81.2 Англ
Б-25

Н. А. БОНК
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Л. Г. ПАМУХИНА

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УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА



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Учебное пособие может быть использовано на курсах иностранных языков, в кружках, лицами, самостоятельно изучающими английский язык, студентами вузов. Часть 2.

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ПРЕДИСЛОВИЕ

Данный учебник представляет собой третье , исправленное и дополненное издание второй части Учебника английского языка И. А. Бонк, Г. А. Котий и Н. А. Лукьяновой. Учебник рассчитан на 300—380 часов аудиторной и примерно такое же количество часов самостоятельной работы и может быть использован на курсах иностранных языков, в кружках, группах второго языка, учебных заведениях, где целевой установкой обучения является активное владение устной речью на английском языке, а также для самообразования.

Учебник состоит из 20 уроков, поурочного грамматического справочника, поурочного словаря и справочных грамматических таблиц. Тематика текстов учебника бытовая и общественно-политическая.

В настоящем издании авторы сочли необходимым заменить тексты уроков 4, 5, и 18. Лексико-грамматический материал этих уроков полностью сохранен, соответствующей реорганизации подверглись словарь и система упражнений. Объем нового лексического материала составляет примерно 750—800 единиц, по сравнению с частью I значительно увеличивается число устойчивых словосочетаний и фразеологических единиц.

Слова и словосочетания, которые авторы считают обязательными, перечислены в списках активной лексики, данных после каждого текста, и подробно разработаны в поурочных словарях. При отборе словаря, подлежащего активному усвоению, авторы руководствовались работой М. М. Фалькович «Лексический минимум по английскому языку», М., 1972.

В основу трактовки грамматических явлений положена «Грамматика английского языка» Л. С. Бархударова и Д. А. Штелинга, М., 1965.

В учебнике заканчивается изучение системы времен изъявительного наклонения, рассматриваются такие грамматические темы, как неличные формы глагола, модальные глаголы, сослагательное наклонение и некоторые другие. Таким образом, грамматический материал обеих частей учебника охватывает все основные явления английской грамматики, необходимые для активного владения речью на английском языке, и создает базу для дальнейшего расширения лексического запаса и совершенствования разговорных навыков.

Методические пояснения к основным разделам учебника

Тексты. Тексты большинства уроков (13 из 20) представляют собой отрывки из произведений английских и американских писателей. В остальных семи уроках предлагаются диалоги на различные разговорные темы.

Каждый урок первого типа (с текстом фабульного характера) рассчитан примерно на 14—20 часов аудиторной работы.

Урок второго типа (с текстом-диалогом) рассчитан на 4—6 часов.

Система упражнений уроков первого типа. Все упражнения таких уроков по своей основной цели разбиты на следующие группы: Grammar Exercises. Vocabulary Exercises, Stage I. Vocabulary Exercises, Stage II. Vocabulary Exercises, Stage III. Speech Exercises.

Цель упражнений первого раздела (Grammar Exercises) — обеспечить усвоение грамматических явлений урока. Поскольку упражнениям этого раздела отводится на занятиях известное время в течение почти всего цикла занятий по данному уроку, последние упражнения этого раздела могут помимо лексики предыдущих уроков содержать также и лексику данного урока. Некоторые из них по своему характеру близки к речевым.

Упражнения второго раздела (Vocabulary Exercises, Stage I) имеют целью работу над лексикой в ее текстовом значении, а также над наиболее интересными местами текста, иначе говоря, они охватывают тот языковый материал, который дает текст.

Группа упражнений, объединенных под названием Vocabulary Exercises, Stage II, служит для закрепления активного словаря в объеме, выходящем за пределы текстового. Эти упражнения выполняются после того, как слушатель ознакомился самостоятельно с соответствующим поурочным словарем. Новые слова в этой группе упражнений даются в той последовательности, в которой они встречаются в тексте, что дает преподавателю возможность самому определять то количество лексики, которое он намерен активизировать.

Пословная активизация лексики имеет особое значение на втором году обучения: на этом этапе происходит особенно интенсивное накопление лексики и переход к лексическим упражнениям обобщающего характера (Vocabulary Exercises, Stage III), а тем более к речевым, невозможен без тщательной работы над каждой лексической единицей, представляющей ту или иную трудность вследствие своей многозначности, сочетаемости с другими словами и прочих особенностей употребления.

Упражнения группы Vocabulary Exercises, Stage II можно использовать для классной работы, домашних заданий, а также (с необходимой модификацией) в лаборатории устной речи.

Начиная с 15 урока, Vocabulary Exercises, Stage II охватывают не все слова урока, а только наиболее трудные. Первичная активизация менее трудных слов осуществляется другими видами упражнений, в частности группами объединенных тематически вопросов, которые преподаватель задает одному студенту, требуя затем от другого пересказа прослушанной беседы в косвенной речи.

Раздел Vocabulary Exercises, Stage III содержит такие обобщающие упражнения, как составление ситуаций на несколько новых слов, упражнения на выбор слов, на предлоги, наречные частицы и т. д., упражнения на артикли, которые в большинстве случаев представляют собой фабульные отрывки и могут быть использованы для пересказа. Связные тексты для перевода с русского языка также рекомендуется пересказывать.

Как видно из вышеизложенного, все разделы содержат упражнения, которые по своему характеру близки к речевым, однако в системе упражнений учебника выделен особый раздел Speech Exercises, основной целью которого является развитие речевых навыков.

В этот раздел входят упражнения, построенные как на базе текста, так и в отрыве от него. К первым относятся пересказы от разных лиц,

драматизации, характеристики и пр. К последним — реферирование данных текстов, данных на русском языке, различные формы работы с дополнительными английскими текстами, включающими активный словарь и грамматику основного текста урока, а также сообщения на смежные темы.

Система упражнений урока второго типа (с текстом-диалогом). Основной целью урока такого типа является развитие навыка диалогической речи. Поэтому диалоги рекомендуется заучивать наизусть с последующей драматизацией в классе, составлять на базе данных диалогов другие и т. п. При работе над диалогом особое внимание должно уделяться фонетике. С этой целью даются фонетическая разметка диалогов и специальные упражнения для работы над фонетически наиболее трудными местами диалога.

