had better listen to what Roger is saying: he is talking sense. 15. Perseverance and (common) sense/good sense – that’s what I like about her. 16 . **Use caution/Be cautious/ Be** careful/Look out/Take care, this is a very bad road, one shouldn’t drive/it won’t do to drive along it at a high **speed.** 17. I have **cautioned/warned** you against being late, and you are an hour late. 18. All precautious were taken against the flu.

B. 1. She started and the cup slipped out of her hands.2. This path is very slippery, we had better take the road/let’s take the road. 3. When the party was in full swing/at its height/At the height of the party Anne managed to slip out of house unnoticed. 4. He speaks German very fluently but he slips in his grammar. 5. I wanted to phone you/call you/ring you up yesterday evening/last night, but when I came home it **slipped (from) my memory/mind** (is escaped my memory). 6. Mrs. Dowels looked about/round/around. Tom was nowhere to be seen, he must have given her the slip again.7. His failing (in) the exam/His failure in the exam was a bitter disappointment to him. 8. When Dorin was (left) alone, she gave way to her tears and cried long and bitterly with mortification/ hurt. 9. It is **bitterly** (awfully/ terribly) cold today. Why not (Why don’t we) postpone/put offour trip till tomorrow? 10. There was no wind at all/It was completely still, not a (single) leaf stirred. 11. Stir the porridge or it will burn. 12. No one stirred in the house yet, I opened the door and went out. 13. Marion **never stirred an eyelid** (never turned a hair) when she heard this stunning/startling/staggering news, she must have already known it. 14. When John had an accident (met with a road accident/got into a car crash), his back was severely injured and he still feels **off** colour/and he hasn’t got over it/he still doesn’t feel very well. 15. I’m afraid this medicine may **injure** the child/may harm the child/may do harm to the child. 16. Try to be more **discreet/tactful** so as not to injure her. She is very **sensitive** (touchy). 17. I think she burst into tears/out crying because of injured pride. 18. She did it in revenge/She did it to revenge herself/to take/get/have (her) revenge, after all you hadn’t treated her very well either. 19. “I would never have thought,” said Nora, “that she was capable of having/getl ing/taking (her) revenge for a small injury and accidental at that (for a small injury that had never been meant). 20. Such **revengeful** (vindictive) people never forget **injuries** (insults) and always hope to revenge themselves/to take/ get/have (their) revenge on the **injurer/on** the person who had hurt them/on the offender.

**Exercise 3. Fill in prepositions and adverbs where necessary:**

1. Norman is **….** He’ll be back **…** an hour or so. 2. “Let’s forget the quarrel and be friends,” he said holding **…** his hand. 3. Let’s get **… …** the car and stretch our legs. 4. I really can’t walk **…** such a rate. I’m quite **… …** breath. 5. I remember that I was scared **…** my wits then, but the detales have faded **…** my memory. 6. **… …** respect for her feelings you ought to be discreet. 7. The door won’t lock. All the locks in this cottage are **…** order. 8. Are you **…** your senses to act like this? 9. “The lady succeeded **…** tricking the lieutenant **…** the dispatches. 10. Are you **…** your tricks again? You’ll drive me **…** my senses. 11. The first introduction of French **…** English dates from the time of the Saxon kings. 12. American slang is forcing its way **…** English. 13. It’s good to be able to turn sorrow **…/…** joy. 14. Why did you burst **…** the room **…** so much noise? 15. He sat staring **…** the fire.

