Иванова Д.В., Кубракова Н.А., Шилова С.А.

Language is easy
Philosophy
Culturology
Religious Studies

Учебное пособие

Настоящее учебно-методическое пособие предназначено для студентов философского факультета, изучающих английский язык. Пособие предназначено для студентов специализаций «Философия», «Религиоведение» и «Культурология». Пособие представляет собой сборник грамматических упражнений и текстов по специальности, а также контрольные работы на третий и четвертый семестр для студентов второго курса.

Рецензенты:
кандидат философских наук, доцент кафедры иностранных языков Педагогического института Саратовского государственного университета им. Н.Г.Чернышевского
Т.Г. **Кузнецова**
кандидат исторических наук, доцент кафедры английского языка и межкультурной коммуникации Саратовского государственного университета им. Н.Г.Чернышевского
Е.Н. Базанова

Предисловие

Предлагаемое учебно-методическое пособие предназначено для студентов 2-го курса философского факультета, изучающих английский язык. Пособие предназначено для студентов специализаций «Философия», «Религиоведение» и «Культурология». Пособие состоит из двух частей и приложения. Каждая часть включает два раздела: в первом приводятся справочные материалы по грамматике и тренировочные упражнения, а во втором разделе рассматриваются тексты по специальности, предусмотренные рабочей программой. В каждом разделе предлагается три текста.

Первая часть – «1 семестр». В данной части рассматриваются: грамматические темы: страдательный залог, времена Present Perfect и Past Simple, Past Perfect и Future Perfect. Во второй раздел входят тексты по истории философии. Работа с текстом включает письменный перевод обозначенного отрывка и ответы на вопросы, контролирующие понимание всего текста. Первая часть завершается контрольной работой, проверяющей усвоение рассмотренного в 1-м семестре материала, и является одной из форм отчетности в зимнюю сессию.

Вторая часть – «2 семестр». В данной части представлены следующие грамматические темы: инфинитив и - ing форма, косвенная речь, условные предложения и модальные глаголы. Во второй раздел второй части также включены тексты по истории философии. Как и первая часть, третья включает контрольную работу, которая предназначена для проверки знаний во 2-м семестре (летняя сессия).

В приложение вошли тексты по специальности. Они представляют собой дополнительный материал, как для аудиторной, так и для самостоятельной работы. Тексты сопровождаются вопросами, направленными на проверку общего понимания прочитанного.

Настоящее пособие рассчитано, главным образом, на письменное выполнение всех упражнений. Контрольные работы в первой и второй частях оформляются отдельно от тренировочных упражнений и сдаются преподавателю.

I семестр

Раздел 1

1. Страдательный (пассивный) залог (Passive Voice)

Страдательный залог употребляется в том случае, если в центре внимания говорящего находятся лицо или предмет, подвергающийся воздействию со стороны другого лица.

Страдательный залог образуется при помощи вспомогательного глагола **to be** в соответствующей форме и причастия прошедшего времени (past participle) смыслового глагола.

	Active Voice	**Passive Voice**
Present Simple	He paints the house.	The house is painted.
Past Simple	He painted the house.	The house was painted.
Future Simple	He will paint the house.	The house will be painted.
Present Continuous	He is painting the house.	The house is being painted.
Past Continuous	He was painting the house.	The house was being painted.
Present Perfect	He has painted the house.	The house has been painted.
Past Perfect	He had painted the house.	The house had been painted.
Future Perfect	He will have painted the house.	The house will have been painted.

В вопросительной форме вспомогательный глагол ставится перед подлежащим. В отрицательной форме отрицательная частица **not** ставится после вспомогательного глагола:

Was my application accepted? – **Your application was not accepted.**

Если указано лицо, производящее действие, то оно вводится предлогом **by**. Если указывается предмет, при помощи которого было совершено действие, он вводится предлогом **with**.

A new law has been passed by the government. – *Новый закон был принят правительством.*

Fish is cut with a special knife. – *Рыбу режут специальным ножом.*

Задание 1.1. Поставьте глаголы в нужную форму, используя пассивный залог:

1) Bread ___ every day (eat).
2) The letter ___ yesterday (receive).
3) A very interesting book ___ at the library next Friday (take).
4) Many houses ___ in our town every year (to build).
5) These trees ___ next spring (plant).
6) I ___ at the lesson yesterday (ask).
7) The clock ___ now (repair).
8) The trucks ___ at twelve o'clock yesterday (load).
9) The new children's book ___ in that shop when I entered it yesterday (sell).
10) The new bridge over the river ___ now (build).
11) The sweets ___ already ___ when I came home (eat).
12) The text __ recently (translate).
13) All the trees ___ by the middle of last autumn (plant).
14) The work ___ by 5 o'clock tomorrow (finish).
15) The novel ___ already ___ (discuss).
16) The letter ___ by 10 o'clock tomorrow (write).

Задание 1.2. Переведите предложения из активного залога в пассивный:

1) People chop down a lot of trees every year.
2) They chose him as the best actor of the year.
3) Steven Spielberg has directed a lot of successful films.
4) A number of reporters will meet the professor at the airport.
5) Astronauts are exploring space.
6) The Romans founded Bath in the first century AD.
7) The traffic warden had already given him a ticket for illegal parking.

8) Homer wrote the "Iliad".
9) People must obey the law.
10) A nightmare woke Mary up.
11) Someone's has stolen Mike's bicycle.
12) The judge has fined him $ 300.
13) Van Gogh painted "Sunflowers".
14) Someone had broken our door down.
15) The government will introduce new measures against crime.
16) Someone has burgled Ann's house.

2. Present Perfect и Past Simple

Изучающие английский язык часто испытывают сложности в разграничении глагольных времен **Present Perfect** и **Past Simple**, так как и то, и другое называет законченное действие. Необходимо помнить, что **Past Simple** связан с прошедшим периодом времени, который может быть указан в предложении или ясен из контекста. Действия, которые называет **Present Perfect,** всегда связаны с настоящим временем. Ниже мы приводим таблицу, в которой сравниваются эти времена:

Present Perfect и Past Simple	
Present Perfect	**Past Simple**
законченное действие, которое произошло в прошлом, но время совершения не указано в предложении: **Don has left for Madrid.** *Дон уехал в Мадрид.* (Мы не знаем, когда он уехал. Время совершения действия не указано.)	законченное действие, которое произошло в определенное время в прошлом (время указано в предложении). **She left yesterday.** *Она уехала вчера.*
действие в прошлом, связанное с настоящим и имевшее место в определенное время в прошлом, которое не упоминается в	действие в прошлом, не связанное с настоящим и имевшее место в определенное время в прошлом, которое не

6

предложении:	упоминается в предложении:
I've spoken to Richard Gere.	**I met John Lennon.**
Я общался в Ричардом Гиром. (Мне, возможно, удастся пообщаться с ним еще. Период времени еще не завершился).	*Я встречал Джона Леннона.* (Мне уже не удастся его встретить)

Необходимо также помнить, что **Present Perfect** часто употребляется для того, чтобы начать разговор. Однако для продолжения разговора на ту же тему используется **Past Simple**, даже если время не упоминается, так как действия ассоциируются с прошедшим временем.

Задание 2.1. Поставьте глаголы в скобках в Present Perfect или Past Simple:

1) "Where's your key?" – "I don't know. I ___ it (lose)."

2) I ___ very tired, so lay down on the bed and went to sleep (be).

3) Mary ___ to Australia for a while but she's back again now (go).

4) "Where's Ken?" – "He ___ out. He'll be back in about an hour (go)."

5) I did German at school but I ___ most of it (forget).

6) I meant to phone Diane last night but I … (forget).

7) Look! There's an ambulance over there. There ___ an accident (be).

8) I ___ a headache earlier but I feel fine now (have).

9) They're still building the new road. They ___ it (not finish).

10) "Is Helen still here?" – "No, she ___ out (just / go)."

Задание 2.2. Поставьте глаголы в скобках в Present Perfect или Past Simple:

1) A: Is your father at home? B: No, I'm afraid he ___ out (go). A: When exactly ___ out (he / go)? B: About ten minutes ago.

2) A: Where do you live? B: In Boston. A: How long ___ there (you / live)? B: Five years. A: Where ___ before that (you / live)? B: In Chicago. A: And how long ___ in Chicago (you / live)? B: Two years.

3) A: Look! Somebody ___ coffee on the carpet (spill). B: Well, it ___ me (not / be). I ___ it (not / do).

4) A: Ben ___ his leg (break). B: Really? How ___ (that / happen)? A: He ___ off a ladder (fall).

5) A: Your hair looks nice. ___ a haircut (you / have)? B: Yes. A: Who ___ it (cut)? ___ to the hairdresser (you / go)? B: No, a friend of mine ___ it for me (do).

2. Past Perfect

Past Perfect образуется при помощи вспомогательного глагола **to have** в форме **Past Simple** и причастия прошедшего времени (**past participle**) смыслового глагола.

Past Perfect употребляется для выражения прошедшего действия, которое совершилось до определенного момента в прошлом. Этот момент может обозначаться:

1) обстоятельством времени с предлогом **by** к (**in the end of the month**, **by 5 o'clock yesterday**, **by that time** и др.)

By that time he had already signed the letters. – *К тому времени он уже подписал письма.*

2) другим (более поздним по времени) прошедшим действием, которое выражается глаголом в **Past Simple**.

He thought that they had completed the work. – *Он думал, что они уже закончили работу.*

Past Perfect может употребляться и в том случае, когда время, до которого совершилось действие, не указано в самом предложении, а определяется контекстом.

My friend left for London yesterday. He had never been there before. – *Вчера мой друг выехал в Лондон. Он никогда не бывал там раньше.*

Задание 3.1. Поставьте глаголы в скобках в Past Perfect:
1) When I arrived at the station, the train ___ (leave).
2) We lit the candles because the lights ___ (go off).
3) When I got home I discovered that somebody ___ my flat (break into).

8

4) The patient ___ before the ambulance reached the hospital (die).

5) John ___ all cakes by the time the other children arrived (eat).

Задание 3.2. Поставьте глаголы в скобках в Past Perfect или Past Simple:

1) When I ___ the house, I ___ that I ___ my keys (leave) / (realize) / (forget).

2) After I ___ digging the garden I ___ to go for a walk (finish) / (decide).

3) I ___ Fiona some money only after she ___ to give it back the next day (lend) / (promise).

4) They kept arguing about the money their father ___ them in his will when he ___ (leave) / (die).

5) Kate ___ studying after John ___ (start) / (leave).

6) I ___ Beckie a plant yesterday because she ___ so well in the concert the night before (buy) / (sing).

7) When I ___ Julie, I ___ that I ___ her before (see) / (realize) / (meet).

3. Future Perfect

Future Perfect образуется при помощи вспомогательного глагола **have** в форме будущего времени (**will have**) и причастия прошедшего времени (**past participle**) смыслового глагола.

Future Perfect употребляется для выражения будущего действия, которое совершится до определенного момента в будущем.

Future Perfect употребляется:

1) для выражения действия, которое завершится ранее другого действия в будущем:

I will have washed up before my mother comes. – *К приходу мамы я помою посуду.*

2) для выражения действия, которое закончится к определенному моменту в будущем, при этом момент времени может быть выражен или наречием времени, или придаточным предложением времени:

9

She will have finished the report by tomorrow. – *Она закончит отчет к завтрашнему дню.*

She will have finished the report by the time the library closes. – *Она закончит отчет до закрытия библиотеки.*

Задание 4.1. Поставьте глаголы в скобках в Future Perfect:

1) What time will you have finished painting you room? – I ___ by 7 o'clock, I hope (finish).