Грамматические упражнения обзорного и систематизирующего характера помещены в конце раздела Grammar Exercises над заголовком Grammar Revision. При их выполнении рекомендуется пользоваться обзорными грамматическими таблицами (см. упр. 1, ур. 7, стр. 111, табл. 7, стр. 500). Лексические обзорные упражнения даются через каждые 4—5 уроков и помещаются после раздела Speech Exercises под заголовком Revision.

Поурочные словари. В поурочных словарях даны все новые слова, встречающиеся в текстах учебника. Лексические единицы, подлежащие активному усвоению, выделены жирным шрифтом и проиллюстрированы примерами. Слова, не подлежащие активному усвоению, напечатаны светлым шрифтом и примерами не иллюстрируются.

В поурочных словарях показан объем значения каждого активного слова, его способность сочетаться с другими словами и особенности его употребления (предлоги, артикли и т. п.). Особое внимание уделяется систематизации некоторых лексических единиц (например, глаголов с наречными частицами) и сравнению ложных синонимов (с целью предупреждения типичных ошибок).

Грамматические таблицы (см. стр. 490) представляют собой справочный материал. В них даны в виде примеров и схем основные явления грамматики английского языка, которые изучаются в обеих частях учебника.

Н. А. Бонк отобран и адаптирован литературный текстовой материал пособия (уроки 1, 2, 4, 5, 7, 8, 10, 11, 13, 15, 16, 18, 19, 20), составлен комментарий к текстам, разработана система упражнений для закрепления лексики без опоры на текстовой материал (раздел Vocabulary Exercises, Stage II) и система речевых упражнений (разделы Speech Exercises и Revision).

Н. А. Лукьяновой составлен грамматический справочник и грамматические таблицы и разработана система грамматических упражнений (разделы Grammar Exercises, Grammar Revision).

Л. Г. Памухиной составлен словарь пособия, написаны диалогический текстовой материал (уроки 3, 6, 9, 12, 14, 17) и упражнения к этим урокам, разработана система упражнений для закрепления лексики с опорой на текстовой материал (раздел Vocabulary Exercises, Stage I), а также система упражнений для суммирующего закрепления и контроля усвоения лексики (раздел Vocabulary Exercises, Stage III).

Фонетический раздел обеих частей пособия: вводно-фонетический курс (часть 1) и система фонетических и орфоэпических упражнений (части 1 и 2) разработаны Н. А. Бонк. Раздел «Словообразование» (правила словообразования) и система упражнений части 1 и 2 разработаны Н. А. Лукьяновой.

Авторы

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Text: John Reed's Biography (by *Albert Rhys Williams*)
Grammar: 1. Причастие I перфектное **(Participle I Perfect)** (§ 1, p. 463)
2. Притяжательный падеж с неодушевленными существительными (§ 2, p. 464)
Revision: **Participle I (Simple), Participle II** (Table 9, p. 502)

JOHN REED'S BIOGRAPHY

(by *Albert Rhys Williams*)

Albert Rhys Williams was born in the United States in 1883 and died in 1962.

He arrived in Russia as a journalist in 1916 and stayed in the country to see the end of World War I and the historic days of the Great October Socialist Revolution. Williams was one of the first foreigners to join the Red Army. Later he became one of the organizers of the International Battalion of the Red Army. From that time Albert Rhys Williams was always a true friend of the Soviet Union.

For many people all over the world, and **particularly** for those [1] in the English-speaking countries, "Ten Days that **Shook** the World" by John Reed, was the first introduction to the Great October Socialist Revolution. The book was one of the first to tell [2] the people in the West the truth about the Russian Revolution.

Born in Portland, Oregon, on October 22, 1887, John Reed **took after** his father, who was a fighter **by nature.**

After leaving school, John Reed went to Harvard, America's most famous university.

Having taken his degree,[3] John Reed entered the wide world outside the walls of the university. Soon he was **in great demand** as a writer of articles, stories, poems and plays, which were published in all the leading journals and magazines. As a journalist he travelled widely over the United States, and the **experience** he **gained** during these trips brought him **closer** to the workers. He **got to know** their life very well and took an active part in their struggle.

In the town of Paterson, a strike of textile workers turned into a revolutionary storm — and John Reed was among the strikers. In the state of Colorado, an agricultural area of the United States, he joined the Negroes who rose against racial discrimination..

When World War I broke out, John Reed travelled to the battle fronts in France, Germany, Turkey, Italy and in Russia, too, and everywhere he went, he continued fighting for justice in spite of the danger to himself.

From the battlefields of Europe he returned to the United States not with fine words about the cruelty at the front, but exposing the war as a whole, a war unleashed by the imperialists to increase their profits at the expense of the people. For the anti-war information that he spread he was brought before a New York court.

In court he said openly that it was his duty to fight for the revolution.

His speech exposing the war impressed everybody. John Reed was found not guilty.

In the summer of 1917, John Reed went to Russia, and during his stay there he realized that the victory of the Russian working class was approaching. When the fight began, John Reed was there with the revolutionary workers of Petrograd in the Smolny, attending meetings at which Lenin spoke.

Having returned to the United States in 1918, he organized the Communist Workers' Party, which later became the Communist Party of the USA. He was arrested many times for his revolutionary work.

John Reed was a revolutionary long before he saw the events in the Palace Square in Petrograd, but his experiences there made him a scientific revolutionary. He studied the works of Marx, Engels and Lenin, which gave him an understanding of historical events leading to revolution. The Russian Revolution showed him the way forward, to the organization of the Communist Party in the United States, and to his work in the Communist International.

In 1920 he travelled to the Caucasus, where he took part in the Congress of the Workers of the East. There he caught typhus and died on October 17, 1920. He was buried near the Kremlin Wall with other fighters for the revolution.

NOTES

1. **For many people all over the world, and particularly for those in the English-speaking countries...** *Для многих*

людей во всем мире и особенно для людей в странах английского языка... Местоимение **those** является здесь словом-заместителем и употребляется для того, чтобы избежать повторения существительного **people.** В единственном числе в таких случаях употребляется местоимение **that.**

The population of Moscow is larger than **that** of Leningrad. Население Москвы больше, чем население Ленинграда.

2. **The book was one of the first to tell the people in the West the truth about the Russian Revolution.** *Эта книга одной из первых рассказала людям на Западе правду о русской революции.*

Сравните:

We were **the last to enter** the concert hall. Мы последними вошли в зал.

