

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
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Методические указания
по теме «Передвижники»
для студентов, изучающих
английский язык

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Составители: доц. Е.А. Евтухова
ст. преп. О.Н. Тарновская

Научный редактор канд. филол. наук, доц. А.А. Абызов

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Урок 1

Упр.1. Ознакомьтесь с новыми словами и используйте их при переводе текста:

Itinerant – передвижник, передвижной

a century – век, столетие

to move - двигать, передвигать

to want - хотеть, желать

to bring (brought, brought) - приносить

to know (knew, known) - знать

a display – выставка, показ

a landscape - пейзаж

a theme - тема

to become (became, become) - становиться

to take (took, taken) place - проходить

a commune – община, коммуна

Упр.2. Прочитайте и переведите текст. The Itinerants and the Academy of Fine Arts.

The Society of Circulating Art Exhibitions (1870 – 1923) was a major democratic association of realist artist. It brought the majority of the most talented and progressive personalities in the field of Russian art during the second half of the nineteenth and early twentieth century. The members of the Society wanted to popularize realist art. They organized joint exhibitions of their works in St. Petersburg and Moscow, then moved them on to many of the country's major cities. These displays were known as itinerant of circulating exhibitions and the Society's members as the Itinerants (Peredvizhniki).

The society was formed at a time when progressive circles in Russian art sympathized with the misery of the people and the popular struggle for social liberation.

All the progressive artists were in the opposition to the Academy of Arts in St. Petersburg. The function of the academy was the supervision of the development of art in the country.

The Academy always strictly kept to the principles of classicist aesthetics.

The Academy cultivated a pseudoclassicist art. Works produced within its walls were for the most part Biblical subjects, scenes from classical or European history and mythology, Greek or Italian landscapes

or formal portraits. The Academy's role during the late eighteenth and early nineteenth centuries was undeniably positive.

Their works sometimes reflected progressive themes, such as the selfless heroism and patriotism of the War of 1812. But by the 1850s and especially by the 1860s the role of the Academy had become deeply conservative. In 1863 an organized protest took place against the archaic and stagnant methods of the Academy. A group of fourteen artists headed by Ivan Kramskoi declared their separation from the Academy. Under the guidance of Kramskoi they formed a kind of commune – the St. Petersburg Association of Artist. Its members worked together, read widely, discussed new literature and aired their views on art. They wanted to give a realistic portrayal of the life of the people and the Russian landscape. After several years the Association broke up, but its historical significance is inestimable. It was the first democratic association of Russian artists to oppose the Imperial Academy of Arts.

Упр.3. Найдите соответствующий перевод словосочетаний в двух списках:

- a) joint exhibitions; pseudoclassicist art; art exhibitions; circulating exhibitions; classicist aesthetics; archaic and stagnant methods; to air views.
- b) художественные выставки, старые и застойные методы, псевдоклассическое искусство, распространять взгляды, классическая эстетика, совместные выставки, передвижные выставки.

Упр.4. Определите, какой частью речи является каждое из слов, и уточните его значение.

art – an artist

to develop – development

portrait – portrayal

to reflect – reflection

to estimate – estimable – inestimable

Упр.5. Ответьте на следующие вопросы:

1. How did the Itinerants popularize realistic art?
2. What was the function of the Academy of Arts in St. Petersburg?
3. What themes did pseudoclassicist art show in its work?
4. What kind of protest took place at the Academy in 1863?
5. Who was the head of St. Petersburg Association of Artists?
6. What were the activities of the Association?

7. Why its historical significance is inestimable?

Упр. 6. Исправьте неверные утверждения.

Например: That's right...

That's wrong...

1. The members of the Society wanted to popularize realistic art.
2. The Academy's role during late seventeenth centuries was positive.
3. The Itinerants organized joint exhibitions abroad.
4. A pseudoclassicist art never reflected progressive themes.
5. In 1860s the role of the Academy had become deeply conservative.
6. A group of sixteenth artists declared their separation from the Academy.
7. The members of the Association wanted to give a realistic portrayal of the life of the people and the Russian landscape.

Упр. 7. Перескажите текст, опираясь на вопросы упр.5.

Грамматика

Повторите английские местоимения и выполните следующие упражнения:

Упр.1. Замените существительные соответствующими местоимениями.

1. At Christmas... (friends) often give Mary presents.
2. ... (Mary) likes her friends.
3. ... (the bird) is singing lovely.
4. ... (my sister and I) don't like to walk our dog.
5. ... (the boy) overslept this morning and didn't have time to have breakfast.
6. ... (Dad and Mom) went to see their friends.
7. Where are my glasses? Has anybody seen (the glasses)...?
8. ... (your brother and you) spend too much time playing football.
9. Is Jane at home? Can I speak to (Jane)...?
- 10 The hole on your pullover is getting bigger. You should mend (the hole)
11. ... (you and I) are good friends, aren't ...?
12. Mrs. Smith went home because (Mrs. Smith) ... was tired.

Упр.2. Заполните пропуски местоимениями. Переведите предложения.

1. She washed ... hands and face.

2. We invited Liz to stay with ... in ...house.
3. - Do you know that man? -Yes, I know
4. That is his bode. Give ... to him.
5. Peter likes to eat ... breakfast is always big.
6. The bag is heavy. What is there in ...?
7. Look at them! ... are playing like kids.
8. - Are ... a teacher? - No, ... am not.
9. They live in the country. ... house isn't big, but ... comfortable.
10. Jeans always stay in fashion. People like
11. She is mad about ... car. She spends hours washing
12. Pubs are an important part of life in Britain, but ... are't open to everyone.
13. - Can...help...? - Yes, please ... would like a pair of shoes.
14. That butterfly looks like a flower. Aren't... wings wonderful?
15. What's ... phone number? May I phone you?
16. We know ... well. They are friends of
17. Give me ... photo and I'll give you

Упр.3. Переведите следующие предложения:

1. Мне жарко.
2. Вы сообщили им эту новость?
3. Отдай ему его ручку. Он любит писать только ею. Она всегда с ним.
4. Помогите мне, пожалуйста.
5. Мы пригласили их пожить с нами на нашей даче.
6. Вы бывали у них?
7. Это не моя комната. У меня нет своей.
8. Вы долго ждали нас.
- 9.Отправь ее в ее комнату.
10. Позовите его к телефону.
11. Им хочется побывать в Париже.
12. Расскажите мне о Лондоне.
13. Это не его ключ, а ее.
14. Какой у тебя адрес?
15. Его никогда нет дома.

