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ЧИТАЯ КЛАССИКУ



ДЖЕЙН ЭЙР

УНИКАЛЬНАЯ МЕТОДИКА
ОБУЧЕНИЯ ЯЗЫКУ В. РАТКЕ

РОМАН • КОММЕНТАРИИ
СЛОВАРЬ • ГРАММАТИКА

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Один из лучших способов учить иностранный язык – это читать художественное произведение, постепенно овладевая лексикой и грамматикой.

Мы предлагаем учить английский язык вместе с романом Шарлотты Бронте «Джейн Эйр». Адаптированный текст произведения снабжен подробным лексико-грамматическим комментарием, расположенным на полях, напротив комментируемого места, с отсылками на соответствующее правило грамматики. Грамматический справочник следует сразу за романом. Материал в справочнике соответствует уровню Advanced, поэтому им можно успешно пользоваться и в дальнейшем.

Для удобства изучающих язык в конце книги помещен англо-русский словарь.

Книга предназначена для всех, кто начал и продолжает учить английский язык, кто хочет читать книги на английском.

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CHAPTER 1

It was impossible to take a walk that day. Since dinner **the cold winter wind had brought with it**¹ clouds so sombre, and a rain so penetrating, that **further out-door exercise was out of the question**.² Instead, **we had to amuse ourselves indoors**³. I was glad of it: I never liked long walks, especially on chilly afternoons. My cousins, Eliza, John and Georgiana Reed were sitting round their mama in the drawing-room by the fire-side, but **I was not allowed**⁴ to join the group.

“You, Jane, are excluded⁵ from our company until I hear from Bessie that you can behave like a proper, sweet little girl,” announced Mrs. Reed.

“What does Bessie say I have done?” I asked.

“Jane, I don’t like questioners; don’t answer me back. Be seated⁶ somewhere; and until you can speak pleasantly, remain silent.”

I went into another room, with a bookcase in it. I took one of the books, Bewick’s History of British Birds, and

¹ В предложении используется Past Perfect для обозначения действия, произошедшего до определённого момента в прошлом (до начала повествования), см. Грамматический справочник (ГС) 42.

² *о дальнейшей прогулке на свежем воздухе не могло быть и речи.*

further - сравнительная степень прилагательного *far*, см. ГС 13.

³ *нам пришлось найти себе занятие дома.*

Модальный глагол *have to* обозначает, что обстоятельства вынуждают произвести какое-л. действие, см. ГС 22, 18.

⁴ Форма пассивного залога в Past Simple, см. ГС 50.

⁵ Форма пассивного залога в Present Simple, см. ГС 50.

⁶ *не пререкайтесь.*

Сядьте

Формы повелительного наклонения, ГС 49.

⁷ *Эти рассказы были такими же интересными, как сказки, которые Бессии иногда рассказывала*

О сравнительной конструкции *as + прилагательное/наречие + as* см. ГС 13. В этом предложении имеется так называемое бессоюзное присоединение придаточного предложения — между словами *tales* и *Bessie* могли стоять союзные слова *that* или *which*, но они часто опускаются как в устной, так и в письменной речи.

climbed into the window seat*. I drew the curtain, gathered up my feet, and sat cross-legged, like a Turk. Then I immersed myself into another world. I was now discovering the shores of Lapland, Siberia, Spitzbergen, Nova Zembla, Iceland, Greenland, with 'the vast sweep of the Arctic Zone, and that reservoir of frost and snow. Of these death white realms I formed an idea of my own: shadowy, like all the half-comprehended notions that float dim through children's brains, but strangely impressive.

The book contained pictures, and each picture told a story. **These stories were as interesting as the tales Bessie sometimes narrated**⁷ on winter evenings when she was in good humour and fed our attention with passages of love and adventure from old fairy tales and other ballads.

With Bewick on my knee, I was then happy: happy at least in my way. I feared nothing but interruption, and that came too soon. The breakfast-room door opened.

"Boh!" cried the voice of John Reed. Then he paused as he thought the room was empty. "Where is she? Lizzy! Georgy! Tell Mama! Jane's run out into the rain!"

* **the window seat** – сиденье под окном (в английских домах было принято встраивать небольшой диванчик под окном)

“She’s in the window seat,” Eliza said at once.

I came out immediately before John could drag me out.

“What do you want?” I asked.

John Reed was a fourteen-year-old schoolboy, **four years older than I**⁸. He was large and stout for his age, and he bullied me continually. I hated and feared him, I could do nothing against his menaces. The servants did not like to offend their young master, and Mrs. Reed was blind and deaf on the subject.

All at once, **without speaking**⁹, John struck suddenly and strongly.

“That is for your rude answer to mama, **for hiding**¹⁰ behind curtains and for the look you had in your eyes, you rat,” he said.

