

# **Фамилии по-английски**

**LET'S DESIGN AND BUILD**



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**ДАВАЙТЕ ПРОЕКТИРОВАТЬ  
И СТРОИТЬ**

Учебное пособие по английскому языку

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## UNIT 1

### Warming Up

1. When did the Gothic style appear?
2. What are the characteristic features of this style?
3. Where did the Gothic style flourish?
4. Why is this style called Gothic?
5. What famous buildings of this style do you know?

### GOTHIC: ENGINEERED FOR HEAVEN

If ever architecture expressed spiritual ideals, it would be in the *lofty* Gothic structures of medieval Europe and Great Britain. From the remarkable Saint-Denis in France to the Alteneuschule Synagogue in Prague, Gothic was a style that *humbled* man and glorified God. Yet, with its *innovative* engineering, the style was a *testament* to human *ingenuity*.

The earliest complete Gothic structure is the *ambulatory* of the abbey of Saint-Denis in France. Built between 1140 and 1144, the church became a model for most of the late 12th-century French cathedrals, including those at Chartres and Senlis. However, features of the Gothic style are found in earlier buildings in Normandy and elsewhere.

Gothic architecture is usually associated with Christianity, but the style became so *predominant* that builders routinely used Gothic ideas for all types of religious structures. Constructed in 1279, Prague's Old-New Synagogue was an early example. The small building features a classic Gothic roofline and eye-lid windows. Gothic and Renaissance design combine in the interior. Also known by the names Staronova and Alteneuschule, the Old-New Synagogue has survived wars and other catastrophes to become the oldest surviving synagogue in Europe.

*Secular* buildings also took on Gothic forms. The style found expression in town halls, royal palaces, courthouses, hospitals, castles, bridges and fortresses. However, in medieval days, most building was done for and by the church, and the bold new ideas of Gothic design proved to be especially suited for religious celebration and prayer. Medieval man considered himself an *imperfect* reflection of the *divine* light of God, and Gothic architecture was the ideal expression of this view. New techniques of construction permitted buildings to *soar* to amazing new heights, *dwarfing* anyone who stepped inside. Moreover, the concept of divine light was suggested by the airy quality of Gothic buildings, which were much lighter than churches in the earlier Romanesque style.

Structures in Romanesque style often included pointed arches, but builders of the day did not *capitalize* on the advantages of this shape. Gothic builders discovered the amazing strength and stability of pointed arches. In Gothic buildings, the weight of the roof was supported by the arches rather than the walls. This meant that walls could be thinner.

Romanesque churches relied on *barrel vaulting*. Gothic builders introduced the dramatic technique of ribbed vaulting. While barrel vaulting carried weight on continuous solid walls, *ribbed* vaulting used columns to support the weight. The ribs also *delineated* the vaults and gave a sense of unity to the structure.

In order to prevent the outward collapse of the arches, Gothic architects began using a revolutionary "flying buttress" system. Freestanding brick or stone supports were attached to the exterior walls by an arch or a half-arch.

Since the walls themselves were no longer the primary supports, Gothic buildings could include large areas of glass. Huge stained glass windows and a profusion of smaller windows created the effect of lightness and space.

Cathedrals in the High Gothic style became increasingly elaborate. Over several centuries, builders added towers, *pinnacles* and ornamentation to the *lavish* Chartres Cathedral. More than 2000 sculpted figures decorate Chartres.

In addition to religious figures, many Gothic cathedrals are heavily ornamented with strange, leering creatures. These *gargoyles* are not merely decorative. Originally, the sculptures were *waterspouts* to protect the foundation from rain. Since most people in medieval days could not read, the *carvings* took on the important role of illustrating lessons from the *scriptures*.

Gothic buildings were based on the traditional plan used by *basilicas*. However, single units were integrated into a unified *spatial* scheme.

Gothic architecture reigned for 400 years. It spread from northern France, swept throughout England and Western Europe, crept into Scandinavia and Central Europe, and even found its way into the Near East. However, the 14th century brought a *devastating plague* and extreme poverty. Building slowed, and by the end of the 1400s, Gothic architecture was replaced by other styles.

*Scornful* of *exuberant*, excessive ornamentation, artisans in Renaissance Italy compared medieval builders to German "Goth" barbarians from earlier times. Thus, after the style had faded from popularity, the term "Gothic" was coined.

However, Gothic ideas never completely *vanished*. During the nineteenth century, builders in Europe, England and the United States borrowed medieval traditions to create an eclectic Victorian style Gothic Revival. Even small private homes were given arched windows, lacy pinnacles and an occasional *leering* gargoyle.

### Active Vocabulary

- 1) *lofty* – возвышенный, величественный
- 2) *humbled* – смиренный, бедный, простой
- 3) *innovative* – новаторский
- 4) *testament* – завет, завещание
- 5) *ingenuity* – изобретательность
- 6) *ambulatory* – галерея для прогулок
- 7) *predominant* – преобладающий, доминирующий
- 8) *secular* – светский
- 9) *imperfect* – несовершенный
- 10) *divine* – божественный
- 11) *to soar* – возвышаться, подниматься
- 12) *to dwarf* – затмевать, подчеркивать незначительность
- 13) *to capitalize* – капитализировать
- 14) *barrel vaulting* – цилиндрический свод
- 15) *ribbed* – ребристый
- 16) *to delineate* – изображать
- 17) *pinnacle* – шпиг, бельведер
- 18) *lavish* – щедрый, обильный
- 19) *gargoyle* – горгулья
- 20) *waterspout* – водосточная труба
- 21) *carving* – резьба по дереву
- 22) *scripture* – священное писание
- 23) *basilica* – базилика
- 24) *spatial* – пространственный
- 25) *devastating plague* – опустошающая чума
- 26) *scornful* – насмешливый, презрительный
- 27) *exuberant* – обильный, пышный, богатый
- 28) *to vanish* – исчезать, пропадать
- 29) *leering* – злобный, злобный

### Exercises on the Text

Translate the following word combinations from Russian into English

1. средневековая Европа
2. преимущества формы
3. защитить строение от дождя
4. окна в виде арок
5. зловещая горгулья

Fill in the gaps with the words given below

1. Gothic style became so predominant that builders used the ideas for all types of ... structures.
2. Gothic architecture was the ideal expression of the ... light of God.
3. Romanesque structures included pointed ...
4. Gothic buildings were based on ...
5. Gothic and Renaissance ... combine in the interior.

-----  
barrel, design, religious, shape, gargoyle, divine, arches, fortress, basilicas, castle

Arrange the sentences in the right order

1. a / ingenuity / Gothic / to / was / human / testament / style
2. earlier / features / in / Gothic / of / are / buildings / the / Normandy / in / style / found
3. arches / discovered / Gothic / of / the / strength / pointed / and / builders / amazing / stability
4. other / was / Gothic / styles / replaced / architecture / by
5. the / end / huge / space / of / glass / created / windows / of / effect / and / a / stained / lightness / profusion / windows / smaller

## Grammar Reference

*Порядок слов в английском предложении. Имя существительное. Артикли*

Some of these sentences are right but most are wrong. Correct the sentences that are wrong

1. I am going to buy some flowers.
2. I need a new jeans.
3. It is a lovely park with a lot of beautiful tree.
4. There was a woman in the car with two mens.
5. Sheep eat grass.
6. David is married and has three childs.
7. Most of my friend are student.
8. He put on his pajama and went to bed.
9. We went fishing but we did not catch many fish.
10. Do you know many persons in this town?
11. I like your trouser. Where did you get it?
12. The town centre is usually full of tourist.
13. I do not like mice. I am afraid of them.
14. This scissor is not very sharp.

Complete the sentences. Use -`s or -s` + a noun

1. David and Sue are husband and wife. David is...
2. This car belongs to Ann. It is...
3. The king lives in a very beautiful palace. The ... is very beautiful.
4. I was with Elena at her house last night. I was ... last night.
5. All the students have put their books on the table. All ... are on the table.
6. My sister was born on 28<sup>th</sup> June. The 28<sup>th</sup> June is ...
7. Mrs Penn makes delicious cakes. ... are delicious.
8. My grandparents have a house next door to us. My ... is next door to us.
9. Mr and Mrs Smith have a son, Chris. Mr and Mrs Smith are ...

Put in a/an or the

1. We enjoyed our holiday. ... hotel was very nice.
2. "Can I ask a question?" "Of course. What do you want to ask?"
3. You look very tired. You need ... holiday.
4. "Where is Tom?" "He is in ... bathroom."
5. Jane is ... interesting person. You must meet her.
6. Excuse me, can you tell me how to get to ... city centre?
7. Shall we go out for ... meal this evening?
8. It is ... nice morning. Let us go for ... walk.
9. Amanda is ... student. When she finishes her studies, she wants to be ... journalist. She lives with two friends in ... flat near ... college where she is studying. ... flat is small but she likes it.
10. Peter and Mary have got two children, ... boy and ... girl. ... boy is seven years old and ... girl is three. Peter works in ... factory. Mary has not got ... job at the moment.

### **Role Play**

Discuss the role of the Gothic style in the history of the world architecture

## **UNIT 2**

### **Warming Up**

1. When did the Baroque appear?
2. What famous Baroque buildings do you know?
3. When did the Rococo period start?
4. What characteristic features of the Rococo style can you name?
5. Do you remember any outstanding Baroque&Rococo architects?

### ***DISTINGUISHING BETWEEN BAROQUE AND ROCOCO***

Quite to the opposite of the Rococo soul, the soul of the Baroque is characterized by *austerity* that *inspires* silence and meditation.

The basic theme of silence is *vividly* portrayed in the range of works going from Caravaggio to Georges de La Tour, for instance in the latter's *Magdalene with the Smoking Flame*. Another striking example is *Magdalene Meditating*, an early 17th-century work from the Neapolitan school. Following *in the wake of* Caravaggio, this school of silence would spread everywhere across Europe.

Claude Meylan's "Salome" provides still another *depiction* of silence, of the most fundamental of dialogues (that of Life and Death). This work illustrates the *repercussions* of the message left by Caravaggio, a message of what is *intrinsic* to man, in a painting that – in the light-and-dark contrasts of grays surrounding the face of Salome – conveys the latter's newly awakened horror at the *sacrifice* of John the Baptist.

During the Baroque period, this concern with the essence of life is to be found even in works by the more *mundane* artists. Indeed, among the mundane greats on the Baroque scene, it had become the fashion to adopt an economy of means, in an *endeavor to attain* a more informal intimacy, to create works of a more confiden-

tial tone. This can be seen, for instance, in Guido Reni's "Saint Joseph and Child", a work that, although unclaimed by the *contemporary* world, did have its hour of glory during the 17th century. And why was this so?

Because, at the time, Reni was far more famous than all the Caravaggios and La Tours of the world, who have since been rediscovered. Reni represented a high point in Baroque art history. Moreover, in this work he allowed himself the luxury of *tackling* an extremely rare subject. The very strangeness of its subject is what became its glory: instead of portraying Virgin and Child, as was generally the case, it stages Father and Child. Although renowned in particular, for his bright colors and the elegance of his compositions, here Reni nevertheless sought to rein in the methods of his art the better *to convey* the intrinsic nature of this Father-Child dialogue.

The great aesthetic *impact* of the Baroque made it felt all the more in works dealing with such serious subject matter as the Christian epic. In this vein, the Piety (Virgin Mary mourning over the dead body of Christ) was one of the major themes to be *broached*, precisely because, here again, Life and Death are *allied*. The theme involves a perspective of day and night, corresponding with the light-and-dark philosophic mood marking the entire 17th century.

The Baroque approach to the Piety centered on the theme's dramatic essence, as beautifully illustrated in the work of Andriaen van der Werff, a painter who, notwithstanding his Flemish origin, made a career for himself in Italy. Van der Werff's Piety is entirely in black and blue: everything other than the Virgin's cloak – that is, everything other than this symbol of life – is painted in white and black, from the body of Christ to the darkness of the background. Another *stunning* example is to be found in the Piety of the Venetian painter Giovanni Battista Piazzetta: the light marking the great arch stretching the corpse in the foreground drives back the darkness, from where the work's feminine central figure seems to burst forth. Here again, the play of light and *shadow* translates a fundamental dialogue and, as such, proves itself intrinsically Baroque.

These few examples of the 17th-century school of painting ranging from Caravaggio to Piazzetta illustrate an approach that was severe and *contemplative*, focusing on silence, on the essence of life. It was only natural for this same approach to carry over to Baroque architecture, which can thus also be characterized as austere and basic.

### Active Vocabulary

- 1) *austerity* – строгость, простота стиля
- 2) *to inspire* – вдохновлять, внушать
- 3) *vividly* – ярко, четко
- 4) *in the wake of* – следуя за, по следам
- 5) *depiction* – описание, изображение
- 6) *repercussion* – отзвук, эхо
- 7) *intrinsic* – внутренний, присущий, свойственный
- 8) *sacrifice* – жертвоприношение, жертва
- 9) *mundane* – светский
- 10) *endeavor to attain* – попытка достичь чего-то
- 11) *contemporary* – современный
- 12) *to tackle* – касаться, затрагивать
- 13) *to convey* – выражать, передавать
- 14) *impact* – воздействие, влияние
- 15) *to broach* – начать обсуждение
- 16) *to ally* – соединяться
- 17) *stunning* – ошеломляющий, поразительный
- 18) *shadow* – тень, след
- 19) *contemplative* – созерцательный

### Exercises on the Text



Translate the following word combinations from Russian into English

1. ряд работ
2. контраст светлого и темного
3. светские художники
4. выражать внутреннее содержание
5. игра света и тени

Find synonyms to the following words and expressions

- |              |                |
|--------------|----------------|
| 1. austerity | a. to express  |
| 2. vivid     | b. simplicity  |
| 3. to attain | c. astonishing |
| 4. to convey | d. to achieve  |
| 5. stunning  | e. bright      |

Match the beginnings of the sentences with their endings using the information from the text

- |   |  |
|---|--|
| 1. The soul of the Baroque is characterized by austerity that inspires ...      | a. ... an extremely rare subject.            |
| 2. Following in the wake of Caravaggio, this school of silence would spread ... | b. ... silence and meditation.               |
| 3. Reni represented ...   | c. .... itself intrinsically Baroque.        |
| 4. The play of light and shadow proves...                                       | d. ... everywhere across Europe.             |
| 5. Reni allowed himself the luxury of tackling ...                              | e. .... a high point in Baroque art history. |

## Grammar Reference

*Прилагательные. Наречия*

*Complete the sentences with an adjective, an adverb or a noun*

1. John is sometimes a dangerous ... I think he drives ... when he is in a hurry.
2. Pam's old car was slow but her new one is very ...
3. James looked ... when his team won the game.
4. It rained ... all day yesterday and the ground was very wet.
5. Mmm, what a wonderful ... from the kitchen. What are you cooking? I am sure it is going to taste ...
6. I think Mrs Burns is a good ... She taught my children...
7. David has not got a lot of money so when he goes shopping he always looks ... at the prices.
8. My parents were hard ... They worked ... all their lives.
9. Jackie did ... in his test and had to take it again.
10. I spoke to Peter on the telephone this morning. He sounded really ... Someone stole his car yesterday.

*Complete the sentences. Use a comparative*

1. Helen's car is not very big. She wants a ... one.
2. My job is not very interesting. I want to do something ...
3. You are not very tall. Your brother is ...
4. David does not work very hard. I work ...
5. My chair is not very comfortable. Yours is ...
6. Your plan is not very good. My plan is ...
7. These flowers are not very nice. The blue ones are ...
8. My bag is not very heavy. Your bag is ...
9. I am not very interested in arts. I am ... in history.
10. It is not very warm today. It was ... yesterday.
11. These tomatoes do not taste very good. The other ones tasted ...
12. Britain is not very big. France is ...
13. London is not very beautiful. Paris is ...
14. This knife is not very sharp. Have you got a ... one?
15. People today are not very polite. In the past they were ...

*Complete the sentences. Use a superlative.*

1. This building is very old. It is ... in the town.
2. It was a very happy day. It was ... of my life.
3. It is a very good film. It is ... I have ever seen.
4. She is a very popular singer. She is ... in the country.
5. It was a very bad mistake. It was ... I have ever made.
6. It is a very pretty village. It is ... I have ever seen.
7. It was a very cold day. It was ... of the year.
8. He is a very boring person. He is ... I have ever met.

### **Role Play**

*Discuss the main differences between the Baroque and Rococo styles.*

## **UNIT 3**

### **Warming Up**

1. Where is New England situated?
2. Why was it called so?
3. Have you ever heard about pilgrims?
4. What do you think could buildings in New England resemble?
5. Do you know any peculiarities of this architectural style?

## **THE ARCHITECTURE OF NEW ENGLAND**

Many books have been written *recounting* the history of the country from its earliest days at Jamestown to the time of the American Revolution. But the story can also be related without words from a *perusal* of surviving landmarks. Old homes, taverns, churches, and public buildings, the drama of colonial times and the lives of our *ancestors* are revealed in their architecture. The buildings that exist today are now, for the most part, museums. They were not always; some were official buildings in which the *affairs* of the colony were conducted. Others were the homes of men and women; children were born in them and were married and died. Still others were places of *worship* where the colonists sought *refuge* in the word of God. The sequence of colonial architecture, whether in New England or on the James River, was that of necessity; one can see the shift from crude *shelters* and defensive *outposts* to the construction of dwellings, churches, homes, and public buildings of a planned community with a definite future.

Between the two strong and opposing cultures of Virginia and New England, the only continuous highway was the sea. The early model of New England could hardly have worked in the South, and neither could the early model of Virginia have worked in the North. Two main cultures *emerged* from the English settlements in the North and South: the Southern planter society had a ruling aristocracy and great class distinctions between the wealthy and the poor; New England was more of an *egalitarian* settlement under the control of a Puritan oligarchy, in which a strong middle class had developed.

The first concern of the European settlers, after they arrived in America, was to provide them with shelter. They did this with whatever materials were at hand, according to whatever methods of construction they could remember, devise, or observe. The earliest shelters in all frontier situations were similar *caves* were dug in hill-sides, tent-like structures were made of tree branches and covered with cloth, or *stakes* were driven into the ground to form *palisades*, which were roofed with *rushes* or branches woven into mats and covered with *sod* or plastered with mud.

Of the original houses built by the first settlers, there seem to be no remains, but there is documentary *evidence*. The first dwellings, at least among the poorer class, were what were called "cellars". They were so named because they were constructed in exactly the same way as were the outdoor cellars used for the *storage* of vegetables. None of the *well-to-do* among the settlers made use of these cellars except for the first few weeks, or perhaps, months of their stay. The homes of the poor no longer exist today; they were either torn down or left to decay. Most of the homes that remain today are representatives of the middle and wealthy classes.

The homes of the English colonists were derived from both the *manor house* and the humble cottage of their *mother country*. In seeking the origins of the style of building and manner of their construction, it is found that, in the colonies, the differences in construction are traceable to the parts of the old country from which the majority of settlers came. It was the most natural thing in the world for them to bring with them impressions of their native home. It was just as natural for them to erect dwellings more or less in the same way, as they had been accustomed to do in their homeland. Always to be taken into consideration, however, was the availability of materials and tools necessary for construction.