Повторите спряжение глаголов to be и to have и выполните следующие упражнения.

Упр.4. Выберите нужную форму глагола to be и заполните пропуски.

1. I ... a student. 2. He ... my elder brother. 3. What ...your sister s name. 4. How old ... you? 5. Last week we ... in Sochi. 6. Next Monday

he ... far from here. 7. All the students ... at the lecture yesterday? We ... designers in five years. 9. ... you hungry? 10. Our hostel ... not from the Institute. 11. The news ... not very bad today. 12. English ... a difficult subject. 13. ... they at the lecture now? 14. ... your friend a first-year student? 15. My brother and I ... football fans.

Упр.5. Выберите нужную форму глагола to have и заполните пропуски.

1. We ... many friends at the hostel. 2. He ... more subjects next term. 3. Yesterday the students ... a town excursion. 4. ... you any relatives abroad? 5. My parents ... no pets at home but my elder sister ... a cat. 6. Last year they ... English classes every week. 7. We always ... coffee in the morning. 8. We ... many new subjects next term. 9. I ... no time in the morning. 10. She ... dinner at the canteen. 11. The teacher ... no time to talk after the lesson yesterday.

Упр.6. Заполните пропуски нужной формой глагола to be, переведите предложения с конструкцией there be на русский язык.

1. There ... much useful information about modern art in the magazine. 2. There ... no English books on the shelf. 3. There ... a lecture on history yesterday. 4. ... there anybody in your group who knows English well? 5. On Friday there ... a seminar on new artistic trends at our Academy. 6. There ... not many mistakes at your test. 7. How many students ... there in your group? 8. ... there any coffee in the pot? 9. Last winter there ... a lot of snow. 10. ... there electricity in all the houses of our town in the 19th century?

Упр.7. Используя конструкцию there be, скажите о том, что есть и чего нет.

1. behind the window; 2. at our academy; 3. in the classroom; 4. in our city.

Упр.8. Используя конструкцию there be, спросите своих сокурсников о том, что есть и чего нет.

1. in his on in her flat
2. in his or her native town
3. in the hostel
4. in the street
5. in the canteen
6. at the theatre

7. in the forest

Упр.9. Переведите предложения.

1. В нашем городе есть несколько университетов. 2. У него была интересная работа. 3. Они будут хорошими дизайнерами. 4. В нашем институте есть книги о передвижниках. 5. На столе есть тетради? – Да, это мои тетради. 6. Твой брат студент, и ему 19 лет, не так ли? – Да, он студент, но ему 18 лет, а не 19. 7. На улице много народу. 8. Что находится в том здании? – Там художественная галерея. 9. У тебя есть компьютер? – Да, есть. 10. Через пять лет они будут хорошими специалистами.

Урок 2

Упр.1. Ознакомьтесь с новыми словами и используйте их при дальнейшем переводе текста:

an issue - проблема, выпуск, издание

an influence - влияние

a canvas - полотно

to serve - служить

an embodiment - воплощение, слияние

to consider - рассматривать, полагать, считать

to touch - касаться

to borrow - занимать, заимствовать

as well as - так же, как и ...

to describe - описывать

to deal with - заниматься, работать с чем-либо, касаться

peasant - крестьянин

fore front - передний план, центр внимания

to depict - рисовать, изображать

Упр. 2. Прочитайте и переведите текст. The Innovations of the Itinerants.

The Itinerants intended their art for the people. They spoke to their public in an understandable and highly expressive artistic language, often about the most burning issues of the day. It is only natural, therefore, that their art produced a great influence on the masses. The characters of many Itinerant canvases served as the embodiment of entire classes and social groups.

The Itinerant favoured genre painting above all others. Genre painting suited to discussed the most sharp problems of the day.

Earlier Genre painting was considered as the lowest form of art: at the top of the list stood history painting.

The general pictures of the Itinerants touched on themes borrowed from private as well as public life.

Generally speaking, these pictures are an encyclopedia of life post-reform Russia. They described the social position of various layers of the population. Miasoyedov's painting *The Zemstvo Is Dining* shows up the *zemstvo* reform.

Peasant problems are also the subjects of Nikolai Kuznetsov's *Inspecting His Estate*, Sergey Korovin's *Village Community Meeting*, Nikolai Bogdanov-Belsky's *At the School Door*.

Outstanding for their dramatic content are the works of the Itinerants dealing with the life and labour of the workers and peasants. For example *Repair Work on the Railway* by Konstantin Savitsky, and *Peasant Driving Home* by Illarion Prianishnicov.

An important innovation in the genre painting of the Itinerants was the large multigure composition. The crowd, in all its variety of faces and characters, was brought to the forefront as the hero of the work. These people were depicted with a deep understanding of the problems of poverty and oppression. This type of picture has its examples in Savitsky's *Bringing out an Icon to the People*, Priashnicov's *A Feast Day in the North*, Miasoedov's *The Drought*, and others.

Упр.3. Найдите соответствующий перевод словосочетаний в двух списках:

a) history painting, multigure composition, genre painting, expressive artistic language, dramatic content, variety of faces and characters, problems of poverty and oppression.

b) жанровая живопись, многофигурная композиция, драматическое содержание, историческая живопись, разнообразие лиц и характеров, проблемы бедных и угнетенных, выразительный художественный язык.