“What were you doing behind that curtain?”

“I was reading.”

“Show me the book.”

I gave him the book.

“You have no right to take our books. You have no money, your father left you none, **you should beg**¹¹, and not live with us. Now, I’ll teach you a lesson. Go and stand by the door.”

I did so, then waited, flinching. He hurled the heavy book at me. It hit me and I fell, **striking my head against the door and cutting it**.¹² The cut bled, the pain was sharp: suddenly my terror was gone, and I was full of anger.

⁸ *на четыре года старше меня*

О сравнительной конструкции с *than* см. ГС 13.

⁹ *ничего не говоря* *speaking* здесь является герундием. Об употреблении герундия см. ГС 53.

¹⁰ *за то, что ты пряталась*

hiding здесь является герундием. Об употреблении герундия см. ГС 53.

¹¹ *тебе бы следовало просить милостыню*

Модальный глагол *should* обозначает совет, см. ГС 27.

¹² *ударившись головой о дверь и поранившись.*

Это причастный оборот, образованный причастиями настоящего времени *striking* и *cutting* и выполняющий функцию обстоятельства. В этом случае причастия, как правило, переводятся русскими деепричастиями.

¹³ *Именно здесь ... на этой самой кровати умер мистер Рид.*

В предложении используется усиленная конструкция *it is ... that/who ...* для того, чтобы привлечь внимание читателя к обстоятельству места, см. ГС 48.

¹⁴ *Бесси и Эббот пришлось протащить меня через дверь.*

Модальный глагол *have to* обозначает, что обстоятельства вынуждают производить какое-л. действие, см. ГС 18.

¹⁵ *Если вы не будете себя хорошо вести, она может выкинуть вас на улицу. И где бы вы тогда оказались?*

Условное предложение I типа. Второе предложение – предложение в сослагательном наклонении с подразумеваемым условием (*если бы вы оказались на улице*), см. ГС 59, 60.

¹⁶ *Вам бы лучше помолиться*

Конструкция *had better* выражает совет, см. ГС 19.

¹⁷ *Оставленная в одиночестве, яростно вцепившись в кресло,*

“Wicked and cruel boy! You are like a murderer!”

“Did she say that to me? Did you hear her, Eliza and Georgiana? Won’t I tell mama? but first—“

He grasped my hair and my shoulder. I don’t very well know what I did with my hands, but he called me ‘Rat! Rat!’, Eliza, and Georgiana ran for Mrs. Reed.

We were parted, and Mrs. Reed was standing over me.

“Dear, dear,” said Abbott, shaking her head. “What a fury, to fly at master John!”

“Take her away to the red-room,” said Mrs. Reed, “and lock her in there.”

The red-room was the biggest bedroom in Gateshead Hall, with a red carpet, red damask drapery, red velvet curtains, and a dark mahogany bed in it. Nobody slept there. Nobody wanted to. **It was here, nine years before, in that very bed that Mr. Reed had died.**¹³ Ever since I had often heard the servants whispering that it was haunted.

I resisted all the way. **Bessie and Abbott had to force me through the door.**¹⁴ I only stopped struggling when they threatened to tie me to a chair.

“What shocking conduct, Miss Eyre, to strike a young gentleman! Your young master.”

“Master! How is he my master? Am I a servant?”

“No; you are less than a servant, for you do nothing for your keep,” said Miss Abbot.

“Miss Eyre, you should be grateful to Mrs. Reed for keeping you,” said Bessie, in a kinder voice. “If you don’t behave, she might send you away, and then where would you be?”¹⁵”

“You’d better say your prayers¹⁶, Miss, and ask for forgiveness,” said Abbott.

They left and locked the door behind them.

Left alone, holding furiously onto the chair I had been pushed into, I turned the afternoon’s events over and over in my mind¹⁷. Why did everyone adore selfish, rude John, Georgiana and Eliza, and hate me, even though I tried to be good? Why could I never please? Was it because they were pretty, with their golden curls and silk dresses, and I was poor and plain? “Unjust!—unjust!” said a voice in my head.

The room was silent as it was far from the nursery and kitchen. **It was getting dark as¹⁸ the daylight faded and I had no candle. It was cold too as there was no fire¹⁹.** I thought about Mr. Reed. **He had been my uncle²⁰** – my mother’s brother. When my parents had died, I was a baby, and my uncle Reed had brought me to live at Gateshead Hall. Bessie had told me that Mrs. Reed only continued to look after me because, just before his death,

• *в которое меня впи-*
• *нули, я вновь и вновь*
• *прокручивала в голове*
• *события этого дня.*

• *Left alone* – причаст-
• ный оборот, образо-
• ванный причастием
• прошедшего времени
• от глагола *leave*.