**Exercise 4. Translate the following sentences into English:**

**A.** 1.Доверься мне, и все будет хорошо. 2. Он должен был удостовериться, что ей не захочется рассказать по секрету всю эту историю Джервису, что она вполне могла сделать. 3. Кейертса чуть ли не до слез растрогала доброта Уоллеса. И он сказал, что будет очень стараться, чтобы оправдать его доверие. 4. Он наверняка что-то почуял, но я не считал нужным довериться ему до конца. 5. Он всем внушал доверие, и выдержка у него была железная. 6. Повернувшись, он увидел в ее глазах проблеск понимания и коротко улыбнулся, чтобы добавить ей уверенности. 7. Это стало его второй натурой - выслушивать чужие излияния и никогда не изливать душу самому. 8. Мистер Пайн, то, что я сейчас скажу вам, должно остаться строго между нами. Вы же меня понимаете, верно? 9. Брет был уверен, что она никогда нисколько за него не беспокоилась во время войны, что она была совершенно убеждена, что он вернется домой целым и невредимым. Из-за этих полных непоколебимой уверенности писем он чувствовал себя одиноким. 10. Он поспешил наверх по подвальной лестнице, выбежал из дома и помчался по улице. 11. Он запустил мотор, и катер понесся прочь от причала. 12. Все, как и я, с самого начала полагали, что Гилби - писатель. 13. Я рассказал ему всю историю с начала до конца. 14. В конце концов он вздрогнул и очнулся от своих грез. 15. Царившая в доме роскошь смутила Долли, она почувствовала себя не в своей тарелке, плохо одетой и робкой. 16. Мисс Браун поведала свою историю (рассказала то, что знала), то и дело возвращаясь к каким-то моментам, которые она забыла упомянуть, путаясь и повторяясь. 17. Авария нарушила движение транспорта (движение на дороге). 18. Я (Он и т. п.) почувствовал неловкость и замешательство, не зная, как реагировать на столь странную вспышку. 20. Он приобрел привычку время от времени заходить к ней на неделе, чтобы обсудить последние новости. 21. «Если не возражаете, можете высадить меня возле Дарлингхерта», - Магда резко остановила машину. 22. Констанс с трудом подавила желание сказать мисс Четонд, чтобы та не лезла не в свое дело. 23. Я никогда не была невротичкой из тех, что боятся темноты или не могут оставаться одни в пустом доме. 24. Она страстно увлекалась автомобилями - собственно говоря, она рассказывала, что у нее всегда был технический склад ума и прежде она водила спортивную машину. 25. Где-то в глубине его души/в глубинах его подсознания по-прежнему таилось томительное чувство опасности. 26. Мысленно он так часто проделывал эти движения, что теперь действовал чисто автоматически. 27. Нет, Миллера нельзя было назвать хорошим водителем. Он вел машину рывками, как будто никак не мог решить, куда же ему надо ехать. **В.** Он получил диплом врача, но никогда не работал по специальности. 2. У отца слово никогда не расходилось с делом, и мы его очень уважали. 3. «Как бы то ни было, их усилия обучить нас ремеслам не увенчались успехом, -сказал Джим. - В теории, как водится, все было правильно, а на практике пошло наперекосяк». 4. Ему никогда еще не приходилось соревноваться с кем-либо из первоклассных игроков, и для него это стало бы замечательной тренировкой. 5. Он сердито посмотрел на мистера Крэббена, по этого молодого человека невозможно было подозревать в розыгрыше. 6. Между Марджори и Дороти установились близкие, доверительные отношения, что при их небольшой разнице в возрасте было естественно, и Филлис оказалась третьей лишней. 7. Последнее время она остро чувствовала груз своих восьмидесяти с лишним лет теперь она двигалась медленнее, говорила меньше. 8. Она извинилась за то, что ей пришлось перестать подрабатывать у них. 9. Я слушал невнимательно и слышал лишь обрывки их разговора. 10. «Смерти вовсе не стоит бояться, - сказал он. - Лично я думаю о ней каждый день». – «Вы очень странный (Вы большой чудак), - заметила она. – Я стараюсь никогда о ней не вспоминать». 11. Меня охватило то странное ощущение, которое порой испытываешь, когда сидишь в пустой комнате и чувствуешь, что ты здесь не один. 12. А вам-то что за дело? - Да так, для меня это пустяки. Просто захотел помочь. 13. Филип посмотрел на парнишку с некоторым беспокойством. Интересно, каким он будет, когда вырастет? 14. Но я бы не советовал вам в качестве платы за его гостеприимство вставать на сторону его жены в деле, которое вас не касается. 15. Почему мне хочется об этом думать, отчего мне хочется этим заниматься - этого я не понимал. 16. Ее снедало неодолимое и неподобающее леди любопытство: ей страшно хотелось узнать, кто же такой этот посетитель. 17. Он прошагал мимо них, напустив на себя свой самый беззаботный вид. 18. Отпуск пошел ей на пользу, но она беспокоилась о нем: ее тревожил его плохой аппетит и изможденный вид. 19. Она нервно огляделась вокруг, но все были слишком поглощены своей собственной реакцией на сообщенную новость, чтобы обращать внимание на то, как реагируют другие. 20. Их сочувствие не вызвало особой благодарности. 21. Тогда я впервые понял, как отец относится к своему саду. Интересно, как часто и насколько открыто я показывал, что равнодушен к предмету его энтузиазма? 22. Кэмпион почувствовал, что невольно сочувствует/ симпатизирует ей несмотря на то, что ее точка зрения не вполне совпадает с его собственной. 23. Репортеры оглянулись, коронер призвал присутствующих замолчать, публика сочувственно перешептывалась. 24. Его репутация зиждилась на том, что он часто добивался успеха там, где другие врачи оказывались бессильны. 25. Он никогда не испытывал страха и не помнил ни единого случая, когда бы у него сдали нервы. 26. Он протянул руку и на мгновение лишился дара речи/онемел. Но тут взял же себя в руки (и не ударил в грязь лицом). «Рад с вами познакомиться», - сказал мистер Берт. 27. Он попытался было развеселить его шутками (анекдотами), но Джон был не в силах выдавить из себя даже подобия улыбки. 28. - Вы думаете, что писатель из меня не вышел? - О том, добился человек успеха или нет, можно судить, только когда его жизнь подойдет к концу. Вы пока еще не потерпели поражения – и не потерпите, покуда не бросите писать или же не умрете.

**Exercise 5. Translate it into English:**

доверять (верить) кому-л., доверять (рассказать) что-л. кому-л., пользоваться доверием, доверие, быть уверенным в успехе, отправляться на экскурсию в горы, пуститься бежать, затеять ссору, с начала до конца, с самого начала, чувствовать смущение, сбивчивый ответ, валиться с ног от усталости, зайти к кому-л. Домой, резкое понижение температуры, быть в нерешительности, претворять в жизнь, нечетное число, двадцать с лишним лет, иметь озабоченный вид, вызывать сочувствие, чувствовать расположение к кому-л., сочувственная улыбка.окончиться неудачей.