### Active Vocabulary

- 1) *to recount* – излагать
- 2) *perusal* – изучение, рассмотрение
- 3) *ancestor* – предок
- 4) *affair* – дело, событие
- 5) *refuge* – убежище, защита
- 6) *worship* – поклонение, почитание, культ
- 7) *shelter* – защита
- 8) *outpost* – пост
- 9) *to emerge* – появляться, возникать
- 10) *egalitarian* – равноправный
- 11) *cave* – пещера, землянка
- 12) *stake* – столб

- 13) *palisades* – частокол
- 14) *rush* – тростник
- 15) *sod* – дерн
- 16) *evidence* – свидетельство, признак
- 17) *storage* – хранение
- 18) *well-to-do* – богатый, преуспевающий
- 19) *manor house* – особняк
- 20) *mother country* – родная страна

### Exercises on the Text

Match the beginnings of the sentences with their endings using the information from the text

- |  |   |
|--|---|
| 1. Old homes, taverns, churches, and public buildings, the drama of colonial times ...   | a. ... the same way as were the outdoor cellars used for the storage of vegetables.   |
| 2. The early model of New England could hardly have worked in the South ...  | b. ... in the colonies, the differences in construction are traceable to the parts of the old country from which the majority of settlers came.                       |
| 3. The earliest shelters in all frontier situations were similar caves were dug in hill-sides, tent-like structures were made of tree branches and covered with cloth... | c. ... and the lives of our ancestors are revealed in their architecture.   |
| 4. They were so named because they were constructed in exactly ...   | d. ... and neither could the early model of Virginia have worked in the North.  |
| 5. In seeking the origins of the style of building and manner of their construction, it is found that ...  | e. ... or stakes were driven into the ground to form palisades, which were roofed with rushes or branches woven into mats and covered with sod or plastered with mud. |

Fill in the gaps with the words given below

1. But the story can also be related without words from a ... of surviving landmarks.
2. The buildings that exist today are now, for the ... part, museums.
3. Between the two strong and opposing cultures of Virginia and New England, the only continuous ... was the sea.
4. Most of the homes that remain today are ... of the middle and wealthy classes.
5. The first concern of the European settlers, after they arrived in America, was to ... them with shelter.

-----  
highway, provide, perusal, most, representatives

Translate the following word combinations from English into Russian

1. a perusal of landmarks
2. places of worship
3. a Puritan oligarchy
4. representatives of wealthy classes
5. defensive outposts

## Grammar Reference

### *Числительные. Причастие*

Complete the sentences using Participle II

1. Freddy felt very (relieve).
2. Finch looked suddenly (detach), (lose) in his own thoughts.
3. I was greatly (annoy) with Monica for interfering.
4. I could not get (use) to things changing like that.
5. Jim got too (depress) to listen to their talk.
6. I was quite (prepare) for a disagreeable surprise.
7. Well, I must say you are not very (fit) for accountancy.
8. I looked at him as if I were (surprise) to see him there.
9. I did not feel (incline) for guessing-games.
10. You bet I am burning myself out. I have been doing it for so many years now and who cares? At this moment I feel quite (play) out.
11. She was not so (convince) as she tried to sound.
12. It was their last reception before Easter and the house was even more (crowd) than usual.

Choose the appropriate verbal in the function of objective predicative

1. I do not want to see anyone ... (to hurt)
2. Roger gave such a boisterous laugh that I saw other people ... towards our table. (to glance)
3. Jeff smiled, slowly letting the door ... (to close)
4. Diana had the table ... on. (to lay)
5. The sight of the man made him ... his mind. (to change)
6. One man had got himself ... in the accident. (to kill)
7. Light was coming through in the corner room, and he could hear a piano ... (to play)
8. Everyone talked a little louder than natural in an instinctive desire to make the party ... (to go)
9. There are people who would like to see him ... a fair chance. (to give)
10. I did not expect the issue ... the tragic form it did. (to take)
11. The picture always left me ... sad. (to feel)
12. I have often heard it ... (to say)
13. The judge did not like witnesses ... jokes. (to make)
14. I came to tell you ... him while there is time. (to find)
15. I shall have someone ... on to keep a watch on the house. (to put)
16. Even his mother could not stop him ... that. (to do)
17. She could not bring herself ... that she feared she might lose him. (to say)
18. He had to force himself ... hi uncle. (to visit)
19. I want a telegram ... at once. (to send)
20. She then explained why she had asked me ... on that night. (to call)
21. It was easy to imagine Kate ... silent. (to sit)
22. Next morning he got his cheque ... (to cash)
23. Suddenly they saw him ... his temper and were uncomfortable. (to lose)
24. In fact I found myself ... that I would have to do something about it immediately. (to think)
25. Then I saw Rose ... out on Roger's arm, an impressive smiling couple. (to walk)
26. Two events induced Basil ... to London. (to return)
27. Edward soon made his views ... (to know)
28. For once I saw Ann ... out. (to put)
29. Maybe I can get Jack ... it. (to write)
30. "I shall not have anything ... against her," he said unexpectedly. (to say)

### **Role Play**

You are two pilgrims. Discuss the problem of constructing some kind of shelter for your families.

## Warming Up

1. Have you ever heard about Queen Anne style in architecture?
2. What architectural style was predominant in Britain during Queen Victoria's reign?
3. Do you know anything about these two British Queens – Victoria and Anne?
4. What characteristic features of Queen Anne style can you name?
5. Do you know any famous representatives of this architectural style?

## ***REIGNING STYLE OF THE INDUSTRIAL AGE***

Of all the Victorian house styles, Queen Anne is the most *elaborate* and the most eccentric. The style is often called romantic and feminine, yet it is the product of a most unromantic era – the machine age.

Queen Anne became an architectural fashion in the 1880s and 1890s, when the industrial revolution was building up *steam*.

North America was caught up in the excitement of new technologies. Factory-made, precut architectural parts were *shuttled* across the country on a rapidly expanding train network. Exuberant builders combined these pieces to create innovative, and sometimes excessive, homes.

In addition, widely published pattern books *touted spindles*, towers, and other flourishes we associate with Queen Anne architecture. Country folk *yearned for fancy city trappings*. Wealthy industrialists pulled out all stops as they built lavish "castles" using Queen Anne ideas.

Although easy to spot, the Queen Anne style is difficult to define. Many are lavished with *gingerbread*, but some are made of brick or stone. Many have *turrets*, but crowning *touch* is not necessary to make a house a queen. So, what is Queen Anne?

*Fanciful and flamboyant*, Queen Anne architecture takes on many shapes. Some Queen Anne houses are lavishly decorated. Others are restrained in their *embellishments*. Yet the *flashy* "painted ladies" of San Francisco and the refined brownstones of Brooklyn share many of the same features. There is an element of surprise to the typical Queen Anne home. The roof is steeply pitched and irregular. The overall shape of the house is asymmetrical.

Queen Anne architecture is not an orderly or easily classified. *Bay* windows, balconies, stained glass, turrets, porches, *brackets* and an abundance of decorative details combine in unexpected ways. Even the history of the style is *bewildering*. These homes were built during the age of Queen Victoria. So, why are they called Queen Anne?

Popular during the time of Britain's Queen Victoria, Queen Anne architecture has little to do with the 18th century Queen Anne. Moreover, the exuberant style bears little resemblance to the formal architecture, which was popular during her time.

Rather, British architects borrowed ideas from the earlier medieval era. In the United States, Queen Anne houses became lofty, sometimes fanciful, expressions of the machine age. From New York to California, rows of imposing Queen Anne homes stand as monuments to the industrialists who prospered there.

However, Queen Anne flourishes may also be found on less pretentious houses. In American cities, smaller working-class homes were given patterned *shingles*, spindle work, extensive porches and bay windows. Many turn-of-the-century houses are in fact hybrids, combining Queen Anne motifs with features from earlier and later fashions.

Ironically, the very qualities that made Queen Anne architecture so regal also made it *fragile*. These expansive and expressive buildings proved expensive and difficult to maintain. By the turn of the century, Queen Anne had fallen out of favor. In the early 1900s, architects favored smaller Edwardian ("Princess Anne") and more austere Colonial Revival styles.

While many Queen Anne have been preserved as private homes, others have been converted into apartment houses, offices and inns. In San Francisco, flamboyant homeowners have painted their Queen Annes a rainbow

of psychedelic colors. Purists protest that bright colors are not historically *authentic*. However, the *owners* of these "Painted Ladies" claim that Victorian architects would be pleased.

### Active Vocabulary

- 1) *elaborate* – искусно сделанный, детально разработанный
- 2) *steam* – паровой двигатель, пар
- 3) *to shuttle* – передвигать в разных направлениях
- 4) *to tout* – назойливо предлагать что-либо
- 5) *spindle* – веретенообразный предмет
- 6) *to yearn for* – тосковать по
- 7) *trapping* – украшение
- 8) *gingerbread* – показная пышность, вычурность
- 9) *turret* – башенка
- 10) *touch* – штрих, оттенок, прикосновение
- 11) *fanciful* – причудливый
- 12) *flamboyant* – яркий, вычурный
- 13) *embellishment* – украшение
- 14) *flashy* – дешевый, показной, бросающийся в глаза
- 15) *bay* – изогнутый
- 16) *bracket* – полочка на стене
- 17) *bewildering* – ставящий в тупик, смущающий
- 18) *shingle* – обшивка, дранка
- 19) *fragile* – хрупкий
- 20) *authentic* – подлинный, достоверный
- 21) *owner* – владелец, хозяин

### Exercises on the Text

Translate the following word combinations from Russian into English

1. новые технологии
2. трудно определить стиль
3. небольшое сходство
4. романтический стиль
5. ярко украшенный

Fill in the gaps with the words given below

1. Of all the Victorian house styles, Queen Anne is the most ... and the most ...
2. Exuberant builders combine many ways to create ... homes.
3. Wealthy industrialists pulled out all stops as they built ... "castles" using Queen Anne ideas.
4. Queen Anne houses became ... and ... expressions of the machine age.
5. The history of Queen Anne style is ...

-----  
lofty, elaborate, fanciful, lavish, bewildering, eccentric, innovative

Find antonyms to the following words

- |               |             |
|---------------|-------------|
| 1. romantic   | a. slowly   |
| 2. rapidly    | b. old      |
| 3. innovative | c. flamboy- |
|               | ant         |
| 4. austere    | d. cheap    |
| 5. expensive  | e. unroman- |
|               | tic         |
| 6. fragile    | f. firm     |
| 7. irregular  | g. regular  |
| 8. resem-     | h. differ-  |
| blance        | ence        |

### Grammar Reference

## Местоимения. Предлоги

Complete the letter using different pronouns

Dear Laura

Thank you for ... letter. It was good to hear from ... and to know ... news.

Let ... tell you my news. In June, ... sister, Sue, is getting married to John. Do you remember? I met John ten years ago, so he is an old friend of .... ... are getting married in the afternoon and my parents are having a big party for ... in the evening. ... am really happy for her, and for John. After the wedding, they are coming to stay with ... because they have not got a house yet. So we will all be one big, happy family.

My brother, Kevin, is taking ... final examinations next month. After that ... wants to get a job in a hospital. I think it will be difficult for ... but he really wants to be a doctor. Good luck to ...!

Last week I met Jane and Christina Sarton. Do you remember ...? ... brother was at school with us. I gave Jane your telephone number and she gave me .... Perhaps we can all meet sometime soon.

I must stop now. By the way, I found a silver pen in my room. It is not ... . Is it ...? I know you have got a silver one.

My parents send ... love to you and ... parents.

Love

Wendy

Put in *in/at/on*

1. Do not sit ... the grass. It is wet.
2. What have you got ... your bag?
3. Look! There is a man ... the roof. What is he doing?
4. There are a lot of fish ... this river.
5. Our house is number 45 – the number is ... the door.
6. "Is the cinema near here?" "Yes, turn left ... the traffic lights."
7. I usually do my shopping ... the city centre.
8. My sister lives ... Brussels.
9. There is a small park ... the top of the hill.
10. I think I heard the doorbell. There is somebody ... the door.
11. Munich is a large city ... the south of Germany.
12. There are a few shops ... the end of the street.
13. It is difficult to carry a lot of things ... a bicycle.
14. I looked at the list of names. My name was ... the bottom of the list.
15. There is a mirror ... the wall ... the living room.

Put in a preposition

1. I looked ... the window and watched the people in the street.
2. My house is very near here. It is just ... the corner.
3. Do you know how to put a film ... this camera?
4. How far is it ... here ... the airport?
5. We walked ... the museum for an hour and saw a lot of interesting things.
6. You can put your coat ... the back of the chair.
7. In tennis, you have to hit the ball ... the net.
8. Silvia took a key ... her bag and opened the door.

## Role Play

Discuss the advantages and disadvantages of Queen Anne style in architecture

## UNIT 5

### Warming Up

1. Why is it difficult sometimes to define the architectural style of many towns and cities?
2. Do you like mixed architectural styles?



3. How would you describe Spanish style in architecture?
4. Where can we find the most outstanding examples of Spanish Revival architecture?
5. Do you know the names of any Spanish style architects?

## INSPIRED BY SPAIN

Step through the *stucco* archway, *linger* in the *tiled* courtyard, and you might think you were in Spain. Or Portugal. Or Italy, or northern Africa, or Mexico. North America's Spanish inspired homes *embrace* the entire Mediterranean world, combine it with ideas from Hopi and Pueblo Indians and add flourishes that would make Walt Disney proud.

It is hard to know what to call the style. In Santa Barbara and other parts of California, these homes are usually described as Spanish Colonial Revival, suggesting that they borrow ideas from early settlers. Many architects prefer the term Hispanic or Mediterranean, while others simply say that the houses are Spanish Eclectic.

However, although the style is difficult to name, it is easy to recognize. Virginia and Lee McAlester, authors of "A Field Guide to American Houses", characterize Spanish Eclectic homes as having the features listed below.

Spanish inspired houses usually have these features:

- *low-pitched* roof
- red roof tiles
- *stucco siding*
- arches, especially above doors, *porch* entries and main windows.

Some Spanish inspired homes have:

- asymmetrical shape with *cross-gables* and side wings
- flat roof and parapets
- hipped roof
- carved doors
- spiral columns and pilasters
- courtyards
- carved stonework or *cast* ornaments
- patterned tile floors and wall surfaces.

In many ways, the Spanish Revival homes built from 1915 to 1940 resemble the earlier California Mission Style houses. Mission architecture romanticized the simple Spanish churches of colonial America. It featured red tile roofs, parapets, and decorative railings and carved stonework. However, the twentieth century Spanish inspired styles proved to be more far-reaching. Wild and expressive, this new fashion borrowed from the entire history of Spanish architecture, from Moorish to Byzantine to Renaissance.

In 1915, gates to the Panama Canal swung open. To celebrate, San Diego – the first North American port of call on the Pacific Coast – launched a spectacular exposition. The chief designer for the event was Bertram Grosvenor Goodhue, who had a fascination for Gothic and Hispanic styles. Goodhue did not want the cold, formal Renaissance and Neoclassical architecture, which was normally used for expositions and fairs. Instead, he envisioned a fairytale city with a festive, Mediterranean flavor.

Goodhue (along with fellow architects Carleton M. Winslow, Clarence Stein and Frank P. Allen, Jr.) created extravagant, capricious *Churrigueresque* towers based on the 17th and 18th century Spanish designs. They filled Balboa Park in San Diego with arcades, arches, colonnades, domes, fountains, *pergolas*, reflecting pools, man-sized Muslim urns and an *array* of Disneyesque details.

America was dazzled and Iberian fever spread as trendy architects adapted Spanish ideas to upscale homes and public buildings.

Possibly the most famous examples of Spanish Revival architecture can be found in Santa Barbara, California. Santa Barbara had a rich tradition of Hispanic architecture long before Goodhue *unveiled* his vision of a Mediterranean skyline. However, after a massive earthquake in 1925, the town was rebuilt. With its clean white walls and inviting courtyards, Santa Barbara became a showplace for the new Spanish style.

Meanwhile, on the other side of the continent, architect Addison Mizner was launching the "Florida Renaissance."

Addison Mizner aspired to turn the tiny unincorporated town of Boca Raton, Florida into a luxurious resort community filled with his own special blend of Mediterranean architecture. Irving Berlin, W.K. Vanderbilt, Elizabeth Arden and other illustrious personalities bought stock in the *venture*. Mizner went broke, but his dream came true. Boca Raton became a Mediterranean Mecca with Moorish columns, spiral staircases suspended in midair and exotic medieval details.

At the same time, Aviation pioneer Glenn Curtiss and his partner James Bright were adding their own vision to Florida's architectural melting pot. Curtiss was enamored with the rustic appearance of ancient *pueblos*. In the region, which is now Miami Springs, he built an entire development of thick-walled buildings made of wood frame or concrete block.

Manifesting in a variety of forms, the new Spanish styles took root wherever Hispanic ties were strong. Spanish Colonial and Mediterranean houses sprang up throughout Florida, California, Texas and Arizona. Simplified versions of the style evolved for working-class budgets. During the 1930s, neighborhoods filled with one-story stucco houses with arches and other details that suggested a Spanish Colonial flavor.

The stucco walls and cool, *shaded* interiors make Spanish style homes best suited for warmer climates. Nevertheless, scattered examples – some quite elaborate – can be found throughout North America. When you drive through upscale neighborhoods in cold northern cities, you can sometimes spot a grand Mediterranean palace, looking lost in the center of a snow-covered *lawn*.

### Active Vocabulary

- 1) *stucco* – штукатурка
- 2) *to linger* – оставаться, проводить время
- 3) *tiled* – крытый черепицей
- 4) *to embrace* – включать в себя, охватывать
- 5) *pitched* – находящийся на разных уровнях, разноуровневый
- 6) *siding* – обшивка здания
- 7) *porch* – крыльцо, веранда
- 8) *gable* – фронтоны, конек крыши
- 9) *cast* – отлитый, литой
- 10) *pergola* – беседка
- 11) *array* – большое количество, масса
- 12) *to unveil* – открывать, раскрывать
- 13) *Renaissance* – Возрождение
- 14) *venture* – рискованная затея, предприятие
- 15) *pueblo* – поселок индейцев, индеец
- 16) *shaded* – смягченный, затушеванный, затененный
- 17) *lawn* – газон, лужайка

### Exercises on the Text

Match the beginnings of the sentences with their endings using the information from the text

- |   |   |
|---|---|
| 1. North America's Spanish inspired homes embrace ... | a. ... Florida, California, Texas and Arizona.          |
| 2. The Spanish Revival homes resemble...              | b. ... the simple Spanish churches of colonial America. |
| 3. The most famous examples of                        | c. ... the earlier California                           |

Spanish Revival architecture can be found in ...

4. Spanish Colonial and Mediterranean houses sprang up throughout ...

5. Mission architecture romanticized ...

Mission style houses.

d. ... Santa Barbara, California.

e. ... the entire Mediterranean world.

Decide whether the following statements are true or false

Some Spanish inspired homes have:

1. asymmetrical shape with cross-gables and side wings
2. a slanting roof and parapets
3. a hipped roof
4. simple doors
5. straight columns and pilasters
6. colonnades
7. carved stonework
8. cast ornaments
9. patterned tile floors

Translate the following word combinations from Russian into English

1. красная черепичная крыша
2. декоративная ограда
3. новая мода
4. разнообразие форм
5. дома с арками

## Grammar Reference

*Модальные глаголы. Простое будущее время и способы его выражения*

Re-word the following sentences using *can*, *may* or *must*

1. I do not think he did it all by himself.
2. Perhaps you are right.
3. It is possible that they forgot it in the car.
4. Is it really true?
5. I do not believe he has been meaning to do it.
6. It is impossible that he should have refused your request.
7. Evidently he has not read the book.
8. I wonder where it is that you met him.
9. I am certain that he has heard the gong.
10. It was some special occasion, I am sure.
11. He looks wet and muddy. I am sure he has been fishing.
12. No doubt, she is out shopping.
13. I wonder what it is that you have brought in that box.
14. It is possible that he does not know we are here.
15. Is it possible that he is giving a course on the Renaissance at the University?
16. It is possible that the news is being broadcast on all the channels.
17. I am certain they did not take notes of the meeting.
18. Is it possible that we are out of wrapping paper?
19. It is possible he will again forget to rule a margin down the left side.
20. "I do not now see him driving his car. Is it possible that something has happened?" "Evidently his car is undergoing repairs."
21. It is just impossible for you to get this thing done so soon.
22. I wonder what it is that he is doing in there.
23. Then the firing began again. This time it was impossible for it to be more than a mile away.
24. Let us give her a call again. It is possible that she was asleep and did not hear the telephone.