2) Are you seeing Julie tonight? – No, I ___ by the time she gets here (leave).

3) Have the built their house yet? – No, they ___ by the end of May (build).

4) Will you have done your homework by tomorrow? – No, I ___ until Friday (not do).

5) Tom ___ his third novel by the end of this year (write).

6) He ___ by tomorrow afternoon (finish).

Задание 4.2. Поставьте глаголы в скобках в Future Perfect:

1) We ___ the shed by Friday (build).

2) She ___ dressing by the time the guests arrive (finish).

3) I ___ three letters by 7 o'clock tonight (write).

4) She ___ enough money to buy a car by Christmas (save).

5) I ___ here for ten years by the end of this month (work).

Раздел 2

Текст 1

Задание 1. Прочитайте текст и переведите выделенный отрывок на русский язык письменно:

The Pre-Socratics

In the 6th century BC there were no telescopes, microscopes or any laboratory equipment at all. Without these modern advantages, Greeks from Asia Minor and other areas attempted

to explain the nature of the universe and life on Earth. These men were basically metaphysicians, who were looking for the reality behind all appearances.

The story begins with Thales of Miletus, a shrewd and intelligent mathematician who lived in the late 7th and early 6th centuries BC. He attempted to give an explanation of the world that does not depend on gods or mythology—but only on natural causes. He decided that water was the fundamental building block of matter.

Thales was succeeded in the 6th century BC by Anaximander and Anaximenes. Anaximander thought that the world had originated in conflicts between contraries, such as hot and cold and wet and dry. Anaximenes declared that air is the source of all matter. His major contribution, however, was stating that nothing can be created from nothing. Matter, force, and energy are indestructible. These ideas later reappeared in physics in the laws of the conservation of matter and energy.

Pythagoras, also of the 6th century BC, thought that number is the basis of reality because the forms and relations of things can all be explained numerically. Heracletus argued that the basic characteristic of the universe is change. Permanence is only an appearance. Parmenides said permanence is real and change only an illusion.

All of the above-named early philosophers tried to explain everything in terms of one basic quality. They were called monists, from the Greek word for "one." Later philosophers sought explanations in plurality. Empedocles believed that there are four basic elements: earth, air, fire, and water. Anaxagoras taught that everything is made of infinitely small particles. Democritus and Leucippus carried this idea further by teaching that all matter is made up of atoms—not the atoms of today's physicists but similar tiny, indivisible units.

Late in the 5th century BC a group of teachers called Sophists appeared. They were teachers of practical wisdom who took money for their lessons. The first was Protagoras. His statement, "Man is the

measure of all things," indicates the Sophist view that the real world is the one people live in and see. They cast doubt on the merits of speculation and said learning to live and succeed in the real world is the point of philosophy.[1]

Vocabulary

Metaphysician – метафизик
Appearance – видимость
Natural causes – естественные / природные основания
Matter – материя
Contraries – противоположности
Source – начало; первопричина; источник
Permanence – неизменность, постоянство
Monism - монизм (способ рассмотрения многообразия явлений мира в свете единой основы)
Particles – неделимые частицы, атомы
Teachers of practical wisdom – учителя «мудрости»
To cast doubt on – относиться с сомнением
Metaphysical speculation – метафизические спекуляции (созерцание, наблюдение)

Досократики

Thales of Miletus – Фалес из Милета (в Малой Азии) (ок. 624-547 до н. э.)
Anaximander – Анаксимандр из Милета
Anaximenes – Анаксимен из Милета (ок. 588- 526, до н.э.)
Pythagoras – Пифагор с острова Самоса (ок. 580-500 до н. э.);
Pythagorean – пифагорейцы
Heracletus – Гераклит (ок. 544 - ок. 483 до н. э.)
Parmenides – Парменид из Элей
Anaxagoras – Анаксагор из Клазомен (в Малой Азии) (ок. 500-428 до н. э.)
Empedocles – Эмпедокл из Агригента (на о. Сицилия) (ок. 490-30 до н. э.)
Democritus – Демокрит из Абдер (ок. 460-370 до н. а.)

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

Leucippus – Левкипп (ок. 500-440 до н. э.)
Sophists – софисты
Protagoras – Протагор (ок. 480 - ок. 410 до н.э.)

Задание 2. Ответьте на вопросы к тексту:

1) Who are considered to be the Pre-Socratics?
2) What did the Pre-Socratics try to explain with the help of their theories?
3) What explanations of the world did ancient philosophers try to give (Thales, Anaximander, Anaximenes, Pythagoras, Empedocles, Anaxagoras, Democritus and Leucippus, Sophists?

Текст 2

Задание 1. Прочитайте текст и переведите выделенный отрывок на русский язык письменно:

The Classical Period in Greek Philosophy

The classical period of Greek philosophy lasted from about 430 to 320 BC. The first great philosopher was Socrates. He challenged the Sophists by saying it is possible to learn absolute virtue and attain truth. He sought universal principles by pursuing the clear, common meaning of terms, and he raised some of the basic questions of knowledge and ethics. He did this by question-and-answer conversations, now called the Socratic method. The teaching of Socrates rested on two basic principles: a person should never do wrong, either directly or indirectly, and no one who knows what is right will act contrary to it.

Plato was Socrates' foremost pupil and recorder of many of his conversations. His *Dialogues*, even in translation, are some of the most interesting reading in Western literature. He developed a many-sided philosophy that includes a theory of knowledge, a theory of human conduct, a theory of the state, and a theory of the

universe. He said there is a world of sense experience that is always changing. There is also a world of unchanging ideas, which is the only true reality. His world of ideas resembles a blueprint after which the objects of the physical world are fashioned.

Aristotle was Plato's most famous pupil, though he departed from his master's teaching on many points. His writings on nature make him the world's first real scientist, though his conclusions have long been superseded. His contributions are so great that he stands alongside Plato as one of the greatest thinkers of the ancient world. He said, in contrast to Plato, that the material world is real and not a creation of eternal forms. He taught that individual things combine form and matter in ways that determine how they grow and change. Aristotle was also the founder of formal logic.[1]

Vocabulary

To challenge – бросать вызов, оспаривать, ставить под сомнение
Virtue – добродетель
Truth – истина
Pursue – следовать
Term – *зд.* понятие
Ethics – этика
The Socratic method – сократический метод, диалектика, искусство диалектического спора
Foremost – выдающийся
Many-sided – многосторонний
Conduct – поведение
State – государство
Sense experience – чувственно-эмпирический опыт, отражение внешнего мира
Blueprint – образец, шаблон
To supersede – вытеснять, занимать чье-либо место

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

Eternal forms – вечные формы (имеются ввиду бестелесные формы – идеи)
Contribution – вклад
Formal logic – формальная логика

Socrates – Сократ (469-399 до н. э.)
Plato – Платон (426/427-348/347 до н.э.)
Aristotle – Аристотель (384-322 до н. э.)

Задание 2. Ответьте на вопросы к тексту:

1) What period in Greek philosophy do we call "the classical period"?
2) Who are the representatives of this period?
3) What are the two principles of Socrates' teaching?
4) In what aspect did Aristotle depart from Plato's teaching?

Текст 3

Задание 1. Прочитайте текст и переведите выделенный отрывок на русский язык письменно:

The Roman Philosophy

Philosophy after Aristotle to about AD 100 was concerned mainly with ethics. Epicurus regarded reality as a random arrangement of atoms and decreed that pleasure is the chief goal of life. The Stoics, led by Zeno, believed that the universe is ordered and rational. The principle of Zeno's thought is to live in accordance with nature. He based his ideas on the teachings of Socrates. Humans, he said, must discipline themselves to accept their place in the world. There is a great deal of fatalism in the Stoic position. The Roman emperor Marcus Aurelius was a leading Stoic, who explained the philosophy clearly in his *Meditations*. Another well-known Stoic was Epictetus. He left no writings, but his teachings were recorded and passed down in *Discourses* by his pupil Arrian.

Another notable school of thought that appeared in the late 4th and early 3rd centuries BC is skepticism. Founded by Pyrrho of Elis, it asserts that humans cannot know anything for certain. No one can ever be sure that what is perceived by the senses is real or only an illusion. The skeptical view did not make much headway at the time, but it endured to reach new heights in the work of David Hume in the 18th century. It is one of the most radical positions taken in epistemology.

The Roman statesman Cicero introduced Greek philosophy to Rome, but his works show little that was new except in his political books. The so-called pagan philosophy based in Athens came to an end when the schools of Athens were closed by the emperor Justinian in AD 529. Its teachers survived for a while elsewhere, but with diminished influence.

During the early Christian era there were a number of philosophers called Neoplatonists because their basic ideas were taken from Plato. Their point of view also includes ideas derived from Aristotle and the Stoics. The most prominent Neoplatonist was Plotinus, who used his teachings to combat Christianity. He taught that the highest reality is the good (or God) and the lowest level of reality is the material world. By his time the influence of Aristotle had almost disappeared, not to be revived for centuries. Plato's thought became dominant, even among Christian writers.[1]

Vocabulary

Rational – рациональный
In accordance with – в соответствии с
Skepticism – скептицизм
To make headway – преуспевать, двигаться вперед, делать успехи
Epistemology – эпистемология (раздел философии, изучающий основания знания)
Statesman – государственный деятель

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

Pagan philosophy – философия атеизма, языческая философия
To diminish – уменьшать, снижать
To combat – бороться

Epicurus – Эпикур (341-270 до н. э.)
The Stoics – стоики
Zeno – Зенон из Кигиона (ок. 336 - ок. 264 до н. э.)
Marcus Aurelius – Марк Аврелий (121-180)
Meditations – труд Марка Аврелия «Размышления»
Epictetus – Эпиктет (ок. 50-138)
Discourses – труд Эпиктета «Рассуждения»
Arrian – Арриан
Pyrrho of Elis – Пиррон из Элиды (ок. 365-275 до н. э.)
David Hume – Давид Юм (1711 - 76)
Cicero – Цицерон Марк Туллий (106-43 до н. э.)
Neoplatonists – неоплатонизм

Задание 2. Ответьте на вопросы к тексту:

1) What are the main principles of the Stoic teaching?
2) Who are the founders of skepticism?
3) What are the basic ideas of this school of thought?
4) What school of thought did Plotinus belong to?
5) What is the essence of his teaching?

Контрольная работа III
(2 курс, 3 семестр)

Часть 1.

I. Прочитайте текст и переведите письменно:

History of Philosophy

Western philosophy has ancient, medieval, and modern eras. The ancient era includes the work of Greek and Roman thinkers, some of whom were influenced by ideas developed much earlier in Egypt and Mesopotamia. During the ancient era Greek philosophy was the most creative. The Romans took most of their thought from it and built upon it, but they did not add much that was new. The period of Greek philosophy falls into three parts: the pre-Socratics; the work of Socrates, Plato, and Aristotle; and the schools that followed these three giants.

Although medieval philosophy made much use of Plato and Aristotle, it was most heavily influenced by Christianity. It began about the 4th century with St. Augustine and ended in the 15th century.

Modern philosophy represents a break with thought dominated by Christianity. This fact, and the great increase in scientific investigation, led the breakup of philosophy into the many different subjects that are taught in schools today. The Renaissance, the rise of humanism, and the Enlightenment defined the way philosophy has developed since 1500.