Упр.4. Определите, какой частью речи является каждое из слов, и уточните его значение:

to express – expressive – expression

to outstand – outstanding

to compose – composition

poor – poverty

to oppress – oppression

Упр.5. Ответьте на следующие вопросы:

1. What language did the Itinerants speak to their public?
2. Did they produce a great influence on the masses?
3. What themes did the genre pictures of the Itinerants touch?
4. Can you name some of the Itinerants touch?
5. What was an important innovation in the genre painting?
6. What differs the works by K.Savitsky and I.Prianishnikov?
7. Are there any works by the Itinerants in the Museums of Art in your city?

Упр.6. Исправьте неверные утверждения.

Например: That's right...

That's wrong...

1. The works of the Itinerants sometimes spoke about the most burning issues of the day.
2. Genre painting suited to discussing the most sharp problems of the day.
3. Earlier genre painting was considered as the highest form of art.
4. Peasant problems are also the subject of Kuznetsov, Korovin, Bogdanov-Belsky.
5. An important innovation in the genre painting of the Itinerants was the large landscape composition.
6. The Itinerants favoured genre painting above all others.
7. The pictures of the Itinerants are an encyclopedia of life in post-reform Russia.

Упр. 7. Перескажите текст, опираясь на вопросы упр.5.

Грамматика

Степени сравнения прилагательных

У качественных прилагательных 3 степени сравнения:

- положительная (в этой форме прилагательные стоят в словаре),
- сравнительная,
- превосходная.

Способы образования

а) У односложных (не более двух слогов) прилагательных – при помощи суффиксов.

Рассмотрите таблицу односложных прилагательных и обратите внимание на правописание:

Положительная степень	Сравнительная степень	Превосходная степень
fine	<u>finer</u>	(the) <u>finest</u>
clean	<u>cleaner</u>	(the) <u>cleanest</u>
hot	<u>hotter</u>	(the) <u>hottest</u>
happy	<u>happier</u>	(the) <u>happiest</u>

б) У многосложных (более двух слогов) прилагательных – путем прибавления особого слова – признака степени:

Положительная степень	Сравнительная степень	Превосходная степень
difficult	<u>more</u> difficult	(the) <u>most</u> difficult
wonderful	<u>more</u> wonderful	(the) <u>most</u> wonderful

в) Особые случаи образования степеней сравнения у прилагательных:

Положительная степень	Сравнительная степень	Превосходная степень
good хороший	better лучше	(the) best лучший
well хорошо		
bad плохой	worse хуже	(the) worst худший
many много	more больше	(the) most больше всех
much		
little мало	less меньше	(the) least меньше всех
far далекий	further дальнейший	(the) furthest самый
	farther более далекий	(the) farthest далекий
old старый	older более старый	(the) oldest самый
	elder старше (о брате/сестре)	старый
		(the) eldest старший
late поздний	later позднее	(the) latest самый
	latter последний (из упомянутых)	поздний
		(the) last последний
near близкий	nearer ближе	(the) nearest ближайший
		(the) next следующий

Упр.1. Образуйте степени сравнения от следующих прилагательных:

short, long, busy, poor, nice, clever, polite, pretty, shy, merry, early, sweet, talented, interesting, beautiful, unpleasant, comfortable.

Упр.2. Раскройте скобки, употребляя прилагательные в нужной степени сравнения.

1. He was only five years (young) than I was.
2. They stopped at one of (good) hostels in towns.
3. At that moment he was (happy) person in the world.
4. Please, show me (short) way to the department store.
5. I hope to read this book (fast) than that one.
6. Ann plays the piano (bad) than the other girls.
7. I have (little) time for reading than my friends have.
8. Tom is (good) student than John.

as ... as	такой же ... как
not so ... as	не такой ... как

Упр.3. Заполните пропуски, используя союзы as ... as, so ... as.

1. The weather in Moscow is ... rainy ... in London.
2. History is ... important ... English.
3. Petrov is ... talented ... Ivanov.
4. She is ... beautiful ... her sister.
5. She isn't ... busy today ... she was yesterday.
6. This book isn't ... interesting ... that one.

Упр.4. Вставьте соответствующую форму прилагательных. Переведите.

1. It was the ... accident in the history of this company.
2. The most expensive is not the
3. She was very ill yesterday, but she's ... today.
4. You surely don't expect me to sell it for ... than I paid for it.
5. They live on the ... side of the town.
6. Managers earn ... than secretaries.
7. They all ate a lot but he ate the
8. He is a good player, but his brother is

Упр.5. Поставьте прилагательные, данные в скобках, в соответствующую степень.

1. I met my (good) friend yesterday.
2. Dorothy is (young) in her family.
3. Henry is not (strong) his elder brother Bob.
4. – It isn't very warm today, is it? – No, it was (warm) yesterday.
5. Where is (near) post-office, please?
6. That's (good) film I've ever seen.
7. Public transport in London is (expensive) in Europe.
8. The 22nd of December is (short) day in the year.
9. My (old) sister doesn't live with us.
10. This house is (old) of all the houses in the street.
11. Go to the library if you need (far) information.
12. I'm getting (fat) and (fat).
13. Moscow is (large) city in Russia.
14. Let's go by train. It's much (cheap).
15. I earn (little) money than he does.
16. He has ... (much) time than I have.
17. Your cottage isn't (far) I think.
18. (Old) I get, (happy) I am.
19. The grass is always (green) on the other side.
20. What is (late) news?

Повторите основные английские предлоги и выполните следующие упражнения:

Упр.6. Заполните пропуски предлогами пространственных отношений.

1. They have many friends ... Moscow.
2. Please take that book ... your bag and put it ... the table.
3. Nick is a student, he studies ... the academy, he goes ...the academy ... foot.
4. Mr. Grey s desk is ... the corner.
5. There is a small garden ... my house.
6. Is the book ... the shelf? No, it is ... the book-case.
7. Please go the room.
8. Come ... the room please.
9. Take an apple the box.
10. When the classes are over, I go ... the institute ... bus.

Упр.7. Переведите словосочетания и запомните предлоги времени.