He wants to be **the second to speak** at the meeting. Он хочет выступить на собрании вторым.

3. **Having taken his degree...** *Получив диплом...* В Англии и Америке при окончании университета студентам, прослушавшим курс наук и успешно сдавшим экзамены, присваивается звание, которое в английском языке называется **a (university) degree,** что соответствует университетскому диплому, а не ученым степеням кандидата наук, доктора наук и т. д., существующим в нашей стране.

ACTIVE WORDS AND WORD COMBINATIONS

particularly
to shake (shook, shaken)
to shake one's head (one's hand)
to shake hands (with)
shaky
to be the first (the last) to do smth.
to take after
by nature
good (ill)-natured
natural
demand (for)
to be in great (little, etc.) demand
an experience (in, of)
from (by) experience
experienced (inexperienced)
skilled
to gain (experience, knowledge, etc.)
close
close to
closely
to get to know
a strike
to be (go) on strike
an area
in spite of
to expose
to increase
profit(s)
expense (expenses)
at the expense (of)
to spread (spread, spread)
to impress
guilty (of)
a stay (in, at, with)
to go (come) for a long (short) stay
a victory
an event
a work, works (of)
forward

(See Vocabulary for Lesson 1, p. 370)

PROPER NAMES

John Reed ['dʒɔn 'ri:d] Джон Рид
Albert Rhys Williams ['ælbət 'ri:s 'wiljəmz]. Альберт Рис Вильямс
Portland ['pɔ:tlənd] Портленд (город в США)
Oregon ['ɔrigən] Орегон (штат в США)
Harvard ['ha:vəd] Гарвардский университет
Paterson ['pætəsn] Патерсон (город в США)
Colorado [ˌkɔlə'ra:dou] Колорадо (штат в США)
Turkey ['tə:ki] Турция
the Smolny [ðə 'smɔlni] Смольный
the Kremlin [ðə' kremlin] Кремль

GRAMMAR EXERCISES

I. *Translate into Russian, analysing the Participles and the Gerunds (§ 1, p. 463).*

a) 1. "You must write out correctly all the sentences in which you've made mistakes," said the teacher, *giving out* the exercise-books. 2. Some people do not like plays *taken* from novels as they believe that a novel can seldom be made into a successful play. 3. Look at the girl *filling in* a form at the desk. She is our Institute skating champion. 4. "When *crossing* the street," said the policeman to the man, "be very careful." 5. The student was nervous when *writing* his paper and couldn't stop *worrying* until he had handed it in. 6. *Hearing* that Comrade Petrov had fallen ill, we decided to go and see him.

b) 1. *Having registered* all the letters, the secretary sent them down to be posted. 2. *Having won* the first match by only one point, the players realized that they must train much harder to win the championship. 3. *Not finding* my friend at home, I left a note for him. 4. *On entering* the room he introduced himself to all those present. 5. *After looking* through the morning mail, the manager called in his secretary and dictated a few letters.

II. *Change the construction of the sentences, using Participles or Gerunds (§ 1, p. 463 and Table 9, p. 502).*

1. *After they had finished the translation*, the students were allowed to leave the room for a while. 2. *As they had not bought tickets in advance*, they had to go to the theatre long before the show started. 3. *After she had spent a week in the country*, Ann looked almost fully recovered. 4. *As I had lent my dictionary to a friend*, I had to go to the library to get one for myself. 5. The boy was afraid that he would not be much of a success

in the skiing competition *as he was out of practice.* 6. *After Peter arrived in the city,* he immediately hurried to the local post-office to let his family know that he had arrived safely. 7. *When she heard the terrible news,* the old woman turned pale and stood still for a while unable to say a word. 8. "Will you write your name here, please," said the post-office clerk *when he handed me the parcel.* 9. *After he had paid the rent* (квартирная плата), Henry Jones found that he had only some small change left till the end of the week. 10. Do you know the girl *who is showing the way to the manager's office?* 11. *As I had left my note-book behind,* I couldn't give you a ring as I promised. 12. *The moment I heard of my sister s arrival* I let her friends know about it. 13. *As the teacher was very pleased with the student's answer,* he did not ask him any more questions.

III. *Translate into English, using the same structure as in the models.*

Model 1: Having caught a bad cold, he had to miss a few lessons.

1. Потеряв квитанцию, он не мог получить посылку. 2. Не вернув книгу вовремя, мальчик боялся идти в библиотеку. 3. Опоздав на десятичасовой поезд, он должен был послать телеграмму друзьям, которые ждали его.

Model 2: After leaving school, his son went to work at a factory.

1. Наклеив марку на конверт, он пошел отправлять письмо. 2. Просмотрев журналы, он вернул их библиотекарю.

Model 3: On hearing the news, the girl jumped with joy.

1. Прибыв в город, путешественники поехали в гостиницу. 2. Придя домой, он позвонил по телефону своей сестре. 3. Получив телеграмму, он поехал на станцию. 4. Услышав, что ее сестра не может приехать к ней, Анна расстроилась.

Model 4: Thinking that he was out, I decided to go and see him some other time.

1. Он не согласился пойти с нами в театр, сказав, что он занят. 2. Подумав, что письмо очень срочное, секретарь решил отправить его авиапочтой. 3. Попрощавшись со всеми, он вышел из комнаты.

Model 5: The student who has just spoken to me *is* a friend of mine. (См. ч. 1 § 82, прим. 3, стр. 622.)

1. Молодой человек, написавший эту комедию (comedy), — автор (the author) нескольких интересных пьес. 2. Я никогда не слышал об актрисе, сыгравшей главную роль в этом фильме. 3. Они собираются играть против команды, выигравшей первенство в прошлом году. 4. Я давно знаю инженера, сделавшего вчера доклад в нашем клубе.

Model 6: I have never seen any plays produced by him.

1. Информация, собранная во время экспедиции, была послана в институт географии. 2. Мы хотели бы, чтобы вы посмотрели картины, написанные этим молодым художником.