• *holding furiously* –
• причастный оборот,
• образованный при-
• частием настоящего
• времени от глагола

• *hold*. Оба оборота яв-
• ляются обстоятель-
• ствами, см. ГС 15, 16.

• В этом предложении
• притяжательный
• падеж употребляется
• с существительным
• *afternoon*, см. ГС 4.

• ¹⁸ Безличное предло-
• жение, характеризу-
• ющее освещённость;
• о безличных предло-
• жениях см. ГС 57.

• В предложении
• используется Past
• Continuous для обо-
• значения действия,

• которое совершалось
• в определённый пе-
• риод времени в про-
• шлом (когда Джейн
• сидела одна в комна-
• те), см. ГС 39.

• ¹⁹ В предложении
• используется кон-
• струкция *there is / are*,
• см. ГС 54.

• ²⁰ В предложении

используется Past Perfect для обозначения действия, произошедшего до какого-л. момента в прошлом (до описываемых событий), см. ГС 42.

²¹ Здесь используется форма времени Future-in-the-Past, чтобы обозначить действие, которое произойдёт в будущем по отношению к ситуации в прошлом, см. ГС 45.

Смысловый глагол *look after* опущен, чтобы избежать его повторения.

²² *Оглядываясь назад, я понимаю, что, скорее всего, это был всего лишь лакей, идущий с фонарём по газону.* *Looking back* – причастный оборот, образованный причастием настоящего времени от глагола *look* и выполняющий функцию обстоя-

тельства в предложении *carrying a lantern* – оборот, образованный причастием настоящего времени от глагола *carry*, являющийся определением к существительному

к существительному

• Mr. Reed had made her promise that **she would**²¹.

• He had always been kind to me. Perhaps now his spirit was watching⁵, and was angry about the way they treated me. Perhaps – I gripped the chair more tightly, and felt frightened – perhaps his ghost really lived in this room.

• The thought of seeing a ghost, even kind Mr. Reed’s ghost, filled me with terror. I was not quite sure whether Abbott and Bessie had locked the door; I got up and went to see. Alas! yes. I stared into the darkness in panic, convinced a phantom was about to appear*.

• At this moment a light gleamed on the wall and began to glide slowly across the ceiling towards me.

• **Looking back, I know it was probably nothing more than a footman carrying a lantern across the lawn**²². But, in my terrified state of mind, I believed it was the ghost. My head grew hot, something seemed near me. I rushed to the door and shook the lock in desperate effort screaming.

• I heard footsteps, the key turned, Bessie and Abbot entered.

• **“Take me out! Let me go into the nursery!”**²³ I cried.

• “What for? Are you hurt? Have you seen something?” demanded Bessie.

* **a phantom was about to appear** – при- зрак вот-вот появится

“I saw a light, and I thought it was a ghost...”

“What is all this?” It was Mrs. Reed. “Bessie, I told you to leave Jane alone.”

“Miss Jane screamed so loudly, ma’am...”

“You cannot get out by these means, child,” Mrs. Reed said. “It is my duty to show you that tricks will not work. You will now stay here an hour longer.”

“O aunt! have pity! Forgive me!”

But I was only an actress in her eyes. Bessie and Abbot left first, Mrs. Reed pushed me back into the room and locked me in.

Left alone once more, I fell unconscious, as **that was the last thing I remembered**²⁴.

CHAPTER 2

When I woke up, I was somewhere warm and soft. There was a red glow and muffled voices around me. Someone lifted me, and then I rested my head against a pillow or an arm, and felt easy.

When I opened my eyes, I saw that I was in my own bed. The glow came from the fire. It was night. Bessie stood beside me, looking anxious, and a gentleman sat in a chair near my pillow. I knew him. It was Mr. Lloyd, an apothecary. Mrs. Reed

: *footman*, о причастии см. ГС 15.

: ²³ *Выпустите меня! Разрешите мне пойти в детскую!*

: *Формы повелительного наклонения, см. ГС 49.*

: ²⁴ *это было последнее, что я помнила.*

: В этом предложении бессоюзное присоединение придаточного предложения — между словами *thing* и *I* могло стоять союзное слово *that*, часто опускаемое как в устной, так и в письменной речи.

: called him sometimes when the servants
: were ill.

: “Who am I, Jane?” he asked.

: “Mr. Lloyd,” I said, offering him at
: the same time my hand. He took it and
: smiled.

: “I think she’ll be alright. I’ll come
: back tomorrow.”

: He departed, to my grief. I felt so
: sheltered when he sat in the chair, and
: then all the room darkened.

: “Would you like to sleep, Miss Eyre?”
: asked Bessie, rather softly.

: “I’ll try.”