At the lecture, during the lecture, for two weeks, before breakfast, after dinner, on Monday, from morning till night, by the end of the week, on the first of September, at 10 o'clock, in the morning, in spring, in a year, in 1998, from time to time... ..

Упр.8. Переведите, употребляя нужные предлоги.

Of

Произведение искусства, состоять из частей, форма тела, количество картин, части этой композиции, пейзажи известного художника.

By

Закончить работу к семи часам, ехать на автобусе, получать информацию несколькими способами.

To

Пойти в кино, разговаривать с преподавателем, показывать студентам, в большей степени.

At

Учиться в институте, в то же самое время, в возрасте 18 лет, с высокой скоростью, находиться дома.

Урок 3

Упр.1. Ознакомьтесь с новыми словами и используйте их при дальнейшем переводе текста:

ancient – древний, античный

a character – герой, образ

an author - автор

to reveal – открывать, показывать

to devote – посвящать

a triumph – триумф

over – над, выше, больше

to display – проявлять, показывать

to praise – хвалить

to accomplish – завершать, достигать

among – среди

a leadership – руководство, превосходство

a struggle – борьба

an event – событие

Упр.2. Прочитайте и переведите текст. Historical painting.

The history painting of the Itinerants was characterized by their fundamentally new approach to it. It was quite different from that of the Academy. Instead of religious and mythological themes, ancient heroes and idealized historical figures, the works of the Itinerants spoke truthfully about events in the Russian history, whose driving force was the people. Evident in the history canvases of the Itinerants was their authors' desire to examine more deeply the psychological motivations of their characters to reveal the patriotism inherent in the national characters. Many of their works were devoted to the popular movements in Russian history.

Characteristic in this respect is Nikolai Gay's painting *Peter the Great Interrogating Tsarevich Alexei at Peterhof*, which reveals the dramatic conflict between the patriot father and the apostate son. Peter's passionate dedication to the future of his country triumphs over his paternal feelings. The canvas was a call to the struggle against the old and reactionary, it was the triumph of the new and progressive.

The liberating character of the War of 1812 and the patriotism was displayed by Prianishnikov's painting *In 1812*. In monumental canvas *Suvorov's Army Crossing the Alps in 1799* Surikov praises the valour of the Russian soldiers who under the leadership of the field marshal accomplished the crossing of the Alps in winter.

Among the most outstanding achievements of nineteenth-century Russian history painting were Surikov's *The Morning of the Execution of the Streltsi* and *The Boyarina Morozova* and Repin's *Ivan the Terrible and His Son Ivan*.

Упр.3. Найдите соответствующий перевод словосочетаний в двух списках:

- a) the history painting, religious and mythological themes, ancient heroes, historical figures, national characters, paternal feelings, outstanding achievements.
- b) античные герои, выдающиеся достижения, религиозные и мифологические темы, историческая живопись, национальные образы, исторические фигуры, отцовские чувства.

Упр.4. Определите, какой частью речи является каждое из слов, и уточните его значение:

to differ – different – difference

myth – mythology – mythological

motive – motivation

to move – movement

to dedicate – dedication

to achieve – achievement

Упр.5. Ответьте на следующие вопросы:

1. Was the history painting different from that of the Academy?
2. What did the Itinerants speak about in the history painting?
3. What did they reveal in the national characters?
4. What did N.Gay want to show in his work “Peter the Great Interrogating Tsarevich Alexei at Peterhof”?
5. What canvas is a bright example of the patriotism of the War of 1812?
6. What other the Itinerants’ works in the genre of the history painting can you name?
7. Can you give the examples of some of the modern authors working in this genre?

Упр.6. Исправьте неверные утверждения.

Например: That’s right...

That’s wrong...

1. Before the Itinerants the canvases in the history painting spoke on religious and mythological themes.
2. Many of the Itinerants’ works in this genre were devoted to ancient heroes.
3. The canvas of N.Gay “Peter the Great Interrogating Tsarevich Alexei at Peterhof” was a call to the struggle against the old and reactionary.
4. The Itinerants tried to idealize historical figures.
5. Serov praised the bravery of the Russian soldiers.
6. Prianishnikov displayed the patriotism of the War of 1812.
7. Repin and Surikov were the most outstanding achievements of the eighteenth-century Russian history.

Упр.7. Перескажите текст, опираясь на вопросы упр.5.

Грамматика

Модальные глаголы и их эквиваленты

Следует помнить, что основными модальными глаголами являются can, may, must.

Can имеет два значения:

1. Могу, может – в смысле физической возможности.
2. Умею, умеет – в смысле умственной способности или умения.

I can read English. Я умею (могу) читать по-английски.

May имеет значение:

1. Могу, может, можно – в силу разрешения, отсутствия запрета.
2. Могу, может, может быть – в силу вероятности.

May I come in? Можно войти? (разрешение).

He may come in the evening.

Он, может быть (вероятно), придет вечером.

Must имеет значение должен в силу долженствования, обязанности.

Every student must take four exams this term.

Каждый студент должен сдавать четыре экзамена в этом семестре.

Следует заметить, что инфинитив глагола, следующий за модальным глаголом, употребляется без частицы to.

She can speak. He must learn. You may go.

Английские модальные глаголы имеют ряд особенностей:

1. Они не имеют инфинитива.
2. Не изменяются по лицам.
3. Не имеют многих форм, свойственных английскому глаголу.

Модальные глаголы и их эквиваленты	Значения	Present	Past	Future
1. Can	возможность	can	could	-
to be able (to)	совершения действия	am is (to) able	was able(to) were	shall be able (to) will

		are		
2. May		May	might	-
to be allowed (to)		am allowed(to) are	Was allowed(to) were	shall be allowed(to) will
3. Must	должен	must	-	-
to have (to)	приходится делать что-либо	have (to) has (to)	had (to)	shall have (to) will
to be (to)	быть обязанным в силу договоренности, плана	am (to) is (to) are (to)	was (to) were (to)	-
should	следовало бы,	should	-	-
ought to	должен был бы	ought to	-	-

Выполните упражнения

Упр.1. Поставьте данные предложения в прошедшем и будущем времени.