IV. *Put the verbs in brackets into the correct form, using, where possible, Participles or Gerunds.*

1. (to read) the telegram twice, he understood that the matter needed immediate attention. 2. When (to fill in a form), you must write your name and address clearly. 3. (to make great progress) by the end of the school year he was able to start reading books in the original. 4. "Don't lose your things, little boy," said a young man, (to pick up) the gloves (to drop) by the boy. 5. (to be fond) of music my brother never misses an opportunity to go to a good concert. 6. (to walk) about the town for some time, he went up to a man (to stand) at a street corner and asked to be directed to the main square. 7. I thought I had lost my bag and was therefore very grateful to the man who (to bring) it back to me. 8. I had never realized what a talented writer he was until I saw his play (to stage) in a Moscow theatre. 9. The man who (to make) the opening speech at the exhibition is a well-known painter.

V. *Translate into English, using Participles where possible.*

1. Преподаватель выписал все ошибки, сделанные студентами в последней контрольной работе, и составил (написал) несколько упражнений для тренировки (to practise) забытых студентами грамматических правил. 2. Гуляя на днях по парку, я очутился в совершенно незнакомом месте. 3. Сдавая тетрадь, студент сказал, что он не закончил последнее упражнение, и обещал сделать его к следующему уроку. 4. Увидев, что собирается дождь, мать велела детям

идти домой. 5. Пропустив два урока, студент с трудом понимал объяснения преподавателя. 6. Услышав голос этого человека, я подумал, что знаю его, но подойдя ближе, я понял, что ошибся. 7. Романы, написанные этим писателем за последнее время, пользуются большой популярностью у читателей. 8. Выиграв первенство в институтских соревнованиях (the Institute championship), команда продолжала готовиться (to train for) к следующим играм. 9. Я не сомневаюсь, что сведения, полученные сегодня с утренней почтой, будут очень интересны для всех нас. 10. Женщина была очень благодарна офицеру, спасшему жизнь ее ребенку. 11. Приехав на вокзал, Петр купил билет и, видя, что у него достаточно времени, пошел посмотреть на новый театр, построенный недалеко от вокзала. 12. Вы видите высокого человека, стоящего у окна? Это известный актер. Вы хотите, чтобы я познакомил вас с ним? 13. Сыграв две партии в шахматы, он собрался уходить (поднялся, чтобы уйти), сказав, что чувствует себя усталым. 14. Студентов, сделавших интересные доклады на уроке, пригласили принять участие в этой конференции.

VI. *Translate into Russian, paying particular attention to the use of the Possessive Case* (§ 2, p. 464).

1. *Yesterday's* radio program was very interesting. 2. The railway station is an *hour's* drive from my house. 3. We only had a five *minutes'* talk. 4. She had to take a *year's* leave because her mother was seriously ill. 5. How did you like your two *weeks'* voyage? 6. He will do the work in ten *minutes'* time. 7. *India's* export trade has increased lately. 8. We were not informed of the *Kutuzovs'* arrival.

VII. *Translate the following word combinations and sentences, using the Possessive Case.*

a) экономика (economy) Италии; сельское хозяйство Болгарии; промышленность Дании; капитан этого парохода; команда (парохода) «Победы»; сегодняшняя газета; вчерашний телефонный разговор;

b) 1. Вы читали сегодняшнюю газету? 2. Товарищ Володин сейчас не работает. Он взял месячный отпуск, чтобы подготовиться к экзаменам. 3. В этом году у меня двухмесячный отпуск. 4. Вчерашняя телевизионная программа была интересной. 5. Не забудьте о завтрашнем собрании. 6. Я получил большое удовольствие от вчерашнего матча.

VOCABULARY EXERCISES

Stage I

I. *Practise the following.*

[r]	[ə:]	[ð]
strike	journal	in those ⌒ countries
profit	works	at the ex ⌒ pense
cruel	turn	in the ⌒ West

II. *Pronounce correctly.*

nature, natural, to close, close, congress, to arrest, event, demand, experience, to expose, guilty, particularly

III. *Read the first paragraph of the text aloud, paying particular attention to pronunciation and intonation.*

IV. *Read the following words, paying particular attention to the pronunciation of the letters and combinations of letters in bold type.*

ame, **a**ke, **a**ble, m**a**t, s**a**ck, c**a**ttage, st**a**rage, g**ua**rd, b**a**rn, p**a**rry, t**a**rry, p**a**ss, m**a**st, n**a**sty, fl**a**sk, b**a**sk, d**a**re, m**a**re, r**ay**, b**ay**, st**air**s, f**air**, t**ail**, r**ail**, b**ald**, st**a**lk, w**a**rm, f**a**lse

V. *State the part of speech and point out the suffixes. Then give a few other words with the same suffixes.*

shaky, closely, striker, boyish, journalist, greeting, amusement, successful, endless

VI. *Form antonyms of the following words by using negative prefixes or the suffix* -less *and translate the antonyms into Russian.*

experienced, possible, expected, to appear, useful, natural, regular, fruitful

VII. *Answer the following questions, using the active vocabulary of the lesson.*

1. Why was John Reed's book particularly interesting to the people in the West?
2. Who did John Reed take after?
3. Was Reed's father a quiet man by nature? What kind of man was he?
4. Why was John Reed in great demand as a writer?
5. Where were his articles published?

6. What brought him closer to the workers?
7. How did he get to know the workers' life?
8. How did the strike in Paterson go?
9. What did John Reed expose in his speeches after his return from Europe? What did he say about the war?
10. Why was John Reed summoned before a New York court? Why was he found not guilty?
11. What did he realize when he saw the events in Russia during his stay there in the summer of 1917?
12. Whose works gave John Reed an understanding of historical events leading to Revolution?
13. What did the Russian Revolution show John Reed?

VIII. *Substitute words and word combinations from the text for the italicized parts.*

1. Soon John Reed *became famous* as a writer of articles, stories, poems and plays. 2. He travelled widely over the United States and *the knowledge of life* he got during these trips brought him closer to the workers. 3. He *understood* the workers' life better. 4. He returned to the United States not with fine words about the cruelty at the front, but *telling the truth about* the war as a whole. 5. His speech exposing the war *made a deep impression on* everybody. The court *decided that John Reed had done nothing wrong*. 6. John Reed was a revolutionary long before he saw *what took place* in the Palace Square in Petrograd.