: “Would you like something to eat or
: drink?”

: “No thank you,” I said, puzzled*.
: Why was she so nice to me?

: “Then I’ll go to bed myself – it’s after
: midnight,” she said. “But you can call me
: **if you want anything**¹.”

: “Bessie, **what is going on?**”² I asked.
: “Am I ill?”

: “You fainted crying in the red-room.
: You’ll be better soon.”

: Next day I sat wrapped in a shawl by
: the fire. I felt weak and broken down.
: **None of the Reeds**³ were home, and I
: could be happy. Instead, my nerves were
: in such a state that no calm could soothe,
: and no pleasure excite them. Even when
: Bessie came in with a tart for me, I put
: it away. As Bessie finished dusting and
: tidying the room, she began making a

: * **puzzled** – озадаченно

¹ *если что-нибудь захотите.*

Условное предложение I типа, см. ГС 59.

² *что происходит?*

В предложении употребляется время Present Continuous для обозначения действия, происходящего в момент речи, см. ГС 38.

³ *Никто из Ридов the Reeds* – фамилия в форме множественного числа с определённым артиклем обозначает всю семью в целом, см. ГС 2.

new bonnet for Georgiana's doll and sing. Her voice was sweet but I found its melody sad.

"Why did they send me so far and so lonely,

Up where the moors spread and grey rocks are piled?

Men are hard-hearted, and kind angels only

Watch o'er the steps of a poor orphan child."

"Miss Jane, don't cry," said Bessie as she finished the ballad. **She might as well have said to the fire, 'don't burn!'**⁴

At midday, Mr. Lloyd returned, as he had promised, and asked Bessie how I was. Bessie answered that I was doing very well.

"Then she should look more cheerful. Come here, Jane. Well, **you cried, didn't you?**⁵ Why?"

"She couldn't go out with the others in the carriage," said Bessie.

"No. I hate going out in the carriage. I cry because I am miserable."

The good apothecary seemed puzzled. "And what made you ill yesterday?"

"She had a fall," said Bessie.

"I doubt that. She is no child," said Mr. Lloyd.

Just then the bell rang, calling the servants to their lunch. Bessie wanted to stay but the rules were strict and she could not be late.

⁴ *С таким же успехом она могла сказать огню: «Не гори».*

Might в сочетании с совершенным инфинитивом выражает упрек, относящийся к каким-л. действиям в прошлом, т. е. Джейн считает высказывание Бессии бессмысленным, не надо ей было это говорить. О глаголе *might* см. ГС 24.

⁵ *ты плакала, так?* Это разделительный вопрос. О типах вопросов см. ГС 58.

· “Now then,” said Mr. Lloyd, when she
· had gone. “The fall did not make you ill;
· what did, then?”

· “I was locked in a room where there
· was a ghost.”

· “Ghost! You are a baby after all! Are
· you afraid of ghosts?”

· “Mr. Reed died in that room. Nobody
· goes there at night. It was cruel to shut
· me up alone without a candle.”

· “Nonsense!”

· “And I am unhappy for other things.”

· “What other things?”

· I wanted to reply fully to the question
· but children can feel, but they cannot
· analyse their feelings.

· “For one thing, I have no mother or
· father...”

· “But you have a kind aunt and cousins.”

· “John Reed hit me and Mrs. Reed
· shut me up in the red-room.”

· “Don’t you think Gateshead Hall a
· very beautiful house?”

· “It is not my house, sir, and I have
· less right to be here than a servant.”

· “I can’t believe you want to leave such
· a splendid place.”

· **“If I had anywhere else to go, I would
· leave this second.”⁶**

· Now I could see that Mr. Lloyd believed me.

· “Would you like to go to school?”

· I hardly knew what school was. John
· Reed hated his school. Bessie sometimes
· spoke of it as a place where young ladies

⁶ *Если бы мне было куда идти, я ушла бы сию секунду.*

Условное предложение II типа, см. ГС 59.

⁷ *И это значило бы покинуть наконец Гейтсхед-Холл.*

В предложении употребляется сослагательное наклонение для обозначения ситуации с невыраженным или подразумеваемым условием (если бы мне было куда идти). О сослагательном наклоне-

wore backboards, and were taught to be exceedingly genteel and precise. There girls could paint and sew, sing and play the piano, and read books in French. If I went to school, I would be allowed to read all kinds of books. **And it would mean leaving Gateshead Hall behind at last**⁷.

“I would love to go to school.”

“Well then,” he said. “I will speak to Mrs. Reed.”