1. We must fulfil our plan by the end of the month. 2. He can draw and paint quite well. 3. You may take my dictionary. 4. Nobody can answer this question.

Упр.2. Замените модальные глаголы в данных предложениях их эквивалентами.

1. He cannot speak German. 2. My friend is ill and he may not go to the institute. 3. It is very dark in the room and we must turn on the light.

Упр.3. Поставьте предложения в вопросительную форму.

1. We must study well. 2. You may speak louder. 3. You should not be late. 4. He was to come to the conference. 5. He had to discuss this question. 6. She could play chess very well.

Упр.4. Поставьте предложения в отрицательную форму.

1. You may stay here for some time. 2. He could find all the books in our library. 3. She was able to translate this text herself. 4. He must use a dictionary to translate the text.

Упр.5. Переведите предложения на английский язык.

1. Он должен поступить в институт. 2. Мы должны помочь ей. 3. Ей следовало бы купить новые кисти. 4. Вы можете прийти к нам в 5 часов. 5. Вам следовало бы быть внимательнее. 6. Он должен быть на лекции. 7. Она не может читать по-английски. 8. Они должны поехать в Петербург. 9. Вы не должны (Вам не следовало бы) пропускать лекции. 10. Они должны были бы встретиться вечером.

Урок 4

Упр.1. Ознакомьтесь с новыми словами и используйте их при переводе текста:

schism – раскол

flaming – горящий, пылающий

to look – смотреть

crowd – толпа

to make up – составлять

vivid – живой, пылкий, ясный

society – общество

to leave – покидать, оставлять, уезжать

imprint – след, отпечаток

superbly – прекрасно, великолепно

literally – буквально

pure – чистый

sonorous – звучный, звонкий

rendering – изображение, передача

motley – разноцветный, пестрый

Упр.2. Прочитайте и переведите текст. Surikov's « Boyarina Morozova».

The Boyarina Morozova, Surikov's most outstanding history painting, depicts a tragic event arising from the religious schism (*raskol*) that shook the country in the seventeenth century. The schism was a form of spontaneous protest by the masses against oppression, poverty and spiritual enslavement.

A cold winter morning in Moscow... Seated in an ordinary peasant sledge, the Boyarina Morozova, is being driven off into exile. Flaming and fanatical are the woman's eyes as she looks into the crowd. With a motion of her uplifted hand she calls the people to stand firm in defence of their religious ideals.

The crowd surrounding the sledge is made up of a rich variety of vivid types. Some distressed and sympathizing with Morozova, some jeering or laughing, some just looking on in idle curiosity. The painting is a profound psychological study of seventeenth-century Russian society. This is a study that leaves a lasting imprint on the mind of the spectator by the depth of its penetration into the human soul and emotions.

The artist gives us to understand that the movement headed by Morozova is doomed to defeat. Surikov spells out this great national tragedy with great force and power. The crowd is portrayed in a superbly realistic manner, so much that you can literally feel its heaving motion and agitated state. The overall effect of the swaying crowd, the running boy and the fresh tracks in the snow is to give the scene so authentic a touch that the sledge seems to be moving.

This was a theme new to art, and Surikov used new expressive means to give it substance. He used an original and dynamic compositional arrangement, a harmonious selection of pure, sonorous colours and a masterful rendering of light and air.

The tragic figure of Morozova, is the conceptual centre of the picture. She stands out as a dark patch against the motley crowd.

Упр.3. Найдите соответствующий перевод словосочетаний в двух списках:

- a) spontaneous protest, spiritual enslavement, psychological study, exciting state, expressive means, compositional arrangement, to drive into exile, a dark patch, heaving motion.
- b) выразительные средства, построение композиции, стихийный протест, отправить в ссылку, духовное порабощение, темное пятно, психологическое изучение, напряженное движение, возбужденное состояние.

Упр.4. Определите, какой частью речи является каждое из слов, и уточните его значение:

psychology – psychological
to vary – variety – various

to surround – surrounding
spirit – spiritual
to penetrate – penetration
to spectate – spectator
to defeat – defence
deep – depth
to arrange – arrangement

Упр.5. Ответьте на следующие вопросы:

1. What event did “The Boyarina Morozova” by V.Surikov depict?
2. What form of protest was this religious raskol?
3. Where was Morozova being driven off?
4. What did her uplifted hand call?
5. How did the crowd surrounding Morozov’s sledge react on her call?
6. What does this canvas give us to understand?
7. What new expressive means did V.Surikov use to reveal this new theme to art?

Упр.6. Исправьте неверные утверждения.

Например: That’s right...
That’s wrong...

1. In the 16th century the religious schism shook Russia.
2. “The Boyarina Morozova” Serov’s most outstanding history painting depicts tragic event in the Russian history.
3. Flaming and fanatical are the woman’s eyes as she looks into the sky.
4. The crowd surrounding the sledge is made up of a rich variety of vivid types.
5. The painting is a psychological study of the seventeenth-century Russian society.
6. The crowd is portrayed in a superbly romantic manner.
7. The tragic figure of Morozova is the conceptual centre of the picture.

Упр.7. Перескажите текст, опираясь на вопросы упр.5

Грамматика

**Система времен английского глагола
Действительный залог (Active Voice)**

	PRESENT	PAST	FUTURE
SIMPLE	write writes (do, does)	wrote (did)	shall will } write
Be+Participle I PROGRESSIVE	am is writing are	was writing were	shall will } be writing
Have+Participle II PERFECT	have written had	had written	shall will } have written

Participle II Have been + PROGRESSIVE PERFECT	have been writing has	had been writing	shall will } have been writing
--	--------------------------------------	-----------------------------	--

Упр.1. Определите время глагола-сказуемого, переведите предложения.