25. You have used up all the money I gave you, I suppose.

Put in *shall (not)/will (not)*

1. Do not drink coffee before you go to bed. You ... sleep.
2. "Are you ready yet?" "Not yet. I ... be ready in five minutes."
3. I am going away for a few days. I am leaving tonight, so I ... be at home tomorrow.
4. It ... rain, so you do not need to take an umbrella.
5. "I do not feel very well this evening." "Well, go to bed early and you ... feel better in the morning."
6. It is Bill's birthday next Monday. He ... be 25.
7. I am sorry I was late this morning. It ... happen again.

### Role Play

Discuss the peculiarities of the architectural style of your town

## UNIT 6

### Warming Up

1. What is the Louver palace nowadays?
2. What was it in the past?
3. In what architectural style was it built?
4. Do you know the names of the architects who created this masterpiece?
5. What associations appear in your mind when you hear the word "Louver"?

## THE LOUVER

From the *fortress* of Philippe Auguste (1190) to the completion of the "Grand Dessein" (1870), the Louver palace has extended progressively along the right *bank* of the Seine.

A true *barrier* separating the northern and southern parts of the city, the building constitutes the point of departure of the great East-West view, which crosses the Arc du Carrousel, the *obelisk* in the Place de la Concorde, the Arc de Triomphe on the Champs-Élysées, and extends right out.

The international *renown* of the Louver museum sometimes makes us forget that it was originally designed as a palace. Since the middle ages, its development has been quite exceptional, marked by both the major events of French history and the *succession* of architects and decorators who have left their mark on it.

The *medieval* fortress from which the present day palace originates was built by King Philippe Auguste at the end of the XIIth century. The *restoration* work on the Cour Carrée and the *excavation* work necessary for construction of the pyramid and the Carrousel area enabled archeological digs to be undertaken. The architectural structures of the *basement* will henceforth be included in the visit tours. Thus it is possible to walk along the *moats* of the medieval fortress under the Cour Carrée, to pass around the base of the *dungeon* to get to the salle Saint-Louis (XIIIth century), or, when going to the underground car park, to walk along the so-called Charles V moats.

Amongst the items discovered during these digs, one of the most remarkable is a parade *helmet* belonging to Charles VI, which was reconstituted from the one hundred and sixty nine fragments, which were found *scattered about*. It is on show in the Salle Saint-Louis (Sully Wing).

In 1528, François I<sup>st</sup> had the "grosse tour" destroyed, and decided in 1546 to transform the former fortress into a *luxury* residence. The work, which was supervised by Pierre Lescot, continued under Henri II and Charles IX, involved two new wings, which occupy two sides of the former fortress. Jean Goujon decorated the *façade* and the great hall of this Renaissance wing.

In the west, in a place known as the Tuileries, Catherine de Médicis had a huge palace built, which she left incomplete. As soon as he arrived in Paris in 1594, Henri IV decided to join the Louver with the Tuileries to

form a gigantic palace. This was the "Grand Dessein" or Grand Design, of which he had the first *stage* completed, the Grande Galerie.

Under Louis XIII and Louis XIV, the architects Le Mercier and *subsequently* Le Vau built the "Cour Carrée", four times the size of the former Renaissance courtyard. To the East, facing the city, a committee of architects, led by Perrault, planned the "*colonnade*". Poussin, Romanelli and Le Brun decorated the apartments and the "galleries". However, this golden age enjoyed by the Louver came to an abrupt end in 1678, when Louis XIV chose Versailles as his centre of power. The double palace remained incomplete for a long time. During the entire XVIIIth century, new projects contributed to the "Grand Dessein" of the Bourbons, which architects Gabriel and Soufflot are attempting to bring to perfection.

The "Grand Louver" constituted the realization of an earlier project, which involved devoting the entire Palace to the function of a museum, whilst modernizing and improving the presentation of the collections.

*Covering* an area of some 40 hectares right in the heart of Paris, on the right bank of the Seine, the Louver offers almost 60,000 m<sup>2</sup> of exhibition rooms *dedicated to* preserving items, representing 11 millennia of civilization and culture. The "Grand Louver" is also a cultural unit, which has a didactic role towards the public, a role, which it fulfils through lectures, audiovisual and interactive productions, and very many printed publications, which are available in the exhibition rooms or at the bookshop under the pyramid.

### Active Vocabulary

- 1) *fortress* – крепость
- 2) *bank* – берег реки
- 3) *barrier* – преграда, барьер
- 4) *obelisk* – обелиск
- 5) *renown* – известность
- 6) *succession* – последовательность, очередность
- 7) *medieval* – средневековый
- 8) *restoration* – реставрация
- 9) *excavation* – земляной, археологический
- 10) *basement* – подвал
- 11) *moat* – ров
- 12) *dungeon* – темница
- 13) *helmet* – шлем
- 14) *to scatter about* – разбрасывать по сторонам
- 15) *luxury* – роскошный
- 16) *façade* – фасад
- 17) *stage* – стадия, ступень, часть
- 18) *subsequently* – последовательно, друг за другом
- 19) *colonnade* – колоннада
- 20) *to cover* – покрывать
- 21) *to dedicate to* – посвящать кому-то, чему-то

### Exercises on the Text

Fill in the gaps with the words given below

1. Since the middle ages, its development has been quite exceptional, marked by both the major events of French history and the ... of architects and decorators who have left their mark on it.
  2. The ... work on the Cour Carrée and the ... work necessary for construction of the pyramid and the Carrousel area enabled archeological digs to be undertaken.
  3. Amongst the items discovered during these digs, one of the most remarkable is a parade ... belonging to Charles VI, which was reconstituted from the one hundred and sixty nine fragments, which were found ... .
  4. In 1528, François Ist had the "grosse tour" destroyed, and decided in 1546 to transform the former fortress into a ... residence.
  5. In the west, in a place known as the Tuileries, Catherine de Médicis had a huge ... built, which she left incomplete.
-

excavation, palace, luxury, helmet, restoration, scattered about, succession

Arrange the sentences in the right order

1. originally / Louver / international / the / it / sometimes / us / renown / of / museum / makes / that / was / designed / as / a / forget / the / palace
2. the / medieval / built / palace / century / at / King / fortress / Auguste / present / from / originates / the / which / the / XIIth / day / was / by / Philippe / the / end / of
3. the / in / of / visit / basement / structures / be / tours / will / the / henceforth / the / included / architectural
4. Jean / decorated / this / the / Goujon / and / wing / great / hall / façade / of / the / Renaissance
5. as / form / he / arrived / the / Henri IV / as / Paris / soon / 1594 / decided / in / join / palace / with / the / Tuileries / to / a / in / to / Louver / gigantic

Translate the following word expressions from Russian into English

1. правый берег реки
2. восстановительные работы
3. огромный дворец
4. роскошная резиденция
5. группа архитекторов

### Grammar Reference

*Простое настоящее время. Вопросительная форма. Отрицательная форма*

Complete the following sentences putting the verbs in brackets in Present Simple

1. Margaret (speak) four languages.
2. In Britain the banks usually (open) at 9.30 in the morning.
3. The City Museum (close) at 5 o'clock in the evening.
4. Tina is a teacher. She (teach) mathematics to young children.
5. My job is very interesting. I (meet) a lot of people.
6. Peter (wash) his hair twice a week.
7. Food is expensive. It (cost) a lot of money.
8. Shoes are expensive. They (cost) a lot of money.
9. Water (boil) at 100 degrees Celsius.
10. Julia and I are good friends. I (like) her and she (like) me.

Write the negative

1. I play the piano very well.
2. Jane plays the piano very well.
3. They know my phone number.
4. We work very hard.
5. He has a bath every day.
6. You do the same thing every day.

Write questions. Use the words in brackets + *do/does*. Put the words in the right order.

1. (where/live/your parents?)
2. (you/early/always/get up?)
3. (how often/TV/you/watch?)
4. (you/want/what/for dinner?)
5. (like/you/football?)
6. (your brother/like/football?)
7. (what/you/do/in the evenings?)
8. (your sister/work/where?)
9. (to the cinema/often/you/go?)
10. (what/mean/this word?)
11. (often/snow/it/here?)
12. (go/usually/to bed/what time/you?)

13. (how much/to phone New York/it/cost?)
14. (you/for breakfast/have/usually/what?)

## UNIT 7

### Warming Up

1. In what century was the Sistine Chapel built?
2. Where is it situated?
3. What and whom was the Sistine Chapel created for?
4. Which architectural style is presented in this building?
5. Can you imagine how the Sistine Chapel looks like?

### THE SISTINE CHAPEL

The Sistine Chapel was built between 1475 and 1483. Its basic feature is the *papal* function, as the pope's chapel and the location of the elections of new popes. It was consecrated and dedicated to the *Assumption* of the Virgin on 15 August 1483.

The chapel has no architectural distinction; it is *rectangular* and measures 40,93 meters long by 13,41 meters wide, i.e. the exact *dimensions* of the Temple of Solomon, as given in the Old Testament. It is 20,70 meters high and is roofed by a flattened barrel vault, with six tall windows cut into the long sides, forming a series of *pendentives* between them. The architectural plans were made by Baccio Pontelli and the construction was supervised by Giovannino de'Dolci. Later alterations modified the original *exterior*.

In 1481, Pope Sixtus IV *summoned* to Rome the Florentine painters Sandro Botticelli, Domenico Ghirlandaio and Cosimo Rosselli to decorate the walls with *frescoes*. According to Vasari, Luca Signorelli was also involved in the *decoration*. The painting of the walls took place over an astonishingly short period, barely eleven months, from July 1481 to May 1482. The ceiling was frescoed by Piero Matteo d'Amelia with a star-spangled sky.

Michelangelo was commissioned by Pope Julius Della Rovere in 1508 to repaint the ceiling; the work was completed between 1508 and 1512. He painted the Last Judgment over the *altar*, between 1535 and 1541, being commissioned by Pope Paul Farnese.

For great ceremonial occasions, the lowest portions of the sidewalls were covered with a series of *tapestries* depicting events from the Gospels and the Acts of the Apostles. These were designed by Raphael and woven in 1515-19 at Brussels.

The building in some respects can be considered as a personal monument to the Della Rovere family, since Sixtus IV saw to its actual construction and the frescoes beneath the vaults, and his nephew Julius II commissioned the ceiling decoration. Oak leaves and *acorns* abound, heraldic symbols of the family whose name means literally "from the oak."

The decoration of the chapel was cleaned and restored in recent decades. The project started with the fifteenth century frescoes in 1965. The restoration of the *lunettes*, the vault and the Last Judgment started in 1980 and was terminated in 1994. The restoration produced a spectacular result.

The walls are divided into three orders by horizontal *cornices*; according to the decorative program, the lower of the three orders was to be painted with "tapestries," the central one with two facing cycles – one relating the life of Moses (left wall) and the other the Life of Christ (right wall), starting from the end wall, where the altar fresco, painted by Perugino, depicted the Assumption of the Virgin, to whom the chapel was dedicated. The upper order is *endowed* with *pilasters* that support the pendentives of the vault. Above the upper cornice lunettes are situated the. Between each window below the lunettes, in *niches*, run images of the first popes – from Peter to Marcellus – who practiced their ministry in times of great persecution and were *martyred*.

The wall paintings were executed by Pietro Perugino Sandro Botticelli, Domenico Ghirlandaio, Cosimo Rosselli, Luca Signorelli, and their respective workshops, which included Pinturicchio, Piero di Cosimo and Bartolomeo Della Gatta.

A magnificent marble screen divided the *presbytery* from the *nave*, and there was an attractive *choir*. The marble screen, along with the *balustrade*, which decorates the *pulpit*, was created by the sculptors Mino da Fiesole, Andrea Bregno and Giovanni Dalmata. A marble *mosaic* floor of *exquisite* workmanship describes the processional *itinerary* up to and beyond the marble screen, to the innermost space, where it offers a surround for the papal throne and the cardinals' seats. Originally, the chapel was divided by the screen and the pattern of the floor mosaic into two equal parts – a nave for the *laity* and a presbytery for the clergy – but the screen in later years made the nave smaller and the presbytery much larger.

### Active Vocabulary

- 1) *papal* – папский
- 2) *Assumption* – Успение
- 3) *rectangular* – прямоугольный
- 4) *dimension* – измерение, размер
- 5) *pendentives* – паруса свода, купола
- 6) *exterior* – экстерьер, внешний вид
- 7) *to summon* – вызывать, звать
- 8) *fresco* – фреска
- 9) *decoration* – украшение, декорация
- 10) *altar* – алтарь
- 11) *tapestry* – гобелен
- 12) *acorn* – желудь
- 13) *lunette* – тимпан, круглое окно в крыше
- 14) *cornice* – карниз
- 15) *to endow* – наделять, заполнять
- 16) *pilaster* – пилястр
- 17) *niche* – ниша
- 18) *to martyr* – мучить, истязать
- 19) *presbytery* – пресвитерия
- 20) *nave* – неф
- 21) *choir* – хоры
- 22) *balustrade* – балюстрада
- 23) *pulpit* – кафедра
- 24) *mosaic* – мозаика, мозаичный
- 25) *exquisite* – изысканный
- 26) *itinerary* – маршрут, дорога, путь
- 27) *laity* – миряне

### Exercises on the Text

Decide whether the following statements are true or false

1. The Sistine Chapel was built between 1480 and 1483.
2. It is 20,70 meters high and is roofed by a flattened barrel vault, with eight tall windows cut into the long sides, forming a series of pendentives between them.
3. The ceiling was frescoed by Piero Matteo d'Amelia with a star-spangled sky.
4. The lower order is endowed with pilasters that support the pendentives of the vault.
5. A magnificent wooden screen divided the presbytery from the nave, and there was an attractive choir.

Translate the following word combinations from Russian into English

1. Успение Пресвятой Богородицы
2. точные размеры
3. листья дуба
4. горизонтальные карнизы



## 5. алтарная фреска

Find antonyms to the following words

- |               |             |
|---------------|-------------|
| 1. new        | a. public   |
| 2. exterior   | b. over     |
| 3. personal   | c. vertical |
| 4. beneath    | d. interior |
| 5. horizontal | e. old      |

### Grammar Reference

*Правильные и неправильные глаголы. Простое прошедшее время*

Complete the sentences. Use the verbs in the Past Simple

1. I (clean) my teeth three times yesterday.
2. It was hot in the room, so I (open) the window.
3. The concert (start) at 7.30 and (finish) at 10 o'clock.
4. When I was a child, I (want) to be a doctor.
5. The accident (happen) last Sunday afternoon.
6. It is a nice day today but yesterday it (rain) all day.
7. We (enjoy) our holiday last year. We (stay) at a very nice place.
8. Ann's grandfather (die) when he was 90 years old.

Complete these sentences with the verb in the negative

1. I saw Barbara but I ... Jane.
2. They worked on Monday but they ... on Tuesday.
3. We went to the post office but we ... to the bank.
4. She had a pen but she ... any paper.
5. Jack did French at school but he ... German.

Write questions with *Did...?*

1. I watched TV last night. And you?
2. I enjoyed the party. And you?
3. I had a good holiday. And you?
4. I finished work early. And you?
5. I slept well last night. And you?

### Role Play

You are an architect and a painter. Discuss the alterations you would like to make in the Sistine Chapel interior and exterior

UNIT 8

### Warming Up

1. What do you know about Saddam Hussein?
2. What is his native country?
3. What kind of person is he?
4. What religious confession does he belong to?
5. Have you ever heard about his palace?

SADDAM'S BABYLONIAN PALACE

From the ancient palace of Nebuchadnezzar to a lavish new palace for him, Saddam Hussein used architecture *to awe* and *intimidate*.

When Saddam Hussein rose to power in Iraq, he conceived a *grandiose* scheme to rebuild the ancient City of Babylon – Hussein said that Babylon's great palaces and the legendary hanging gardens of Babylon (one of the seven wonders of the ancient world) would rise from dust.

Like the *powerful* King Nebuchadnezzar II who conquered Jerusalem 2,500 years ago, Saddam Hussein would rule over the world's greatest empire. The vaulting ambition of Saddam Hussein found expression in vaulting, and often *pretentious*, architecture.

In 1982, Saddam's workers began reconstructing Babylon's most *imposing* building, the 600-room palace of King Nebuchadnezzar II. Archaeologists were *horrified*. Many said that to rebuild on top of ancient artifacts does not preserve history, but disfigures it. The original bricks, which rise two or three feet from the ground, bear ancient *inscriptions* praising Nebuchadnezzar. Above these, Saddam Hussein's workers laid more than 60-million sand-colored bricks inscribed with the words, "In the era of Saddam Hussein, protector of Iraq, who rebuilt civilization and rebuilt Babylon." The new bricks began to crack after only ten years.

*Adjacent* to Nebuchadnezzar's ancient palace and overlooking the Euphrates River, Saddam Hussein built a new palace for himself. Shaped like a *ziggurat* (stepped pyramid), Saddam's Babylonian palace is a *monstrous* hilltop fortress surrounded by miniature palm trees and rose gardens. The four-storey palace extends across an area as large as five football fields. Villagers told news media that a thousand people were evacuated to make way for this emblem of Saddam Hussein's power.

The palace, Saddam built, was not merely large, it was also *ostentatious*. Containing several hundred thousand square feet of marble, it became a showy confection of *angular* towers, arched gates, vaulting ceilings, and majestic stairways. Critics charged that Saddam Hussein's lavish new palace expressed exuberant excess in land where many died in poverty.

On the ceilings and walls of Saddam's palace, 360-degree *murals* depicted scenes from ancient Babylon. In the cathedral-like entryway, an enormous *chandelier* hung from a wooden *canopy* carved to resemble a palm tree. In the bathrooms, the *plumbing* fixtures appeared to be gold-plated. Throughout Saddam Hussein's palace, *pediments* were engraved with the ruler's initials, "SdH".

The role of Saddam Hussein's Babylonian palace was more symbolic than functional. When American troops entered Babylon in April 2003, they found little evidence that the palace had been occupied or used. Saddam's fall from power brought vandals and *looters*. The smoked glass windows were shattered, the furnishings removed, and architectural details – from *faucets* to light switches – had been stripped away.

Now, Saddam Hussein's Babylonian palace serves as a military *encampment* for Western troops. Mosquitoes buzz in through the broken windows. U.S. marines take refuge in two-man tents pitched inside the vast, empty rooms.

#### **Active vocabulary**

- 1) *to awe* – вызывать чувство благоговения
- 2) *to intimidate* – устрашать, вызывать страх
- 3) *grandiose* – грандиозный
- 4) *powerful* – влиятельный, могущественный
- 5) *pretentious* – вычурный
- 6) *to impose* – внушать
- 7) *to horrify* – приводить в ужас
- 8) *inscription* – надпись
- 9) *adjacent* – примыкающий, находящийся по соседству
- 10) *ziggurat* – в форме ступенчатой пирамиды
- 11) *monstrous* – чудовищный
- 12) *ostentatious* – показной, вычурный
- 13) *angular* – угловой
- 14) *mural* – фреска
- 15) *chandelier* – люстра

- 16) *canopy* – купол
- 17) *plumbing* – водопроводный
- 18) *pediment* – фронтон
- 19) *looter* – грабитель
- 20) *faucet* – водопроводный кран
- 21) *encampment* – военный лагерь

### Exercises on the Text

Find synonyms to the following words

- |                |                    |
|----------------|--------------------|
| 1. grandiose   | a. lavish          |
| 2. powerful    | b. ostentatious    |
| 3. pretentious | c. stepped pyramid |
| 4. ziggurat    | d. grand           |
| 5. exuberant   | e. mighty          |

Fill in the gaps with the words given below

1. From the ... palace of Nebuchadnezzar to a ... new palace for him, Saddam Hussein used architecture to ... and ... .
2. The ... ambition of Saddam Hussein found expression in vaulting, and often ... , architecture.
3. Many said that to rebuild on top of ancient ... does not preserve history, but ... it.
4. The four-storey palace ... across an area as large as five ... fields.
5. Containing several hundred thousand ... feet of marble, it became a showy ... of ... towers, arched gates, vaulting ceilings, and ... stairways.