***ГЛОССАРИЙ***

**steady** *adj* - 1) прочный, твердый, устойчивый

*syn.* firm - твердый, прочный

firm ground - суша

firm foundation - прочный фундамент, прочное основание

firm steps - твердые шаги

firm muscles - упругие мускулы

2) надежный и серьезный, положительный

a steady person - надежный и серьезный человек, положительный человек

3) постоянный, непрерывный, устойчивый, ровный

steady wind - ровный ветер

steady rain - постоянный (непрерывный) дождь

steady growth - устойчивый рост

steady increase - непрерывное увеличение

steady progress - непрерывное улучшение, постоянные успехи

**steadily** - непрерывно, постоянно

in early June - в начале июня

to put up at some place - остановиться в каком-л. Месте (в гостинице и т.п.)

to roam the woods/through the woods (about a place) - бродить по лесу (по месту/городку/деревне)

to get settled - устроиться

odds and ends - 1) остатки, обрезки, обрывки, осколки;

2) разрозненные вещи, всякий хлам, всякая всячина

to be the size of smth. - быть размером с какой-л. предмет

the rest of the evening - остаток вечера

half a dozen, half a peck\* of peas, half a pork pie, half a tin of

salmon - полдюжины, полпека гороха, половина пирога со

свининой, полбанки консервированного лосося

to stir smth. up - помешивать, размешивать, перемешивать что-л.

to add smth. to smth. - добавить, прибавить что-л. к чему-л.

to empty smth. into a pot - вылить (высыпать) что-л. в котелок

to thicken the gravy - сделать соус погуще

with an earnest and thoughtful air - с серьезным и задумчивым видом

to be on the safe side - на всякий случай

сказочный утолок - a fairy-like nook;

утопать в розах - to be smothered in roses;

настоящая сельская гостиница - a veritable picture of a country inn;

сельские новости - village politics;

причудливые\* комнаты - quaint rooms;

решетчатые окна - latticed windows;

шикарный ужин - a slap-up supper;

по части стряпни - in the way of cooking;

собирать хворост - to gather wood;

беззаботность - light-heartedness

заниматься сплетнями - to gossip; to talk gossip;

заводить часы - to wind (up) a watch (a clock);

сматывать шерсть в клубок - to wind wool;

задеть локтем за что-л. - to scrape one’s elbow on/against smth.;

работать без передышки - to work steadily;

внести вклад во что-л. - to make a contribution to smth., to contribute to smth.;

дух времени - the spirit of the times (age);

работать с огоньком - to work with spirit;

быть горьким на вкус - to taste bitter, to have a bitter taste;

обвести кого-л. вокруг пальца - to lead smb. down the garden path, to take smb. for a ride, to lead smb. a (pretty) dance, to put/slip one over/on smb. *(of ladies only* in the meaning of *вить из кого-л. веревки -*

to wind/twist/wrap smb. round one’s little finger)

hike *- разг.* длительная прогулка, экскурсия или путешествие пешком, поход;

to go on a hike - отправиться в поход;

to go hiking - 1) пойти в поход; 2) ходить в походы;

hiker - человек, путешествующий пешком, отправившийся на длительную пешую прогулку, участник похода;

picnic - **ПИКНИК;**

walking tour - *см.* hike;

walker - 1) *см.* hiker; 2) ходок (good, bad, excellent etc. walker);

to travel (to go) on foot - путешествовать (идти) пешком;

to wander [w and э] - бродить;

to roam - бродить;

route [ru:t] - маршрут, путь, курс

to choose a route - выбрать маршрут;

to discuss plans - обсуждать планы;

to plan a trip - планировать поездку/поход/путешествие;

guide-book - путеводитель;

light (hand) luggage - легкий багаж (ручная кладь);

heavy luggage - тяжелый багаж;

rucksack - рюкзак;

knapsack - рюкзак;

hamper - большая корзина с крышкой, часто используемая для еды;

basket - корзина;

to pack clothes (supplies, cooking utensils, etc.) into a rucksack

- уложить (упаковать) одежду (припасы, кухонные принадлежности и т.п.) в рюкзак;

to pack a rucksack - уложить вещи в рюкзак;

damp-proof - влагонепроницаемый, влагостойкий;

sleeping-bag - спальный мешок;

the spirit of the journey - дух путешествия;

to be open to all impressions - с готовностью впитывать все впечатления;

an inveterate [in'vet(ə)rit] anti-picnicker - убежденный (закоренелый) противник пикников.

**2. Nature. Weather - Природа. Погода:**

landscape - ландшафт, пейзаж, вид;

scenery - пейзаж, ландшафт, вид;

countryside - 1) сельская местность; 2) ландшафт, пейзаж, вид (негородской);

hilly or level countryside - холмистый или ровный пейзаж (холмистая или ровная местность);

picturesque - живописный;

vegetation - растительность;

grove - роща;

slope - склон;

steep hill - крутой холм;

meditative ['mеditətiv] silence of the morning – тишина утра, располагающая к неспешным раздумьям (к созерцанию);

to wind [waind] - виться, извиваться, петлять (о тропинке, ручье и т.п.);

winding - вьющийся, извивающийся, петляющий (о тропинке, ручье и т.п.);

the weather forecast - прогноз погоды;

to forecast (forecast/forecasted) the weather - сделать прогноз погоды;

constant (steady) rain (wind) - непрерывный дождь (ветер);

dull (wet, damp, cloudy, foggy, windy) weather (day) – пасмурная (дождливая, сырая, облачная, туманная, ветреная)

погода (-ый день);

it is pouring - льет как из ведра;

to drizzle - моросить (о дожде);

it is beginning to drizzle - начинает моросить;

fog - туман;

thick fog - густой туман;

mist - (легкий) туман, дымка;

to be (to get) wet through - промокнуть до нитки (насквозь);

the things are damp - вещи отсырели;

the things are soaked - вещи промокли насквозь;

the wind rises - поднимается ветер; drives the clouds

away - разгоняет облака; brings rain - пригоняет дождевые

тучи; drops - стихает;

it’s a hot, stuffy day - сегодня жарко и душно;

the heat is stifling, inbearable - стоит невыносимая, удушающая жара; невыносимо жарко и душно;

there is hardly a breath of air - воздух совершенно неподвижен; нет ни малейшего ветерка;

not a leaf is stirring - не шелохнется ни единый лист;

it’s 30 (degrees) above (zero) in the shade - сейчас тридцать (градусов) (выше нуля) в тени;

it’s a day to tempt anyone out - сегодня такая прекрасная погода, что просто невозможно сидеть в четырех стенах.