CHAPTER 3

After that day a change seemed near, I desired and waited it in silence. Mrs. Reed dropped no hint about sending me to school but **I felt she would no longer endure me under the same roof**.¹ I ate my meals alone, and Mrs. Reed told John, Eliza and Georgiana not to speak to me. I spent more time with the servants than with the Reeds. Sometimes **Bessie let me dust and tidy the rooms to keep me busy**.²

November, December, and half of January passed away. During all Christmas and New Year parties I waited in my room, listening to the sound of the piano, the clink of glasses and the hum of conversation below. Once or twice Bessie brought me a cake from the feast.

It was the fifteenth of January, about nine o'clock in the morning. Bessie came

нии см. ГС 60.
Gateshead Hall – в Англии особнякам дают названия. Дом, где жила Джейн, назывался Гейтсхед-Холл. «Холл» – часто входит в названия больших загородных домов.

¹ *я чувствовала, она не будет больше терпеть меня под своей крышей.*

В придаточном предложении используется форма времени Future-in-the-Past, см. ГС 45.

² *Бессси разрешила мне стирать пыль и приводить комнаты в порядок, чтобы чем-то занять меня.*

Здесь используется конструкция «сложное дополнение» после глагола *let* с инфинитивами глаголов *dust* и *tidy* без

частицы *to*, см. ГС 55. Инфинитив *to keep* является обстоятельством цели, см. ГС 52.

³ *Вы уже умылись?*

В предложении употребляется Present Perfect для обозначения действия в незавершенный период времени (в то самое утро), см. ГС 41.

⁴ *Чем меньше об этом говорят, тем лучше.*

Сравнительная конструкция *the ... the ...*, см. ГС 13.

: running into the nursery. "Miss Jane!
: What are you doing there?" she said.
: "**Have you washed your hands and face**
: **this morning?**" She hurried me up to
: the washstand, scrubbed my face and
: quickly brushed my hair. I was wanted
: downstairs.

: I slowly descended and stopped in
: front of the breakfast-room door trem-
: bling. I feared to return to the nursery,
: and feared to go forward. Ten minutes I
: stood in hesitation till I finally decided:
: I MUST enter.

: Mrs. Reed was in her usual seat by the
: fireside, she made a signal to me to ap-
: proach and introduced me to a tall grey-
: eyed gentleman with the words: "This is
: the little girl I wrote to you about."

: "She is so small. What is her age?" he
: said in a bass voice.

: "Ten years."

: "So much? What is your name, little
: girl?"

: "Jane Eyre, sir."

: "Well, Jane Eyre, are you a good
: child?"

: It was impossible to answer. I
: thought I was good, but I knew no one
: else in the house would say so. I was
: silent. Mrs. Reed answered for me by
: shaking her head and adding: "**The less**
: **said about that, the better.**"⁴

: "Sorry indeed to hear! She and I must
: talk. Come here."

I came up to him. He placed me straight before him. What a face he had! What a great nose! And what a mouth!

“No sight so sad as that of a naughty child. Do you know where wicked people go, Jane, after they die?”

“They go to hell,” was my ready answer.

“Is that what you want to happen to you?”

“No, sir,” I said.

“What must you do to avoid it?”⁵

I was at a loss. I knew I couldn’t try any harder to be good. “I must take care not to die, sir.”

“Do you say your prayers night and morning?”

“Yes, sir.”

“Do you read your Bible?” continued my interrogator.

“Sometimes.”

“Are you fond of it?”

“I like Revelations^{**}, and the book of Daniel.”

“And the Psalms?”

“I don’t like them.”

“Oh, shocking! I know a little boy, younger than you, who knows six Psalms by heart. **When asked what he would prefer, a nut or a Psalm to learn, he says**⁶, ‘Oh, the verse of a Psalm, please.

* I must take care not to die, sir. – Я должна постараться не умереть, сэр.

** Revelations – Откровения (Откровение Иоанна Богослова — название последней книги Нового Завета)

⁵ *Что ты должна делать, чтобы избежать этого?*

Модальный глагол *must* выражает обязанность сделать что-то, см. ГС 25.

⁶ *Когда его спрашивают, что бы он предпочёл – орех или псалм, который надо выучить – он говорит*

Предложение начинается с неполного придаточного предложения (*when asked*), см. ГС 61.

what he would prefer – здесь употребляется сослагательное наклонение для обозначения ситуации с

невыраженным или подразумеваемым условием (если бы ему предложили).

Осослагательном наклонении см. ГС 60.

Инфинитив *to learn* является определением к существительному *psalm*, об инфинитиве см. ГС 52.

⁷ *За ней будут следовать, миссис Рид. Я поговорю с мисс Темпл и учителями*

Future Simple здесь выражает обещание, см. ГС 36.

В первом предложении используется форма пассивного залога Future Simple, см. ГС 50.