-----  
awe, lavish, confection, pretentious, ancient, angular, vaulting, disfigures, extends, intimidate, football, square, majestic, artifacts

Match the beginnings of the sentences with their endings

- |  |   |
|--|---|
| 1. In 1982, Saddam's workers began reconstructing Babylon's most imposing building ... | a. ... bear ancient inscriptions praising Nebuchadnezzar.     |
| 2. The original bricks, which rise two or three feet from the ground ...               | b. ... exuberant excess in land where many died in poverty.   |
| 3. Adjacent to Nebuchadnezzar's ancient palace and overlooking the Euphrates River ... | c. ... the 600-room palace of King Nebuchadnezzar II.         |
| 4. Villagers told news media that a thousand people were evacuated ...                 | d. ... to make way for this emblem of Saddam Hussein's power. |
| 5. Critics charged that Saddam Hussein's lavish new palace expressed ...               | e. ... Saddam Hussein built a new palace for himself.         |

### Grammar Reference

*Настоящее продолженное время. Будущее продолженное время. Прошедшее продолженное время. Настоящее совершенное продолженное время*

Complete the sentences using Present Continuous

1. Please be quiet. I (work).
2. "Where is John?" "He is in the kitchen. He (cook)."
3. "You (stand) on my foot." "Oh, I am sorry."
4. Look! Somebody (swim) in the river.
5. We are here on holiday. We (stay) at the Central Hotel.

6. "Where is Ann?" "Sh is (have) a shower."
7. They (build) a new theatre in the city centre at the moment.
8. I (go) now. Goodbye.

What will be happening tomorrow at 3 o'clock? Write true sentences

1. (I / wash / my hair)
2. (it / snow)
3. (I / sit / on a chair)
4. (I / eat)
5. (it / rain)
6. (I / learn / English)
7. (I / listen / to music)
8. (the sun / shine)
9. (I / wear / shoes)
10. (I / read / a newspaper)

Put the verb into Past Continuous or Past Simple

1. A: What ... (you/do) when the phone ... (ring)?  
B: I ... (watch) television.
2. A: Was Jane busy when you went to see her?  
B: Yes, she ... (study).
3. A: What time ... (the post/arrive) this morning?  
B: It ... (come) while I ... (have) breakfast.
4. A: Was Margaret at work today?  
B: No, she ... (not/go) to work. She was ill.
5. A: How fast ... (you/drive) when the police ... (stop) you?  
B: I do not know exactly but I ... (not/drive) very fast.
6. A: ... (your team/win) the football match yesterday?  
B: No, the weather was very bad, so we ... (not/play).
7. A: How ... (you/break) the window?  
B: We ... (play) football. I ... (kick) the ball and it ... (hit) the window.
8. A: ... (you/see) Jenny last night?  
B: Yes, she ... (wear) a very nice jacket.
9. A: What ... (you/do) at 2 o'clock this morning?  
B: I was asleep.
10. A: I ... (lose) my key last night.  
B: How ... (you/get) into your room?  
A: I ... (climb) in through a window.

### Role Play

You are Saddam's personal architect. Discuss the plan of the future palace with your master

## UNIT 9

### Warming Up

1. What is the White House?
2. Do you know its exact address?
3. Can you describe the building?
4. Who was the first owner of the White House?
5. How many floors and rooms does it have?

### THE WHITE HOUSE

Many of American presidents have battled for the *privilege* to live at the nation's most *prestigious* address. Moreover, like the presidency itself, the home at 1600 Pennsylvania Avenue in Washington, D.C. has seen con-

flict, *controversy* and surprising transformations. Indeed, the elegant *porticoed* mansion we see today looks very different from the austere Georgian house designed two hundred years ago.

Originally, plans for a "President's Palace" were developed by artist and engineer Pierre Charles L'Enfant. Working with George Washington to design a capital city for the new nation, L'Enfant envisioned a *majestic* home approximately four times the size of the present White House.

At George Washington's suggestion, Irish-born architect James Hoban traveled to the federal capital and submitted a plan for the presidential home. Eight other architects also submitted designs, but Hoban won. The "White House" proposed by Hoban was a refined Georgian mansion in the Palladian style. Built of pale gray *sandstone*, it would have 3 floors and more than 100 rooms.

On Oct. 13, 1792, the *cornerstone* was laid. President Washington oversaw the construction, but he never lived in the presidential house. In 1800, when the home was almost finished, America's second president, John Adams and his wife Abigail moved in. Costing \$232,372, the house was considerably smaller than the grand palace L'Enfant had envisioned.

Only thirteen years after the house was completed, *disaster* struck. The War of 1812 brought *invading* British armies who set the house afire. James Hoban rebuilt it according to the original design, but this time the sandstone walls were painted white.

The next major renovation began in 1824. Appointed by Thomas Jefferson, designer and *drafter* Benjamin Henry Latrobe became "Surveyor of the Public Buildings" of the United States. He set to work completing the Capitol, the presidential home and other buildings in Washington D.C. It was Latrobe who added the *graceful* portico. This *pedimented* roof supported by columns transforms the Georgian home into a *neoclassical estate*.

Over the decades, the presidential home underwent many more renovations. In 1835, *running water* and *central heating* were installed. *Electric lights* were added in 1901. Although the building was often called the "White House," the name did not become official until 1902, when President Theodore Roosevelt adopted it.

Yet another disaster struck in 1929 – a fire swept through the West Wing. Then, after World War II, the two main floors of the building were *gutted* and completely renovated. For most of his presidency, Harry Truman was not able to live in the house.

Today, the home of America's president has 6 floors, 7 *staircases*, 132 rooms, 32 bathrooms, 28 *fireplaces*, 147 windows, 412 doors and 3 *elevators*.

Despite two hundred years of disaster, *discord* and remodeling, the original design of the immigrant Irish builder, James Hoban, remains intact – the sandstone exterior walls are original.

### Active Vocabulary

- 1) *privilege* – привилегия
- 2) *prestigious* – престижный
- 3) *controversy* – спор, разногласие
- 4) *portico* – галерея
- 5) *majestic* – волшебный
- 6) *sandstone* – песчаник
- 7) *cornerstone* – краеугольный камень
- 8) *disaster* – бедствие
- 9) *to invade* – захватывать
- 10) *drafter* – составитель документов
- 11) *graceful* – изящный
- 12) *pediment* – фронтон
- 13) *neoclassical estate* – неоклассическое поместье
- 14) *running water* – водопровод
- 15) *central heating* – центральное отопление
- 16) *electric lights* – электричество
- 17) *to gut* – разрушать

- 18) *staircase* – лестничный пролет
- 19) *fireplace* – камин
- 20) *elevator* – лифт
- 21) *discord* – разногласие

### Exercises on the Text

Translate the following word combinations from Russian into English

1. самый престижный адрес
2. поразительные изменения
3. армии захватчиков
4. первоначальный проект
5. внешняя сторона стен

Arrange the sentences in the right order

1. of / many / presidents / American / have / for / the / to / battled / live / at / privilege / the / prestigious / nation's / most / address
2. Washington's / the / federal / capital / suggestion / and / at / architect / submitted / a / traveled / plan / James / George / to / for / the / Irish-born / Hoban / presidential / home
3. James / according / to / painted / original / the / white / but / rebuilt / this / design / time / sandstone / the / walls / were / it / Hoban
4. this / roof / estate / by / columns / neoclassical / supported / the / transforms / Georgian / into / a / home / pedimented
5. the / the / over / presidential / renovations / decades / home / many / more / underwent

Find synonyms to the following words

- |                |              |
|----------------|--------------|
| 1. prestigious | a. perfected |
| 2. controversy | b. prestige  |
| 3. majestic    | c. chief     |
| 4. refined     | d. stately   |
| 5. major       | e. conflict  |

### Grammar Reference

*Настоящее совершенное время. Прошедшее совершенное время. Будущее совершенное время*

Complete the sentences in Present Perfect

1. "Can I have this newspaper?" "Yes, I (finish) with it."
2. I (buy) some new shoes. Do you want to see them?
3. "Where is Liz?" "She (go) out."
4. I am looking for Paula. ... you (see) her?
5. Look! Somebody (break) that window.
6. "Does Lisa know that you are going away?" "Yes, I (tell) her."
7. I cannot find my umbrella. Somebody (take) it.
8. I am looking for Sarah. Where ... she (go)?
9. I know that woman but I (forget) her name.
10. Sue is having a party tonight. She (invite) a lot of people.
11. What are you going to do? ... you (decide)?
12. "Where are my glasses?" "I do not know. I (not/see) them."

Complete the sentences in Past Perfect

1. He asked me if I (have) breakfast.
2. He now opened the low gate that he (swing) so often on as a small boy.
3. She was sure that he (lie) never to her before.
4. He knew that as a girl she (live) in Rome.

5. Jack chose the hotel. He (be) never there before but he (hear) his mother speak of it once. She (say) she (like) it.

6. He was pleased to meet Dave again. He (know) him for ten or eleven years, and they (play) tennis together in Paris.

7. He remembered how the ball (hit) squarely on the nose and the bleeding (not/stop) for three hours.

8. They (to be married) only a few months when they gave up living in London.

9. He glanced up and down the beach to see if he (leave) anything.

10. She realized that she was faint for food. She (eat) nothing since the picnic.

11. He quite forgot that Julian (to be divorced) for some time.

Complete the sentences in Future Perfect

1. If you come back in about twenty minutes, Alec and I (have) our talk.

2. You'd better ring me back in half an hour. By then I (find) the letter.

3. I (finish) my work by the time you come.

4. ... you (take) all your exams by the end of January?

5. The work (to be done) by the time he is back.

### Role Play

You are the US President. Discuss the plan of your future home with your personal architect.

## UNIT 10

### Warming Up

1. What does a typical classroom of our days look like?

2. Which features of an ideal school can you name?

3. Do you think well-equipped classrooms play an important role in the process of studying?

4. Why do teachers use visual aids in their presentations?

5. When a pupil, did you pay attention to the furniture in your classroom?

### COMPUTERS ARE REVOLUTIONIZING THE WAY WE TEACH AND LEARN. WILL THEY ALSO CHANGE THE WAY WE DESIGN OUR SCHOOLS?

The scene is *familiar*: a teacher stands at the front of a room. Children sit in the center, their seats arranged in rows or *semicircles*.

There is a chalkboard, a wall map and a globe. This could be a classroom in 1995 or 1895, or even 1795. Although the details may *vary*, school design has seen few changes in the past two hundred years.

What happens when you add a computer to this scene? A printer? A scanner, a video monitor, a telecommunication system? Designing a technologically rich school for the new century means more than simply plugging in the *equipment*. Computer networking, video conferencing and new approaches to learning make traditional classroom configurations *impractical*. The schools of tomorrow may take on shapes that will seem *foreign* to us today.

What will these new schools look like? Architects, engineers and educators describe exciting *possibilities*.

A growing body of research has linked student achievement and behavior to the physical building conditions and *overcrowding*. Good *facilities* appear to be an important precondition for student learning. However, according to government reports, schools in the United States need much work.

Schools of the twenty-first century will provide a technologically rich environment, say architects, engineers and educators. Here is a peek into the future, according to prototypes developed by the National Center for Supercomputing *Applications* (NCSA).

In tomorrow's classrooms, students no longer need to face a podium, teacher's desk or writing board. Learning stations are distributed along walls, in island *clusters* or in zigzag patterns. For small study groups, workspaces are triangular rather than square. Rooms are wheelchair friendly with wide, unobstructed *passageways* and low handles and switches.

This futuristic classroom resembles a television studio with two monitors, three cameras and related equipment. One of the monitors displays presentation broadcast within the school building, while the other displays students and teachers at other locations – anywhere in the world. The television cameras are directed at students and the teacher, or focus on *visual aids* used in teacher presentations. Bright overhead spotlights *enhance* the quality of video *transmission*.

Flush *mounted* microphones on student desks assure that everyone can hear and be heard. Materials used for walls, ceilings and floors are especially chosen to optimize voice clarity. Echoing linoleum hallways are *outdated*.

In the school of the future, there are no computer labs with rows of monitors and miles of *tangled* cables. Electrical *outlets* and communication ports are strategically located throughout the building. Wide *conduits* inside walls and beneath floors accommodate wires and cables.

More than ever, school design is modular. Rooms are added to, divided and reconfigured as the curriculum changes and technologies evolve. Portable carts allow computers to move freely throughout the building. Movable partitions permit teachers to shift from small to large group activities. Moreover, since furniture design is standardized, workstations may be moved and reassembled anywhere in the building.

No one knows what the future will bring. New technologies and revised theories of teaching could make the best-laid plans obsolete. Nevertheless, interesting innovations are already making their way into classrooms being built today.

### Active Vocabulary

- 1) *familiar* – обычный, знакомый
- 2) *semicircle* – полукруг
- 3) *to vary* – изменяться
- 4) *equipment* – оборудование
- 5) *impractical* – непрактичный
- 6) *foreign* – незнакомый, чужой, иностранный
- 7) *possibility* – возможность
- 8) *overcrowding* – переполнение, большое скопление людей
- 9) *facilities* – удобства, приспособления
- 10) *application* – применение
- 11) *cluster* – группа, скопление
- 12) *passageway* – проход, коридор
- 13) *visual aids* – наглядные пособия
- 14) *to enhance* – увеличивать, усиливать
- 15) *transmission* – передача данных, транслирование
- 16) *to mount* – устанавливать, монтировать
- 17) *outdated* – устаревший
- 18) *to tangle* – запутывать, перепутывать
- 19) *outlet* – выходное отверстие
- 20) *conduit* – изоляционная трубка

### Exercises on the Text

Arrange the sentences in the right order

1. of / to / today / the / seem / tomorrow / will / schools / foreign / us
2. important / for / learning / appear / good / student / an / facilities / precondition / to / be
3. than / groups / are / for / triangular / small / spaces / rather / study / square / work
4. walls / cables / wide / floors / inside / and / wires / conduits / beneath / accommodate / and
5. future / knows / bring / no / wait / one / the / will



Translate the following word combinations from Russian into English

1. казаться незнакомым
2. хорошее оборудование
3. телевизионная студия
4. улучшить качество
5. мобильные компьютерные столы

Decide whether the following statements are true or false

1. In a futuristic classroom students will have to face their teacher's desk all the time.
2. Learning stations are distributed along walls, in island clusters or in zigzag patterns.
3. Work spaces are square for small study groups.
4. Rooms are wheelchair friendly with narrow, obstructed halls and high handles and switches.
5. A classroom of tomorrow will resemble a television studio.

### **Grammar Reference**

*Страдательный залог простых времен*

Correct these sentences

1. This house built 100 years ago.
2. Football plays in most countries of the world.
3. Why did the letter send to the wrong address?
4. A garage is a place where cars repair.
5. Where are you born?
6. How many languages are speaking in Switzerland?
7. Somebody broke into our house but nothing stolen.
8. When was invented the bicycle?

Complete the sentences. Use Passive (Present or Past)

1. The room (clean) every day.
2. I saw an accident yesterday. Two people (take) to hospital.
3. Paper (make) from wood.
4. There was a fire at the hotel last week. Two of the rooms (damage).
5. "Where did you get this picture?" "It (give) to me by a friend of mine."
6. Many American programmes (show) on British television.
7. "Did Jim and Sue go to the wedding?" "No, they (invite) but they did not go."
8. "How old is this film?" "It (make) in 1965."
9. My car (steal) last week but the next day it (find) by the police.

Complete the sentences. Use Future Passive

1. The house (lock up) for the summer and it (look after) by the gardener.
2. You (give) new instructions before you leave.
3. All your words (take) down.
4. Bell (look on) as a sweet-tempered young man.
5. Tomorrow no reference (make) to this scene.

### **Role Play**

Do you like your classrooms? Compare classrooms at school with those at the University.

## **UNIT 11**

### **Warming Up**

1. What does a typical modern kitchen look like?
2. What are kitchens usually used for nowadays?
3. Have you ever heard about Feng Shui?
4. Do you know any regulations of this ancient Asian art?
5. Do you agree that the role of the kitchen in family life has changed?

### **KITCHENS COME FIRST IN THE ANCIENT ASIAN ART, FENG SHUI**

In Feng Shui, the kitchen represents *nourishment* and *prosperity*; after all, it is human nature to associate food and nutrition with nurturing and *sustenance*. Believers in Feng Shui say that how you design and decorate the kitchen can influence your prosperity and health.

The first thing to bear in mind when considering any Feng Shui advice is that *ultimately*, Feng Shui is a complex practice with several different schools, and the recommendations will vary from school to school and from one practitioner to another. So too, advice will differ depending upon the *unique* home - and the unique people living in it. Despite the fact that different schools may have *diverse* views on some topics, there are basic Feng Shui principles that apply to all kitchens.

The first thing to consider when looking at the kitchen is its placement in terms of the whole house. We cannot always decide where each room in a house or apartment will be in relation to the others, but if you are working with new construction or doing extensive *renovations*, ideally the kitchen will be in the back of the house, at least behind centerline of house.

In any case, it is better if you do not see the kitchen immediately upon entering the house, as this can *portend digestive*, nutritional, and eating problems. Having the kitchen at the entry point can also mean that guests will come over, eat, and then leave immediately, and such a placement can also *encourage* the inhabitants to eat all the time.

But if your kitchen is in the front of the house, do not panic; there are *remedies* that can take care of this. Use this as an opportunity to get creative. Try hanging *sheer* or *beaded* curtains over the kitchen door. Or, install *louvered* doors. Another idea is to provide something delightfully eye-catching across a hall or in a vestibule near the kitchen. That way, attention is *diverted* from the busy kitchen.

It is very important for the cook to be in a "commanding position" when at the stove. The cook should be able to clearly see the doorway without turning away from the stove. *Renovating* a kitchen can be particularly *challenging*. Many modern kitchens have the range facing the wall. Some Feng Shui consultants recommend an easy solution: hang something reflective, such as a mirror or a shiny sheet of decorative aluminum, over the stove. The reflective surface can be any size, but the bigger it is, the more powerful the correction will be.

For a more dramatic solution, consider installing a cooking island. Placing the stove in a central island allows the cook to see the entire room, including the doorway. Cooking islands have become a popular *trend* in kitchen design. According to Guita Behbin, owner of "Duramaid Industries" (a kitchen and bath design and renovation company) many customers want their kitchens to flow into an open space, or "Great Room", that includes a living and dining area. Designing a kitchen around a cooking island will help keep the cook involved in whatever is happening in that Great Room, whether it is clever before-dinner conversation or hearing about a child's English homework.

Feng Shui-inspired kitchen design dovetails with the contemporary trend toward "group cooking." Instead of isolating the cook, families and guests often gather in the kitchen and *participate* in the meal preparation. Also, busy working couples use dinner preparation as an important time to *unwind* together.

### Active Vocabulary

- 1) *nourishment* – питание, пища
- 2) *prosperity* – процветание, благосостояние
- 3) *sustenance* – насыщение, питательность
- 4) *ultimately* – в конечном счете
- 5) *unique* – особенный, необычный
- 6) *diverse* – разнообразный
- 7) *renovation*- преобразование, переделывание
- 8) *to portend* – предвещать, вызывать
- 9) *digestive* – пищеварительный
- 10) *to encourage* – поощрять
- 11) *remedy* – лекарство, средство, способ
- 12) *sheer* – прозрачный
- 13) *to bead* – украшать бусами, расшивать бисером
- 14) *louvered* – заделанный с помощью жалюзи
- 15) *to divert* – отвлекать внимание
- 16) *to renovate* – переделывать, улучшать
- 17) *to challenge* – провоцировать
- 18) *trend* – тенденция, направление
- 19) *to participate* – принимать участие
- 20) *to unwind* – успокоиться

### Exercises on the Text

Arrange the sentences in the right order

1. gather / and / instead / preparation / the / often / of / in / the / cook / the / isolating / and / guests / families / in / participate / meal / kitchen
2. is / house / don't / if / the / kitchen / of / panic / front / your / the / in
3. see / be / cook / the / stove / able / without / to / from / should / turning / clearly / away / doorway / the / the
4. any / surface / size / the / be / reflective / can
5. the / wall / modern / the / have / many / kitchens / facing / range

Translate the following word combinations from Russian into English

1. простое решение
2. отражающая поверхность
3. распространенная тенденция
4. открытое пространство
5. серьезные изменения

Decide whether the following statements are true or false  
Feng Shui principles include the following ones:

1. The kitchen represents starvation and decay.
2. Your kitchen design influences your prosperity.

3. It is very important for the cook to be in a "commanding position" when at the stove.
4. Hang some dark object over the stove.
5. Create a "cooking island" in your kitchen.