Renaissance philosophy was primarily preoccupied with nature, with an external physical world and the objects contained within it. The Enlightenment dealt with the mind that knows the world; its philosophy spoke of the genesis of ideas, the relation of concept, the quality of appearances. But 20th-century philosophy became

concerned with problems of language, symbolism and communication.[1]

Vocabulary

Ancient – древний
Medieval – средневековый
The pre-Socratics – Досократики
Socrates – Сократ (469-399 до н. э.)
Plato – Платон (426/427-348/347 до н.э.)
Aristotle – Аристотель (384-322 до н. э.)

Christianity – христианство
The Renaissance – Ренессанс, эпоха Возрождения
The Enlightenment – эпоха Просвещения
St. Augustine – Августин Блаженный Аврелий (епископ гиппонский (в Сев. Африке)
External – внешний
Mind – разум
Appearance – явление

II. Ответьте на вопросы к тексту:

Questions

1) What are the main historical periods of western philosophy?
2) What are the three parts of Greek philosophy?
3) What ideas influenced medieval philosophy?
4) What defined the way philosophy has developed since 1500?
5) What was Renaissance philosophy preoccupied with?
6) What was the characteristic feature of the Enlightenment?
7) What problems was 20th century philosophy centered around?

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007

Часть 2.

1. Поставьте глаголы в нужную форму, используя пассивный залог:

1) TV ___ by Baird (invent).
2) Pyramids ___ by Egyptians (build).
3) His hat ___ away by the wind now (blow away).
4) Coffee ___ in Brazil (grow).
5) Chopsticks ___ in China (use).
6) The plants ___ by water at the moment (water).
7) The thief ___ yesterday (chase).
8) The robber ___ last week (arrest).
9) The injured man ___ to hospital now (take).
10) The car ___ tomorrow (repair).
11) The vase ___ just ___ (break).
12) The dishes ___ yet (not / wash).
13) The long dresses ___ in 1890 (wear).
14) Dinner ___ in ten minutes (serve).
15) The letters ___ at the moment (type).
16) Guernica ___ by Picasso (paint).
17) The parcel ___ yet (not / deliver).
18) Alpha Romeo cars ___ in Italy (make).
19) The thief ___ late last night (arrest).
20) The letter ___ next week (deliver).

2. Переведите предложения из активного залога в пассивный:

1) The gardener has planted some trees.
2) Doctor Brown will give you some advice.
3) A famous designer will redecorate the hotel.
4) Steven Spielberg directed "E.T.".
5) Someone has broken the crystal vase.
6) His parents have brought him up to be polite.
7) Fleming discovered penicillin.
8) They will advertise the product on television.
9) Someone is remaking that film.
10) The police arrested him.

11) The traffic warden had already given him a ticket for illegal parking

12) People must obey the law.

13) Someone had broken our door down.

14) They chose him as the best actor of the year.

15) Somebody has stolen a bus from outside the school.

3. Переведите предложения из активного залога в пассивный.

1) He gave me a present.

2) The waiter will bring us the bill.

3) The Queen presented him with a medal.

4) Her mother bought Mary some sweets.

5) Bob has sold Ted a second-hand car.

6) Larry is going to send a letter to Tom.

7) Someone is helping her with the housework.

8) A pickpocket robbed me.

9) The mail-order company sent Mrs Green a parcel.

10) Someone will pay you within the next few days.

11) You can improve your health with more exercise.

12) A dog is chasing the child.

13) My friend sent me an invitation.

14) The farmer is building a new barn.

15) The secretary has given Mrs Jones some letters.

4. Поставьте глаголы в скобках в Present Perfect:

1) The train to Moscow ___ (already/leave).

2) Michael ___ to my home town twice (be).

3) I ___ my leg once (break).

4) We ___ here for a year (live).

5) I ___ the film twice (watch).

6) My sister ___ the book (read).

7) We ___ to London (never/be).

8) Mary ___ her friend (just/see).

9) My friends ___ in the Atlantic Ocean (never/swim).

10) I think I ___ her before (not see).

11) She ___ a holiday this year (not have).

12) The shop ___ yet (not open).

13) John ___ a bicycle (never/ride).

14) We ___ our homework yet (not do).

15) I ___ to the cinema for ages (not be).

16) Our letter ___ (yet/arrive).

17) My parents ___ in the same city all their lives (live).

18) The Smiths ___ a house (move).

5. Поставьте глаголы в скобках в Present Perfect:

1) What organisations ___ he ___ for (work)?

2) How many flowers ___ we ___ (sell)?

3) ___ you ___ an arm (ever/ break)?

4) ___ the post ___ (arrive)?

5) ___ Ms Smith ___ here longer than you (work)?

6) ___ your daughter ___ in a tent (ever/sleep)?

7) Where ___ you ___ (be)?

8) How long ___ they ___ their house (have)?

9) How many books ___ Michael ___ (write)?

10) What cities ___ you ___ to (be)?

6. Заполните пропуски в предложениях используя for или since:

1) I haven't been at home ___ Christmas.

2) We've been here ___ ten o'clock.

3) I have worked for this company ___ more than eight years.

4) I haven't been to the theatre ___ ages.

5) I have studied for the exam ___ 9.15.

6) I have had this toy ___ I was eight.

7) She hasn't had a day off ___ 2007.

8) John has been in France ___ more than three weeks now.

7. Раскройте скобки, поставив глаголы в скобках в Present Perfect или Past Simple:

1) I ___ 10 km (run / just) .

2) I ___ 20 km last week (run) .

3) I ___ a composition two days ago (write).

4) I ___ two compositions this month (write / already) .

5) I ___ my friend (ring / just) .

6) I ___ my friend 10 minutes ago (ring) .

7) Two days ago, I ___ a Madonna concert on TV (watch) .

8) I ___ Madonna live in concert (see / already) .

9) I ___ my summer holiday in Sochi last year (spend).

10) I ___ to Sochi yet (be / not).

8. Ознакомьтесь с ситуациями и составьте предложения из слов в скобках, используя Past Perfect:

1) You went to Jill's house, but she wasn't there. *(she/go/out)* ***She had gone out.***

2) You went back to your home town after many years. It was not the same as before. *(it/change/a lot).*

3) I invited Rachel to the party but she couldn't come. *(she/arrange/to do something else)*

4) You went to the cinema last night. You arrived to the cinema late. *(the film/already/begin)*

5) I was very pleased to see Tim again after such a long time. *(I/not/see/him for five years)*

6) I offered Sue something to eat but she wasn't hungry. *(she/just/have/breakfast)*

9. Поставьте глаголы в скобках в Past Perfect или Past Simple:

1) John ___ the candles when she arrived (light).

2) She ___ lunch before the children came home (cook).

3) When she arrived at the theatre he ___ the tickets (buy).

4) After Jim and Terry had finished their breakfast, they ___ to fish (go).

5) The party ___ by the time I arrived (already/start).

6) She sealed the letter, put a stamp on it and ___ it (post).

10. Поставьте глаголы в скобках в Future Perfect:

1) She ___ by 8 o'clock (finish).

2) I ___ this book by next week (read).

3) They ___ a new school by the end of this year (build).

4) He ___ from University by 2009 (graduate).

5) She ___ doing her homework when her mother comes home (finish).

II семестр

Раздел 1

1. Infinitive and –ing forms

В системе английского глагола принято выделять две группы форм – личные и неличные. К личным формам относят формы прошедшего и не прошедшего времени, которые функционируют в предложении в качестве сказуемого (обратите внимание на временные формы, рассматриваемые в настоящем пособии и в его первой части).

В английском языке существуют три неличные формы глагола: инфинитив, причастие (причастие I и причастие II) и герундий. Неличные формы глагола не изменяются по лицам и числам и не употребляются самостоятельно в роли сказуемого. Важной особенностью неличных форм глагола является отсутствие у них категории времени. Это значит, что они не могут помещать действие на определенный отрезок времени и лишь указывают на соотношение обозначаемого ими действия с действием, которое названо глаголом сказуемым.

Мы не будем подробно останавливаться на анализе отдельных свойств неличных форм и остановимся только на особенностях их употребления.

Infinitive

Инфинитив в английском языке имеет следующие формы:

	Active	Passive
Indefinite	(to) send	(to) be sent
Continuous	(to) be sending	-----------------------
Perfect	(to) have sent	(to) have been sent
Perfect Continuous	(to) have been sending	------------------------

Инфинитив (с частицей **to**) употребляется в следующих случаях:

- для выражения цели:

She went out to buy some milk. – *Она вышла, чтобы купить молоко.*

- после определенных глаголов (**advise**, **agree**, **appear**, **decide**, **expect**, **hope**, **promise**, **refuse** и т.д.):

He promised to be back at 10 o'clock. - *Он обещал вернуться к 10 часам.*

- после определенных прилагательных (angry, happy, glad и т.д.):

She was glad to see him. – *Она была рада встретиться с ним.*

- после вопросительных слов (**where**, **how**, **what**, **who**, **which**, исключение составляет только вопросительное слово why):

Has she told you where to meet them? – *Она сказала вам, где их встречать?*

- после would like/ would love/ would prefer:

I'd love to go for a walk. – *Я бы с удовольствием прогулялась.*

- после существительных:

It's a pleasure to work with you. – *Работать с Вами – одно удовольствие.*

- после конструкций со словами too и enough:

He's too short to reach the top shelf. – *Он слишком мал, чтобы дотянуться до верхней полки.*

Инфинитив (без частицы **to**) употребляется в следующих случаях:

- после модальных глаголов (**must**, **can**, **will** и т.д.):

You must be back at 12 o'clock. – *Вы должны вернуться в 12 часов.*

- после had better/would rather:

I'd rather have stayed in last night. – *Лучше бы я остался дома вчера.*

- после **make/let/see/hear/feel** + дополнение:

Mum let me watch TV. – *Мама разрешила мне посмотреть телевизор.*

–ing forms

Употребляя термин **–ing forms**, мы имеем в виду причастие I и герундий (в данном разделе мы не даем характеристику причастию II). Приведем эти формы:

	Active	Passive
Non-perfect	sending	being sent
Perfect	having sent	having been sent

–ing forms употребляются в следующих случаях:
- после определенных глаголов (**admit, avoid, consider, continue, delay, deny, enjoy, escape, excuse, fancy, finish, forgive, imagine, involve, keep, look forward to, mention, mind, miss, object to, postpone, practice, prevent, report, resist, risk, save, stand, suggest, understand** и т.д.):
He admitted (to) stealing the painting. – *Он признался в краже картины.*
- после **love, like, dislike, hate, enjoy, prefer**:
He likes cooking. – *Он любит готовить.*
- после **I'm busy, It's no use, It's (no) good, It's (not) worth, what's the use of, can't help, there's no point (in), be/get used to, be/get accustomed to, have difficulty (in)**:
It's no use complaining. – *Бесполезно жаловаться.*
- после "**go**" для обозначения физических упражнений:
They go skiing every winter. – *Зимой они катаются на лыжах.*
- после предлогов:
He entered without knocking at the door. – *Он вошел, не постучавшись.*
- после **see, hear, listen, watch** для выражения незаконченных и длительных действий:
I saw Kate painting the kitchen. – *Я видел, как Кейт красила кухню.*

Задание 1.1. Поставьте глагол в скобках в нужную форму (-ing-form или инфинитив)

1) They denied _____ the money (steal).
2) I don't want _____ out tonight. I'm too tired (go).
3) The baby began _____ in the middle of the night (cry).
4) Why do you keep _____ me questions? Can't you leave me alone (ask)?
5) I don't enjoy _____ very much (drive).
6) Can you remind me _____ some coffee when we go out (buy)?
7) One of the boys admitted _____ the window (break).
8) The boy's father promised _____ for the window to be repaired (pay).
9) I refuse _____ any more questions (answer).
10) I can't afford _____ out tonight. I haven't got enough money (go).