⁸ *Я хочу, чтобы её сделали полезной и смиренной.*

Здесь используется конструкция «сложное дополнение» после глагола *wish* с пассивным инфинитивом глагола *make*, о «сложном дополнении» см. ГС 55, о формах инфинитива см. ГС 52.

⁹ *не будет никаких трудностей с её приёмом.*

В предложении используется конструкция *there is / are* в форме Future Simple, об этой конструкции см. ГС 54.

receiving – герундий, о его употреблении см. ГС 53.

: Angels sing Psalms. I wish to be like a
: little angel.’ He then gets two nuts as a
: reward for his goodness.”

: “Psalms are not interesting.”

: “You must pray to God to change
: your wicked heart and give you a new
: and clean one.”

: I wanted to ask him how when Mrs.
: Reed broke the silence.

: “Mr. Brocklehurst,” she said. “If you
: admit her into Lowood school, I want
: the superintendent and teachers to keep
: a strict eye on her. Deceit is, indeed, a sad
: fault in a child.” Uttered before a strang-
: er, the accusation cut me to the heart.

: “Deceit is, indeed, a sad fault in a
: child. **She will be watched, Mrs. Reed. I
: will speak to Miss Temple and the teach-
: ers,**”⁷ said Mr. Brocklehurst.

: “**I wish her to be made useful and
: humble.**”⁸ She will, with your permission,
: spend all vacations at Lowood.”

: “I approve of your decisions, mad-
: am.”

: “I will send her, then, as soon as pos-
: sible, Mr. Brocklehurst.”

: “I will send Miss Temple notice about
: a new girl, **so that there will be no diffi-
: culty about receiving**⁹ her. Good-bye.”

: “Good-bye, Mr. Brocklehurst.”

: Mrs. Reed and I were left alone: some
: minutes passed in silence; she was sew-
: ing, I was watching her with rage in my
: eyes. Mrs. Reed looked up from her work

“Return to the nursery,” she ordered with irritation. But first I wanted to talk with her.

“I am not deceitful,” I said. “If I were, I would lie and say I love you, and I declare I do not love you. I dislike you, and your son, and the girls. They tell lies, not me.”

“Have you anything more to add?” she asked coldly, **as if she were speaking to an adult, not a child**¹⁰. Her tone made me even more furious. Shaking from head to foot, I continued: “I am glad you are no relation of **mine**¹¹. I will never call you aunt again as long as I live. People think you a good woman, but you are bad, hard-hearted. **YOU** are deceitful!”

“Jane, you are under a mistake: what is the matter with you? I assure you, I desire to be your friend.”

“Not you. You told Mr. Brocklehurst I had a bad and deceitful character; and **I’ll let everybody at Lowood know**¹² what you are, and what you have done. Send me to school soon, Mrs. Reed, for I hate to live here.”

“I will indeed send her to school soon,” murmured Mrs. Reed and left the room. I won.

“All at once I heard a clear voice call, ‘Miss Jane! where are you? Come to lunch!’”

It was Bessie, I knew well enough, but I did not move. She came and her presence seemed cheerful. I put my two arms round her.

¹⁰ *словно она говорила со взрослым человеком, а не с ребёнком.*

В предложении используется сослагательное наклонение в придаточном предложении образа действия, начинающегося с союза *as if*, см. ГС 60.

¹¹ Это абсолютная форма притяжательного местоимения, употребляется без существительного, см. ГС 9.

¹² *я дам знать всем в Лоуде*

Здесь используется конструкция «сложное дополнение» после глагола *let* с инфинитивом глагола *know* без частицы *to*, см. ГС 55.

¹³ *Вы отправляетесь в школу..?*

В предложении используется Present Continuous для обозначения действия, запланированного на ближайшее будущее, см. ГС 38.

“You are going to school¹³, I suppose?” she asked.

I nodded.

“And won’t you be sorry to leave poor Bessie?”

“Not at all, Bessie; indeed, I’m rather sorry.”

She laughed at my words and we embraced.

¹ *мало какие дети могут есть, когда они возбуждены мыслями о поездке.*

Здесь используется неполное придаточное предложение, начинающееся с *when*, см. ГС 61.

At five o’clock in the morning Bessie came into my room to find me already up and dressed.* **She prepared breakfast for me, but few children can eat when excited with the thoughts of journey¹.**

As we passed Mrs. Reed’s bedroom, she said, “Will you go in and bid Missis goodbye?” I just shook my head.

“Good-bye to Gateshead!” cried I, as we passed through the hall and went out at the front door.

The winter morning was raw and chill. At the lodge house, the porter’s wife was up; I could already hear the

* At five o’clock in the morning Bessie came into my room to find me already up and dressed. – В пять утра Бесси вошла в мою комнату и обнаружила, что я уже встала и оделась.

sound of the public coach coming towards us in the distance.