IX. *Find English equivalents for the following (See Text).*

во всем мире; в странах английского языка; его книга впервые рассказала; много путешествовал; в городе Патерсоне; летом 1917 года; приходя на митинги; задолго до того как; поехал на Кавказ

X. *Give the situations in which the following are used (See Text).*

particularly, to take after, to be in great demand, to gain experience, in spite of, to expose, at the expense of, to spread, guilty, during his stay, an event, the works of, forward

Stage II

particularly

a) *Make up sentences, using the words given below.*

Models: I find this book particularly interesting.
He felt particularly well that day.

easy, amusing, upset, well, happy, difficult, careful, fond of, hard

to shake, to shake one's head (one's hand), to shake hands (with), shaky

a) *Answer these questions.*

1. When does a person usually shake his head? (What do you want to express when you shake your head?)
2. When do you shake hands with a person?
3. What kind of news can shake a person?

b) *Translate.*

1. Не качайте стол. 2. Войдя в комнату, он со всеми поздоровался за руку. 3. Стол качается. Я не могу работать. 4. Все были потрясены ее словами.

to be the first (the last, etc.) to do smth.

a) *Complete.*

1. He was the only one to... 2. I'd like him to be the first (the second, etc.) to... 3. Do you want me to be the first (the last) to... 4. Would you like to be the last (the next) to... 5. Who was the first (the second, the last, etc.) to...

b) *Translate.*

1. Кто первым сдавал экзамен по английскому языку? 2. Кто хочет отвечать вторым? 3. Я не хочу отвечать последним. 4. Джон Рид первым рассказал американскому народу правду о русской революции. 5. Он единственный выполнил эту работу правильно.

to take after — to look like

a) *Answer these questions.*

1. Who does your daughter (son) take after?
2. Who does your daughter (son) look like?
3. Would you prefer your daughter to take after you (your wife, husband)? Why?

b) *Translate.*

1. В кого он пошел? 2. На кого похож ваш сын? 3. Он пошел в своего деда. 4. Интересно, в кого пойдет его сын.

good (ill)-natured, by nature, natural

a) *Answer these questions.*

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1. What kind of people do we call good-natured (ill-natured)?
2. It is pleasant to work with good-natured people, isn't it? Why?
3. Is it natural for little children to like active games?

b) *Translate.*

1. Его отец ведь очень добродушный человек? 2. Он очень смел по натуре. 3. Это вполне естественно.

demand (for), to be in (great) demand

a) *Answer these questions.*

1. When are winter coats in greatest demand?
2. In what season is the demand for ice-cream particularly great?
3. Soviet-made cars are in great demand both in our country and abroad, aren't they? Why are they in such great demand?

b) *Paraphrase.*

1. Everybody is buying summer hats now. 2. Everybody is eager to read this book now. You can't find it on the shelves.

c) *Translate.*

1. Такие костюмы пользовались большим спросом прошлой осенью. 2. Интересно, будет ли новая книга этого писателя пользоваться большим спросом? 3. Этот журнал давно пользуется большим спросом. 4. Летом спрос на зимние вещи не особенно велик.

experience, experienced, inexperienced, skilled

a) *Make up sentences, using the following word combinations.*

Models: They have had a lot of experience in teaching children.
He hasn't enough experience to do that.

to have	wide	experience	to teach Russian
	some		to perform parts (operations, etc.)
	enough		to work with machines of this kind
	not much		to look after little children
			to take part in competitions
			to receive guests

b) *Complete.*

1. I know by (from) experience that... 2. ...I know it from experience.

c) *Translate.*

1. Проработав в больнице более десяти лет, Петров стал опытным врачом. 2. Я знаю по опыту, что совсем нетрудно обучить ребенка иностранному языку. 3. Достаточно ли у него опыта, чтобы работать здесь? 4. Директор этой школы — человек с большим жизненным опытом. 5. Десять лет тому назад он был неопытным преподавателем. 6. Ее опытный глаз сразу заметил ошибку.

to gain

a) *Translate.*

1. If a young man works at a factory for a few years before going to an institute, he will gain a lot, and lose nothing. 2. Having spent several years among the Africans, the scientist had gained a wide knowledge of their life. 3. The boy gained two kilograms in the holidays.

b) *Translate and give sentences of your own.*

to gain information, to gain time, to gain experience, to gain popularity

c) *Translate.*

1. Вы очень много приобретете, если прочитаете эту книгу. 2. За последнее время он приобрел большой опыт в работе. 3. Я советую вам посетить эту выставку. Вы многое приобретете.

close, close to, closely

a) *Use a synonym.*

1. His house is quite near. 2. Now we are quite near the station. 3. He found the picture so interesting that he looked at it carefully for a long time. 4. Having examined the papers carefully, the policeman returned them.

b) *Translate.*

1. Кто из них ваш самый близкий друг? 2. Интересно, за кем он так пристально наблюдает? 3. После тщательной проверки чертеж (the drawing) был принят.

to get to know

a) *Use a synonymous expression.*

1. Having worked together for two years, they had learnt a lot about each other. 2. I am sure you will grow fond of him when you have spent more time with him and seen what

kind of man he is. 3. At first it was difficult for the young woman to manage the nursery school but in six months there she gained more experience and became an excellent manager.

a strike, to go (be) on strike

a) *Translate.*

to be on strike, to break a strike, a twenty-four-hour strike, to go on strike, a three-day strike, a general strike

b) *Translate.*

1. Я прочитал в газете, что рабочие многих заводов Парижа решили объявить забастовку. 2. Рабочие завода Симпсона и К° бастуют с прошлой недели.

an area

a) *Answer these questions.*

1. Which new industrial areas have been developed in our country in recent times?
2. Which important agricultural areas in the Soviet Union do you know?
3. What is the weather like today in the Moscow area?

b) *Make up sentences of your own.*

an industrial area, a farming area, a textile area

in spite of, in spite of the fact that...

a) *Translate and complete these sentences.*

1. Невзирая на трудности... 2. Несмотря на головную боль... 3. Невзирая на холодный ветер... 4. Невзирая на опасность... 5. Несмотря на плохое здоровье...