Задание 1.2. Вставьте указанные глаголы в следующие предложения:

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

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

11) What a stupid thing to do! Can you imagine anybody ____ so stupid?

12) Hello! Fancy ____ you here! What a surprise!

2. Reported Speech (косвенная речь)

I. В английском языке время глагола в придаточном предложении зависит от времени глагола в главном предложении.

Если глагол в главном предложении стоит в одном из настоящих или будущих времен, глагол придаточного предложения может употребляться в любом необходимым по смыслу времени.

Если глагол в главном предложении стоит в одном из прошедших времен, то в придаточном предложении начинает действовать правило согласования времен:

Direct Speech	Reported Speech
Present Simple "I like walking," she said.	**Past Simple / Present Simple** She said she liked / likes walking.
Present Continuous "He is watching TV," she said.	**Past Continuous** She said he was watching TV.
Present Perfect "He has just left," she said.	**Past Perfect** She said he had just left.
Past Simple "He left an hour ago," she said.	**Past Perfect** She said he had left an hour before.
Future Simple "He'll be back in an hour," she said.	**Future-in-the-Past** She said he would be back in an hour.

Правило согласования времен не соблюдается, если глагол придаточного предложения выражает общеизвестную истину:

Everybody knew the sun rises in the east. – *Все знают, что солнце встает на востоке.*

При трансформации предложений из прямой речи в косвенную изменяются по смыслу личные и притяжательные местоимения, а также наречия места, времени и указательные местоимения:

Direct Speech	Reported Speech
this	that
these	those
now	then
today	that day
yesterday	the day before, the previous day
tomorrow	the next day, the following day
next week	the following week
last week	the previous week
a year ago	the year before
here	there
in two minutes	two minutes later

I. Вопросы в косвенной речи

Общий вопрос в косвенной речи вводится союзами **if** или **whether**, после которых следует прямой порядок слов.

Общий вопрос в косвенной речи обычно вводится глаголами **to ask**, **to wonder**, **to want**, **to know**:

He said to me: "Do you speak English well?" – He asked me if I spoke English well. – *Он сказал мне: «Ты хорошо говоришь по-английски?» - Он спросил меня, хорошо ли я говорю по-английски.*

He said to me: "Did you come here at two o'clock?" – He asked me if I had come there at two o'clock. – *Он сказал мне: «Ты приходил сюда в два часа?» - Он спросил меня, приходил ли я туда в два часа.*

Специальный вопрос в косвенной речи вводится тем же вопросительным словом, что и в прямой речи. Порядок слов

становится прямым. Специальный вопрос в косвенной речи вводится теми же глаголами, что и общий вопрос:

He said to me: "When did you enter the University?" – He asked me when I entered the University. *– Он сказал мне: «Когда ты поступил в университет?» - Он спросил меня, когда я поступил в университет.*

He said to me: "What hotel are you going to stay at?" – He asked me what hotel I was going to stay at. *– Он сказал мне: «В какой гостинице ты собираешься остановиться?» - Он спросил меня, в какой гостинице я собираюсь остановиться.*

II. Повелительные предложения в косвенной речи

Повелительные предложения в косвенной речи вводятся утвердительным или отрицательным инфинитивом. Повелительные глаголы в косвенной речи вводятся глаголами **to ask, to tell, to order, to let, to make, to advise** и т.д.

He said to me: "Open the window, please." – He asked me to open the window. *– Он сказал мне: «Открой, пожалуйста, окно.» - Он попросил меня открыть окно.*

He said to me: "Don't go there." – He told me not to go there. *– Он сказал мне: «Не ходи туда.» – Он велел мне не ходить туда.*

Задание 2.1. Передайте следующие предложения в косвенной речи:
1) Tracy said: "I hope we will go to the same place next year."
2) Mr Jones said: "I had a brilliant time."
3) Jimmy said: "I liked the food."
4) Grandmother said: "The waiters were very rude."
5) Danny said: "I like swimming."
6) Judy said: "I am looking forward to going back to school."
7) Mrs Jones said: "I am getting bored of lying on the beach."
8) Paul said: "I've never had so much fun in my life."
9) Tina said: "I am exhausted."
10) Patrick said: "I will go there next summer."

Задание 2.2. Передайте следующие вопросы в косвенной речи:

The boy asked: …

1) "Where is the main tourist office?"
2) "Did you find my suitcase?"
3) "How long have you worked here?"
4) "What are we going to do today?"
5) "What time do we leave tomorrow?"
6) "Who made the sculpture in the square?"
7) "What time do the shops open?"
8) "When is breakfast served in the hotel?"
9) "Is there a shopping centre near here?"
10) "Do you know where the nearest bank is?"

Задание 2.3. Передайте следующие предложения в косвенной речи:

Mrs. Baxton told her cleaner:

1) "Clean the bathroom."
2) "Make the beds."
3) "Don't forget to tidy the bedroom."
4) "Feed the dogs."
5) "Don't leave the rubbish in the kitchen."
6) "Do the washing-up."
7) "Don't let anyone into the house."

3. Условные предложения

В английском языке выделяют четыре типа условных предложений:

1) Условные предложения **нулевого типа** выражают общеизвестные факты, обычно относящиеся к настоящему времени:

If you interrupt people, they get angry. – *Если перебивать людей, они начинают сердиться.*

В условных предложениях этого типа и в главном, и в придаточном предложениях употребляется **Present Simple**.

31

2) Условные предложения **I типа** выражают реальные, осуществимые условия, обычно относящиеся к будущему или настоящему времени:

If the weather is fine, we will go for a walk. – *Если погода будет хорошая, мы пойдем гулять.*

В условных предложениях I типа, относящихся к будущему, в придаточном предложении после союза **if** глагол ставится в **Present Simple**, а в главном предложении употребляется **Future Simple**.

3) Условные предложения **II типа** выражают маловероятные и нереальные условия, относящиеся к настоящему или будущему времени:

If I won a lottery, I would buy a plane. – *Если бы я выиграл лотерею, я бы купил самолет.*

В условных предложениях II типа в придаточном предложении употребляется **Past Simple**, а в главном – **would** (**could**) + инфинитив.

Глагол **to be** в условном придаточном предложении часто употребляется в форме множественного числа:

If I were you I would go to the doctor at once. – *На твоем месте я бы сразу же пошел ко врачу.*

4) Условные предложения **III типа** выражают условия, не реализованные в прошлом, поэтому совершенно невыполнимые.

If I had had time yesterday, I would have gone to the concert, but I was busy. – *Если бы у меня было время вчера, я бы пошел на концерт, но я был занят.*

В условных предложениях III типа в придаточном предложении употребляется **Past Perfect**, а в главном – **would** (**could**) + перфектный инфинитив (**have** + причастие прошедшего времени).

Задание 3.1. Составьте условные предложения первого типа, используя слова в скобках:

1) If you ___ busy, I ___ you alone (be) / (leave).

2) If I ___ in Moscow, I ___ the Tretyakov Gallery every year (live) / (visit).

3) If I ___ a ticket, I ___ to the concert (buy) / (go).

4) If my father ___ early, we ___ TV together (come) / (watch).

5) If mother ___ a cake, we ___ a very nice tea-party (buy) / (have).

6) If you ___ systematically, you ___ an examination (not work) / (fail).

7) I ___ you if I ___ time (phone) / (have).

8) Mum ___ if you ___ her (worry) / (not phone),

9) He ___ angry if he ___ you there (get) / (see).

10) If you ___ at ten, I ___ ready to start (come) / (be).

Задание 3.2. Составьте условные предложения второго типа, используя слова в скобках:

1) If I ___ near a lake, I ___ swimming every day (live) / (go).

2) If she ___ English, she ___ to enter the University (know) / (try).

3) If my friend ___ to see me, I ___ glad (come) / (be).

4) If we ___ a telegram from him, we ___ (receive) / (not worry).

5) If he ___ so much, he ___ be so clever (not read) / (be).

Задание 3.3. Составьте условные предложения третьего типа, используя слова в скобках:

1) If he ___ hard, he ___ great progress (work) / (achieve).

2) I ___ the composition long ago if you ___ me (write) / (not disturb).

3) If they ___ to Moscow last year, they ___ that famous musician (not go) / (not hear).

4) If she ___ me yesterday, I ___ her all about it (ask) / (tell).

5) If they ___ it before, they ___ measures (know) / (take).

4. Модальные глаголы (Modal Verbs)

Глаголы **can** (**could**), **may** (**might**), **must, shall, should, will, would, ought to, have to, need** являются модальными.

Модальные глаголы не выражают конкретных действий, а показывают лишь отношение говорящего к действию,

33

оценку действия, т.е. возможность, необходимость, предположительность, долженствование, разрешение и т.д.

Модальные глаголы имеют ряд отличительных особенностей:

- не имеют окончания **–s** в третьем лице ед. ч. настоящего времени группы Simple (за исключением глаголов **have to** и **need**);
- образуют вопросительную и отрицательную формы без вспомогательного глагола;
- требуют употребления инфинитива без частицы **to**;
- не имеют неличные форм (инфинитива, герундия, причастия);
- не имеют временные формы (за исключением форм настоящего и прошедшего времени группы **Simple** у некоторых модальных глаголов).

В настоящем пособии мы остановимся на подробном анализе самых употребительных модальных глаголов: **can (could), may (might), should, must.**

Модальный глагол *can (could)*

Модальный глагол **can (could)** употребляется для выражения следующих значений:

- возможности, умения, способности:

Anna can run fast. – *Анна умеет быстро бегать.*

I can pay you next week. – *Я смогу заплатить тебе на следующей неделе.*

- разрешение:

You can go home. – *Вы можете пойти домой.*

- сомнения, удивления, недоверия:

She can't feel hurt. We've explained everything to her. – *Не может быть, чтобы она чувствовала себя обиженной. Мы ей все объяснили.*

Can it be true? – *Неужели это правда?*

В значении сомнения, недоверия и т.п. глагол **can (could)** употребляется, как правило, в отрицательных и, реже,

34

вопросительных предложениях и соответствует в русском языке словам *не может быть, чтобы..., вряд ли, неужели*.