“Is she going by herself?²” asked the porter’s wife.

“Yes, fifty miles, all on her own*,” said Bessie.

The coach came into view, and the horses stopped. My trunk was taken from me and put up onto the roof. I embraced Bessie, and she kissed me on the cheek.

“Be sure to take good care of her!” said she, as I was put in the carriage and the wheels began to move. I was carried away to my new life.

I remember little of the journey. The day seemed too long, the journey took all day, we stopped at the inn once but I had no appetite. I was feeling very strange. We were getting very far from Gateshead, to a remote and mysterious place. The wind started to rush amongst trees; and **lulled by the sound, I at last fell asleep.**³

I woke up when the carriage stopped. The door was opened, and I saw a servant standing in the rain.

“Is there a little girl called Jane Eyre here?⁴” she asked. I said “yes”. The guard lifted me out, my trunk was put down, and seconds later the coach drove away.

I was exhausted after a long journey and chilled to the bone as rain, wind, and darkness filled the air. I could see a house or houses with many windows, and

* all on her own – одна

² *Она едет одна?*

herself – возвратное местоимение; об употреблении возвратных местоимений см. ГС 11.

³ *убаюканная этим звуком, я наконец заснула.*

Здесь используется причастный оборот, образованный причастием прошедшего времени от глагола *lull*, см. ГС 16.

⁴ *Есть здесь маленькая девочка по имени Джен Эйр?*

Используется конструкция *there is / are*, см. ГС 54.

⁵ *фигура, частично укутанная в шаль.*

Здесь используется причастный оборот, образованный причастием прошедшего времени от глагола *envelop*, см. ГС 16.

⁶ *она, должно быть, голодная.*

Предположение, граничащее с уверенностью, выраженное модальным глаголом *must*, см. ГС 25.

⁷ *Пусть она поужинает.*

Повелительное наклонение с глаголом *let*, см. ГС 49.

⁸ *они шёпотом повторяли материал к завтрашним занятиям*

В предложении используется форма времени Past Continuous для обозначения действия, происходившего в определённый момент в прошлом (*когда они*

: lights burning in some. The servant led
: me inside it and left me in a silent room
: by the fire.

: As I looked round warming my fin-
: gers and trying to make out what was
: there in the room, two ladies came in. The
: first one was a tall lady with dark hair,
: dark eyes, a pale and large forehead, and
: **a figure partly enveloped in a shawl**⁵.
: She was about twenty-nine and looked
: a little older than the second lady who
: was, however, shorter, more ordinary,
: and hurried in gait and action.

: “The child looks tired,” said the first
: lady. “She should be put to bed soon, Miss
: Miller. **And she must be hungry.**⁶ **Let her**
: **have supper.**⁷” Then she addressed me,
: “Is this the first time you have left your
: parents to come to school, my little girl?”

: “I have no parents.”

: I told her my age, my name and
: whether I could read, write, and sew.
: She seemed pleased. She touched my
: cheek gently and dismissed me with Miss
: Miller.

: Led by her, I passed from passage to
: passage till we entered a wide, long room,
: with great tables, two at each end, and
: girls of every age, from nine up to eight-
: teen, sitting around them on benches.
: Countless and similar figures, **they were**
: **whispering repetitions for tomorrow’s**
: **classes**⁸ and their whispers grew into a
: hum of voices.

I was told to sit on a bench near the door, and Miss Miller walked up to the top of the long room.

“Monitors, collect the books and put them away! Then fetch the supper-trays!” Immediately four older girls, one from each table, got up, gathered the books, went out and returned, **each carrying a tray with a pitcher of water**⁹, a mug and portions on them. The portions were handed round. Those who liked took the mug and poured water. I was thirsty, but did not touch the food as **I was still too excited and tired to eat**¹⁰.

When the meal was over, Miss Miller read prayers, and the classes went upstairs, two by two. By now I was so exhausted, I hardly noticed what the bedroom was like, I only saw it was very long. I was helped to undress and put into bed. In ten minutes the light was switched off, and amidst complete silence and darkness I fell asleep.

CHAPTER 5

The night passed rapidly. **When I opened my eyes, a loud bell was ringing and girls were up and dressing all around me.**¹ I too rose reluctantly. It was still dark and freezing cold in the bedroom. I dressed shivering and waited

вошли в комнату), см. ГС 39.

tomorrow's — притяжательный падеж; об образовании и употреблении притяжательного падежа см. ГС 4.

⁹ *и каждая несла поднос с графином воды* Предложение завершается независимым причастным оборотом, см. ГС 62.

¹⁰ *я всё ещё была слишком возбуждена и измучена, чтобы есть.*

Инфинитив *to eat* используется после слова *too*, см. ГС 52.

