

УЧИМ АНГЛИЙСКИЙ,
ЧИТАЯ КЛАССИКУ

Шарлотта Бронте

ДЖЕЙН ЭЙР

Уникальная методика обучения языку
В. Ратке

Адаптация текста О. Н. Прокофьевой

Лексико-грамматический комментарий

Е. В. Глушиной



МОСКВА

Издательство АСТ

УДК 811.111(075)
ББК 81.2Англ-9
Б88

Дизайн обложки А. Закопайко

Бронте, Шарлотта.

Б88 Джейн Эйр. Уникальная методика обучения языку В. Ратке / Ш. Бронте; адаптация текста О. Н. Прокофьевой; лексико-грамм. комм. Е. В. Глушенковой. – Москва : Издательство АСТ, 2020. – 320 с. – (Учим английский, читая классику).

ISBN 978-5-17-106097-8

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.

**УДК 811.111(075)
ББК 81.2Англ-9**

ISBN 978-5-17-106097-8

© Прокофьева О. Н., адаптация текста
© Глушенкова Е. В., лексико-
грамматический комментарий
© ООО «Издательство АСТ»

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 excluded**⁵ 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 seated**⁶ 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 склонения, 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

“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.

: *footman*, о причастии
: см. ГС 15.

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

: Формы повелитель-
: ного склонения, см.
: ГС 49.

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

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

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

· 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 *Бессии 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.