В этом значении модальный глагол **can (could)** может употребляться:

а) с простым инфинитивом, если высказывание относится, как правило, к настоящему и, реже, к будущему времени:

He can't know this man. I am sure they've never met. – *Не может быть, чтобы он знал этого человека. Я уверен, что они никогда не встречались.*

б) с инфинитивом Continuous, если сомнение выражается в отношении действия, происходящего в момент речи:

They cannot be working in the garden. It is raining hard. – *Не может быть, чтобы они сейчас работали в саду. Идет сильный дождь.*

в) с перфектным инфинитивом, если высказывание относится к прошедшему времени:

Can she have read such a big book in two days? – *Неужели она прочитала такую толстую книгу за два дня?*

г) с инфинитивом Perfect Continuous, если сомнение выражается в отношении действия, совершавшегося в течение какого-то промежутка времени:

He can't have been working six hours running. He has done so little. – *Не может быть, чтобы он работал шесть часов подряд. Он так мало сделал.*

Модальный глагол **can** – один из немногих модальных глаголов, которые имеют форму прошедшего времени. Форма прошедшего времени **can** – **could**:

She could play violin when she was six. – *В шесть лет она умела играть на скрипке.*

Отрицательная форма образуется при помощи отрицательной частицы **not**, которая с глаголом **can** всегда пишется слитно – **cannot**:

My little son cannot write yet. – *Мой маленький сын еще не умеет писать.*

My son could not read when he was three. – *Когда моему сыну было три года, он не умел читать.*

В разговорной речи употребляются сокращенные отрицательные формы глагола **can** – **can't**, **could** – **couldn't**:

She couldn't pass her driving test. – *Она не смогла сдать экзамен по вождению.*

Для образования вопросительной формы модальный глагол **can (could)** ставится перед подлежащим:

Can you do it now? – *Вы можете сделать это сейчас?*

Could you read English books last year? – *У Вас была возможность читать английские книги в прошлом году?*

Модальные глаголы являются недостаточными (у них отсутствуют некоторые глагольные формы), поэтому для восполнения недостающих форм употребляются синонимичные обороты. Синонимичным оборотом глагола **can** в значении возможности, умения, способности является **to be able to** быть в состоянии. Но, как всякий синоним, **to be able to** несколько отличается по своему значению от модального глагола **can**. Модальный глагол **can** выражает возможность вообще, а оборот **to be able to** – возможность совершить действие в данном конкретном случае в данное время.

I can play football, but I am not able to play now. I don't feel well. – *Я умею играть в футбол, но я не в состоянии играть сейчас: я плохо себя чувствую.*

В прошедшем времени различие между **can** и **to be able to** при выражении этого оттенка значения ощущается больше:

He was in London two years ago, so he could see English films every day. – *Два года тому назад он был в Лондоне и имел возможность смотреть английские фильмы каждый день.*

I am very glad you were able to come. – *Я очень рад, что Вы смогли прийти.*

С глаголами восприятия (**to see, to hear** и др.), а также в отрицательной форме, как правило, употребляется модальный глагол **could**:

I could see him very well. – *Мне его очень хорошо было видно.*

I couldn't see that book yesterday. – *Я не смог достать эту книгу вчера.*

Модальный глагол **can** может употребляться для выражения разрешения в будущем времени:

You can come at ten tomorrow. – *Вы можете прийти завтра в 10.*

36

В значении умения, возможности, способности совершить действие глагол **can** для будущего времени употребляться не может, потому что он не имеет инфинитива; для будущего времени в этих значениях употребляется оборот **to be able to**.

Модальный глагол *may (might)*

Модальный глагол **may (might)** имеет два значения:
- разрешения:
May I smoke here? – *Можно здесь курить?*

В этом значении глагол **may** соответствует русскому *можно, разрешите* и может употребляться только с простым инфинитивом в утвердительном и вопросительном предложении. Отрицательная форма глагола **may** используется сравнительно редко.
- предположения, допускаемой возможности:
He may come any minute now. – *Он может прийти (возможно, придет) в любую минуту.*

В этом значении глагол **may** соответствует в русском языке словам *может (могу…), может быть, возможно* и может употребляться:

а) с простым инфинитивом, если предполагаемое действие относится к будущему и, реже, к настоящему времени:
They may arrive tomorrow or the day after. – *Они, возможно, приедут завтра или послезавтра.*

б) с перфектным инфинитивом, если предполагаемое действие относится к прошедшему времени:
They may have arrived already, but I am not sure. – *Они, возможно, уже приехали, но я в этом не уверена.*

в) с инфинитивом **Continuous**, если предполагаемое действие происходит в момент речи:
He is in his room. But I am not sure that he is not busy. He may be writing letters or reading. – *Он в своей комнате. Но я не уверен, что он не занят. Он, возможно, пишет письма или читает.*

г) с инфинитивом **Perfect Continuous**, если предполагаемое действие совершается в течение какого-то промежутка времени:
They may have been discussing the question for two hours. – *Возможно, они обсуждают этот вопрос уже два часа.*

Модальный глагол **may** в значении предположения, допускаемой возможности употребляется в утвердительных и вопросительных предположениях.

Форма **might** может иметь значение предположения, но выражает меньшую степень уверенности, чем **may**:

Your friend might still come, but I don't think he will. – *Ваш друг, может быть, еще и придет, но это маловероятно.*

В прошедшем времени модальный глагол **may** имеет форму **might**.

Отрицательная и вопросительная формы модального глагола **may** образуются так же, как и у модального глагола **can**.

Модальный глагол *should*

Модальный глагол **should** имеет значение личного совета, личного мнения и соответствует в русском языке словам *следует*, *следовало*, *следовало бы*, *должен был бы*, *нужно*, *нужно было бы*. Модальный глагол **should** может употребляться:

а) с простым инфинитивом, если высказываемое мнение относится к будущему или настоящему времени:

He should do exercises every morning. – *Ему следует делать зарядку каждое утро.*

С вопросительным словом **why** модальный глагол **should** выражает нерасположенность, нежелание выполнять указанное действие:

Why should I go there? – *С какой стати мне идти туда?*

б) с перфектным инфинитивом, если высказываемое мнение относится к прошедшему времени. В этом случае высказывание имеет значение порицания, упрека:

You should have called on your friend long ago. – *Вам давно уже следовало навестить вашего друга.*

Модальный глагол **should** имеет только одну форму. Отрицательная и вопросительная формы модального **should** глагола образуются так же, как и у модальных глаголов **can** и **may**.

Модальный глагол *must*

Модальный глагол ***must*** в утвердительной форме имеет следующие значения:

- обязанность, приказание, приказ – в этом значении он переводится на русский язык как *должен*, *обязан*:

You must do as I tell you. – *Вы должны поступить так, как я вам говорю.*

- настоятельный совет или приглашение – в этом значении он переводится на русский язык (обязательно) должен, (обязательно) нужно:

You must come and have dinner with us some day. – *Вы (обязательно) должны как-нибудь прийти к нам на обед.*

- внутренне осознанную необходимость– в этом значении он переводится на русский язык *надо, нужно, необходимо, должен*:

I must do it today, I can't leave it till tomorrow. – *Мне надо сделать это сегодня, я не могу оставить это до завтра.*

В вопросительном предложении употребление глагола **must** ограничено значением *обязательно ли должен*, так как в вопросе **must** часто выражает нежелание выполнить данное действие, раздражение и т.п.

Must I do it now? – *Я обязательно должен сделать это сейчас?*

В отрицательной форме глагол **must** имеет значение категорического запрещения и переводится на русский язык *нельзя, запрещается, не должен*.

You mustn't do it. – *Нельзя так делать.*

- предположение с большей степенью уверенности в совершении действия, чем глагол **may** (в утвердительных предложениях):

He must be home by now. He left an hour ago. – *Должно быть, он уже дома. Он ушел час тому назад.*

В этом значении глагол **must** соответствует в русском языке словам модальным словам *должно быть, вероятно, наверное, по всей вероятности* и может употребляться:

а) с простым инфинитивом, если предполагаемое действие относится к настоящему времени:

It must be 9 o'clock now. – *Должно быть, уже 9 часов.*

б) с инфинитивом **Continuous**, если предполагаемое действие происходит в момент речи:

Hurry up! They must be waiting fro us already. – *Торопись! Они, наверное, уже ждут нас.*

в) с перфектным инфинитивом, если предполагаемое действие относится к прошедшему времени:

They must have arrived at the station by now. – *Они уже, вероятно, приехали на станцию.*

г) с инфинитивом **Perfect Continuous**, если предполагаемое действие совершается в течение какого-то промежутка времени:

I must have been reading for two hours. It is getting dark. – *Я читаю уже, наверное, два часа. Уже темнеет.*

Глагол **must** в этом значении не употребляется, если предполагаемое действие относится к будущему времени.

Модальный глагол **must** в значении предположения употребляется только в утвердительных предложениях. Для передачи предположения в отрицательных предложениях используются другие средства (в том числе лексические).

Модальный глагол **must** не имеет формы прошедшего времени. В прошедшем времени употребляется синонимичный оборот **to have to**.

Оборот **to have to** употребляется для выражения значения необходимости, вызванной обстоятельствами, показывает, что лицо, обозначенное подлежащим, вынуждено выполнить действие:

I have to lose weight. The doctor says so. – *Я должен похудеть. Мне это советует врач.*

Вопросительная и отрицательная формы оборота **to have to** образуется при помощи вспомогательного глагола **to do**:

When do I have to do it? – *Когда я должен сделать это?*
You do not have to stay. – *Вы можете не оставаться.*

Форма прошедшего времени оборота *to have to* – *had to* употребляется для выражения значения долженствования и необходимости в прошлом:

I had very little time, and I had to take a taxi. – *У меня было мало времени, и мне пришлось взять такси.*

Вопросительная и отрицательная формы образуется при помощи вспомогательного глагола **did**:

Did you have to write to him again? – *Вам пришлось писать ему еще раз?*

I am glad you didn't have to do it again. – *Я рад, что вам не пришлось делать это снова.*

Оборот **to have to** употребляется для передачи указанных выше значений и в будущем времени.

Задание 4.1. Вставьте can или be able to:

1) George has travelled a lot. He ___ speak four languages.

2) I haven't ___ sleep well recently.

3) Sandra ___ drive but she hasn't got a car.

4) I can't understand Martin. I've never ___ understand him.

5) I used to ___ stand on my head but I can't do it now.

6) I can't see you on Friday but I ___ meet you in Saturday morning.

7) Ask Catherine about your problem. She might ___ help you.

Задание 4.2. Составьте предложения с модальными глаголами can / can't / could / couldn't, используя следующие глаголы:

come   eat   hear   run   sleep   wait

1) I'm afraid I ___ to your party next week.

2) When Tin was 16, he was a fast runner. He ___ 100 metres in 11 seconds.

3) "Are you in a hurry?" – "No, I've got plenty of time. I ___."

4) I was feeling sick yesterday. I ___ anything.

5) Can you speak up a bit? I ___ you very well.

6) "You look tired." – "Yes, I ___ last night."

Задание 4.3. Вставьте could, couldn't или was/were able to:

1) My grandfather was a very clever man. He ___ speak five languages.

2) I looked everywhere for the book but I ___ find it.

3) They didn't want to come with us at first but we ___ persuade them.

4) Laura had hurt leg and ___ walk very well.

5) Sue wasn't at home when I phoned but I ___ contact her at her office.

6) I looked very carefully and I ___ see a figure in the distance.

7) I wanted to buy some tomatoes. The first shop I went to didn't have any but I ___ get some in the next shop.

8) My grandmother loved music. She ___ play the piano very well.

9) A girl fell into river but fortunately we ___ rescue her.

10) I had forgotten to bring my camera so I ___ take any photographs.

Задание 4.4. Вставьте must или can't:

1) You've been travelling all day. You ___ be very tired.

2) That restaurant ___ be very good. It's always full of people.

3) That restaurant ___ be very good. It's always empty.

4) You're going on holiday next week. You ___ be looking forward to it.

5) It rained every day during their holiday, so they ___ have had a very nice time.