1. Несмотря на то, что он очень плохо себя чувствовал... 2. Несмотря на то, что операция была очень серьезной... 3. Несмотря на то, что у него было мало опыта... 4. Несмотря на то, что профессор устал...

to expose

a) *Translate.*

1. За последнее время было опубликовано несколько статей, разоблачающих расовую дискриминацию в США. 2. В своей речи Джон Рид разоблачил истинный характер первой мировой войны.

to increase

a) *Translate.*

1. Her skill in teaching little children increased as she gained experience. 2. Aunt Mary's troubles increased, when her elder son lost his job. 3. The birth of the baby increased old Sally's troubles.

b) *Translate and complete these sentences.*

1. Его опыт возрос, после того как... 2. Опасность возрастет, если больной... 3. Увеличатся ли трудности, если...

profit(s)

a) *Answer these questions.*

1. In what way do the capitalists increase their profits?
2. Do the imperialists make a lot of profit out of dependent countries?

b) *Translate.*

увеличивать прибыли, наживаться (получать прибыли), большие прибыли

expense, expenses, at the expense of...

a) *Answer these questions.*

1. What do your monthly expenses usually come to?
2. What do your travelling expenses come to when you go to the South by car (train, air)?
3. Why mustn't children work at the expense of their sleep and daily walks?

b) *Translate.*

1. За последнее время расходы Симпсонов увеличились. 2. Нельзя заниматься спортом в ущерб здоровью. 3. Наши путевые издержки составили 30 рублей.

to impress, to be impressed

a) *Answer these questions.*

1. Which of the latest films (books, television shows) has impressed you most?
2. Why were you impressed by it?

b) *Translate, giving three versions.*

1. Статья произвела на всех глубокое впечатление. 2. Фильм совсем не произвел на нас впечатления. 3. Этот рассказ произвел на вас впечатление?

guilty (of something)

a) *Translate.*

1. Суд признал Джемса Смита невиновным (виновным). 2. Почему у него такой виноватый вид? (Почему он выглядит виноватым?) 3. Я чувствую себя виноватым.

a stay, to go (come) for a long (short) stay, to stay (at, with)

a) *Translate.*

1. We stayed out, until it got dark. 2. I am enjoying my stay here. 3. They've made everything ready for a long stay. 4. The doctor told him to stay in for a few days. 5. Are you staying with friends or at a hotel?

b) *Translate.*

1. Не двигайтесь, оставайтесь на месте. 2. Вы надолго поедете в Киев? 3. Он приехал сюда на короткое время. 4. После короткого пребывания в столице они посетили несколько (ряд) других городов. 5. Мой друг гостит у своих родителей сейчас.

an event

a) *Answer these questions.*

1. Can you describe an event clearly if you haven't seen it yourself?
2. Which sporting events do you like best?
3. What interesting events have taken place in the world lately?

b) *Translate.*

1. Последние события произвели на всех большое впечатление. 2. Он первый рассказал нам об этом событии. 3. Это событие потрясло мир. 4. Интересно, принимал ли он участие в последних спортивных соревнованиях.

a work of art, the works of

a) *Translate and use these word combinations in sentences of your own.*

произведение искусства, произведения Пушкина, произведения Диккенса

forward

a) *Make up sentences.*

Model: He was the first to go forward.

to run forward, to jump forward, to move forward, to come forward

Stage III

I. *Fill in the blanks with prepositions o adverbial particles where necessary.*

1. When Mary opened a meeting... the first time ... her life, her voice shook ... nervousness. 2. The young scientist shook hands ... his friends, who had come ... the airport to see him ... . 3. I wonder why Bob is such an ill-natured boy. It's a pity he only takes ... his mother ... looks! 4. Ask Kate to join ... our party. She looks serious, but I know she is very jolly ... nature and is fond ... singing and dancing. 5. Since more and more people are going ... ... winter sports to-day, skis are usually ... great demand when winter approaches. There is also a great demand ... skates. 6. I know ... my own experience that to gain a good knowledge ... a foreign language one must work hard ... it every day. 7. Having no experience ... teaching little children, Comrade Ivanov sat in at other teachers' classes before he himself began to teach. 8. ... spite ... the fact that he made a few mistakes, everybody liked his talk. 9. I don't advise you to allow your son to go ... the cinema very often. I am sure he does it ... the expense ... his studies. 10. ... which year did the Russian people gain the victory ... Napoleon [nə'pouliən]? 11. Which books ... Jack London have you read ... the original? 12. The workers ... the factory went ... strike and the news spread quickly all over the place. 13. Many African patriots have been arrested ... spite ... the fact that they are not guilty ... any crime. 14. He's only come ... a short stay, but the news ... his arrival spread in no time.

II. *Choose the correct word.*

1. When I saw that actress on the stage for the first time, she (to look like, to take after) a small girl. From her biography I learnt that she (to look like, to take after) her mother, who had been a great actress, too. 2. Don't be cross with the man! When you (to get to know, to learn, to find out, to recognize) him better you will find him a very good-natured person. 3. I am afraid I don't know what time our meeting begins tomorrow. Can you (to get to know, to learn, to find out, to recognize) it for me? 4. After a month's stay in hospital he lost ten kilos, and we hardly (to get to know, to learn, to find out, to recognize) him on his return. 5. I just (to get to know, to learn, to find out, to recognize) that it's my turn to be on duty tomorrow. 6. You'll (to win, to gain) a lot of useful knowledge if you go to these lectures regularly. 7. I've

decided not to go to the exhibition as I haven't much time and I don't expect (to win, to gain) much by the visit. 8. Look! The score is 2 : 2 now. Do you think *Spartak* will (to win, to gain) the game? 9. "You can (to remain, to stay, to leave) the train for a few minutes if you want to," the girl said to her friend, "but don't (to remain, to stay, to leave) on the platform too long. I wouldn't like (to remain, to stay, to leave) here alone." 10. "Don't (to remain, to stay, to leave) anything in the hall," the guide said to the tourists. 11. Peter asked his friend to lend him "The Financier" for a fortnight, for he had to give a talk on the novel and the only copy that (to remain, to stay, to leave) in the reading-room could not be taken out.

III. *Fill in articles where necessary and retell the text.*

In December 1936 during ... battle at ... approaches to Cordoba [kɔ:'douvəl], in Spain, John Cornford, ... soldier in ... British battalion of ... International Brigade, died ... death of ... hero.

Cornford was ... poet and ... journalist. He was one of ... leaders and organizers of ... Communist movement among ... British students. ... day before his death was his twenty-first birthday.

Cornford was born in 1915 in ... family of ... professor at ... Cambridge University. ... talented boy showed ... particular interest in ... History and Literature at rather ... early age. At sixteen Cornford began to study "Capital" by Karl Marx and ... works of Lenin. In 1932 he joined ... British Communist Party. Two years later Cornford went to ... Cambridge University. ... good-natured youth became popular with ... students there.