## Grammar Reference

### *Придаточные предложения*

Use your own ideas to complete these sentences

1. I am going to the concert if ...
2. If you do not hurry ...
3. I do not want to go swimming if ...
4. If you go to bed early tonight ...
5. Turn the television off if ...
6. Tina will not pass her exams if ...
7. If I have time tomorrow ...
8. We can go to the beach tomorrow if ...

Complete the sentences

1. I do not know the answer. If I ... the answer, I'd tell you.
2. I have a car. I could not travel very much if I ... a car.
3. I do not want to go out. If I ... to go out, I'd go.
4. We have not got a key. If we ... a key, we could get into a house.
5. I am not hungry. I would have something to eat if I ... hungry.
6. Sue enjoys her work. She wouldn't do it if she ... it.
7. You cannot drive. If you ... drive, I would lend you my car.
8. He speaks too fast. I could understand him better if he ... more slowly.
9. I have a lot to do today. If I ... so much to do, we could go out.

Put in *who* or *which*

1. I met a woman ... can speak six languages.
2. What is the name of the woman ... lives next door?
3. What is the name of the river ... flows through the town?
4. Where is the picture ... was hanging on the wall?
5. Do you know anybody ... wants to buy a car?
6. You always ask questions ... are difficult to answer.
7. I have a friend ... is very good at repairing cars.
8. I think everybody ... went to the party enjoyed it very much.
9. Why does he always clothes ... are too small for him?

## Role Play

Your friend is a Feng Shui fanatic. But your point of view is quite different. Share your ideas about this ancient Asian art.

## UNIT 12

### **Warming Up**

1. Which siding material is the most popular nowadays?
2. Do you like vinyl siding?
3. What is the synonym of "vinyl"?
4. What is vinyl made from?
5. Is this siding permanent? What do you think?

### **BUILDERS LOVE IT, ENVIRONMENTALISTS HATE IT. WHAT IS THE TRUTH?**

The advertisements seem so *enticing*. Install vinyl siding, they say, and you will never have to paint your house again. Unlike wood or *cedar*, this *durable* plastic will not rot or flake. Vinyl is available in several dozen colors, and can mimic architectural details that were once made from wood.

It is no wonder that vinyl has become the most popular siding material in the United States and is quickly gaining momentum around the world. But wait! What the ads don't tell you can cost you dearly. Before you install vinyl siding over wood *clapboard* or cedar shingles, consider these important factors.

#### 1. Health Concerns.

Vinyl is made from PVC (polyvinyl chloride), plastic resin that is known to cause *cancer* in humans. Although vinyl may be safe while it is on your home, many scientists believe that manufacturing and disposing vinyl is *hazardous* to our health and to the environment. Accidental fires in vinyl sided buildings are more dangerous because vinyl produces toxic *fumes* when heated. In addition, doctors are reporting a high incidence of *neurological* damage, respiratory problems, liver and kidney failure, birth defects, and cancer among people who work in or live near factories where vinyl is produced.

#### 2. Durability.

Advertisements often imply that vinyl siding is permanent. It is true that vinyl will last a very long time. In extreme weather, however, vinyl is less durable than wood and *masonry*. Violent wind can get underneath the thin sheets of vinyl siding and lift a panel from the wall. Windblown debris and strong hail can *puncture* vinyl. New developments are making vinyl is stronger and less brittle, but the thin plastic sheets will still crack or break if struck by a lawn mower or snow blower. Damage cannot be patched; you will need to replace a panel.

#### 3. Maintenance.

Wood must be painted or stained, but vinyl siding needs only a yearly washing to maintain its fresh appearance. Keep in mind, however, that window *sashes* and wooden trim will still require *routine* painting, and ladders leaning against the house can scuff or crack the vinyl siding. Any moisture trapped beneath the vinyl siding will accelerate rot, promote mold and mildew, and invite insect *infestations*. Left uncorrected, dampness in the walls will cause wallpaper and paint inside the house to blister and peel. Roof leaks, faulty gutters, or other sources of moisture should be repaired immediately. Vinyl siding may not be a wise option for an older home with a chronically damp cellar.

#### 4. Energy Conservation.

Be wary of a vinyl salesperson who promises lower energy bills. A thin vinyl panel cannot provide significant *insulation*. Regardless of the type of siding you choose, you may want to install additional insulation inside the walls.

#### 5. Color.

Vinyl is available in more colors than ever before, and new vinyl siding does not fade as quickly as older vinyl. Also, the pigmentation is baked through instead of applied to the surface, so vinyl will not show scratches. Nevertheless, depending on the quality of vinyl you buy, expect some fading after five years or so. If a panel is damaged, the replacement panel might not match. For most homeowners, this is not a practical option. If you grow weary of the color, you will need to install new siding.

#### 6. Historic Preservation.

With a careful installation of a better-quality vinyl, the siding will truly fool the eye. Yet no matter how closely vinyl resembles wood, any *artificial* siding will diminish the historic *authenticity* of an older home. In many cases, the original trim and ornamental details are covered or removed. In some installations, the original clapboard is completely removed or seriously damaged. Vinyl siding will always alter the overall *texture* and proportions of the house, changing the depth of moldings and replacing natural wood grain with factory-made *embossed* patterns.

## 7. Property Values.

As the quality and variety of vinyl improves, acceptance is growing. For new construction, vinyl is becoming the norm. On the other hand, many home shoppers still *perceive* vinyl as a tacky shortcut or a cover-up for possible problems. Homes built before 1940 lose their historic appeal when their authentic siding is covered. Before you install vinyl over wood clapboard or cedar shingles, look closely at home sales in your neighborhood and ask realtors how vinyl siding will affect the value of your home.

### Active Vocabulary

- 1) *to entice* – привлекать, соблазнять
- 2) *cedar* – кедр
- 3) *durable* – надежный, крепкий
- 4) *clapboard* – доска
- 5) *cancer* – рак
- 6) *hazardous* – опасный
- 7) *fume* – испарение, дым
- 8) *neurological* – неврологический
- 9) *masonry* – кирпичная кладка
- 10) *to puncture* – проткнуть, пробить, продырявить
- 11) *sash* – оконная рама
- 12) *routine* – привычный, обычный, рутинный
- 13) *infestation* – инвазия
- 14) *insulation* – изоляция
- 15) *artificial* – искусственный, вымышленный
- 16) *authenticity* – оригинальность, достоверность, подлинность
- 17) *texture* – текстура
- 18) *to emboss* – чеканить, пышно украшать
- 19) *to perceive* – воспринимать, считать, полагать

### Exercises on the Text

Decide whether the following statements are true or false

1. Vinyl is available in several hundred colors, and can mimic architectural details that were once made from wood.
2. Vinyl is made from PVC (polyvinyl chloride), plastic resin that is known to cause TB in humans.
3. Accidental fires in vinyl sided buildings are more dangerous because vinyl produces toxic fumes when heated.
4. In extreme weather, however, vinyl is more durable than wood and masonry.
5. Any moisture trapped beneath the vinyl siding will diminish rot, promote mold and mildew, and invite insect infestations.

Fill in the gaps with the words given below

1. Unlike wood or cedar, this ... plastic will not rot or flake.
2. It is no wonder that vinyl has become the most popular siding material in the United States and is quickly gaining ... around the world.
3. Although vinyl may be safe while it is on your home, many scientists believe that manufacturing and disposing vinyl is ... to our health and to the environment.
4. New developments are making vinyl is stronger and less brittle, but the thin plastic sheets will still crack or break if struck by a lawn ... or snow ... .
5. With a careful installation of a better-quality vinyl, the siding will truly ... the eye.

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blower, hazardous, fool, momentum, durable, mower

Translate the following word combinations from Russian into English

1. надежный пластик
2. имитировать архитектурные детали
3. опасный для здоровья
4. инвазия насекомых
5. дополнительная изоляция

### Grammar Reference

*Согласование времен. Косвенная речь. Герундий и инфинитив*

Use the required forms in the following sentences, observing the rules of the sequence of tenses

1. He hastened back home in the hope that the guests (not to go) all yet.
2. Well, I do not think I ever (to see) you before.
3. She ended by saying that she (to think) she (to make) a mistake.
4. She knew what (to go) on in their minds.
5. She felt that her father (not to want) to disturb her.
6. She had telephoned her husband to the office to say that her brother (to return) from abroad.
7. An old friend rang up to ask if they (to have) a good time in Italy, how Elizabeth (to feel), and whether she (can) go with his wife to a concert on Sunday morning.
8. I could see that he (to be) glad that the talk (to turn) to a new subject.
9. It is odd that they both (to turn) up there about the same time.

Transfer these sentences to the reported speech

1. The expert said, "There is a similarity between the two projects."
2. The manager said to his colleagues, "We must look for new outlets for our goods."
3. The airhostess says, "The plane is landing."
4. "How much time is left?" he asked.
5. She asked, "How far is the bus stop?"
6. "How long will it take you to make preliminary arrangements?" we asked him.
7. He asked, "Is it true?"
8. He asked me, "Is it very frosty outside?"
9. "Is it true that the match has been cancelled?" he asked her.

Choose between the infinitive and the gerund in the following sentences

1. I seem ... my life saying good-bye. (to spend)
2. I left the clothes lying wherever they happened ... . (to fall)
3. She waited while Johnson went round ... hands with everybody. (to shake)
4. When they chanced ... she always gave him a friendly smile. (to meet)
5. As I stood ... on the corner of the street, Gerald Sutton came by. (to wait)
6. Carol sat ... the side of her glass. (to stroke)
7. I happened ... into her in the library. (to run)
8. Then a cricket ball came ... through the window and rolled underneath the piano. (to smash)
9. The print seemed ... before his eyes. (to blur)

### Role Play

You want to buy vinyl siding for your house. Discuss your choice with the shop-assistant.

## GRAMMAR REFERENCE

### UNIT 1

## ПОРЯДОК СЛОВ В АНГЛИЙСКОМ ПРЕДЛОЖЕНИИ

В отличие от русского языка, порядок слов в предложении в английском языке задан относительно жестко, поскольку он является одним из основных средств выражения отношений между словами. В английском языке выделяют четыре типа предложений.

1) *Повествовательное предложение:*

Victor drew up an invoice. – Виктор выписал счет.

2) *Отрицательное предложение:*

Victor did not draw up an invoice. – Виктор не выписывал счета.

3) *Вопросительное предложение:*

Did Victor draw up an invoice? – Выписал ли Виктор счет?

4) *Побудительное предложение:*

Draw up an invoice, please. – Выпишите, пожалуйста, счет.

В отличие от русского языка, в английском языке в первых трех типах предложений обязательно должны присутствовать как подлежащее, так и сказуемое, причем в утвердительных и отрицательных предложениях вначале идет подлежащее, а затем сказуемое:

<i>Подлежащее</i>	<i>Сказуемое</i>	
I	did not sign	the contract

(Я не подписывал контракта).

It	is cold	in here.
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(Здесь холодно).

They	are	from Kiev.
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(Они из Киева).

В утвердительных и отрицательных предложениях остальные члены предложения располагаются обычно в следующем порядке:

<i>подлежащее</i>	<i>сказуемое</i>	<i>дополнение</i>	<i>обстоятельство</i>
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Обстоятельства времени, места и образа действия употребляются чаще всего в конце предложения. Однако обстоятельство времени может употребляться и в начале предложения:

I sent the letter *by fax*. – Я отправил письмо по факсу.

The Parties introduced additions *into the contract*. – Стороны внесли дополнения в контракт

*Yesterday* we received five letters. – Вчера мы получили пять писем.

He will open a letter of credit *tomorrow*. – Он откроет аккредитив завтра.

*In 1988*, Mr. Brown worked *in Ukraine*. – В 1988 году м-р Браун работал на Украине.

Косвенное дополнение (отвечает на вопрос *кому?*) стоит в предложении перед прямым дополнением (отвечает на вопросы *кого?* *что?*):

Give him the documents. – Дай ему документы.

I often send Mr. Brown faxes. – Я часто отправляю факсы м-ру Брауну.

Косвенное дополнение может стоять в предложении и после прямого дополнения, если оно имеет при себе предлог *to*:

Send this letter *to Mr. Brown*. – Отправь это письмо м-ру Брауну.

I wrote this letter *to you*. – Я написал это письмо Вам.

Do not give this document *to him*. – Не давай ему этот документ.

## ИМЯ СУЩЕСТВИТЕЛЬНОЕ (THE NOUN)

В английском языке имя существительное имеет два числа – *единственное (Singular)* и *множественное (Plural)* – и два падежа – *общий (The Common Case)* и *притяжательный (The Possessive Case)*.

1. Образование множественного числа имен существительных.

Множественное число имен существительных образуется путем прибавления окончания *-s* к имени существительному в единственном числе:

bill – bills	счет – счета
buck – bucks	доллар – доллары ( <i>разг.</i> )
payment – payments	платеж – платежи

Окончание *-s* произносится как [s] после глухих согласных и как [z] после гласных и звонких со-



гласных.

Если имя существительное оканчивается на *-s, -ss, -eh, -ch, -o* (с предшествующей согласной) и *-x*, то его множественное число образуется путем прибавления окончания *-es*:

expense – expenses	расход – расходы
tax – taxes	налог – налоги
address – addresses	адрес – адреса
branch – branches	отрасль – отрасли
loss – losses	убыток – убытки
dish – dishes	тарелка – тарелки
hero – heroes	герой – герои

Окончание *-es* после *s, ss, x, sh, ch, ce, se, ze, ge* произносится как [iz].

Если имя существительное оканчивается на *-y* с предшествующей гласной, то его множественное число образуется по обычному правилу, путем прибавления окончания *-s*. Если имя существительное оканчивается на *-y* с предшествующей согласной, то его множественное число образуется путем прибавления окончания *-es* с заменой *-y* на *-i*:

delivery – deliveries	поставка – поставки
duty – duties	пошлина – пошлины

Существительные, оканчивающиеся на *-f, -fe*, образуют множественное число с заменой *f* на *u*:

leaf – leaves	лист – листья
life – lives	жизнь – жизни

Однако из этого правила существует ряд исключений: *chief – chiefs, roof – roofs* и др.

Некоторые существительные образуют множественное число не по правилам:

man – men	мужчина – мужчины
woman – women	женщина – женщины
businessman – businessmen	бизнесмен – бизнесмены
child – children	ребенок – дети
fish – fish	рыба – рыбы
foot – feet	нога – ноги
foot – foot	фут – футы (30, 48 см)
sheep – sheep	овца – овцы
deer – deer	олень – олени
quid – quid	фунт стерлингов – фунты стерлингов ( <i>разг.</i> )

Ряд существительных греческого и латинского происхождения сохраняют свою исходную форму множественного числа:

quantum – quanta	часть – части
thesis – theses	тезис – тезисы
appendix – appendices	приложение – приложения
index – indices	индекс – индексы и др.

Во всех случаях, когда существительное образует множественное число не по правилам, в словарях приводится форма множественного числа таких существительных.

Ряд существительных, таких как *news* (новость), *works* (завод, производственное помещение), *means* (способ, средство), *series* (ряд, серия) и др., а также названия наук и учебных предметов: *economics* (экономика), *mechanics* (механика), несмотря на формальные признаки множественного числа, употребляются в единственном числе. Существительное "экономика" в значении "экономика страны" (в отличие от названия науки) переводится на английский язык словом *economy* и образует множественное число по обычным правилам:

economy of the USA	экономика США
economies of western countries	экономики западных стран

Если существительное *people* употребляется в значении "люди", то оно не образует формы множественного числа, однако с глаголом-сказуемым согласуется во множественном числе.

A lot of *people* like music. – Многие люди любят музыку.

В случае же, если это существительное употребляется в значении "народ", то оно согласуется с глаголом-сказуемым в единственном числе и может образовывать множественное число.

The *people* of Ukraine wants to live at peace with other *peoples*. – Народ Украины хочет жить в мире с другими народами.

## 2. Падежи имен существительных

Имена существительные в общем падеже выполняют в предложении различные функции: подлежащего, именной части сказуемого, обстоятельства, прямого и косвенного дополнений. Существительные в общем падеже не имеют никаких окончаний, и их отношения с другими словами в предложении определяются их местом в предложении, а также предлогами.

The CEO is expecting the Marketing Manager at his office. – Исполнительный директор ожидает менеджера по вопросам маркетинга в своем офисе.

Имя существительное в притяжательном падеже отвечает на вопрос *whose?* (*чей?*) и выполняет в предложении функцию определения. Притяжательный падеж имен существительных в единственном числе образуется путем прибавления к имени существительному окончания – 's. Притяжательный падеж имен существительных во множественном числе образуется путем прибавления только апострофа –':

manager's letter	письмо менеджера
managers' letters	письма менеджеров
expert's opinion	мнение эксперта
experts' opinion	мнение экспертов

*Но:*

businessmen's guide	путеводитель для бизнесменов
women's magazine	женский журнал

Окончание притяжательного падежа произносится по тем же правилам, что и окончание множественного числа имен существительных.

Если существительное в единственном числе оканчивается на -s или -x, то притяжательный падеж можно образовывать двумя способами:

*Mr. Tufts's fax* или *Mr. Tufts' fax*

Однако в и том и в другом случае это окончание произносится как [iz]. Притяжательный падеж образуют:

а) *существительные, обозначающие одушевленные предметы:*

my secretary's mistake	ошибка моего секретаря
Mr. Mark's office	офис м-ра Марка

б) *существительные, обозначающие время и единицы времени:*

hour (час), day (день), month (месяц), year (год), morning (утро) и т.п., а также наречия времени: yesterday (вчера), today (сегодня), tomorrow (завтра):

hour's delay	часовая задержка
today's letters	сегодняшняя корреспонденция
tomorrow's delivery	завтрашняя поставка

в) *существительные, обозначающие названия городов, стран, а также существительные типа:* world (мир), earth (земля), country (страна), city (город) и др.:

the world's best	лучший в мире
Ukraine's businessmen	украинские бизнесмены
the earth's axis	земная ось

Функцию притяжательного падежа также может выполнять предлог *of*:

my secretary's mistake	a mistake of my secretary
Mr. Mark's office	the office of Mr. Mark

## АРТИКЛИ (THE ARTICLES)

Неопределенный артикль (*a/an*) употребляется:

а) перед исчисляемыми существительными в единственном числе при обозначении принадлежности их к какому-либо классу (с глаголами *to be*, *to become*, *to see*, *to have* (*got*), с оборотом *there is*, с предлогом *as*):

He is a sales representative. – Он работает торговым представителем.

John became a President of a big company. – Джон стал президентом большой компании.

Victor works as a manager. – Виктор работает менеджером.

There is a letter on the table. – На столе лежит письмо.

I see a car. – Я вижу автомобиль.

б) в выражениях; указывающих цену за единицу товара, удельный вес, скорость, частоту:

five dollars a pound                    пять долларов за фунт

two miles an hour                    две мили в час

Our company concludes two contracts a day. – Наша компания заключает по два контракта в день.

в) в словосочетаниях, таких как: *a lot of* (много), *a few*, *a little* (немного), а также со словами, обозначающими количество: *a hundred* (сотня), *a thousand* (тысяча), *a dozen* (дюжина) и т. п.