6) Congratulations on passing your exam. You ___ be very pleased.

7) You got here very quickly. You ___ have walked very fast.

8) Bill and Sue go away on holiday very often, so they ___ be short of money.

Задание 4.5. Составьте предложения со словами в скобках, используя may или might:

1) I can't find George anywhere. I wonder where he is.
A (he / go / shopping)   B (he / play / tennis)

2) I'm looking for Helen. Do you know where she is?
A (she / watch TV / in her room)   B (she / go / out)

3) I can't find my umbrella. Have you seen it?
A (it / be / in the car)   B (you / leave / in the restaurant last night)

4) Why didn't Tom answer the doorbell? I'm sure he was in the house at the time.
A (he / be / in the bath)   B (he / not / hear / the bell)

Задание 4.6. Напишите предложения, используя may или might:

1) Where are you going for your holidays? (to Ireland???) – I haven't decided yet. I ___ .

2) What sort of car are you going to buy? (a Mercedes???) – I'm not sure yet. I ___ .

3) What are you going to do this weekend? (go to London???) – I haven't decided yet. _____

4) Where are you going to hang that picture? (in the dining room???) – I haven't made up my mind yet. _____

5) When is Tom coming to see us? (on Saturday???) – I don't know yet. _____

6) What is Julia going to do when she leaves school? (go to university???) – She hasn't decided yet. _____

Задание 4.7. Вставьте must или have to:
1) It's later than I thought. I ___ go now.

2) Jack left before the end of the meeting. He ___ go home early.

3) In Britain many children ___ wear uniform when they go to school.

4) When you come to London again, you ___ come and see us.

5) Last night Don became ill suddenly. We ___ call a doctor.

6) You really ___ work harder if you want to pass the examination.

7) I'm afraid I can't come tomorrow. I ___ work late.

8) I'm sorry I couldn't come yesterday. I ___ work late.

9) Paul doesn't like his new job. Sometimes he ___ work at weekends.

10) Caroline may ___ go away next week.

11) We couldn't repair the car ourselves. We ___ take it to a garage.

12) Julia wears glasses. She ___ wear glasses since she was very young.

Текст 1

Задание 1. Прочитайте текст и переведите выделенный отрывок на русский язык письменно:

Medieval Philosophy

Christianity became the dominant religion of the Roman Empire early in the 4th century. For the next 1,000 years it dominated philosophy. The chief philosophers were churchmen, especially teachers of theology. Platonism and some elements of Neoplatonism were used by Christian teachers and combined with Biblical doctrine. Early Christian philosophy begins with Augustine of Hippo and includes Boethius, the church fathers, Anselm of Canterbury, Bernard of Clairvaux, and Peter Abelard. Aristotle's influence became dominant in Western Europe and reached its pinnacle in the teachings of Thomas Aquinas.

Augustine identified the eternal ideas of Plato with truths that come from God. This divine world of truth is encountered by turning the mind toward God's revelation**.** Augustine taught that the immortality of the human soul can be proved by its possession of eternal truths.

Between Augustine and Aquinas the important character in philosophy was Anselm. He used both faith and reason to arrive at truth. He is most remembered for his proofs of the existence of God, which he took from Neoplatonist philosophy. Bernard of Clairvaux was suspicious of building faith on philosophical concepts. His main interest was in logic. He taught that the material world is real. This position is called nominalism.

During the 12th century a revolution took place that completely changed the course of Western philosophy. The writings of Aristotle were translated into Latin and were studied by churchmen for the first time. They gave teachers access to his

scientific works and to his logical method of argument. The *Metaphysics* of Aristotle was especially influential and it turned philosophers away from Plato. The scientific writings prompted research into the natural world by such men as Roger Bacon.

Medieval theologians who sought to combine the doctrines of Christianity with the rational explanations of the world given by Aristotle were called Schoolmen, or Scholastics, because they were university teachers. Their philosophy is called Scholasticism. This combination of Aristotle with doctrine culminated in the writings of Thomas Aquinas, one of the great system builders in the history of philosophy. Aquinas attempted to settle the conflict between faith and reason by showing that reason should deal with the facts of nature, but that supernatural truths of revelation must be accepted by faith.

By the 14th century there was a revival of Platonism and Neoplatonism in writers such as Meister Eckhart and Nicholas of Cusa. While theology persisted with Platonic ideas, the natural sciences and other research continued the path Aristotle had pioneered. Soon even it was overtaken by a period of invention and discovery that pushed medieval philosophy and other studies aside.[1]

Vocabulary

Christianity – христианство
Theology – теология, богословие
Biblical doctrine – Библейское вероучение
The church fathers – Отцы Церкви
To reach one's pinnacle – достичь наивысшей точки развития, апогея, кульминации
Divine – божественный
God's revelation – Богоявление, Богооткровение

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

Eternal truths – вечные истины
Faith – вера
Reason – разум
To arrive at truth – найти истину
Nominalism – номинализм
To give access – открыть доступ
Logical method of argument – логический метод обоснования
To prompt – способствовать, послужить толчком
Scholasticism – схоластика
Supernatural – сверхъестественный
A revival – возрождение
To persist with – продолжать
To push aside – отстранять, вытеснять

Augustine of Hippo – Августин Блаженный Аврелий (епископ гиппонский (в Сев. Африке)
Boethius – Боэций, или Аниций Манлий Северин (480-524)
Anselm of Canterbury – Ансельм Кентерберийский (1033- 1109)
Bernard of Clairvaux – Бернар Клервоский (1091-1153)
Peter Abelard – Пьер Абеляр или Абелар (1079-1142)
Thomas Aquinas – Фома Аквинский (1225-74)
Roger Bacon – Бэкон Роджер (ок. 1214-92)
Meister Eckhart – Мейстер Экхарт известный также как Иоганн Экхарт (ок. 1260-ок. 1328)
Nicholas of Cusa –   , Николай Кузанец, Кузанус, настоящее имя Николай Кребс (1401-1464)

Задание 2. Ответьте на вопросы к тексту:

1) What religion dominated in the Roman Empire in the 4th century?
2) Who were early Christian philosophers?
3) What were the main principles of Augustine's teaching?
4) What work of Aristotle was especially influential in the 12th century?
5) What did medieval theologians seek to do?

Текст 2

Задание 1. Прочитайте текст и переведите выделенный отрывок на русский язык письменно:

From the Renaissance to the 19th century

During the Renaissance a preoccupation with mathematics and natural science began and it lasted for two centuries. In the Enlightenment era of the 17th and 18th centuries, attention turned to the nature of the human mind and its abilities to master the natural world. The two main philosophical points of view were rationalism and empiricism. Then, at the end of the Enlightenment, appeared the work of Immanuel Kant, who tried to bridge the gap between rationalism and empiricism. With him the Enlightenment ended and the 19th century began.

The decades of the 19th century were dominated by many differing currents of thought. The discovery of the irrational as an antidote to pure reason manifested itself in the discipline of Romanticism. New ideas appeared in political thought all over the world: liberalism demanded democratization of the political process, while socialism demanded economic justice. Early in the modern period Francis Bacon helped lay the foundation for British empiricism, one of the main schools of modern philosophy.

Modern rationalism originated in the work of the Frenchman René Descartes. From the statement, "I think, therefore I am," Descartes proceeded deductively to build a system in which God and mind belong to one order of reality and nature to another.

While rationalism was taking hold on the Continent, empiricism underwent new developments in the British Isles. The leading empiricists were Thomas Hobbes, John Locke, George Berkeley, and David Hume—all of whom made distinctive contributions to epistemology. They were mainly concerned with how the mind can know.

It was Hume's uncompromising skepticism that awoke Immanuel Kant in Germany from his "philosophical slumbers" and led him to launch a brilliant attack on it in his *Critique of Pure Reason*. In it he deals with reason and its potential and limits. In *Critique of Practical Reason* he examines ethics, and in *Critique of Judgment* he explores the mind's role in aesthetics. Kant is another of the giants of Western thought, and his influence endured in the work of the German idealists—Johann Gottlieb Fichte, Friedrich Schelling, and Georg Wilhelm Friedrich Hegel.

Hegel was the giant of 19th-century thought and the first great system builder since Thomas Aquinas. His ideas, and the powerful reactions to them, still carry great weight in philosophical circles. He formulated a logic that he believed accounts for evolution in nature, history, and human thought. Prominent German philosophers after Hegel were Johann Friedrich Hebart, Arthur Schopenhauer, Ludwig Feuerbach, Karl Marx, and Friedrich Nietzsche.

In the late 19th century some English philosophers were influenced by German idealism (the name given to the work of Kant and his followers) and became critics of empiricism. Hegel's influence was especially strong in the writings of Thomas Hill Green and Francis Herbert Bradley. In the United States Josiah Royce advanced similar views.

The principal contribution to American philosophy in the 19th century was pragmatism, first formulated by Charles Sanders Peirce. William James extended pragmatism to include a theory of truth: a proposition is true if it fulfills its purpose. John Dewey was the leading 20th-century exponent of pragmatism.[1]

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

Vocabulary

The Renaissance – Ренессанс, эпоха Возрождения
Preoccupation – занятие, увлечение
The Enlightenment – эпоха Просвещения
Mind – мышление
Rationalism – рационализм
Empiricism – эмпиризм
To bridge the gap – заполнять промежуток, заполнять пробел
Pure reason – чистый разум
To take hold – держать свои позиции
Romanticism – романтизм
To undergo – претерпевать, подвергаться
To launch an attack – выступить с критикой
Practical reason – практический разум
Judgment – *зд.* способность суждения
Account for – объяснять
Idealism – идеализм
Pragmatism – прагматизм
A theory of truth – теория истины
Exponent – представитель

Immanuel Kant – Иммануил Кант (1724-1804)
Francis Bacon – Фрэнсис Бэкон (1561 - 1626)
René Descartes – Рене Декарт, в лат. написании Картезий (1596-1650)
Thomas Hobbes – Томас Гоббс (1588-1679)
John Locke – Джон Локк (1632- 1704)
George Berkeley – Джордж Беркли (1685-1753)
Johann Gottlieb Fichte – Иоганн Готлиб Фихте (1762- 1814)
Friedrich Schelling – Фридрих Шеллинг (1775-1654)
Georg Wilhelm Friedrich Hegel – Георг Вильгельм Фридрих Гегель (1770-1831)
Johann Friedrich Hebart – Иоганн Фридрих Гербарт (1776-1841)
Arthur Schopenhauer – Артур Шопенгауэр (1788-1860)
Ludwig Feuerbach – Фейербах Людвиг (1804-72)
Karl Marx – Карл Маркс (1818-83)
Friedrich Nietzsche – Фридрих Ницше (1844-1900)

Thomas Hill Green – Томас Хилл Грин
Francis Herbert Bradley – Фрэнсис Герберт Брэдли (1846-1924)
Charles Sanders Peirce – Чарлз Сандерс Пирс (1839-1914)
William James – Уильям Джемс (1842-1910)
John Dewey – Джон Дьюи (1859-1952)

Задание 2. Ответьте на вопросы к тексту:

1) What were the two main philosophical points of the Enlightenment era?
2) Who was the founder of rationalism?
3) Where did empiricism originate?
4) Who were the leading empiricists?
5) What does I. Kant deal with in his Critique of Pure Reason, Critique of Practical Reason and Critique of Judgment?
6) Why was Hegel called "the giant of the 19th century thought"?
7) Who was the founder of pragmatism?