**3. Meals - Еда:**

meals in the open air - еда на свежем воздухе;

cooking utensils [′ju:′tensəlz] - кухонные принадлежности;

frying-pan - сковорода;

saucepan - кастрюля;

pot - котелок;

kettle - 1) чайник *(для кипячения воды*); 2) котелок;

tea-pot - чайник для заварки;

to get a kettle to boil - вскипятить чайник;

tin - консервная банка;

tinned food - консервы;

tin opener - консервный нож;

pocket knife - складной нож;

gas-burner - газовая горелка;

water-container - емкость для воды;

eggs and bacon - яичница с беконом;

scrambled eggs - 1) яичница-болтунья; 2) омлет;

plain, nourishing breakfast - простой, сытный завтрак;

to peel potatoes - чистить картошку (срезая кожуру);

to scrape potatoes - чистить картошку (соскабливая ножом верхнюю кожицу);

to stir - мешать, помешивать;

to mix - смешивать;

to crack - раскалывать, колоть (орехи и т.п.);

to squash [skwᴐʃ] - 1) раздавливать(ся), расплющиваться), разминать; 2) выжимать сок;

to smash - разбить вдребезги;

to clean (to scrape out) a frying-pan - отчистить (отскоблить) сковородку;

to spill - проливать(ся);

odds and ends - остатки (пищи и т.п.), всякая всячина;

flavour - аромат; букет (вина, чая и т.п.), приятный запах или вкус;

good stuff - хорошая еда (хорошие вещи и т.п.);

like nothing else on earth - ни с чем не сравнимо;

to make a fire - развести костер (огонь);

to put out the fire - потушить огонь (костер);

to light a gas-stove - зажечь газовую плитку;

to settle oneself for a meal - усесться (расположиться), чтобы поесть;

to squat [skwᴐt] down to supper - присесть на корточки чтобы поужинать;

burnt and unappetizing-looking mess - подгоревшее, неаппетитно выглядящее месиво;

to give smb. a good appetite - вызвать у кого-л. (хороший) аппетит;

to wash up - мыть посуду.

**4. Sleep - Сон:**

to camp out - жить в палатках;

to sleep out - спать на открытом воздухе или в палатке;

a picnic site - место для пикника (пикников);

to fix (to pitch) a tent - поставить палатку;

to strike a tent - снять палатку;

sleeping-bag - спальный мешок;

to be fast asleep - крепко спать;

not to sleep a wink - всю ночь глаз не сомкнуть;

torch - (ручной) фонарик.

**5. Bathing and Boating - Купание и катание на лодках:**

to look down at the river and shiver - (по)смотреть с берега на реку и (за)дрожать;

to throw water over oneself - обливаться водой;

a tremendous splash - 1) оглушительный всплеск; 2) огромный фонтан брызг;

to dive - нырять;

to swim - плавать;

to have a swim - искупаться, поплавать;

to run one’s boat into a quiet nook - причалить к берегу в тихом уголке;

to hire a boat - взять лодку напрокат;

to get upset - перевернуться (о лодке и т.п.);

to row [гəw] up (down) the river (stream) - грести вверх (вниз) по реке (течению);

to steer - 1) править, управлять рулем; 2) слушаться руля, управления;

bow [bau] - нос (лодки, корабля и т.п.);

stern - корма;

canoe [кə'nu: ] - байдарка, каноэ;

rowing-boat - весельная лодка;

motor-boat - моторная лодка;

yacht [jᴐ:t] - яхта;

to land - высаживать(ся) на берег;

to get out - выходить (из лодки, машины и т.п.);

to scull - 1) грести парными веслами; 2) грести кормовыми веслами;

to tow [tau] - тянуть на буксире;

to punt - 1) плыть, отталкиваясь шестом; 2) плыть на плоскодонке;

raft [ra:ft] - плот;

to raft - сплавляться (плыть) на плоту, заниматься рафтингом;

strong current - сильное течение;

a refreshing bathe - освежающее купание.

point *n* - 1) кончик, острие, острый конец, as the point of a pin (needle, pen, pencil, stick) - кончик булавки (иглы, ручки, карандаша, палки);

the point of a knife (a weapon) - острие ножа (оружия);

the point of a tool - острый конец (кончик) инструмента;

2) точка;

to the point - по существу (вопроса, дела и т.п.);

to be off/beside the point - не иметь отношения к сути дела, быть не по существу

to make a point of doing smth. - считать что-л. Важным

to be on the point of doing smth. - собираться сделать что-л.

suspicious *adj* - 1) подозрительный, вызывающий подозрение

conscious *adj -* 1) сознающий, понимающий;

self-conscious - легко смущающийся, застенчивый;

to recover (regain) consciousness = to come to – прийти и сознание, очнуться;

interfere *vi* - 1) (in) вмешиваться (в);

interference *п* - вмешательство; помехи (в эфире);

constant - 1) постоянный, непрерывный;

resist *vt —* 1) сопротивляться, противодействовать;

the line ofleast resistance - линия наименьшего сопротивления;

irresistible - непреодолимый, неодолимый; неотразимый;

reflection - 1) отражение;

on reflection - подумав; по зрелом размышлении;

to admire - 1) восхищаться; 2) любоваться;

admiration - восхищение, любование;

to have (to feel) admiration for smb. - восхищаться кем-либо;

to win (to arouse) smb.’s admiration - завоевать (вызвать) чье-либо восхищение.