1. He worked at his masterpiece yesterday. 2. He does not speak English. 3. I shall graduate from the Institute in five years. 4. He is writing his test program now. 5. She is not at the Institute now. 6. We have many friends abroad. 7. We did not study German at school. 8. They were printing the documents for two hours. 9. They were at the seminar. 10. Have you bought the new canvas? 11. Last year I was a school boy. 12. After this lecture we shall work at the studio. 13. We shall be translating this text for two hours. 14. He has given us new discs for playing. 15. We had studied much before we painted our own pictures. 16. He will have finished to work at the landscape by summer. 17. I have been studying English for five months and now I know it well. 18. When he became a firm manager, he had been working as an engineer for 5 years. 19. I asked them how long they had been waiting for me. 20. When I came to the Academy, the classes had begun.

Упр.2. Выберите правильный перевод предложений.

1. They have fulfilled all tasks very well.
 а) Они выполняли все задания очень хорошо.
 б) Они выполнили все задания
 в) Они выполняют все задания

2. An artist was working at his picture for 3 months.
а) Художник работал над своей картиной 3 месяца.
б) Художник работает...
в) Художник будет работать...
3. Do you take part in research work?
а) Ты участвовал в научной работе?
б) Ты участвуешь ...
в) Ты будешь участвовать ...
4. They will have bought some engravings by the end of the month.
а) Они купили несколько гравюр к концу месяца.
б) Они покупают несколько гравюр в конце месяца.
в) Они купят несколько гравюр к концу месяца.

Упр.3. Поставьте сказуемое в правильную форму, выбрав один из данных вариантов (Present Indefinite / Present Continuous).

1. It often (rain) in this part of the world.
A is often raining
B rains
2. Take your umbrella. It (rain) cats and dogs.
A rains
B is raining
3. Granny is in the kitchen. She (make) a plum-cake.
A is making
B makes
4. My wife often (make) plum-cakes.
A is often making
B makes
5. Can you phone a bit later, please? Jane (have a bath).
A is having a bath
B has a bath
6. Run downstairs. Your sister (wait) for you.
A is waiting
B waits
7. I don't know Spanish, but I (learn) it now.
A am learning
B learn
8. Usually I (have coffee) in the morning, but now I (drink) tea.

- A am having coffee A drink
B have coffee B am drinking

9. We sometimes (go) to the cinema.

- A are sometimes going
B go

10. Why you (sit) at my desk? Could you take your place, please?

- A Why you are sitting
B Why do you sit
C Why are you sitting

Упр.4. Поставьте сказуемое в правильную форму, выбрав один из данных вариантов (Past Indefinite / Present Perfect / Past Perfect).

1. We (not/have) a holiday last year.

- A didn't have
B haven't had
C hadn't have

2. I (buy) a new dress last week, but I (not/wear) it yet.

- A have bought A haven't worn
B bought B wore
C had bought C didn't wear

3. ... it (stop) raining yet?

- A Did it stop
B Is it stopped
C Has it stopped

4. Don't worry about your letter. I (sent) it the day before yesterday.

- A sended
B have sent
C sent

5. I (lose) my glasses. I (have) them when I came to the college this morning.

- A lost A have had
B have lost B had
C lost C have

6. When I was a child, I (always/be) late for school.

- A have always been
B was always late
C had always been

7. I can't find my umbrella. I think somebody (take) by mistake.

A took

B takes

C has taken

8. We (not/see) Peter this week, but we (see) him a couple of weeks ago.

A didn't see

A saw

B haven't saw

B have saw

C haven't seen

C have seen

9. ...the post (come) today?

A Did the post come

B Has the post come

C Has the post came

Урок 5

Упр.1. Ознакомьтесь с новыми словами и используйте их при переводе текста:

a victim - жертва

instead of - вместо

a scene - сцена

aesthetics - эстетика

as well - также

ordinary – обычный, обыкновенный

modest - скромный

a gesture – жест

to restrain - сдерживать

dynamic - динамичный

a pose - поза

in contrast - в противоположность

background - фон, задний план

environment - окружающая обстановка (среда)

humble - скромный, простой

image - внешность, образ

Упр.2. Прочитайте и переведите текст. Battle painting and portrait genre.

The battle painting of the Itinerants deserves special mention. Among the most widely known works are Konstantin Savitsky's *Off to War*, Vasily Polenov's pictures devoted to the battles for the liberation of the Slavic peoples (*Dead Soldier*, *Battlefield* and *After the Battle*),

and the canvases *The Apotheosis of War, Shipka-Sheinovo: Skobelev at Shipka* and *After the Attack* by Victor Vereshchagin.

The battle art of the Itinerants was an expression of their protest against all aggressive wars. They depicted war as the greatest of human tragedies in which the people are not only the leading players, but the victims too. It is this that lies at the fundamental transformation they effected in the battle genre: instead of the idealistic battle scenes of academic art their canvases portrayed the harsh and bloody reality of war.

The main principles of the new democratic aesthetics were brilliantly put into practice by the Itinerants in the portrait genre as well. They produced a large number of truthful portraits of progressive-minded intellectuals, workers and peasants. Among them there are such works as Perov's portrait of Alexander Ostrovsky, Kramskoi's of Leo Tolstoy, Mikhail Saltykov-Shchedrin and Mina Moiseyev, Repin's portraits of Vladimir Stasov, Nikolai Pirogov, Modest Musorgsky and Maxim Gorky, Serov's portrait of Nikolai Rimsky-Korsakov, and others.

The subjects of Itinerant portraiture, whether they come from the intelligentsia or the working classes, are always persons of ordinary, unsophisticated appearance. They are depicted in modest dress, their gestures restrained, though at times dynamic, and their poses are simple, with never a hint of affectation or smugness.

In contrast to the sumptuous accessories of the official formal portrait the Itinerants favoured a neutral background or an ordinary, everyday environment. But even the most humble accessory was given a purposeful function better to characterize the image.

Упр.3. Найдите соответствующий перевод словосочетаний в двух списках:

a) battle painting, portrait art, human tragedies, harsh and bloody reality, unsophisticated appearance, a hint of affectation, to put into practice, widely know.

б) человеческие трагедии, батальная живопись, жестокая и кровавая действительность, искусство портрета, широко известный, осуществлять, тень намека на самовлюбленность, неутонченная внешность.