Текст 3

Задание 1. Прочитайте текст и переведите выделенный отрывок на русский язык письменно:

Philosophy in the 20th century

Philosophy in the 20th century was connected with the universities. This professionalism sharpened the differences between schools of philosophy, and it made the task of defining philosophy more difficult. The main 20th-century schools were logical empiricism, linguistic analysis, existentialism, and phenomenology. In the socialist world Marxism continued to dominate.

The three prominent philosophers of that period were Henri Bergson, Alfred North Whitehead, and John Dewey. All were basically metaphysicians but each in his own way. Bergson, in his great treatise *Creative Evolution*, said that the mind is capable of two

different types of knowing. The first is the method of analysis, which is the means used in the sciences. The other is intuition, by which people are able to know their deepest selves and the profound truths of reality.

Whitehead was a mathematician as well as philosopher. Metaphysics was his main interest. He said it was the task of philosophy "to frame a coherent, logical, necessary system of general ideas in terms of which every element of our experience can be interpreted."

Dewey's writings encompass ethics, metaphysics, education, and scientific method. As a pragmatist he said philosophy should be geared to human needs. He desired to find the same positive underpinnings for ethics and politics that were being stated in the sciences.

Logical empiricism was inspired by David Hume and originated after 1900 by Bertrand Russell (assisted by Whitehead), Rudolf Carnap in Germany, and Ludwig Wittgenstein in Austria. They all insisted that philosophy must be scientific.

Wittgenstein was skeptical of the logical foundations of mathematics and science. In his *Philosophical Investigations* he turned toward a critical examination of ordinary language. The school that emerged from his work is called linguistic analysis. This school believes that language itself is the object of philosophical investigation. Traditional problems in philosophy can be solved if language gets rid of its obscurities and confusion. Other philosophers in this school were Gilbert Ryle, John Langshaw Austin, Susanne K. Langer, and Willard Van Orman Quine.

On the European continent Edmund Husserl originated the branch of philosophy called phenomenology. His premise is that it is possible to examine the world without any preconceived notions about causes or underlying structures. By carefully exploring all the data available to conscious experience, it is possible to arrive at an explanation of essential structures of all phenomena. Phenomena are the realities perceived by the senses.

The word itself means "appearances" and suggests that there is an unperceived reality behind them. Phenomenology, in other words, is a new approach to constructing metaphysics.

In the late 20th century the schools of philosophy became diverse and there seemed little likelihood of any unity of purpose. Philosophy became concerned with problems of language, communication, and symbolism. Dewey was interested in social communication; Whitehead wrote a little volume on Symbolism: Its Meaning and Effect (1927); Heidegger turned to poetry and etymology of words for the revelation of Being; Ernst Cassirer, a German Neo-Kantian, produced a "philosophy of symbolic forms"; and Jaspers tried to decipher the meanings reflected in human speech and gesture.[1]

Vocabulary

Logical empiricism – логический эмпиризм, неопозитивизм, логический позитивизм

Linguistic analysis – философия лингвистического анализа, философия обыденного языка, лингвистическая философия

Existentialism – экзистенциализм

Phenomenology – феноменология

Treatise – трактат

Creative Evolution – труд Бергсона «Творческая эволюция»

Intuition – интуиция

The profound truths – непреложные истины

Coherent – логически последовательный

Encompass – включать в себя, содержать в себе

To be geared to – быть приведенным в соответствие с, соответствовать

Underpinning – основание

Philosophical Investigations – труд Витгенштейна «Философские исследования»

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

Obscurity – неясность, неразборчивость
Confusion – беспорядок, путаница
Premise – исходное условие, предпосылка
Preconceived notion – предвзятое мнение
Phenomenon (pl. Phenomena) – феномен, явление (мн. феномены, явления)
To perceive – воспринимать, ощущать
Senses – чувства, ощущения
Appearance – явление, восприятия
Diverse – многообразный
Etymology – этимология
Being – Бытие
Decipher – разбирать, разгадывать

Henri Bergson – Анри Бергсон (1859-1941)
Alfred North Whitehead – Альфред Норт Уайтхед (1861 - 1947)
Bertrand Russell – Бертран Рассел (1872 - 1970)
Rudolf Carnap – Рудольф Карнап (1891 - 1970)
Ludwig Wittgenstein – Людвиг Витгенштейн (1889- 1951)
Gilbert Ryle – Гилберт Райл (р. 1900)
John Langshaw Austin – Джон Остин (1911-1960)
Susanne K. Langer – Сьюзен Лангер (1895-1985)
Willard Van Orman Quine – Куайн Уиллард Ван Орман (1908-1997)
Heidegger – Мартин Хайдеггер (1889-1976)
Ernst Cassirer – Эрнст Кассирер (1874-1945)

2. Ответьте на вопросы к тексту:

1) What were the main 20th-century schools?
2) Who were the three prominent philosophers of the early 20th century?
3) According to Bergson, what are two types of knowing?
4) What school of thought emerged from Wittgenstein's Philosophical Investigations?
5) Who was the founder of phenomenology?
6) What are the main principles of Husserl's phenomenology?

7) What main problems was philosophy in the late 20th century philosophy concerned with?

Контрольная работа IV
(2 курс, 4 семестр)

Часть 1.
I. Прочитайте текст и переведите письменно:

Divisions of Philosophy

Many subjects that once belonged to philosophy—such as physics, chemistry, and psychology—have become independent disciplines. This has not, however, left philosophy with no material with which to work. There are certain basic issues that have belonged to philosophy from the beginning and that are still its major concerns. These include the nature of the universe, the possibility of knowledge, the correct use of reason, the standards of justice, and the qualities of beauty. These problems are the subject of the five branches of philosophy—metaphysics, epistemology, logic, ethics, and aesthetics

Approaches to philosophy other than dividing it into five areas may be taken. It is possible to divide philosophy into two types: speculative and practical. Speculative is from the Latin verb meaning "to look at." Basically it means to ponder a subject and arrive at conclusions.

Metaphysics, epistemology, and aesthetics are speculative approaches to philosophy. Their conclusions can never be verified. Logic is an attempt to guide thinking, and as such it is a tool of speculative philosophy. Ethics, however, is often called practical philosophy. It attempts to arrive at guidelines for behavior based on what is the best outcome for individuals or for society.

There is still another way to look at the work of philosophers. Some have been system builders. They have sought to analyze everything and fit all their ideas into one comprehensive way of understanding the world. They want answers to every question. Examples of such thinkers include Thomas Aquinas, Georg Wilhelm Friedrich Hegel, and Karl Marx. They created essentially closed systems of thought.

Other philosophers have taken the opposite approach, analyzing every separate piece of evidence and trying to explain it on its own terms. This was the direction taken by Aristotle, David Hume, and Bertrand Russell, among others.[1]

Vocabulary

Reason – разум
Metaphysics – метафизика
Epistemology – эпистемология
Ethics – этика
Aesthetics – эстетика
Speculative philosophy – спекулятивная философия (лат. созерцание, наблюдение)
Practical philosophy – практическая философия
Thomas Aquinas – Фома Аквинский (1225-74)
Georg Wilhelm Friedrich Hegel – Георг Вильгельм Фридрих Гегель (1770-1831)
Karl Marx – Карл Маркс (1818-83)
Aristotle – Аристотель (384-322 до н. э.)
David Hume – Давид Юм (1711 - 76)
Bertrand Russell – Бертран Рассел (1872 - 1970)

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

II. Ответьте на вопросы к тексту:

Questions

1) What are the five basic branches of philosophy?
2) What is the difference between speculative and practical types of philosophy?
3) What are the examples of speculative approach to philosophy?
4) What branches of philosophy belong to practical type?
5) What philosophers were system builders?

Часть 2

1. Употребите глаголы в скобках в инфинитиве или ing-форме:

1) I don't like ___ in public (sing).
2) It's no use ___ her. She won't listen (tell).
3) I'm still too upset ___ about it (talk).
4) Don't disturb him. He's busy ___ (work).
5) Stop ___ your nails (bite).
6) Don't expect him ___ you any money (lend).
7) I've decided ___ him (leave).
8) Mum made me ___ my medicine (take).
9) She agreed ___ him $ 1,000 (lend).
10) He denied ___ the stolen goods (receive).

2. Употребите глаголы в скобках в инфинитиве или ing-форме:

Yesterday I went with my sister 1) ___ (buy) something for her birthday. She didn't really know what 2) ___ (get) but she seemed 3) ___ (like) the idea of a pet, so we went to the nearest pet shop. She started 4) ___ (look) around at all the animals. The man in the shop let her 5) ___ (pick up) the rabbits and stroke the hamsters, but when she saw some puppies 6) ___ (play) in a box, she said that she would like 7) ___ (have) one of them. I didn't know if we had enough money 8)

56

___ (buy) one and I hoped my mother wouldn't object 9) ___ (have) a dog in the house, but my sister promised 10) ___ (look after) it properly and we did have enough money, so we bought a little brown dog. The man gave us a special brush for 11) ___ (brush) him and some special food. Tomorrow we're going to take Splash to the beach.

3. **Употребите глаголы в скобках в инфинитиве или ing-форме:**

My mother is an amazing woman. She is 87 years old and she still enjoys 1) ___ (go out) for a walk every day. She doesn't mind 2) ___ (do) all her housework and she's glad 3) ___ (help) her elderly neighbours when they can't 4) ___ (go) t the shops. She's too old 5) ___ (dig) the garden any more – she stopped 6) ___ (do) that last year – but she's still healthy enough 7) ___ (mow) the grass! In the summer she still goes 8) ____ (swim) when it's warm and she lets her grandchildren 9) ___ (bury) her in the sand. She often says. "It's no good 10) ___ (be) alive if you don't enjoy herself." I'd love 11) ___ (be) like my mother when I'm her age.

4. **Передайте следующие предложения в косвенной речи:**
    1) Miss Moore said: "They'll make a lovely couple".
    2) Mr Smith said: "They're going to live in Brighton".
    3) Mrs Jones said: "The bride and the groom are very nice young people".
    4) Mr Roberts said: "The bride is wearing a beautiful wedding dress".
    5) Mr Clarke said: "The couple's parents look happy".
    6) Miss Mayall said: "The bride's father has bought them a big flat".

5. **Передайте следующие вопросы в косвенной речи:**
    The police officer asked: …
    1) "What's your name?"
    2) "Did you see the robbers?"
    3) "What were they wearing?"
    4) "How do you think they got in?"
    5) "What did they take?"
    6) "Has this ever happened before?

6. **Передайте следующие предложения в косвенной речи:**

   Mrs Lane told her babysitter … :
   1) "Don't answer the door to anyone! "
   2) "Phone me if there's an emergency!"
   3) "Don't let the children eat any sweets!"
   4) "Send the children to bed at 9 o'clock!"
   5) "Give the children a bath before they go to bed!"
   6) "Don't take the dog into the children's bedroom!"
   7) "Close all the windows!"
   8) "Put the toys away in the cupboard!"

7. **Передайте следующие предложения в косвенной речи:**
   1) "I've ordered a pizza for dinner," he said.
   2) "I will come tomorrow and fix the tap," the plumber said to them.
   3) "This is the best holiday I've ever had," she said to her friend.
   4) "Why did you say that to me?" she asked him.
   5) "Don't speak to your father like that," she said to them.
   6) "Could you show me where the manager's office is?" he asked the secretary.
   7) "Take your books with you," she said to her son.