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to suffer from - страдать от;

as a result - в результате, вследствие;

to have great difficulty with smb./smth. - иметь большие трудности в чем-либо, с кем-либо;

to resemble smb./smth. - быть похожим на (напоминать) кого-либо/что-либо;

to be smb.’s cup of tea - быть в чьем-либо вкусе;

to come in contact with smb. - войти в контакт (соприкосновение) с кем-либо, установить связь с кем-либо;

to raise a problem - поднять вопрос;

to have impact on smb. - оказать воздействие на кого- либо;

to make oneself clear - выражаться понятно (недвусмысленно и т.п.);

to react to smth. - реагировать на что-либо;

to influence smb., to have influence on smb. - влиять на кого- либо, оказывать на кого-либо влияние;

to (in) some degree - в какой-то мере (до некоторой степени);

to succeed in smth. - преуспевать в чем-либо, добиться чего-либо;

to succeed in doing smth. - суметь что-либо сделать.

упустить самое главное - to miss the point;

говорить по существу - to keep/stick/speak to the point;

быть склонным принять предложение - to be on the point of accepting the proposal/suggestion;

фантазер - dreamer;

страшный сон - bad dream; nightmare;

видеть во сне - to dream about/of smth.; to see smth. In a dream;

мечтать стать художником - to dream about/of becoming л painter;

быть замешанным в каком-либо деле - to be mixed up/ involved in smth.;

общительный человек - good mixer;

спутать адреса - to mix up/confuse the addresses;

по подозрению - on suspicion;

подозревать в воровстве - to suspect smb. of stealing;

вне подозрения - above suspicion;

подозрительный человек - suspicious character/man;

прийти в сознание - toregain /to recover consciousness;

to come round; to come to;

вмешиваться в чужие дела - to interfere in other people’s

affairs (in the affairs of others);

мешать работе - to interfere with the work;

постоянная работа - permanent/steady/regular job;

постоянный успех - constant success;

постоянные головные боли - constant headaches;

линия наименьшего сопротивления - the line of least resistance;

не поддаться искушению - to resist (the) temptation;

неотразимое очарование - irresistible charm;

поразмыслив - on reflection;

восхитительная няня - an admirable nurse;

восхищаться мудрым доктором - to admire the wise doctor;

чувствовать восхищение актерами - to feel admiration for the actors.

cinema (house) - кинотеатр;

open-air theatre - летний кинотеатр, кинотеатр на открытом воздухе;

cinema with continuous performance - кинотеатр, в котором сеансы следуют один за другим без перерыва, кинотеатр непрерывного показа/просмотра;

drive-in-theatre - кинотеатр, в котором фильмы смотрят, не выходя из автомобиля;

film/movie/(motion) picture - (кино-) фильм;

to go to the cinema (a movie, the movies, the pictures) - пойти в кино;

wide (large, broad) screen) - широкий экран;

the first (second) showing (performance, programme)

begins at ... (ends at ...) -первый (второй) сеанс начинается в ... (кончается в ...);

colour poster - цветная афиша;

the box office - касса (билетная);

to book tickets - покупать билеты.

**2. Films. - Фильмы.**

documentary (film) - документальный фильм;

educational film - образовательный фильм;

popular scientific film - научно-популярный фильм;

feature film - художественный фильм;

science fiction film - научно-фантастический фильм;

animated cartoon - мультфильм;

adventure film - приключенческий фильм;

musical - мюзикл;

puppet film - кукольный мультфильм;

action film - боевик;

thriller - триллер;

comedy - комедия;

horror film - фильм ужасов, «ужастик»;

crime film - детектив(ный фильм);

Western - вестерн;

children’s film - детский фильм;

theatrical film - 1) фильм, напоминающий театральную постановку; 2) фильм-спектакль;

wide screen film - широкоэкранный фильм;

colour film - цветной фильм;

black-and-white film - черно-белый фильм;

mute film - немой фильм;

sound film - звуковой фильм;

dubbed film - дублированный фильм;

full-length (short-length) film - полнометражный (короткометражный) фильм;

short - *разг.* короткометражный фильм; короткометражка;

two (three) part film - двухсерийный (трехсерийный) фильм;

wartime epic - военная кино-эпопея;

newsreel - кинохроника, киножурнал;

serial - телевизионный многосерийный фильм с единой фабулой;

series - многосерийный фильм, в котором каждая серия представляет собой законченный эпизод;

“X” film - фильм только для взрослых;

star-studded film - фильм с участием множества звезд;

the screen version (adaptation) of a novel – экранизация романа.

**3. Parts of films. - Части фильма:**

scene - сцена фильма (несколько кадров, объединенных

единством места и времени);

outdoor (indoor) scene - сцена, снятая под открытым небом (в интерьере);

the opening scene - начальная сцена;

the final scene - заключительная сцена;

crowd scene - сцена с участием массовки, массовая сцена;

an episode - 1) эпизод; 2) серия (в сериале);

still - стоп-кадр;

shot - кадр;

long shot - кадр, снятый дальним (общим) планом;

close-up - крупный план;

caption - титр, надпись на экране;

subtitle - субтитр;

flash-back(s) - ретроспективная (-ые) сцена (-ы), «обратный (-ые) кадр (-ы)».