Cornford did not have much experience, but he gained ... lot by reading and ... independent work. He was one of ... best students at... University and a brilliant future lay ahead of him when ... event of great importance shook ... world: ... fascists started ... cruel war against ... Spanish people. Cornford left ... University and became ... soldier in ... International Brigade fighting in Spain for ... freedom and independence of ... Spanish people. In Spain Cornford wrote several articles exposing ... anti-socialist nature of ... fascism and ... true economic and political reasons which had brought ... fascism into being. Cornford did not live to see ... victory over German and Italian fascism in 1945, but he was one of those who gave their lives to win that victory, though he had fought for it long before ... Second World War broke out.

IV. *Make up situations, using the following words and word combinations.*

1. to take after, good-natured, in spite of (the fact that...), to become close friends;
2. to travel, to gain experience, to be the first to describe, to spread, the works of, in great demand;
3. to increase, profits, at the expense of ..., to expose;
4. to introduce, to seem, cruel by nature, to get to know better, good-natured;
5. the sad news, to spread, to impress, to be nervous, to shake, to calm down;
6. to go skiing and skating, to come for a short stay, to take part (in), sporting events, to be the first (last) to come

V. *Make a written translation, using the active vocabulary of the lesson.*

1. Прочитав все рассказы, опубликованные в этом журнале за последнее время, я нашел, что некоторые из них *особенно* интересны. 2. *Обменявшись рукопожатием* с моим приятелем и со мной, журналист спросил нас, сможем ли мы ответить на несколько вопросов. 3. «Мне бы хотелось, чтобы он *пошел* в отца, — сказала молодая мать, глядя на спящего ребенка. — Мой муж *по натуре* очень добрый и веселый человек». 4. Будучи в командировке, я однажды пошел в местный театр и получил большое удовольствие от спектакля. Меня *особенно поразила* игра актера, исполнявшего главную роль. 5. Проработав несколько лет на заводе, Петр *накопил* большой *опыт*. 6. *Несмотря на то*, что этот поэт не получил специального (professional) образования, почти все его книги *пользуются большим спросом*. 7. После двухмесячного пребывания в пионерском лагере мой сын *поправился* на два килограмма. 8. Узнав о том, что в городе Патерсоне *забастовали* рабочие-текстильщики, известный американский журналист Джон Рид немедленно отправился туда. 9. В своих статьях Джон Рид *разоблачил* империалистов, развязавших войну для того, чтобы получить *прибыли*.

SPEECH EXERCISES

I. *Retell the text.*

II. *Tell the biographies of Robert Burns and Abraham Lincoln, using the key words and expressions given below.*

Robert Burns ['rɔbət 'bə:nz] (1759—1796)

to earn one's living, to work in the fields, in spite of, to be jolly by nature, to begin to write poems (at the age of 16), his first book of poems, to publish, to move to Edinburgh ['edinbərə], to be a success as a poet, to gain popularity, the French Revolution (1789), to break out, to greet, poor health, particularly hard, to pay one's debts, to die in poverty ['pɔvəti] (нищета), to be in great demand

Abraham Lincoln ['eibrəhəm 'liŋkən] (1809—1865)

to earn one's living, to work as a postman, to have a lot of experience in different trades, to see the slave trade (торговля рабами) in New Orleans ['nju: 'ɔ:liənz], to become an active fighter against slavery (рабство), to be one of the first to raise his voice against racial discrimination, to become a member of Congress (1847), to become President of the USA (1860), a Civil War between the North and the South (1861), to break out, the liberation of the Negroes, a historic event, to gain the victory over the slave-owners (рабовладельцы) (9th April, 1865), to be dangerously wounded (14th April, 1865), to die (15th April, 1865)

III. *Tell the following text in English, using the active vocabulary of the lesson.*

Это произошло в США 17 октября 1859 г. В этот день небольшая группа людей, перейдя реку Потомак (Potomak [pə'toumək]) захватила арсенал (took the arsenal) в одном из городов Виргинии (Virginia [və:'dʒi:njə]). Руководителем этих смелых людей был фермер по имени Джон Браун. У него было всего 22 человека, которым пришлось сражаться против опытных солдат, посланных правительством. Однако люди Джона Брауна были побеждены только к вечеру, когда число (the number) солдат, сражавшихся против них, увеличилось, так как прибыла еще одна воинская часть из Балтиморы (Baltimore ['bɔ:ltimɔ]). Почти все люди Джона Брауна были убиты. Среди убитых было и двое его сыновей. Сам он был тяжело ранен.

Когда Джон Браун был арестован, он заявил, что борется за освобождение негров и против тех, кто хочет наживаться (получать прибыли) за их счет. Впервые в истории США белый человек поднялся на борьбу против расовой дискриминации.

Из документов, найденных врагами Брауна, после того как он был арестован, выяснилось, что события, происхо-

дившие 17 октября, были лишь началом. Джон Браун намеревался раздать оружие (guns), захваченное в арсенале, неграм Виргинии и с их помощью продолжать борьбу. В своем проекте конституции (a draft constitution) будущего свободного государства Джон Браун разоблачал рабство в США как самую жестокую войну одной части народа против другой.

Джон Браун предстал перед судом рабовладельцев. Он был признан виновным и казнен (to be executed). Известие о его смерти быстро облетело всю страну (распространилось по всей стране) и потрясло всех. Когда год спустя многие американцы поднялись на борьбу с рабством, их армия шла вперед с песней о Джоне Брауне. И сейчас имя Джона Брауна особенно дорого тем, кто борется против расовой дискриминации.

IV. *Write or tell the biography of a well-known fighter for the happiness of his people.*

Text: Mistaken Identity (by *Mark Twain*)
Grammar: Времена группы **Continuous** страдательного залога **(Continuous Tense-forms, Passive Voice)** (§ 3, p. 465)
Revision: **Indefinite and Perfect Tense-forms, Passive Voice** (Table 7, p. 500)

MISTAKEN IDENTITY

(by *Mark Twain*)

Mark Twain is the pen-name of Samuel Clemens, America's greatest humorist.