¹ *Когда я проснулась, громко звенел звонок, и девочки вокруг меня вставали и одевались.* В предложении используется форма времени Past

Continuous для обозначения действия, происшедшего в определённый момент в прошлом (*когда она проснулась*), см. ГС 39.

² *каша опять подгорела.*

В предложении используется форма времени Past Perfect для обозначения действия, происшедшего до определённого момента в прошлом (*до этого утра*), см. ГС 42.

³ *вкус подгоревшей овсянки заставил меня остановиться.*

Здесь используется конструкция «сложное дополнение» после глагола *take* с инфинитивом без частицы *to*, см. ГС 55.

⁴ *Я видела, что девочки пробуют еду*

Здесь используется конструкция «сложное дополнение» после глагола *see* с инфинитивом без частицы *to*, см. ГС 55.

for my turn at the basin. But I had hardly begun to wash my face when the bell rang again. All formed in file, two and two, we descended the stairs and entered the cold and dimly lit schoolroom. After prayers Miss Miller told us to form classes.

There were four classes, and Miss Miller put me in the one with the smallest of the children. We said prayers and read from the Bible for an hour. As I had not eaten since my departure from Gateshead, I was now very hungry and looked forward to our breakfast.

At the sound of the breakfast bell, we formed into pairs again to go to the refectory, a gloomy room, furnished with two long tables. Basins of something steaming hot stood on every table though the odour was far from inviting. The tall girls at the front murmured that **the porridge had been burnt again**².

“Silence,” snapped one of the teachers, a short woman with a sour face. We took our places. A long grace was said and a hymn sung; then a servant brought in some tea for the teachers, and the meal began. I was so hungry that I swallowed several mouthfuls before the revolting, gluey **taste of the burned porridge made me stop**.³ I saw each girl **taste her food**⁴ and try in vain to swallow. Breakfast was over, and none had breakfasted. I was one of the last to go out, and in passing the tables, I saw one teacher take a basin of the porridge, taste it and call it ‘disgusting’.

We spent a quarter of an hour in a schoolroom, where mostly all conversations were held on the subject of the breakfast. A clock in the schoolroom struck nine. "Silence!" cried Miss Miller, and the conversations ceased. Ranged on benches down the sides of the room, the eighty girls sat motionless and erect, all in brown dresses and all with plain locks combed from their faces, not a curl visible. Miss Miller ordered the monitors to fetch the globes for a geography lesson. But before we started, the dark-haired lady, who had been so kind to me the previous day, entered the room.

She walked up and down the benches inspecting us. I stared at her in awe admiring how tall, beautiful and graceful she was.

As she came to the middle of the room, and stood before us to make an announcement. "You had a breakfast this morning which you could not eat," she said. "You must be hungry. I have ordered a **lunch of bread and cheese to be served to all.**"⁵

The teachers looked at her with surprise.

"I will take full responsibility," she added. And so the delicious fresh bread and cheese was brought in to the high delight of the whole school.

The order was now given 'To the garden!' In straw bonnets and grey cloaks we were sent outside.

⁵ *завтрак из хлеба с сыром, который подают всем.*

Пассивный инфинитив используется в качестве определения к существительному *lunch*, см. ГС 52.

⁶ *Я... слышала, что многие из них кашляют.*

Здесь используется конструкция «сложное дополнение» после глагола *hear* с инфинитивом без частицы *to*, см. ГС 55.

⁷ *должно быть объяснение.*

There здесь употребляется с модальным глаголом *must*, см. ГС 54.

⁸ *Хотела бы я, чтобы у меня была книга, которую бы я сама почитала*

Outdoors there was a wide square garden surrounded by high walls. A verandah ran along it framed by broad walks. There were also cultivation beds, where in the summer we would grow flowers and vegetables. But at the end of January they were brown and bare. There was a drizzling yellow fog and most pupils huddled in groups to stay warm, only few stronger girls engaged in active games. I saw how pale the children were and **heard many of them cough.**⁶

I stood lonely, as I had not spoken to anyone. No one took notice of me, and I was accustomed to isolation. I hardly yet knew where I was; Gateshead and my past life seemed long forgotten. I looked round the garden, and then up at the house – a large building, half of which seemed grey and old, the other half quite new. I saw that it had an inscription above the door: “Lowood Institution. – ‘Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.’” – St. Matt. v. 16.”

I read these words over and over again: **there must be an explanation**⁷. I was still thinking about the inscription when the sound of a cough close behind me made me turn my head. A girl a few years older than me was sitting on a stone bench, reading a book. I saw that it was called – *Rasselas*. It sounded exotic and exciting, as if it might be about genies and dragons. **I wished I had a book to**