**4. Cinema work. - Работа кинематографистов:**

to shoot (produce, make) a film - снимать фильм;

to make a screen version (adaptation) of a novel – экранизировать роман;

to screen/film a novel (play, story) - экранизировать роман (пьесу, рассказ);

to adapt a novel for the screen - экранизировать роман;

to play (act) on the screen - играть на экране;

to release a picture - выпустить картину в прокат (на экран);

to come out (about a film) - выйти на экран (о фильме);

to go into production -быть запущенным в производство (о фильме), начать съемки (фильма);

to remake a film - снять римэйк (новую версию фильма);

to reissue a film - повторно выпустить фильм на экран;

to be dubbed in Russian - быть дублированным на русский язык;

to present a film in Russian - выпустить фильм на русском языке;

co-production (joint production)- совместная постановка;

directed by ... - режиссер-постановщик такой-то;

scenery and costumes b y ... - декорации и костюмы такого-то;

the songs set to music b y ... - песни на музыку такого-то.

**5. Cinema workers. - Кинематографисты:**

producer - продюсер;

film director - кинорежиссер;

art director - художник-постановщик;

camera-man - оператор;

script-writer - сценарист;

animator - художник-мультипликатор;

costume designer - художник по костюмам.

**6. Cinema-goers. - Кинозрители:**

film/cinema goers - кинозрители;

audience - публика, зрители;

film fans - любители кино;

to watch the film (the screen) - смотреть фильм (на экран);

to watch smb. acting on the screen - наблюдать за чьей-либо игрой;

to see a film - посмотреть фильм.

**7. Actors and acting. - Актеры и и х игра:**

the cast - актерский состав;

comedian - комик, комедийный актер;

an actor of great promise - многообещающий актер;

leading actor - актер, играющий главную роль;

star - звезда;

to play the main (leading, title, key) role - играть главную роль;

to play a small (supporting, minor) role - играть небольшую роль (роль второго плана);

to co-star - 1) играть одну из (двух) главных ролей; 2) играть роль второго плана;

to portray a character - играть героя; изображать характер;

to give a convincing (memorable, captivating, warm, brilliant,

superb) portrayal of - убедительно (незабываемо/ярко/блестяще/великолепно) сыграть какую-либо роль;

to give a magnificent performance as ... (in) – великолепно сыграть роль такого-то (в каком-либо фильме);

to take (gain) the best actress (actor) award - получить награду за лучшую женскую (мужскую) роль;

to create a true-to-life image - создать достоверный образ (достоверную картину);

to make the most of the role - выжать из роли все;

to bring to life on the screen - оживить на экране;

a typical N. role - роль, типичная для такого-то актера (для актера Н.);

to outshine everybody else - затмить всех остальных;

a new N. film - новый фильм с участием такого-то актера (с участием актера Н.);

to star in a role - блистать в роли;

to be miscast (ill-chosen) - получить неподходящую роль;

to be cast to advantage - идеально смотреться в какой-либо роли.

**8. Effect. Impression. - Впечатления от фильма:**

the film deals with (depicts, presents, tells of) - фильм рассказывает О;

the message of the film - идейное содержание фильма;

to win universal acclaim - получить всеобщее признание;

to praise unreservedly - безоговорочно хвалить;

to leave a deep and lasting impression on - оставить глубокое и неизгладимое впечатление ;

to appeal so much to the audience - так понравиться зрителям;

to be (make) a hit with the public - иметь огромный успех у публики;

a delightful, amusing comedy - восхитительная, смешная комедия;

entertaining film - занимательный фильм;

powerful film - сильный фильм;

gripping/absorbing film - захватывающий фильм;

vividly dramatic film - яркий драматический фильм;

technically brilliant film - фильм, великолепно сделанный с технической точки зрения;

sad film - грустный фильм;

depressing film - фильм, наводящий тоску;

slow-moving film - фильм с медленно развивающимся действием;

dragged-out film - растянутый фильм;

to mar a film - портить фильм;

to leave smb. cold - оставить кого-либо равнодушным;

empty of serious content - несерьезный;

a flop - 1) фиаско, провал; 2) провалившийся фильм;

a good film, not without flaws - хороший фильм, хотя и не лишенный недостатков;

a run-of-the-mill film - заурядный фильм;

not a film to everyone’s taste - фильм, который (понравится не всем;

not an easy film to watch - фильм, который трудно смотреть;

obscure and complex ideas - сложные и непонятные идеи.

**nursery school** - детский сад;

primary school - начальная школа;

secondary school - средняя школа;

boarding school - школа-интернат;

compulsory school age - возраст, в котором дети должны обязательно начать обучение в школе;

2) *(по article*) занятия, уроки (в школе), процесс обучения;

3) учащиеся школы, школьники;

4) учебное заведение; институт, колледж; факультет университета, отделение какого-либо учебного заведения;

a ballet school - балетное училище;

a law school - юридический факультет;

London School of Economics - Лондонская школа (Лондонский институт) экономики;

5) направление, школа;

the Dutch school of painting - голландская школа живописи;

**Note:**

schooling - образование; обучение в школе;

Schooling is compulsory in Russia. - В России обучение в школе является обязательным.

scholarship - стипендия;

Не has won a scholarship to Cambridge. - Благодаря своим успехам он получил стипендию для учебы в Кембридже.