8. **Закончите условные предложения первого типа:**
   1) If the dog _____ (keep) barking, the neighbours will complain.
   2) The boss _____ (be) angry if you arrive late for work.
   3) If you _____ (study) hard, you will pass your exam.
   4) If we go by plane, it _____ (be) more expensive.
   5) We will miss the plane if he _____ (come) late.
   6) If you are a good girl, I _____ (buy) you some chocolate.

9. **Составьте условные предложения первого типа, используя слова в скобках:**
   1) (eat too much / put on weight);
   2) (snow / make a snowman);
   3) (be sunny / go for a picnic);

4) (rain / stay home);
5) (not work hard / lose job).

10. Для каждой из приведенных ниже ситуаций напишите условные предложения второго типа, используя выражения в таблице:

call an ambulance	run away	walk to the nearest garage to get some
complain to the manager	try to catch it	ring the police

1) You find a fly in your soup. _____
2) You see a burglar breaking into your house. _____
3) You see a mouse in your kitchen. _____
4) Your car runs out of petrol. _____
5) You see an accident. _____
6) You see a ghost in your room. _____

11. Раскройте скобки в тексте, обращая особое внимание на условные предложения третьего типа:

John is in prison. If John 1) _____ (not / oversleep), he 2) _____ (not / be) late for work. If he 3) _____ (not / be) late for work, his boss 4) _____ (not / fire) him. If John 5) _____ (not / lose) his job, he 6) _____ (not / need) money and he 7) ____ (not / rob) the bank. If he 8) _____ (not / rob) the bank, the police 9) _____ (not / arrest) him.

12. Определите тип приведенных ниже условных предложений и поставьте глаголы в скобках в нужную форму:

1) If it ____ (not / be) cold, they would not have lit the fire.
2) If she studied more, she ____ (be) a better student.
3) They ____ (not / see) the Queen if they hadn't visited London that day.
4) Those plants ____ (not / grow) if you don't water them.
5) I would buy that bag if it ____ (be) cheaper.
6) If I lived in France, I ____ (speak) French well.
7) We ____ (have) a party if Alan passes his driving test.

8) If she _____ (open) the letter, she would have been surprised.

13. Заполните пропуски в приведенном ниже диалоге, используя can, could и be able to:

John: _____ you ski?

Dave: Yes, I _____. I went skiing last year and I _____ go down the learner's slope easily.

John: I _____ ski when I was younger but since I hurt my leg I _____.

Dave: Actually, I think ice-skating is much easier. I _____ ice-skating when I was five years old.

John: Really? I tried ice-skating once, I _____ stand up at all.

14. Заполните пропуски в приведенном ниже диалоге, используя can, may, could, mustn't и can't:

Jim: Mum, 1) _____ I go to the library?

Mother: Of course you 2) _____, Jim, but you 3) _____ stay very long.

Jim: 4) _____ stay until 8 o'clock?

Mother: No, you 5) _____, because the concert starts at 8.30.

(At the library)

Jim: 6) _____ I look at the latest "Musician" magazine, please?

Librarian: Yes, you _____, but remember that you _____ take it out of the library.

15. Закончите приведенные ниже предложения, используя модальный глагол must и глаголы в таблице. Переведите предложения на русский язык:

be	go	learn	meet	wash	win

1) Marilyn is a very interesting person. You _____ her.

2) My hands are dirty. I _____ them.

3) You _____to drive. It will be very useful.

4) I _____ to the post office. I need some stamps.

5) The game tomorrow is very important for us. We _____.

6) You can't always have things immediately. You _____ patient.

16. Закончите приведенные ниже предложения, используя модальный глагол should и глаголы в таблице. Переведите предложения на русский язык:

clean	go	take	visit	watch	wear

1) When you play tennis, you _____ the ball.
2) It's late and you're tired. You _____ to bed.
3) You _____ your teeth twice a day.
4) If you have time, you _____ the Science Museum. It's very interesting.
5) When you're driving, you _____ a seat belt.
6) It's too far to walk from here to the station. You _____ a taxi.

Дополнительные тексты для чтения

Metaphysics

The name of the branch of philosophy known as metaphysics was coined almost accidentally. Metaphysics, a Greek word meaning "what comes after physics," was the title given to a book written by Aristotle after he had completed his book Physics. Whereas Physics deals with the observable world and its laws, Metaphysics is concerned with the principles, structures, and meanings that underlie all observable reality. It is the investigation, by means of pure speculation, of the nature of being—of the cause, substance, and purpose of everything.

Aristotle's Metaphysics was divided into three parts, in addition to some smaller sections related to a philosophical lexicon and some reprinted extracts from the Physics, which are now regarded as the proper branches of traditional Western metaphysics:

ontology – the study of Being and existence; it includes the definition and classification of entities, physical or mental, the nature of their properties, and the nature of change;

natural theology – the study of a God or Gods; it involves many topics, including among others the nature of religion and the world, existence of the divine, questions about Creation, and the numerous religious or spiritual issues that concern humankind in general;

universal science – the study of first principles, which Aristotle believed to be the foundation of all other inquiries.

Ontology is considered to be a central branch of metaphysics. It is the investigation into what types of things there are in the world and what relations these things bear to one another. The metaphysician also attempts to clarify the notions by which people understand the world, including existence, property, space, time, causality, and possibility. Metaphysics asks: What are space and time? What is a thing and how does it differ from an idea? Are humans free to decide

their fate? Is there a first cause, or God, that has made everything and put it in motion?

Because the answers to such questions cannot be arrived at by observation, experience, or experiment, they must be products of the reasoning mind. Such matters are very close, in fact, to the province of religion and in Asia the answers to these questions are normally put in a strictly religious framework. In much 20th-century Western philosophy, metaphysics has been dismissed as pointless speculation that can never achieve positive results. Nevertheless, metaphysics has many defenders who still explore notions put forward by Plato and Aristotle.[1]

Questions
1) What is metaphysics concerned with?
2) What is the origin of the word metaphysics?
3) What are the three parts of Aristotle's metaphysics?
4) What does ontology deal with?
5) What is the role of metaphysics in the 20th century?

[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

Epistemology

Theories concerning the nature, origin, and extent of human knowledge make up the area of philosophy called epistemology. The word epistemology is derived from the Greek *episteme*, meaning "knowledge," and *logos*, which has several meanings, including "theory." Whereas metaphysics is concerned with the underlying nature of reality, epistemology deals with the possibilities and limits of human knowledge. Basically it tries to arrive at a knowledge of knowledge itself. It is also a speculative branch of philosophy and tries to answer such questions as: Is the world as people perceive it the basic reality, or do people perceive only appearances (or phenomena) that conceal basic reality? What are the boundaries between reason and knowledge, on the one hand, and what some thinkers call the illusions deriving from metaphysics? What is the basis for knowledge? Is it observation, experience, intuition, or inspiration? Or is there some other basis?

Knowledge may have two parts. There is, first of all, what one sees, hears, touches, tastes, and smells. Next there is the way these perceptions are organized by the mind to form ideas or concepts. The problem of epistemology is based on how philosophers have understood the relationship of the mind to the rest of reality.

For the average person, common sense says that there is a real world of perceivable objects. These objects can be analyzed and understood with a high degree of accuracy. Philosophers have not been able to let the matter rest there.

Plato taught that the real world consisted of universal ideas. The world that people actually see is formed by these ideas and is thus less real because it is always changing, but the ideas are eternal and unchangeable.

Opponents of Plato have claimed that the ideas were nothing more than names people have attached to the objects they perceive. Names of individual objects and of classes of objects are merely

ways of organizing perceptions into knowledge. Thus people see one animal they decide to call "cat." All similar animals are called "cats," and a whole category of animals is thereby named without any reference to eternal ideas or forms.

Some 18th-century British philosophers, the empiricists, made a sharp division between the mind and everything else. The most radical of these teachers, David Hume, carried this division to its logical conclusion and declared that it was impossible to prove the existence of a real world. Everything known, he said, depends on perception, but perception can never get any evidence outside itself to verify anything. Real knowledge, in his eyes, became completely impossible to achieve.

Immanuel Kant met the challenge posed by Hume by saying there was a real world. Its underlying nature cannot be known—only the appearances of everything (which he called phenomena) can be perceived. Humans, however, impose a form of reality on the world by the way they organize their thoughts about it. They impose an order on their world through categories created by the mind.

From Plato to Kant and beyond, these are some of the ways that the complex issue of epistemology has been addressed. When the conclusions of nuclear physicists are taken into account—especially their studies on atomic particles—the problem of the reality of the material world and how much can be known about it is confronted with new challenges.[1]

Questions
1) What is the origin of the word epistemology?
2) What is the main preoccupation of epistemology?
3) What are the two parts of knowledge?
4) What are the main principles of Plato's teaching?
5) What is Hume's idea of division between the mind and reality? Why did Kant oppose Hume's ideas?

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

Ethics and Aesthetics

Ethics is also called moral philosophy, the discipline concerned with what is morally good and bad, right and wrong. The term is also applied to any system or theory of moral values or principles.

How should we live? Shall we aim at happiness or at knowledge, virtue, or the creation of beautiful objects? If we choose happiness, will it be our own or the happiness of all? And what of the more particular questions that face us: Is it right to be dishonest in a good cause? Can we justify living in opulence while elsewhere in the world people are starving? If conscripted to fight in a war we do not support, should we disobey the law? What are our obligations to the other creatures with whom we share this planet and to the generations of humans who will come after us?

Ethics deals with such questions at all levels. Its subject consists of the fundamental issues of practical decision making, and its major concerns include the nature of ultimate value and the standards by which human actions can be judged right or wrong.

The terms ethics and morality are closely related. We now often refer to ethical judgments or ethical principles where used to speak of moral judgments or moral principles. These applications are an extension of the meaning of ethics. Strictly speaking, however, the term refers not to morality itself but to the field of study, or branch of inquiry, that has morality as its subject. In this sense, ethics is equivalent to moral philosophy.

This branch of philosophy is very close to religion. A large part of the Bible, for instance, is made up of wisdom literature, which is chiefly practical philosophy with a religious foundation. On the basis of ethics, Aristotle developed his *Politics*. He moved from explaining how individuals could have a good life to how a good society should be built.

Although ethics has always been viewed as a branch of philosophy, its all-embracing practical nature links it with many other areas of study, including anthropology, biology, economics, history, politics, sociology, and theology. Yet, ethics remains distinct from such disciplines because it is not a matter of factual knowledge in the way that the sciences and other branches of inquiry are. Rather, it has to do with determining the nature of normative theories and applying these sets of principles to practical moral problems.

The field of aesthetics includes the study of the nature of beauty, the arts, and taste (or appreciation). The term aesthetics is derived from the Greek word meaning "sense perception." The basic question for aesthetics is: How do humans judge what is beautiful? Is it a reasoned assessment, or is it merely an emotional preference? Furthermore, do aesthetic judgments have any relationship to moral or scientific judgments? In conclusion then, aesthetics seeks to lay foundations for criticism in the arts, or it tries to show that such foundations are impossible.[1]

Questions
1) What is ethics concerned with?
2) What areas of study is ethics linked with?
3) What does the field of aesthetics include?

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[1] Britannica Student Library. Encyclopædia Britannica. Chicago: Encyclopædia Britannica, 2007.

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Содержание

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Иванова Д.В.
Кубракова Н.А.
Шилова С.А.

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