г) перед исчисляемыми существительными в единственном числе, которые определяются такими наречиями, как: *quite*, *such*, *rather*:

Helen is quite *an* inexperienced secretary. – Хелен еще совсем неопытный секретарь.

This is rather *a* difficult problem. – Это довольно сложный вопрос.

Определенный артикль (*the*) употребляется:

а) перед существительными в единственном и множественном числе в том случае, если либо из предыдущего контекста, либо из информации, имеющейся у собеседников, понятно, о каком конкретно предмете идет речь:

I sent you a letter. – Я посылал Вам письмо.

I would like to know your reaction on the letter. – Я хотел бы узнать Вашу реакцию на это письмо.

Did you see the contracts we signed yesterday? – Не видели ли Вы контрактов, которые мы подписали вчера?

б) перед существительными, являющимися единственными в данных обстоятельствах, либо представляющими один из предметов данного класса:

Close *the* window. – Закрой окно.

*The* director wants to see you. – Директор хочет Вас видеть.

*The* airplane is *the* fastest way of transportation. – Самолет – самый быстрый способ транспортировки грузов.

в) перед прилагательными в превосходной степени и порядковыми числительными:

*the* best way                                    лучший способ

*the* first of January                        первое января

г) после словосочетаний *one of*, *some of*, *each of*, *most of* и обычно после слов *all*, *both*:

one of the letters                        одно из писем

each of the contracts                    каждый контракт

all the companies                        все компании

д) перед названиями рек, морей, океанов; гор, а также названиями стран, основным элементом является нарицательное существительное (*state*, *commonwealth* и т.п.): *the Dnepr* (Днепр), *the Black Sea* (Черное море), *the Pacific Ocean* (Тихий океан), *the USA* (США), *the CIS* (СНГ) и др.

е) в ряде устойчивых словосочетаний: *in the street* (на улице), *in the morning* (по утрам), *in the evening* (по вечерам), *the same* (тот же самый), *the following* (следующий), *the next* (в знач. "следующий по порядку"), *the last* (в знач. "последний") и т.п.

Артикли не употребляются:

а) перед исчисляемыми существительными во множественном числе при обозначении принадлежности их к какому-либо классу:

They are sale representatives. – Они работают торговыми представителями.

б) с абстрактными существительными и неисчисляемыми существительными в общем значении:

This work does not give me satisfaction. – Эта работа не дает мне удовлетворения.

Time is money. – Время – деньги.

в) перед словами *next* (в значении "будущий") и *last* (в значении "прошлый"):

next year                                    в будущем году

last year                                    в прошлом году

г) с большинством названий улиц, городов, стран: *Wall Street*, *Kiev*, *New-York*, *England* и т. п.

д) перед существительными, стоящими перед именами и фамилиями людей: *Colonel Smith*, *Mr. White*, *Miss Jane* и т.п.

е) в ряде устойчивых словосочетаний: *in time* (вовремя), *by bus* (автобусом), *by train* (поездом), *by air* (самолетом), *at home* (дома) и т.п.

## UNIT 2

### ПРИЛАГАТЕЛЬНЫЕ (ADJECTIVES)

1. *Простые*: good, bad, long, large, easy.

2. *Производные*: comfortable, irregular.

Знание суффиксов и префиксов облегчает понимание значений прилагательных.

<i>Суффиксы</i>	<i>Значение</i>	<i>Пример</i>
-less	without	hopeless
-ive		constructive
-able	ability	comfortable
-ible		horrible
-ous	quality	famous
-y		lucky
-ly		lovely
-ish		reddish
-en		golden
<i>Префиксы</i>	<i>Значение</i>	<i>Пример</i>
il-	opposite	illegal
im-	(частица не)	impossible
in-		incorrect
ir-		irregular
un-		uncommon
over-	too much	overcrowded

#### Степени сравнения

положительная      сравнительная      превосходная

*односложные прилагательные*

large                      larger                      the largest

hot                        hotter                      the hottest

easy                      easier                      the easiest

*многосложные прилагательные*

difficult                more difficult            the most difficult

impossible            more impossible        the most impossible

*исключения*

good                    better                      the best

bad                      worse                      the worst

little                    less                        the least

much                    more                        the most

far                        farther                      the farthest

#### Сравнительные конструкции

*than* – The result of the business trip is much better than that of the previous one.

*as...as* – This result is as good as that one.

*not so... as* – This result is not so good as that one.

*the (more)... the (less)* – The more we study, the less we know.

Прилагательное изменяется по форме только в сравнительных конструкциях первого типа.

#### Употребление прилагательных

1. *Определение* – They work in the new office.

2. *Часть сказуемого* – Their office is new.

### НАРЕЧИЯ (ADVERBS)

Большинство наречий образуются при помощи суффикса *-ly* и изменяются по степеням сравнения точно так же, как и многосложные прилагательные.

По структуре они делятся на следующие типы:

1. *Простые*: well, much, too, very, often.

2. *Производные*: partly, quickly, hardly.

3. *Составные*: sometimes, somewhere, anywhere, nowhere, since then, so far.

4. *Совпадающие по форме*:

– с прилагательными: *fast, hard, late* – He is working fast. It is a fast car.

– с предлогами: *after, before, since* – I have not seen him since. I have not seen him since he left.

Некоторые образованные от прилагательных наречия изменяют свой смысл. Например: *hard* – тяжелый (в смысле усердия), но *hardly* – едва, *high* – высокий, но *highly* – очень, сильно, *near* – близко, рядом, но *nearly* – почти.

Одной из типичных ошибок является употребление наречий *many* и *few* с неисчисляемыми существительными, а *much* и *little* с исчисляемыми. Эквивалентами *many* являются: *a good many, a great many, lots (of)*. Эквиваленты *much*: *a good deal (of), a plenty (of)*. Чтобы избежать путаницы, можно в обоих случаях употреблять *a lot (of)*.

Например: *a lot of money, a lot of friends*.

Несколько иначе обстоят дела с *few* и *little*. В некоторых (разговорных) случаях *little* также можно заменить выражением: *a bit (of) – I am a bit tired*.

## UNIT 3

### ЧИСЛИТЕЛЬНЫЕ (THE NUMERALS)

#### Порядковые и количественные числительные

##### *Количественные (cardinal)*

1 one	11 eleven	21 twenty-one
2 two	12 twelve	22 twenty-two
3 three	13 thirteen	30 thirty
4 four	14 fourteen	40 forty
5 five	15 fifteen	50 fifty
6 six	16 sixteen	60 sixty
7 seven	17 seventeen	70 seventy
8 eight	18 eighteen	80 eighty
9 nine	19 nineteen	90 ninety
10 ten	20 twenty	100 one hundred
101 one hundred and one		
121 one hundred and twenty-one		
200 two hundred		
1000 one thousand		
1021 one thousand and twenty one		
3624 three thousand six hundred and twenty-four		

1 млн. – one million; 1 млрд. – one milliard (*англ.*), one billion (*амер.*); дюжина – dozen; пара – pair (*ботинок, сапог и т. п. парных предметов*), couple (*писем, книг и др. непарных предметов*).

##### *Порядковые (ordinal)*

1st first	21st twenty-first
2nd second	22nd twenty-second
3rd third	30th thirtieth
4th fourth	40th fortieth
5th fifth	50th fiftieth
6th sixth	60th sixtieth
7th seventh	70th seventieth
8th eighth	80th eightieth.
9th ninth	90th ninetieth
10th tenth	100th one hundredth
11th eleventh	101st one hundred and first
12th twelfth	121st one hundred and twenty-first
13th thirteenth	1000th one thousandth
14th fourteenth	1024m one thousand and twenty- fourth

15th fifteenth  
16th sixteenth  
17th seventeenth  
18th eighteenth  
19th nineteenth  
20th twentieth

Числительные *hundred, thousand, million* употребляются в единственном числе в словосочетаниях следующего типа:

2 243 567 – *two million two hundred and forty-three thousand five hundred and sixty-seven*

Если же эти слова употребляются в словосочетаниях типа "сотни компаний", "тысячи соглашений" и т.п., то они принимают окончание множественного числа:

<i>hundreds of companies</i>	<i>сотни компаний</i>
<i>hundred companies</i>	<i>сто компаний</i>
<i>thousands of agreements</i>	<i>тысячи соглашений</i>
<i>thousand agreements</i>	<i>тысяча соглашений</i>

Для разделения разрядов в больших числах в английском языке используется запятая, а не пробел, как в русском языке:

10 256 783 – *10,265,783*

1 150 000 – *1,150,000*

Числа типа 1100, 1200 и т.д. (до 2000) обычно произносятся следующим образом: *eleven hundred, twelve hundred, etc.*

Числа, обозначающие годы, произносятся так:

1997 – *nineteen – ninety-seven*

1828 – *eighteen – twenty-eight*

1900 – *nineteen hundred*

1806 – *eighteen – o – six*

## Дроби

*Простые дроби:*

1/2 – *a half*

2/3 – *two thirds*

1/3 – *one third*

5/8 – *five eights*

1/4 – *a quarter*

3 3/5 – *three and three fifths*

1/8 – *one eighth*

10 5/6 – *ten and five sixths*

В английском языке в десятичных дробях целая часть отделяется от дробной точкой, а не запятой. Десятичные дроби обычно называются по цифрам, причем цифра 0 произносится как буква *o* (либо как *zero*):

0.03 – *o-point-o-three*

5.6 – *five-point-six*

47.57 – *four-seven (forty-seven)-point-five-seven*

При указании процентного содержания слово *per cent* употребляется в единственном числе:

45% – *45 per cent.*

## Употребление числительных

В предложении числительные употребляются в качестве

а) *подлежащего*

Today I have sent them one fax. – Сегодня я отправил им один факс.

Two were sent yesterday. – Два были отправлены вчера.

б) *части сказуемого*

They will be *ten*. – Их будет десять.

Victor was *the second*. – Виктор был вторым.

в) *дополнения*

How many contracts did our company conclude last month?

Сколько контрактов наша компания заключила в прошлом месяце?

It concluded *eleven*.

Она заключила 11 контрактов.

г) *определения*

The price of the goods is  
5,000,000 dollars.

Цена товара составляет пять  
миллионов долларов.  
**ПРИЧАСТИЕ (THE PARTICIPLE)**

### Формы причастия

	Активный залог	Пассивный залог
Причастие I простое	receiving	being received
Причастие I перфектное	having received	having been received
Причастие II	–	received

Причастие I простое (*активный залог*) образуется путем прибавления окончания *-ing* к инфинитиву глагола без частицы *to*:

to sell – selling, to establish – establishing.

Если глагол оканчивается на немое *-e*, то при образовании причастия оно опускается: to eliminate – eliminating, to elaborate – elaborating.

Если глагол оканчивается на согласную, следующую за короткой ударной гласной, то при образовании причастия эта согласная удваивается:

to put – putting, to sit – sitting.

Если глагол оканчивается на *-ie*, то при образовании причастия сочетание *-ie* переходит в букву *-y*: to tie *-tying*, to lie *-lying*.

Причастие II (*причастие прошедшего времени – Past Participle*) правильных глаголов образуется так же, как и форма простого прошедшего времени правильных глаголов (*Past Tense*), т.е. путем прибавления

окончания *-ed* с учетом ряда особенностей: to ask – asked, to receive – received, to apply – applied, to stop – stopped.

Причастие II неправильных глаголов образуется различными способами:

to arise- arisen, to buy -bought, to send – sent.

### Употребление причастий

Причастие I простое употребляется при образовании времен группы *Continuous*. Причастие II (причастие прошедшего времени) – при образовании времен группы *Perfect* и пассивного залога.

Кроме указанных функций Причастие I простое используется в предложении для выражения одновременности действий и может употребляться в функции:

а) *обстоятельства времени, причины и образа действия*

*Studying* advertising materials, our manager found out many interesting things. Изучая рекламные материалы, наш менеджер узнал много интересных вещей.

б) *определения*

Last week my secretary sent you the letter *showing* the prices of our products. На прошлой неделе мой секретарь послала Вам письмо с ценами на наши изделия.

Причастие II (причастие прошедшего времени) имеет значение пассивного залога и употребляется как определение:

Thank you for the fax *sent* by you on November 18. Благодарим Вас за факс, посланный Вами 18 ноября.

Причастие I простое и причастие II, выполняющие функцию определения, могут стоять перед определяемым ими существительным, если они не имеют при себе пояснительных слов. Если же они имеют при себе пояснительные слова (дополнения, обстоятельства), то они ставятся после существительного, которое определяют.

### Комплексы с причастием

а) местоимение в объектном падеже или существительное в общем падеже + причастие I простое. Употребляется с глаголами *to find, to keep, to see, to feel, to observe, to look, to hear, to notice, to watch*: Have I kept *you* waiting? – Я заставил Вас ждать?

б) местоимение в объектном падеже или существительное в общем падеже + причастие II. Употребляется с глаголами *to have* (чаще всего), *to get, to want, to wish*:

I want to have this equipment tested. Я хочу проверить это оборудование (чтобы кто-то другой провел проверку).

*Сравните:*

I want to test this equipment. – Я (сам) хочу проверить это оборудование.

в) существительное в общем падеже + причастие (простое, совершенное, прошедшего времени)

Употребляется в предложении в качестве обстоятельства:

The contract having been signed, our managers went home. Когда контракт был подписан, наши менеджеры пошли домой.

## UNIT 4

### МЕСТОИМЕННИЯ (PRONOUNS)

В английском языке существуют следующие типы местоимений:

#### 1. Личные

##### Именительный падеж

I  
you  
he  
she  
it  
we  
you  
they

##### Объектный падеж

me  
you  
him  
her  
it  
us  
you  
them

She will speak to him. – Она будет говорить с ним.

#### 2. Притяжательные I

my  
your  
his  
her  
its  
our  
your  
their

#### Притяжательные II

mine  
yours  
his  
hers  
its  
ours  
yours  
theirs

Притяжательные местоимения первого типа употребляются перед существительным и не могут стоять в конце предложения:

*Her* paper was interesting. – Ее статья была интересная.

Притяжательные местоимения второго типа употребляются без существительного и могут стоять в конце предложения:

This paper is *hers*. – Эта статья – ее.

#### 3. Возвратные и усилительные местоимения

Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Английские возвратные местоимения могут соответствовать русской частице *-ся* в возвратных глаголах:

She washed *herself*. – Она умылась.

Эти же местоимения употребляются как усилительные:

We saw it *ourselves*. – Мы сами видели это.

В возвратном значении английские местоимения употребляются редко.

#### 4. Указательные местоимения

This (these), that (those), such, the same.

Местоимения *this* и *that* имеют формы единственного и множественного числа: *this – these; that – those*.

Give me *that* document. – Дайте мне тот документ.

I know *these* documents. – Я знаю эти документы



This is *the same* document. – Это тот же самый документ.

It was *such* a pleasant party. – Это была такая приятная вечеринка!

#### 5. Взаимные местоимения

Each other, one another.

Взаимные местоимения указывают на значение взаимного действия: друг друга, один другому.

They greeted each other. – Они поприветствовали друг друга.

#### 6. Вопросительные и разделительные местоимения

Who, whom, whose, what, which, that.

В вопросительном предложении эти местоимения занимают первое место и соответствуют русским местоимениям кто, (кого, кому, кем), что, какой, чей, который. Те же местоимения могут быть и разделительными и использоваться в сложноподчиненных предложениях.

*What* has he become? – Кем он стал?

I do not know *whose* paper this is. – Я не знаю, чья это бумага.

#### 7. Неопределенные местоимения

Some, any, one, all, each, every, other, another, both, either, no, none, neither.

Местоимение *some* употребляется в утвердительных предложениях с существительными в единственном и множественном числе.

*some*

Give me *some* book, to read. – Дайте мне почитать какую-нибудь книгу.

He showed me *some* papers. – Он показал мне несколько статей.

*any*

Have you *any* excuse? – У Вас есть какое-то оправдание?

You may go out *any* time you like. – Можете выйти в любое время.

*Производные местоимения*: something, somebody, anything, anybody, nobody, nothing.

I saw *nobody* there. – Я никого не видела там.

Характерно употребление следующих *парных местоимений*:

either ... or (или ... или) и neither ... nor (ни ... ни). Местоимения *either*, *neither* могут употребляться отдельно.

I know *neither* him, *nor* his wife. – Я не знаком ни с ним, ни с его женой.

## ПРЕДЛОГИ (PREPOSITIONS)

Предлоги, обозначающие отношения и выражаемые в русском языке падежными окончаниями:

*Родительный (of)*

That was the room *of* my sister.

*Дательный (to, for)*

She showed a price-list *to* him.

*Творительный (by, with)*

The letter was written *by* a secretary.

She was writing it *with* a pen.

*Предлоги места:*

*at* the box

*on* the box

*in front of* the box

*behind* the box

*in* the box

*under* the box

*over* the box

*near* the box

*through* the window

*between* two windows

*across* the street

*among* the employees

*Предлоги направления:*

*to* the house

*into* the house

*toward(s)* the house

*from* the house

*out of* the house

*off* the house

*Предлоги времени:*

*on*

*on* Sunday

*since*

*since* 6 o'clock

*for*

*for* an hour

*in*

*in* March

<i>during</i>	<i>during</i> the meeting
<i>before</i>	<i>before</i> the meeting
<i>at</i>	<i>at</i> 7 a.m.
<i>after</i>	<i>after</i> the meeting
<i>by</i>	<i>by</i> 2 o'clock
<i>till</i>	<i>till</i> April
<i>from ... till</i>	<i>from</i> 3 <i>till</i> 5
<i>between</i>	<i>between</i> 1 and 2 p.m.

Запомните, что правильное употребление предлогов времени особенно важно для корректного проведения деловых разговоров.

## UNIT 5

### МОДАЛЬНЫЕ ГЛАГОЛЫ (MODAL VERBS)

Модальными называются глаголы, которые не обозначают действие, а выражают отношение к нему (возможность и вероятность действия либо его необходимость). Следующий за модальным инфинитив смыслового глагола теряет частицу *to* (за исключением модального глагола *ought*).

Особенности модальных глаголов:

- 1) они не изменяются по лицам и числам;
- 2) вопросительная и отрицательная формы предложений с модальными глаголами образуются без вспомогательных глаголов, роль вспомогательных глаголов при этом играют сами модальные глаголы.

1. Модальные глаголы, выражающие необходимость (либо ее отсутствие), приказание, совет, рекомендацию и уверенность.

а) Модальный глагол *must* выражает

– приказ и запрещение:

You *must* do it. – Ты должен сделать это.

You *must* not do it. – Ты не должен этого делать.

– сильную уверенность:

He *must* be sitting in his office. – Он должен сидеть в своем офисе.

It *must* be Mr. Smith. – Это, должно быть, мистер Смит.

Сильная неуверенность, касающаяся действий в прошлом, выражается с использованием перфектной формы смыслового глагола:

I *must* have thrown this letter away. – Я, должно быть, выбросил это письмо.

б) Модальный глагол *shall* используется для

– выражения сильной решимости:

We *shall* win! – Мы выиграем!

– для получения инструкций и уточнения дальнейших действий:

*Shall* I help you? – Вам помочь?

*Shall* I go out? – Мне выйти?

Модальный глагол *shall* часто используется также при формулировке положений контрактов и соглашений:

The seller *shall* sell and the buyer *shall* buy... – Продавец продает, а Покупатель покупает ...

в) Модальные глаголы *should* (прошедшее время от *shall*) и *ought(to)* используются для выражения совета, рекомендации, упрёка, порицания:

You *should* not do it. – Тебе не следует этого делать.

He *should* sign the contract. – Ему следует подписать контракт.

You *should* not drink so much. – Тебе не следует пить так много.

Для того чтобы выразить упрек, касающийся действий в прошлом, используется перфектная форма смыслового глагола:

You *ought* not to have visited Mr. Brown. – Не следовало тебе идти к мистеру Брауну.