2. advantage - 1) преимущество;

to have (gain, win, give smb.) an advantage over smb. -

иметь (получить, дать кому-либо) преимущество над кем- либо;

It has the advantage ofbeing modern (cheap, etc.) – Он лучше, потому что он современный (дешевый и т.п.)/

2) выгода; польза, выигрыш (в чем-либо);

to take advantage ofsmth. - а) воспользоваться чем-либо; использовать что-либо в своих интересах;

б) злоупотреблять чем-либо;

to take advantage of an opportunity (of smb.’s weakness, ignorance, absence, etc.) - воспользоваться случаем (чьей- либо слабостью, чьим-либо невежеством, отсутствием и т.п.);

to advantage - в выгодном свете, выгодно, хорошо;

to be seen to advantage - смотреться в выгодном свете;

to be heard to advantage - звучать самым выигрышным образом/лучше всего;

to show smth. to advantage - показать что-либо в самом выгодном свете, показать товар лицом;

to exhibit smth. to advantage - выставить/показать/разместить что-либо так, чтобы подчеркнуть достоинства;

*ant.* disadvantage - 1) недостаток, изъян; 2) невыгодное, неприятное положение.

3. admit *vt/i* - 1) впускать, допускать;

2) принять (в организацию, учебное заведение и т.п.);

to be admitted to an institute (school, party) - быть принятым в институт (школу, партию);

3) вмещать;

4) признавать, допускать;

to admit one’s mistake (fault) - признать свою ошибку (вину);

to admit that one is wrong - признать, что ты неправ;

*ant.* deny - отрицать;

admission - 1) доступ, вход; 2) прием (в организацию, учебное заведение и т.п.);

admission is free - вход бесплатный/свободный;

admission by ticket - вход по билетам;

to apply for admission to an institute (party) - подать заявление о приеме в институт (в партию);

3) признание;

admission of guilt - признание вины;

4. waste *vt/i* - 1) растрачивать, напрасно тратить, попусту расходовать, тратить время. т.п.);

to waste one’s time - терять время;

to waste one’s energy - растрачивать свои силы;

to waste one’s money - зря тратить деньги;

to waste one’s work - напрасно расточать усилия, пускать свой труд псу под ХВОСТ;

waste *n* - растрачивание, ненужная или излишняя трата;

2) отходы; отбросы;

It’s a waste of time to wait any longer. - Ждать дальше – пустая трата времени.

to lay waste - опустошать, разорять;

to lay waste a country, a city, a village - опустошить страну, город, деревню;

waste *adj -* 1) излишний, ненужный, напрасный;

2) негодный; идущий в отходы; отработанный;

waste paper - макулатура; бумажные отходы;

waste (paper) basket - корзина для мусора;

waste effort - напрасное усилие;

wasteful - расточительный, неэкономичный;

a wasteful man - транжира, мот;

wasteful habits - расточительные привычки;

wasteful process - (технологический) процесс, в результате

которого образуется слишком много отходов;

5. back *vi/t* - 1) двигать в обратном направлении; двигаться в обратном направлении; отходить, отступать, пятиться;

2) поддерживать; подкреплять;

to back smb. or smb.’s proposals (plans, etc.) – поддержать кого-либо или чьи-либо предложения (планы и т.п.);

back *п* - 1) спина;

to stand with one’s back to the window - стоять спиной к окну;

to turn on e’s back to (the audience, the window, etc.) - noверпуться спиной к (аудитории, окну и т.п.);

to turn on e’s back on smb. - отвернуться от кого-либо, повернуться к кому-либо спиной (*перен*.), порвать с кем-либо отношения;

2) задняя, тыльная или более отдаленная часть; оборотная часть;

the back ofthe house - задняя часть дома;

the back ofone’s head - затылок;

the back ofthe chair - спинка стула;

at the back ofone’s mind - в глубине души;

a back seat - заднее сиденье;

a back street - глухая (отдаленная от центра) улица;

a back vowel - гласный звук заднего ряда;

back teeth (rows, etc.) - задние зубы (ряды и т.п.);

back *adv* - сзади, позади; назад;

to go back - вернуться, пойти назад (в обратном направлении);

to run back - побежать назад;

to be back - вернуться (*состояние*);

to come back - вернуться *(действие)-,*

to go back on one’s word - нарушить слово;

to keep smth. back from smb. - скрывать что-либо от кого-либо;

You needn’t keep this news back from him. - Тебе не нужно скрывать от него эту новость.

back from - в стороне от, вдалеке от;

The house stood back from the road. - Дом стоял в стороне от дороги.

back and forth - туда-сюда, взад и вперед;

to walk (run, fly) back and forth - ходить (бегать, летать) туда-сюда;

backbreaking - изнурительный;

backbreaking work - изнурительная (непосильная, каторжная) работа;

backbone - 1) позвоночник, хребет; 2) основа, суть;

to the backbone *(fig*.) - до мозга костей, во всех отношениях, насквозь;

He is Russian to the backbone.- Он русский до мозга костей.

background - 1) фон;

on (against) the background ofsmth. - на фоне чего-либо;

on (against) a white (black, red) background - на белом (черном, красном) фоне;

2) задний план;

in the background (foreground) of a picture - на заднем (переднем) плане картины;

to keep (stay, remain, be) in the background – держаться (оставаться) в тени;

3) а) подготовка; образование; квалификация;

б) биографические или анкетные данные; происхождение; связи и окружение; моральный облик; общественное положение;

backward - отсталый;

backward district - отсталый регион;

backward child - умственно или физически отсталый ребенок;

backward people - отсталые люди (отсталый народ);

backward(s) - назад, в обратном направлении (порядке);

Can you spell the word backwards? - Вы можете назвать слово по буквам задом наперед (в обратном порядке)?