Упр.4. Определите, какой частью речи является каждое из слов, и уточните его значение:

wide – widely

play – player

truth – truthful – truthfully

intellect – intellectual

portrait – portraiture

smug – smugness

purpose – purposeful

Упр.5. Ответьте на следующие вопросы:

1. What are the most widely known works among the Itinerants in the battle painting?
2. What did the Itinerants express in the battle art?
3. What new did they show in the battle genre?
4. What are the main principles revealed by the Itinerants in the portrait genre?
5. What canvases of the portrait genre are mentioned in the text?
6. How did Itinerants portraitures depict the subject?
7. What means did they use to characterize the image better?

Упр.6. Исправьте неверные утверждения.

Например: That's right...

That's wrong...

1. The Itinerants didn't pay special attention to the battle painting.
2. The battle art was an expression of the protest against all aggressive wars.
3. They depicted people as the leading players only.
4. The Itinerants made the fundamental transformation in the battle art.

5. The main principles were put in the portrait genre by the Itinerants.
6. The subject of the Itinerants portraiture was outstanding persons only.
7. The portraitures tried to characterize their image better.

Упр.7. Перескажите текст, опираясь на вопросы упр.5.

Грамматика

Система времен английского глагола. Действительный залог.

Типы вопросительных предложений

Выберите соответствующую форму будущего времени и поставьте ее вместо глагола, данного в скобках, в следующих упражнениях:

Упр.1. FUTURE CONTINUOUS/ FUTURE SIMPLE

1. This time tomorrow they (sit) in the train to Chicago.
A will sit
B will be sitting
2. Don't phone Jim from 5 to 6 – he (have) English.
A will have
B will be having
3. He (come) at eight in the evening.
A will come
B will be coming
4. ... you (have lunch) with me on Friday?
A Will you have lunch
B Will you be having lunch
5. I (be) at home if you need anything.
A will be
B will being

Упр. 2. FUTURE PERFECT / FUTURE SIMPLE

1. I promise I (get) in touch with you if I need your help.
A will get
B will have got
2. We are going to buy a car. By the end of next month our family (save) money for it.
A will save
B will have saved

3. The workers say that they (build up) a district by the beginning of 2000.

A will build up

B will have built up

4. She (have lunch) by the time we arrive.

A will have

B will have had

Упр.3. FUTURE SIMPLE / FUTURE PERFECT / FUTURE CONTINUOUS

1. He (sleep) when you come back tonight.

A will sleep

B will be sleeping

2. By the time I come they (go).

A will go

B will have gone

3. – It is snowing heavily. Have you listened to the weather forecast for tomorrow?

– I hope it (stop) snowing by tomorrow morning.

A will stop

B will be stopping

C will have stopped

4. My sister (know) the result of her exam on economy in three days.

A will know

B will have known

C will be knowing

5. – Let's meet at the station at 5 o'clock.

– O.K. I (wait) for you there.

A will wait

B will be waiting

C will have waited

Типы вопросительных предложений

Упр.1. Прочитайте данные ниже предложения и определите порядок слов в вопросах различных типов.

1. Общий вопрос:

A) Do you study at the academy? – Yes, I do.

– No, I don't.

B) Was it difficult to enter the academy? – Yes, it was.

– No, it wasn't.

2. Специальный вопрос:

A) Who is the best student in your group?

B) When are your classes over?

C) Where did you go last summer?

3. Разделительный вопрос:

A) Your friend is a student, isn't he?

B) The program was not installed, was it?

C) He read a lot of books in summer, didn't he?

Упр.2. Переведите и запомните вопросительные слова. Придумайте и запишите по одному специальному вопросу с каждым из них.

Who, whose, whom, what, which, when, where, why, how, how much, how many, how long, how old.

Упр.3. Поставьте общий, разделительный и специальный вопросы к следующим предложениям:

1. He reads a lot of magazines and newspapers. 2. I usually get up at 8 o'clock in the morning. 3. My house is not far from the academy. 4. They go to the institute by bus because they live far from it. 5. I don't like to play computer games. 6. It has taken me a week to finish the drawing. 7. She can translate this fax. 8. There are bright stars in the sky.

Урок 6

Упр.1. Ознакомьтесь с новыми словами и используйте их при переводе текста:

to reflect – отражать

shadow – тень

nature – природа

to find – находить

majestic – величественный

scope – граница, рамки, возможность

serenity – ясность, безмятежность

to evoke – вызывать

to endure – выносить, терпеть

a subject – тема, сюжет

behind – сзади

frequently – часто, постоянно

famous – знаменитый

prominent – выдающийся
to be marked – быть отмеченным
chiaroscuro – распределение светотени
a success – успех
reflex – рефлекс, отсвет, отблеск

Упр.2. Прочитайте и переведите текст. Landscape painting.

The landscape painting of the Itinerants reflected the most simple motifs of Russian nature. The artists always found there a lyrical beauty that only a deeply patriotic eye could appreciate. This lyricism is best exemplified in Alexei Savrasov's picture *The Rooks Have Returned*, Isaac Levitan's *Golden Autumn*, *Spring Flood*, and many others. The majestic canvases of Ivan Shishkin, *Mast-tree Grove*, *Woodland Scenery*, as well as Levitan's *Fresh Wind*, *The Volga* and *The Month of March* reflect the giant scope and the epic grandeur of the world of nature.

There are deep social overtones in Levitan's canvas *The Vladimirka Road* which, for all the serenity of the landscape, inevitably evokes thoughts on the suffering endured by the many generations of revolutionaries driven along the Vladimirka into Siberia.

The romantic, somewhat decorative trend in Russian landscape painting is represented by Arkhip Kuinji's *Birch-tree Grove* and *Ukrainian Night*. Easily Polenov, Apollinary Vasnetsov, Nikolai Dubovskoi, Sergey Svetoslavsky and many other artists made the poetic beauty of the Russian landscape the subject of their works.