You *should* have checked the TV set before you bought it. – Прежде, чем покупать телевизор, его следовало проверить.

г) Модальный глагол *need* используется для выражения отсутствия необходимости и разрешения не

делать что-либо:

You *need* not do it. – Это можно не делать.

You *need* not send the letter. – Не нужно отправлять письмо.

Сравните:

You *must* not send the letter. – Это письмо отправлять нельзя.

2. Модальные глаголы, выражающие возможность, вероятность, сомнение, предположение, разрешение.

а) Модальный глагол *can* (форма прошедшего времени – *could*) служит для

– выражения умения (способности) что-либо делать:

I *can* speak English. – Я могу разговаривать по-английски.

*Can* you type? – Ты умеешь печатать?

He *could* type. – Он умел печатать.

– выражения возможности, зависящей от обстоятельств, разрешения, запрещения, просьбы:

You *can* come at 6 o'clock. – Можешь прийти в 6 часов.

*Could* you tell me your phone number? – Можешь сказать свой телефонный номер?

You *cannot* do this. – Нельзя это делать.

– выражения возможности либо вероятности осуществления того или иного события в настоящем либо прошлом (для выражения вероятности того или иного события в прошлом используется перфектная форма глагола):

*Could* it have been him? – Может быть это – он?

He *could* have done it. – Он мог это сделать.

She *could* not have done it. – Не может быть, чтобы она сделала это.

б) Модальный глагол *may* (форма прошедшего времени *might*) служит для выражения

– разрешения, просьбы и запрещения:

You *may* go. – Можешь идти.

*May* I see your licence? – Покажите, пожалуйста, Ваши права.

*May* I come in? – Можно войти?

– возможности либо вероятности того или иного события в настоящем либо прошлом (в этом значении модальный глагол *may/might* очень близок по значению к модальному глаголу *can/could*, причем *might* сохраняет значение только вероятности).

He *may* come. – Он, возможно, придет.

3. Обороты речи, служащие заменой модальным глаголам.

а) Оборот *to have (got) to* служит заменой модального глагола *must* в прошедшем и будущем времени:

They will *have to* deliver the equipment within 12 months. – Они должны будут поставить оборудование в течение 12 месяцев.

She *had to* send the letter yesterday. – Она должна была отправить письмо вчера.

Оборот *to have (got) to* имеет и самостоятельный оттенок значения, означающий вынужденную необходимость:

He *has to* sign the contract. – Он должен подписать контракт (его вынуждают это сделать обстоятельства).

б) Оборот *to be able to* служит заменой модального глагола *can* в будущем времени и может также употребляться вместо него в настоящем и прошедшем времени:

They will *be able to* dispatch the goods next month. – Они смогут отправить товар в следующем месяце.

We *are not able to* make a reduction in price. – Мы не можем снизить цену.

в) Обороты *to be allowed to, to be permitted to* могут служить заменой модального глагола *may*:

I shall not *be allowed to* transfer the money. – Мне не разрешат перевести деньги.

г) Оборот *to be to* близок по значению к модальному глаголу *must* и служит для выражения:

– необходимости, обусловленной договоренностью, расписанием, планом:

Freight *is to be* paid by the Supplier. – Фрахт оплачивается поставщиком.

The flight *is to* arrive at 2 p.m. – Рейс прибывает в два часа дня.

– строгого приказа и запрещения:

You *are not to* do it. – Вы не должны этого делать.

Оборот *to be to* часто используется при формулировке положений контрактов и соглашений:

The equipment *is to be* delivered within six months from the date of payment. – Оборудование должно быть поставлено в течение шести месяцев с момента оплаты.

## ПРОСТОЕ БУДУЩЕЕ ВРЕМЯ И ДРУГИЕ СПОСОБЫ ВЫРАЖЕНИЯ БУДУЩЕГО

1. Образование простого будущего времени.

*Утвердительные предложения:*

1-е лицо: *will/shall* + инфинитив смыслового глагола

2-е и 3-е лицо: *will* + инфинитив смыслового глагола

*Редуцированная форма:* *'ll* + инфинитив смыслового глагола

*I shall pay cash.* – Я заплачу наличными.

*Payment will be made within two weeks.* – Оплата будет произведена в течение двух недель.

*Отрицательные предложения:*

1-е лицо: *will/shall not* + инфинитив смыслового глагола

2-е и 3-е лицо: *will not* + инфинитив смыслового глагола

*Редуцированная форма:* *won't, shan't* + инфинитив смыслового глагола

*We shall not open the letter of credit next week.* – Мы не откроем аккредитив на следующей неделе.

*They will not arrive tomorrow.* – Они не приедут завтра.

Вопросительные предложения образуются путем постановки вспомогательных глаголов *will* и *shall* перед подлежащим:

*Will they arrive tomorrow?* – Прибудут они завтра?

*When will the goods be dispatched?* – Когда будет отправлен товар?

2. Употребление простого будущего времени.

Простое будущее время употребляется:

а) для описания естественного хода событий

*Delivery will be made within three weeks after payment.* – Поставка будет произведена в течение трех недель после оплаты.

*The train will arrive at 5 o'clock.* – Поезд прибудет в пять часов.

б) для выражения действий, которые совершаться при определенных условиях

*When we receive your confirmation, we shall open the letter of credit.* – Когда мы получим Ваше подтверждение, мы откроем аккредитив.

*I shall meet you tomorrow if I have time.* – Если у меня будет время, я встречу с Вами завтра.

3. Другие способы выражения будущего.

а) оборот *to be going to* имеет значение "собираться, намереваться сделать что-либо", а также служит для выражения будущего времени:

*Mr. Brown is going to speak about our agreement.* – Мистер Браун собирается поговорить о нашем соглашении.

*The test is going to be difficult.* – Тест, видимо, будет трудным.

В письменной речи чаще используется простое будущее время. В разговорной речи простое будущее время часто выражается оборотом *to be going to*.

б) В английском языке для выражения действия в будущем часто используется настоящее время (чаще всего *Present Continuous*). В русском языке для выражения действия в будущем также часто используется форма настоящего времени.

*I am leaving Kiev tomorrow.* – Я уезжаю из Киева завтра.

*He is arriving from London next week.* – Он приезжает из Лондона на следующей неделе.

В английском языке настоящее время используется для выражения действий в будущем примерно в тех же случаях, что и в русском языке (обычно с глаголами движения – *to go, to leave, to come, to arrive, to start* и др.).

в) оборот *to be about to* используется для выражения ближайшего будущего:

*Our director is about to sign the contract.* – Наш директор вот-вот подпишет контракт.

## ПРОСТОЕ НАСТОЯЩЕЕ ВРЕМЯ (THE SIMPLE PRESENT TENSE)

Простое настоящее время употребляется для выражения регулярного или повторяющегося действия. Например:

I go to work every day. – Я хожу на работу каждый день.

My boss reads letters in the morning. – Мой шеф читает письма по утрам.

They like red wine. – Им нравится красное вино.

В 3-м лице единственного числа глаголы в *Present Simple* имеют окончание *-s (-es)*, которое читается как:

[z] – после звонких согласных и гласных: *decide – decides, go – goes*;

[s] – после глухих согласных: *help – helps*;

[ɪz] – после шипящих и свистящих согласных: *finish – finishes*.

Правила прибавления окончаний *-s* или *-es* практически повторяют правила образования множественного числа существительных:

1. Если глагол оканчивается на *-o, -s, -ss, -sh, -ch, -x*, то в 3-м лице единственного числа к нему прибавляется окончание *-es*, например:

*go – goes, discuss – discusses, wash – washes*.

2. Если глагол оканчивается на *-y* с предшествующей согласной, то в 3-м лице единственного числа последние буквы изменяются на *-ies*, например:

*study – studies, no lay – lays, stay – stays*.

В практической грамматике возникают трудности употребления не самого времени *Present Simple*, а в различиях употребления времен *Present Simple* и *Present Continuous*.

Существует определенная группа глаголов, по определению несущих в себе идею постоянства, которые никогда не употребляются в *Present Continuous*. Вот они:

1. Глаголы процесса мышления (*think, know, believe, forget, remember, doubt, understand, etc.*):

He *understands* her aspirations. – Он понимает ее устремления.

They *know* too much about him. – Они слишком много знают о нем.

2. Глаголы эмоций и чувств (*like, love, dislike, hate, want, cure, prefer, etc.*):

I *like* reading letters, but *hate* answering them. – Я люблю читать письма, но ненавижу отвечать на них.

Ann *wants* to go abroad. – Анна хочет поехать за границу.

They *prefer* computers to typewriters. – Они предпочитают пользоваться компьютерами, а не пишущими машинками.

3. Глаголы пяти органов чувств (*see, smell, taste, hear, touch*). Их лучше использовать с модальным глаголом *can*.

I *can see* it very well. – Я очень хорошо вижу это.

I *can hear* your printer. – Я слышу, как работает ваш принтер.

We *can smell* some smoke. – Мы слышим запах дыма.

4. Глаголы обладания (*have, own, belong*):

I *have* a boss. – У меня есть шеф.

He *owns* a beautiful car. – У него есть прекрасный автомобиль.

This office *belongs* to him. – Этот офис принадлежит ему.

5. Некоторые другие глаголы (*cost, need, contain, seem, depend, consist, etc.*):

We *depend* on their money. Мы зависим от их денег.

Our office *consists* of five rooms. – Наш офис состоит из пяти комнат.

The computer *costs* about \$600. – Этот компьютер стоит около 600 долларов.

Некоторые из этих глаголов (например, *think*) употребляются в *Present Continuous*, но смысл фраз при этом изменяется.

Сравним:

What do you *think* of business? – Что Вы думаете о бизнесе?

What are you *thinking* of? – О чем Вы сейчас думаете?

Наречия неопределенного времени (*always, usually, often, sometimes, seldom, never*) обычно стоят перед смысловым глаголом, но после глагола *to be*.

Our manager *never* makes reports in the morning. – Наш менеджер никогда не делает доклады по утрам.

С *Present Simple* часто используются следующие наречия и обороты речи: *always, generally,*

*occasionally, frequently, sometimes, often, usually, normally, on a regular basis, regularly, twice a year, once for a while, from time to time, every week, every other month, rarely, seldom, hardly, ever, never.*

## ВОПРОСИТЕЛЬНАЯ ФОРМА ПРОСТОГО НАСТОЯЩЕГО ВРЕМЕНИ (INTERROGATIVE FORM)

Вопросительная форма в *Present Simple* образуется при помощи вспомогательного глагола *do (does)*.

*Do managers write letters?* – Менеджеры пишут письма?

*Does he often write letters?* – Он часто пишет письма?

Краткий ответ в любом времени предполагает (после *yes* или *no*) повторение глагола, с которого начинается вопрос.

*Do you work?* – Yes, I *do*.

*Does the boss make mistakes?* – No, he *does not*.

*Is he a bore?* – Yes, he *is*.

Составлять вопросительные и отрицательные предложения в английском языке можно достаточно легко, если воспользоваться понятием "вспомогательные глаголы" – *Auxiliary Verbs*. К ним относятся все формы модальных глаголов, а также глаголов *to have, to be* и *to do*.

Вопросительные предложения образуются, как правило, простой перестановкой подлежащего и вспомогательного глагола. Вопросительные местоимения при этом стоят всегда впереди.

*I am a secretary.* – *Is he a secretary?*

*We ought to do this work in time.* – *Ought we do this work in time?*

*I have a computer.* – *Have you a computer?* (*англ.*)

*Do you have a computer?* (*амер.*)

*He drives to Harlow.* – *Where does he drive?*

*I think so.* – *Why do you think so?*

Особую группу составляют разъединительные вопросы, которые переводятся как утверждения плюс "не так ли?" Они применимы к любому времени. Например:

*You speak English, don't you?* – Вы говорите по-английски, не так ли?

*He will not sign this contract, will he?* – Он не подпишет контракт, не так ли?

*She is taking classes of accounting, isn't she?* – Она ходит на бухгалтерские курсы, не так ли?

## ОТРИЦАТЕЛЬНАЯ ФОРМА ПРОСТОГО НАСТОЯЩЕГО ВРЕМЕНИ (NEGATIVE FORM)

Отрицательная форма *Present Simple* образуется при помощи глагола *do (does)* с частицей *not*, редуцированная форма: *don't, doesn't*. Порядок слов прямой.

*We do not sell much.*

*She does not come to the office at nine.*

Глаголы *to be* и *to have* (в английском варианте языка) не требуют вспомогательного глагола:

*They are not our employees.*

*He has no computer.* (*He has not any computer.*) – *англ.*

*Но: He does not have any computer.* – *амер.*

## UNIT 7

### ПРАВИЛЬНЫЕ И НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ (REGULAR AND IRREGULAR VERBS)

По способу образования прошедшего времени все глаголы в английском языке можно разделить на две группы: правильные и неправильные. У правильных глаголов вторая и третья формы (*Simple Past Tense* и *Past Participle* – простое прошедшее время и причастие прошедшего времени) совпадают между собой и образуются путем прибавления к основе глагола окончания *-ed (-d)*:

*to ask – asked*                      *to change – changed*

*to receive – received*              *to work – worked*

При этом существует ряд особенностей:

а) если глагол оканчивается на *-y* с предшествующей согласной, то буква *y* меняется на *i*:

*to supply – supplied*              *to apply – applied*

*но*

to stay – stayed                      to play – played

б) если глагол оканчивается на согласную с предшествующим кратким гласным звуком, то согласная на конце удваивается:

to stop – stopped

После звонких согласных и гласных звуков окончание *-ed(-d)* произносится как [d], а после глухих согласных как [t].

После звуков [d] и [t] на конце слова окончание *-ed (-d)* произносится как [ɪd].

Неправильные глаголы образуют вторую и третью формы различными способами, без четких правил. Хотя количество неправильных глаголов в английском языке сравнительно невелико, это наиболее часто употребляемые глаголы.

*Таблица неправильных глаголов (Irregular Verbs)*

Indefinite stem	Past Indefinite	Participle II	Перевод
be	was, were	been	быть
beat	beat	beaten	бить
begin	began	begun	начинать
bring	brought	brought	приносить
built	built	built	строить
burn	burnt	burnt	сжигать
buy	bought	bought	покупать
come	came	come	приходить
cost	cost	cost	строить
cut	cut	cut	резать
do	did	done	делать
drink	drank	drunk	пить
drive	drove	driven	ехать
eat	ate	eaten	есть
fall	fell	fallen	падать

*Продолжение табл.*

Indefinite stem	Past Indefinite	Participle II	Перевод
find	found	Found	находить
fly	flew	flown	летать
give	gave	given	давать
go	went	gone	идти
grow	grew	grown	расти
have	had	had	иметь
hear	heard	heard	слышать
hold	held	held	держать
keep	kept	kept	хранить
know	knew	known	знать
lay	laid	laid	класть
lead	led	led	вести
leave	left	left	оставлять
lose	lost	lost	терять
make	made	made	делать
mean	meant	meant	иметь в виду
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
rise	rose	risen	подниматься

say	said	said	сказать
see	saw	seen	видеть
send	sent	sent	посылать
shake	shook	shaken	трясти
show	showed	shown	показывать
sit	sat	sat	сидеть
sleep	slept	slept	спать
speak	spoke	spoken	говорить
speed	sped	sped	ускорять
spend	spent	spent	тратить
stand	stood	stood	стоять
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	преподавать
tell	told	told	говорить
think	thought	thought	думать
understand	understood	understood	понимать

Продолжение табл.

Indefinite stem	Past Indefinite	Participle II	Перевод
wear	Wore	worn	носить
win	won	won	выигрывать
wind	wound	wound	заводить
write	wrote	written	писать

## ПРОСТОЕ ПРОШЕДШЕЕ ВРЕМЯ (THE SIMPLE PAST TENSE)

### 1. Образование простого прошедшего времени.

Утвердительные предложения простого прошедшего времени образуются с использованием второй формы глагола:

They offered me a job. – Они предложили мне работу.

We attended a trade fair last year. – В прошлом году мы посетили торговую ярмарку.

Отрицательные предложения образуются при помощи вспомогательного глагола *did* и отрицательной частицы *not* (редуцированная форма – *didn't*)

They *did not* break the terms of the contract. – Они не нарушали условий контракта.

I *didn't* know what to do. – Я не знал, что делать.

Вопросительные предложения образуются путем постановки вспомогательного глагола *did* перед подлежащим:

Did they arrive yesterday? – Прибыли они вчера?

How long did you stay there? – Сколько времени ты там был?

### 2. Употребление простого прошедшего времени

Простое прошедшее время употребляется:

а) для выражения действий, имевших место в прошлом и не связанных с настоящим, причем отнесенность действий к прошлому уточняется обстоятельствами времени (*yesterday, last week, last year, last month, last time, two days ago, six years ago, in 1990, on Monday* и т. п.) либо другим прошедшим действием:

Mr. Brown moved to London *three years ago*. – М-р Браун переехал в Лондон три года назад.

When I was in New York, I phoned him. – Когда Я был в Нью-Йорке, я ему позвонил.

He returned to Kiev last week. – Он возвратился в Киев на прошлой неделе.

б) для изложения последовательности событий, имевших место в прошлом:

Mr. Brown wrote the letter, typed it and sent it to his partner. – М-р Браун написал письмо, напечатал его и отослал своему партнеру.



The Director read the letter, wrote the answer, and told the secretary to type it. – Директор прочитал письмо, написал ответ и попросил секретаря его напечатать.

в) для выражения повторных или обычных действий, имевших место в прошлом на протяжении какого-либо промежутка времени, не связанного с настоящим:

From 1993 to 1995, she worked for our company. – С 1993 по 1995 она работала в нашей компании.

Last year I often went to England on business. – В прошлом году я часто ездил в командировки в Англию.

## UNIT 8

### ДЛИТЕЛЬНЫЕ ВРЕМЕНА (CONTINUOUS TENSES)

Времена *Continuous* образуются при помощи глагола *to be* в соответствующем времени и *Participle I* смыслового глагола.

I am operating the computer. – Я работаю на компьютере.

They are not operating the computer. – Они не работают на компьютере.

Are you operating the computer? – Вы работаете на компьютере?

Yes, I am. – Да.

Is Robert listening to you now? – Слушает ли Вас сейчас Роберт?

No, he is not. – Нет.

Все времена *Continuous* передают идею действия в развитии, указывают на то, что это действие носит временный характер.

I cannot write the letter right now. I am answering the phone. – Я не могу сейчас написать письмо. Я отвечаю по телефону.

John is a Sales Agent. He is working overtime now to save up for a car. – Джон – торговый агент. Он работает сверхурочно, чтобы скопить деньги на автомобиль

*Сравним:*

Usually I answer the phone in our company. – Обычно я отвечаю на звонки в нашей фирме.

John works as a Sales Agent. – Джон работает торговым агентом.

### НАСТОЯЩЕЕ ПРОДОЛЖЕННОЕ ВРЕМЯ (THE PRESENT CONTINUOUS TENSE)

*The Present Continuous* употребляется для выражения действия, происходящего в данный момент времени.

Where is Peter? He is taking an interview. – Где Питер? Он проходит собеседование.

Look, Jane is watching TV instead of doing her work. – Посмотрите, Джейн смотрит телевизор вместо того, чтобы выполнять свою работу.

Оно используется также для выражения действий, которые имели место в течение ограниченного времени до настоящего момента и продолжают, но не обязательно происходят в данный момент.

Richard is spending a lot of money now because he is repairing his car. – Ричард тратит много денег сейчас, так как он ремонтирует свою машину.

### БУДУЩЕЕ ПРОДОЛЖЕННОЕ ВРЕМЯ (THE FUTURE CONTINUOUS TENSE)

Эта форма выражает действие, протекающее в определенный момент в будущем, действие в его развитии.

They will be waiting for him at 8.30. – Они будут ждать его в 8.30.

We will be thinking about your proposal. – Мы будем думать над вашим предложением.

Данное время употребляется также для выражения запланированных действий.