6. require *vt* - требовать, нуждаться;

to require extra help - нуждаться в дополнительной помощи;

*syn.* demand - (настоятельно) требовать;

requirement - 1) требование; 2) нужда, потребность;

the requirement of the law - требования закона;

to meet the requirements of the people – удовлетворять потребности людей (требованиям людей);

7. reference - 1) справка; ссылка (на кого-либо, что-либо), упоминание (о ком, чем-либо);

2) рекомендация, отзыв;

3) ссылка; сноска;

refer *vt/i* - 1) посылать, направлять (за справкой, помощью и т.п.);

refer to smth., smb. - 1) упоминать кого-либо, что-либо, говорить о ком-либо, чем-либо;

2) относиться, иметь отношение к чему-либо, кому-либо;

refer to smth. - 3) обращаться за информацией, справляться;

The speaker often referred to his notes. - Оратор часто заглядывал в свои записи.

8. temper - нрав, характер, душевный склад;

a person of even (pleasant, fiery, etc.) temper - человек ровного (приятного, необузданного и т.п.) нрава;

to have an even (sweet, uncertain, etc.) temper - иметь ровный (приятный, капризный и т.п.) нрав;

quick temper - вспыльчивость;

hot-tempered - вспыльчивый, горячий;

good-tempered - уравновешенный, с хорошим характером;

bad-tempered - злой, раздражительный;

2) настроение, расположение духа;

to be in a good (bad, calm, friendly, etc.) temper - быть в хорошем (плохом, спокойном, дружелюбном) расположении духа, настроении;

to be in a forgiving temper - быть настроенным великодушно;

3) вспыльчивость, раздражительность, несдержанность; крутой нрав, ярость;

to lose one’s temper - выйти из себя, не сдержаться, вспылить, потерять самообладание;

to control (to keep) one’s temper - владеть собой, сдерживаться;

to get (to fly) into a temper about smth. - вспылить из -за чего-либо;

to be in a temper - быть раздраженным, злиться;

9. display *vt* - 1) демонстрировать, выставлять, показывать;

to display pictures (paintings) in a gallery - выставлять картины в галерее;

to display goods in a shop-window - выставлять товары в витрине;

2) проявлять, демонстрировать, выказывать;

to display courage (heroism, anxiety) - проявить мужество ( героизм, беспокойство);

to display contempt for one’s feelings – продемонстрировать презрение к чьим-либо чувствам;

to display no enthusiasm - не выказывать энтузиазма;

display *n* - 1) демонстрация, показ; выставка; 2) проявление, демонстрация;

a display ofcourage - проявление мужества;

a display of bad temper - вспышка раздражения;

a fashion display - демонстрация мод;

3) выставление напоказ;

to make a display of one’s affection - выставлять напоказ свою любовь;

10. decent *adj -* 1) приличный, хороший;

decent clothes - приличная одежда;

decent conditions - приличные условия;

decent marks - хорошие (приличные) оценки;

2) приличный, порядочный, (благо)пристойный;

decent fellow - славный малый, порядочный человек;

decent conduct - приличное поведение;

decent book (film) - пристойная книга (-ый фильм); хорошая

книга (-ий фильм);

decency *п* - 1) приличие, благопристойность;

2) порядочность; вежливость;

Word Combinations and Phrases

to take (some) pains to do smth. - прилагать (некоторые) усилия, чтобы сделать что-либо;

to have a pretty good idea of- иметь неплохое представление о чем-либо;

reasonably fair - достаточно честные;

to make comment on - высказаться о;

to make no comment on - ничего не сказать о чем-либо, никак не прокомментировать что-либо;

in fact - фактически, на самом деле, собственно говоря;

to set smb. a task - дать кому-либо задание;

to feel frustrated\* - чувствовать досаду и разочарование из-за того, что вы не можете изменить ситуацию;

to play into smb’s. hands - играть кому-либо на руку, лить воду на чью-либо мельницу;

utter disrespect - полное неуважение, отсутствие какого-либо уважения.

# Основная литература

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2001.656с.

1. R.Murphy “English Grammar in Use”

# Дополнительная литература и Интернет-источники

1. Матюшкина-Герке Т.И. Английский язык. Учебник для 3 курса филологических факультетов. –М.: ГИС, 1998-191с.
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6. English Grammar Practice Павлоцкий В. М., Тимофеева Т. М. .–СПБ.: Химера , 1998-294 с.
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9. Ken Patterson Grammar Spectrum I. – Oxford University press, 1997-120 p.
10. Mark Harrison Grammar Spectrum II. – Oxford University press, 1997-120p.
11. M. Vince. Language Practice. English Grammar and Vocabulary (I, II, III parts).- Macmillan, 2003p.

**Для практики восприятия устной речи рекомендую следующие Интернет-ТВ каналы:**

# Интернет-источники

1. [www.google.com](http://www.google.com)
2. [www.multitran.ru](http://www.multitran.ru)
3. <http://translation-blog.ru/terminyperevoda>
4. <http://www.geocities.com/Athens/7110/lantra.htm>
5. <http://translation-blog.ru/>
6. <http://www.perevod-pro.ru/>
7. <http://www.trworkshop.net/>
8. <http://translations.web-3.ru/>

**Для пополнения словарного запаса**