Behind the Itinerants' departure from the canons and norms of academism lay their loyalty to the best traditions of Russian and European realist art. The Itinerants painstakingly studied the Old Masters and contemporary Euro-Dean artists. They kept in touch with all the new literature on art and frequently visited the most famous museums of the continent, world exhibitions and the studios of prominent foreign artists. Their own works marked by realistic clarity and were enriched by innovations in the fields of composition, colouring and chiaroscuro. As time went on these artists showed an increasing interest in the realistic depiction of man *en plein air*. Many of them achieved considerable success painting by daylight and using such devices as reflexes, coloured shadows and so on.

Упр.3. Найдите соответствующий перевод словосочетаний в двух списках:

- a) landscape painting, contemporary European artists, to keep in touch, prominent foreign artists, social overtones, departure from the canons and norms of academism.
- b) касаться, выдающийся, зарубежные художники, пейзажная живопись, отказ от канонов норм академизма, современные европейские художники, социальный подтекст.

Упр.4. Определите, какой частью речи является каждое из слов и уточните его значение:

rich – enrich

increase – increasing

reflex – reflexible

consider – considerable

academy – academism - academician

Упр.5. Ответьте на следующие вопросы:

1. What did the landscape painting reflect?
2. What is exemplified in the pictures of A.Savrasov and I.Levitan?
3. What can you say about the works by I.Shishkin?
4. Who depicted the poetic beauty of the Russian landscape?
5. How could you prove the loyalty of the Itinerants to the best traditions of Russian and European realist art?
6. What were their works marked by?
7. What devices did the Itinerants use to achieve considerable success in daylight painting?

Упр.6. Исправьте неверные утверждения.

Например: That's right...

That's wrong...

1. The artists always found a lyrical beauty in Russian nature.
2. There are deep romantic overtones only in Levitan's canvases.
3. A. Kuinji represented the romantic and decorative trend in Russian landscape paintings.
4. Only few artists made the poetic beauty of the Russian landscape the subject of their work.
5. The Itinerants always studied the Old Masters and contemporary European artists.
6. As time went an artists showed an increasing interest in the realistic depiction of man en plein air.

7. Some of the work represented decorative trend in the Russian landscape.

Упр.7. Перескажите текст, опираясь на вопросы упр.5.

Грамматика

Система времен английского глагола (Страдательный залог)

Форма	ВРЕМЯ		
	PRESENT	PAST	FUTURE
Simple	am is written are	was written were	shall be written will
Progressive	am is being written are	was being written were	
Perfect	have been written has	had been written	shall have been written will

Упр.1. Укажите и переведите предложения, содержащие сказуемое в страдательном залоге.

- The exercise was written by the students.
The students have written the exercise well.
- We were discussing these questions for 3 hours.
The questions were being discussed for 3 hours.
- The book was given to me by our teacher.
Our teacher has given me the book.
- This magazine will publish an important article.
This article will be published in this magazine.
- The students asked many questions.
Many questions are asked by the students.
- Many experiments have been made by our students.
This is a laboratory where the students are making their experiments.
Our students have made many experiments.

Упр.2. Заполните пропуски, выбрав нужную форму сказуемого.

- Many new computers ... in the schools of our city (will install, will be installed).
- The students ... the result of the experiment (have analyzed, are analyzed).
- The scientist ... an important article (wrote, is written).

4. My friend ... me (helps, is helped).
5. The students ... by the professor (were addressed, addressed).

Упр.3. Ознакомьтесь с особенностями страдательного (пассивного) залога в английском языке. Переведите данные в качестве примеров предложения.

1. В отличие от русского языка, где подлежащим в пассивной конструкции

может стать только прямое дополнение (читать книгу – книга читается), в

английском языке в этой функции употребляется и косвенное дополнение.

Например: He showed me a picture. (Active Voice)

a picture - прямое дополнение

me - косвенное дополнение

A picture was shown to me (Passive Voice I).

I was shown a picture (Passive Voice II).

a) I was told an interesting story.

б) My brother will be given an interesting work.

в) Ann is promised a new dress.

2. В английском языке в функции подлежащего в пассивных конструкциях

употребляются и предложные дополнения. Для правильного перевода таких

предложений необходимо принимать во внимание предлог:

Например: They talk much about this book. (Active Voice)

about this book - предложное дополнение

1) She is ill, so the doctor has been sent for.

2) Children must speak when they are spoken to.

3) When she wears this dress she is laughed at.

4) At college my friend was thought of as a future president.

5) This room was not lived in for many years.

6) The results of her experiment were referred to in the report.

Упр.4. Переделайте следующие предложения в Passive Voice. Переведите получившиеся предложения.

1. William the Conqueror built the Tower of London in 1078.

2. Is the mechanic repairing Bill's car?

3. Will he post the letter and parcel tomorrow?

4. Leonardo created the famous «The last supper».
5. Did Tom's mother make these cakes?
6. Will man conquer space?
7. They have studied the problem for three years, but they haven't got any results.

Упр.5. Поставьте сказуемое в правильную форму, выбрав один из предложенных вариантов.

1. The day before yesterday we (invited) to the restaurant by Tom Jenkins.
A are invited
B were invited
C invite
2. Look! The bridge (repair).
A is being repaired
B is been repaired
C has being repaired
3. The letter and the parcel (post) tomorrow.
A will be post
B will have been posted
C will be posted
4. Margaret (know) to be a very industrious person.
A has been known
B is known
C is been known
5. In Greece the Olympic Games (hold) once in four years.
A were held
B are being held
C are held
6. The problem (study) for three years, but they haven't got any results.
A has been studied
B has being studied
C was studied
7. This book (republish) by the end of September.
A would been republished
B will have been republished
C will been republished
8. I (bear) in small Russian town not far from Samara.
A was borne

B am born

C was born

9. Dad phoned us and asked if our luggage (already/pack).

A was already being packed

B had already been packed

C was packed

10. What a pity, John won't come. He (tell) about the meeting beforehand.

A should have been told

B should be told

C should been told