I will be going to the city later. – Я поеду в город позднее.

### ПРОШЕДШЕЕ ПРОДОЛЖЕННОЕ ВРЕМЯ

## (THE PAST CONTINUOUS TENSE)

*Past Continuous Tense* употребляется для обозначения действия в его протекании в определенный момент в прошлом:

I was cooking dinner at 10 o'clock. – Я готовила обед в 10 утра.

I was writing the letter when the phone rang. – Я писал письмо, когда раздался телефонный звонок.

Для выражения запланированного действия:

Mary was arriving the next morning. – Мэри приезжала на следующее утро.

*Past Continuous* часто употребляется в описательной функции, при передаче одновременно происходящих действий, событий:

When I came to the office Mary was drinking coffee, John was answering the phone.

The day was beautiful. Everyone was smiling, and Scarlet was wearing her favourite hat.

## НАСТОЯЩЕЕ СОВЕРШЕННОЕ ПРОДОЛЖЕННОЕ ВРЕМЯ (THE PRESENT PERFECT CONTINUOUS TENSE)

Это время употребляется для выражения незавершенного прошлого, когда действие началось в указанный момент в прошлом и все еще продолжается в настоящем.

I have been studying English for 3 years. – Я изучаю английский уже три года.

How long have you been working at this company? – Как давно Вы работаете на этой фирме?

Таким образом, *The Present Perfect Continuous* употребляется для выражения действия в прошлом и указывает на его результат в настоящем.

Продолжительность действия часто выражается обстоятельством времени с предлогами *for*, *since* или придаточным предложением с союзом *since*.

Mr. Brown has been waiting for the manager since 10 a.m. – М-р Браун ждал менеджера с 10 часов утра.

## UNIT 9

### НАСТОЯЩЕЕ СОВЕРШЕННОЕ ВРЕМЯ (THE PRESENT PERFECT TENSE)

Образование утвердительных форм:

1-е, 2-е лицо: have + Past Participle

3-е лицо множ. число: has + Past Participle

3-е лицо един. число: 've + Past Participle

Редуцированная форма: 's + Past Participle

He has just come. – Он только что пришел.

I have already finished my work. – Я уже закончил свою работу.

Образование отрицательных форм:

1-е, 2-е лицо: have not + Past Participle

3-е лицо множ. число: has not + Past Participle

3-е лицо един. число: haven't + Past Participle

Редуцированная форма: hasn't + Past Participle

He has not come yet. – Он еще не пришел.

I have not read this book. – Я не читал этой книги.

Вопросительные формы образуются путем постановки вспомогательных глаголов *have* и *has* перед подлежащим:

Have you decided yet? – Вы уже решили?

Where have you been all day? – Где ты был весь день?

*Present Perfect* переводится на русский язык глаголом прошедшего времени (как и *Past Simple*). Однако, в отличие от *Past Simple*, которое выражает действие, приуроченное к определенному периоду или

моменту времени в прошлом, *Present Perfect* выражает действие, уже свершившееся до настоящего момента времени и не приуроченное к какому-либо моменту или периоду времени в прошлом.

*Present Perfect* употребляется:

а) когда говорящий хочет подчеркнуть результат того или иного действия, а не само это действие:

I have sent a lot of inquiries to them. – Я им послал много запросов.

He has collected all the data. – Он собрал все данные.

б) для выражения действия, произошедшего в период времени, который к моменту речи еще не закончился (часто с обстоятельствами *today, this morning, this week, this winter, this year* и т.п.):

Have you seen Jim this morning? – Ты видел сегодня утром Джима (*разговор происходит утром*)?

*Сравните:*

I did not see Jim this morning. – Сегодня утром я Джима не видел (*разговор происходит вечером*).

в) для выражения действия, которое происходило в прошлом вплоть до настоящего момента времени (часто с обстоятельствами *lately, recently, for two hours (days, years), up to now, for a long time, since* и др.) либо происходило в прошлом и к настоящему моменту времени еще не закончено:

I have not seen Jim for two years. – Я не видел Джима в течение двух лет.

He has known me since 1991. – Он знает меня с 1991 г.

He has worked for the company all his life. – Он проработал в компании всю свою жизнь (и продолжает работать).

*Сравните:*

He worked for the company all his life. – Он проработал в компании всю свою жизнь (но сейчас уже не работает).

г) в предложениях с наречиями определенного времени (*ever, never, just, already, yet* и т.п.):

Have you ever been to Kiev? – Ты когда-нибудь был в Киеве?

I have already read this book. – Я уже прочитал эту книгу.

I have never been here. – Я никогда здесь не был.

He has just come. – Он только что пришел.

## ПРОШЕДШЕЕ СОВЕРШЕННОЕ ВРЕМЯ (THE PAST PERFECT TENSE)

Образование *Past Perfect*:

*Все лица*: had + Past Participle

*Редуцированная форма*: 'd + Past Participle

*Отрицательная форма*: had not + Past Participle

*Past Perfect* употребляется для выражения действия, которое происходило или произошло до определенного момента в прошлом. Этот момент в прошлом может быть выражен:

а) указанием на момент времени с помощью предлога *by*:

I had already drawn up the contract by Tuesday. – Ко вторнику я уже составил контракт.

б) с помощью сложноподчиненного предложения, причем *Past Perfect* может употребляться как в главном предложении, так и в придаточном, в зависимости от того, какое действие произошло раньше:

The carrier had delivered the package before I came. – Курьер доставил пакет до того, как я пришел.

## БУДУЩЕЕ СОВЕРШЕННОЕ ВРЕМЯ (THE FUTURE PERFECT TENSE)

Образование *Future Perfect*:

*1-е лицо*: will/shall have + Past Participle

*2-е и 3-е лицо*: will have + Past Participle

*Редуцированная форма*: 'll have + Past Participle

*Отрицательная форма*: will/shall not have + Past Participle

Вопросительные предложения образуются путем постановки первого вспомогательного глагола (*will/shall*) перед подлежащим.

*Future Perfect* употребляется сравнительно редко, когда говорящий хочет подчеркнуть, что то или иное действие будет закончено до определенного момента в будущем:

Our manager will have advised you before you leave. – Наш менеджер проконсультирует Вас перед тем, как Вы уедете.

You will have received the schedule by 5 o'clock. – Ты получишь расписание к пяти часам.

## UNIT 10

### СТРАДАТЕЛЬНЫЙ ЗАЛОГ ПРОСТЫХ ВРЕМЕН (PASSIVE VOICE)

Сравните:

*Sam wrote the letter.* – *The letter was written by Sam.*

*Normally we deliver goods on time.* – *The goods are normally delivered in time.*

Если подлежащее в предложении само осуществляет действие, то мы говорим о глаголе-сказуемом в действительном (активном) залоге.

Если же подлежащее подвергается воздействию со стороны другого лица или предмета (т.е. является объектом действия), то мы говорим о глаголе в страдательном (пассивном) залоге. Обычно эта форма используется тогда, когда неважно или неизвестно, кто выполнил то или иное действие.

Утвердительная форма глаголов страдательного залога в *Simple Tenses* образуется при помощи вспомогательного глагола *to be* и *Past Participle* смыслового глагола. Лицо, совершающее действие, выражается существительным или местоимением с предлогом *by*:

*The contract is signed by Mr. Brown.* – Контракт подписан м-ром Брауном.

*I was met by top management of Continental Equipment.* – Меня встретили руководители компании Continental Equipment.

В английском языке глагол в страдательном залоге в *Present Simple Tense* может, в зависимости от контекста, выражать как само действие, так и его результат. Сравните:

*Coffee is usually imported from Brazil.* – Обычно кофе импортируется из Бразилии.

*This consignment of coffee is imported from Brazil.* – Эта партия кофе импортирована из Бразилии.

Глаголы, требующие после себя предложного дополнения (*to look at, to look for, to listen to, to speak about, to talk to, to send for, etc.*), сохраняют предлог при переходе в пассивную форму:

*Jim was sent for by the President.* – За Джимом послал Президент.

*The fair is much talked about.* – Про выставку много говорят.

В вопросительной форме вспомогательный глагол ставится перед подлежащим:

*Are cars produced by many countries?* – Автомобили производятся во многих странах?

*When was the L/C opened?* – Когда был открыт аккредитив?

В отрицательной форме частица *not* ставится после вспомогательного глагола:

*These documents are not sent by fax.* – Эти документы по факсу не передаются.

*The price was not accepted by the Buyers.* – Покупателей не устроила цена.

## UNIT 11

### ПРИДАТОЧНЫЕ ПРЕДЛОЖЕНИЯ (DEPENDENT CLAUSES)

Придаточные или зависимые предложения имеют подлежащее и сказуемое, но не выражают законченную мысль и, следовательно, не могут употребляться самостоятельно. Например:

*The project will be completed whether the contract continues or not.* – Проект будет завершен вне зависимости от того, будет продлен контракт или нет.

*I will call him as soon as he comes.* – Я позвоню ему, как только он вернется.

Придаточные предложения примыкают к главному предложению при помощи союзов или союзных слов. Возможна и бессоюзная связь главного и придаточного предложений.

Ниже приводится список наиболее употребительных подчинительных союзов и союзных слов.

1. *Изъяснительные*: that, what, where, why.

2. *Временные*: when, after, before, since.

3. *Причинные*: because, as, since.

4. *Условные*: if, unless, provided that и др.

5. *Целевые*: in order that, that и др.

6. *Уступительные*: though, although, however.

7. *Сравнительные*: as if, although и др.

В английском языке выделяются следующие типы придаточных предложений.

1. *Придаточное подлежащее* (союзы и союзные слова: that, whether, what, which, when, etc.)

*What* they want now is to speak to our director. – То, что им нужно сейчас – это поговорить с нашим директором.

2. *Придаточное сказуемое* (that, whether, if, who, what, etc.)

That was *why* he could not sign the contract. – Вот почему он не мог подписать контракт.

3. *Придаточное дополнительное* (that, where, who, what, why, etc.)

We inform you *that* we decided to accept your proposal. – Мы сообщаем Вам, что мы решили принять ваше предложение.

We did not know *why* he had not gone there. – Мы не знали, почему он не пошел туда.

Первые три типа придаточных предложений называются *именными* (выполняющими функцию имени существительного).

4. *Определительные придаточные предложения* (who, that, which, whose, whom, etc.)

Andrew, *who* is a very good expert, will look through the material tomorrow. – Эндрю, который является очень хорошим специалистом, просмотрит материал завтра.

The printer *that* we are planning to buy must be able to take heavy use. – Принтер, который мы планируем купить, должен быть рассчитан на большую нагрузку.

5. *Обстоятельственные придаточные предложения*

а) *причины* (because, since)

*Since* we have gone over the budget, we cannot buy any computers. – Мы не можем покупать компьютеры, так как уже израсходовали бюджетные деньги.

б) *времени* (when, after, while, as soon as, etc.)

We could meet tomorrow *after* you look through the materials. – Мы могли бы встретиться завтра, после того как вы просмотрите материалы.

в) *цели* (that, so that, in order that)

He brought the necessary materials *so that* we could discuss the problem immediately. – Он принес необходимые материалы, чтобы мы смогли сразу же приступить к обсуждению проблемы.

г) *уступки* (though, although, in spite of, despite)

*Although* the number of the host computers can be counted accurately, nobody knows how many people use the Internet. – Хотя количество узловых компьютеров можно определить довольно точно, точное количество пользователей Интернет неизвестно.

д) *способа/сравнения* (as, as if, as though)

He did *as* he was requested. – Он сделал это так, как его просили.

е) *условные предложения* (if, unless, on condition that, etc.)

*Unless* they do not accept our terms, we shall not sign the contract. – Если они не примут наших условий, мы не подпишем контракт.

Рассмотрим подробнее условные предложения.

По степени вероятности условия реализации действия, их можно условно разделить на три типа.

1. Условные предложения первого типа выражают реальные условия в прошедшем, настоящем и будущем времени для реальных событий или фактов, о которых говорится в главном предложении:

We signed contracts if they gave us a good discount. – Мы подписывали контракты, если нам давали выгодные скидки.

We sign contracts if they give us a good discount. – Мы подписываем контракты, если нам дают выгодные скидки.

We shall sign contracts if they give us a good discount. – Мы будем подписывать контракты, если нам будут давать выгодные скидки.

В придаточном предложении, выражающем действие в будущем и связанном с главным союзами *if*, *when* и др., употребляется форма настоящего времени.

2. Условные предложения второго типа выражают нереальные или маловероятные события, относящиеся только к настоящему или будущему времени.

We should sign contracts if they gave us a good discount. – Мы бы подписывали контракты, если бы нам давали выгодные скидки.

В главном предложении употребляются вспомогательные глаголы *should* или *would* (в американском варианте только *would*) с инфинитивом смыслового глагола, а в подчиненном – *Past Indefinite* смыслового глагола. Глагол *to be* в условных предложениях, выражающих нереальные действия, употребля-

ется в единственной форме *were*.

If I were you, I would invite the businessmen to a restaurant.

3. Условные предложения третьего типа выражают нереализованные условия для действий в главном предложении, поскольку они относятся к прошедшему времени и поэтому не могут осуществиться.

We should have signed the contract if they had given us a good discount. – Мы бы подписали контракт, если бы нам дали выгодную скидку.

В главном предложении употребляются вспомогательные глаголы *should* или *would* с перфектным инфинитивом, а в подчиненном – форма *Past Perfect*.

Отдельно рассмотрим предложения с глаголом *wish*.

В дополнительных придаточных предложениях с главным *I wish* употребляется:

1. *Past Indefinite* для выражения действия, одновременного с действием главного предложения.

I wish he were with us. – Жаль, что он не с нами.

I wish I knew it. – Жаль, что я не знаю об этом.

2. *Past Perfect* для выражения действия, предшествующего действию главного предложения.

I wish he had stayed at home. – Жаль, что он не остался дома.

3. Если действие придаточного предложения следует за действием главного, употребляются:

*would + Infinitive, might + Infinitive, could + Infinitive*

I wish he would tell me everything. – Как бы мне хотелось, чтобы он мне все рассказал.

I wish that you would (could) call tomorrow (today). – Я хочу, чтобы Вы позвонили завтра (сегодня).

Глагол *wish* в главном предложении может выражать желание, относящееся к прошлому:

I wish that you had called yesterday. – Я хотел, чтобы Вы позвонили вчера.

## UNIT 12

### СОГЛАСОВАНИЕ ВРЕМЕН (SEQUENCE OF TENSES)

Если в сложноподчиненных предложениях с дополнительными придаточными глагол-сказуемое в главном предложении стоит в одном из настоящих либо будущих времен (*Simple, Continuous* либо *Perfect*), то употребление времен в придаточном предложении ничем не отличается от его употребления в русском языке.

Если глагол-сказуемое в главном предложении стоит в прошедшем времени, то применяются правила согласования времен:

а) для выражения действия, одновременного с действием в главном предложении, употребляется *Past Simple*:

He didn't know that I was a manager. – Он не знал, что я работаю менеджером.

б) для выражения действия, предшествовавшего действию в главном предложении, употребляется *Past Perfect*:

He didn't know that I had been a manager. – Он не знал, что я работал менеджером.

в) для выражения действия, которое последует за действием в главном предложении, употребляется особое время, которое образуется с помощью вспомогательных глаголов *would/should* для первого лица и вспомогательного глагола *would* для всех остальных лиц:

He didn't know when the consignment of equipment would arrive. – Он не знал, когда придет партия оборудования.

### КОСВЕННАЯ РЕЧЬ (INDIRECT SPEECH)

При переводе предложения из прямой речи в косвенную употребляются глаголы *to ask, to say, to tell*. Если глагол в главном предложении стоит в прошедшем времени, применяются правила согласования времен, а также может производиться следующая замена наречий и местоимений: *this – that, these – those, here – there, now – then, yesterday – the day before, today – that day, tomorrow – the next day, ago – before, last week – the week before*.

Если в косвенной речи описывается ряд последовательных действий, и в главном предложении глагол стоит в прошедшем времени, то первое действие дается в *Past Perfect*, а последующие в *Past Simple* (если эта последовательность не нарушается):

Nick said he had come to the States where he started his company in 1979. Since then his sales' revenues went up every year. However, in 1985 he had to return to England.

При переводе в косвенную речь общих вопросов используются союзы *if* либо *whether*. В качестве

союзов при переводе в косвенную речь специальных вопросов используются вопросительные местоимения. В вопросах в косвенной речи соблюдается прямой порядок слов:

Victor asked me if I had sent the letter. – Виктор спросил меня, отправил ли я письмо.

John asked me how long I had been working for TST Systems. – Джон спросил меня, как долго я работала компании TST Системз.

Просьба и приказание вводятся в косвенную речь глаголами *to ask, to order, to tell* и передаются при помощи инфинитива смыслового глагола и местоимения либо существительного, которые определяются из контекста:

John said, "Please type this letter, Mary". – John told Mary to type the letter.

## ГЕРУНДИЙ И ИНФИНИТИВ (GERUND AND INFINITIVE)

*Герундий* – это неличная форма глагола, сочетающая в себе свойства глагола и существительного. Формы герундия совпадают с формами.

**Причастия I.** Как и Причастие I он бывает простым и перфектным и имеет форму активного и пассивного залога). Формы глагола, подобной герундию, в русском языке нет.

*Инфинитив* представляет собой неличную форму глагола, которой в русском языке соответствует неопределенная форма глагола (сделать, делать, говорить, сказать и т.д.). В английском языке инфинитив может иметь формы активного и пассивного залогов (*to write, to be written*), быть перфектным и неперфектным (*to write, to have written*), иметь форму *Continuous (to be writing, to have been writing)*.

И герундий, и инфинитив могут выполнять в предложении функции подлежащего, части сказуемого, дополнения, определения и обстоятельства.

*Различия в употреблении инфинитива и герундия*

а) после глаголов *agree, deserve, manage, regret, appear, expect, mean, refuse, arrange, fail, need, seem, ask, forget, offer, tend, claim, hesitate, plan, threaten, consent, hope, prepare, wait, decide, intend, pretend, want, demand, learn, promise* и др., а также после выражения *would like ('d like)* в качестве дополнения употребляется инфинитив:

I did not intend to offend you. – Я не хотел Вас обидеть.

She forgot to send the letter. – Она забыла отправить письмо.

They managed to do it. – Им удалось это сделать.

б) после глаголов *admit, deny, mention, recommend, appreciate, discuss, miss, risk, avoid, enjoy, postpone, stop, complete, excuse, practise, suggest, consider, finish, quit, tolerate, delay, keep, recall, understand* и других в качестве дополнения употребляется герундий:

I hope you will enjoy your staying here. – Надеюсь, Вам здесь понравится.

Stop talking. – Прекратите болтать.

He has completed writing his report. – Он закончил писать отчет.

в) после ряда глаголов (*to like, to prefer, to begin, to start, to continue* и др.) могут употребляться как инфинитив, так и герундий. После глаголов *to begin, to start, to continue* инфинитив выражает более конкретное действие.

*Сравните:*

He began working for this company in 1991. – Он начал работать в этой компании в 1991.

He began to work an hour ago. – Он приступил к работе час назад.

г) герундий употребляется также после следующих выражений и глаголов с предлогами: *to approve of, interest in, to be afraid of, importance of, to be engaged in, to insist on, to be interested in, to keep on, to be responsible for, to look forward to, to blame for, to object to, cannot help, opportunity of, to count on, to rely on, to depend on, reason for, do not mind to, thank for, to forget about, to think of (about), to get through, way of, idea of, would you mind* и др.

We are looking forward to hearing from you. – С нетерпением ждем Вашего ответа.

We are interested in importing these goods. – Мы хотели бы импортировать эти товары.

д) герундий может также употребляться как обстоятельство времени (с предлогами *after, before, on*) и образа действия (с предлогами *by, without, instead of, besides*):

After receiving our order, let us know the exact date of delivery. – После получения нашего заказа сообщите нам точную дату поставки.

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