He was born in the family of a small town lawyer in 1835. When Sam was twelve years old, his father died, and the boy had to earn a living for himself. So he began to work at a printshop in his home town. Later on he became a pilot on the Mississippi. Mark Twain always thought that his days on the Mississippi were the happiest in his life.

As a writer he was successful from the very start.

Mark Twain's story of Jim Smiley and his Jumping Frog * made him famous all over America. This story was followed by a number of short stories and novels.

Most of Mark Twain's early writings sparkle with gay humour. As he advanced in years, however, all the evils of capitalist America became obvious to him. This brought a pessimistic note into his later works.

Mark Twain died in 1910.

Years ago I arrived one day at Salamanca, New York, where I was to change trains and take the **sleeper.** There were crowds of people on the platform, and they were all trying to get into the long sleeper train which was already packed. I asked the young man in the **booking-office** if I could have a sleeping-**berth** and he answered: "No." I went off and asked another local official if I could have some poor little corner somewhere in a sleeping-car, but he interrupted me angrily saying, "No, you can't, every corner is full. Now, don't bother me any more," and he turned his back and walked off. I felt so **hurt** that I said to my companion, "If these people knew who I was, they..." [1] But my companion stopped me there, —

* В русском переводе «Прыгающая лягушка».

"Don't talk such nonsense, we'll have **to put up with** this," he said, "if they knew who you were, do you think it would help you to get a vacant seat [1] in a train which has no vacant seats in it?"

This did not **improve** my **condition** at all, but just then I noticed that the **porter** of a sleeping-car had his eye on me. I saw the expression of his face suddenly change. He whispered to the uniformed **conductor, pointing** to me, and I realized I was being talked about. Then the conductor came forward, his face all politeness.

"Can I be of any **service** to you?" [2] he asked. "Do you want a place in a sleeping-car?"

"Yes," I said, "I'll be grateful to you if you can give me a **place**, anything **will do.**"

"We have nothing left except the big family **compartment,**" he continued, "with two berths and a **couple** of armchairs in it, but it is entirely **at your disposal.** Here, Tom, take these suitcases aboard!"

Then he touched his hat, and we **moved along.**[3] I was eager to say a few words to my companion, but I changed my mind. The porter **made us comfortable** in the compartment, and then said, with many bows and smiles:

"Now, is there anything you want, sir? Because you can have just anything you want."

"Can I have some hot water?" I asked.

"Yes, sir, I'll get it myself."

"Good! Now, that lamp is **hung** too high above the berth. Can I have a better lamp **fixed** [4] just at the head of my bed below the **luggage rack**, so that I can read comfortably?"

"Yes, sir. The lamp you want is just being fixed in the next compartment. I'll get it from there and fix it here. It'll burn all night. Yes, sir, you can ask for anything you want, the whole railroad will be turned inside out to please you." And he disappeared.

I smiled at my companion, and said:

"Well, what do you say now? Didn't their **attitude** change the moment they understood I was Mark Twain? You see the **result**, don't you?" My companion did not answer. So I added, "Don't you like the way you are being **served**? And all for the same **fare.**"

As I was saying this, the porter's smiling face appeared in the door way and this speech followed:

"Oh, sir, I recognized you the minute I set my eyes on you. I told the conductor so."

"Is that so, my boy?" I said handing him a good tip. "Who am I?"

"Mr McClellan, Mayor of New York," he said and disappeared again.

NOTES

1. **If these people knew who I was, they...** *Если бы эти люди знали, кто я такой, они бы...*

If they knew who you were, do you think it would help you to get a vacant seat...? *Если бы они знали, кто вы, неужели вы думаете, что это помогло бы вам достать свободное место...?* Сказуемые в этих предложениях (**knew, would help**) стоят в сослагательном наклонении (см. § 12, стр. 478)

2. **Can I be of any service to you?** *Могу ли я оказать вам какую-либо услугу?* Это предложение звучит подчеркнуто вежливо. В современном английском языке обычными формами обращения с предложением оказать какую-либо услугу являются: **Can I do anything for you? Can I help you?**, а также **What can I do for you?**

3. **Then he touched his hat, and we moved along.** *Затем он приложил руку к фуражке, и мы пошли по платформе.* Наречные частицы **in, on, out, off, up, down, about, forward, along, around** и другие имеют самостоятельное значение и в сочетании с глаголами передают различные оттенки направления движения. В русском языке эти оттенки передаются с помощью глагольных префиксов, наречий или описательным путем, например:

It's starting to rain, let's **go in.** Начинается дождь, давайте зайдем в дом.

We must **go up,** the shoe department is on the second floor. Нам нужно пройти наверх, отдел обуви находится на третьем этаже.

Stop **running about,** you'll get tired. Перестань бегать, устанешь.

Наречные частицы употребляются также в сочетании с глаголом **to be.** Такие сочетания обозначают состояние предмета, наличие или отсутствие его в каком-либо месте, например:

Ring him up again, he **is out** at the moment. Позвоните ему еще раз, его сейчас нет.

I can't do any work when my little boy **is around.** Я совершенно не могу работать, когда мой маленький сын находится рядом.

Часто в сочетании глагола с наречной частицей прямое (физическое) значение частицы теряется, и все сочетание воспринимается как новая единица с самостоятельным значением, например:

Put on your coat, it's cold today. Надень пальто, сегодня холодно.

How are you **getting on**? Как вы поживаете?

Where did you **put up**? Где вы остановились (расположились)?

Подобные сочетания характерны для современного английского языка.

4. **Can I have a better lamp fixed just at the head of my bed...?** *Вы можете повесить более яркую лампу прямо у меня над головой...?* В этом предложении **a better lamp fixed** является сложным дополнением, вторая часть которого выражена причастием II. Сложное дополнение такого типа употребляется после **to have**, причем причастие II обычно обозначает действие, выполняемое не лицом, выраженным подлежащим, а каким-либо другим лицом.

My daughter **had her hair cut** yesterday. Моя дочь подстриглась вчера.

ACTIVE WORDS AND WORD COMBINATIONS

a sleeping-car (a sleeper)
a car (a carriage, a coach)
a dining-car (a diner)
a booking-office
an enquiry office
a berth (upper, lower)
to hurt (hurt, hurt)
to put up with
to improve
a condition
in ... condition(s)
a porter
a conductor
an attendant
to point (to, out)
service
to serve
that won't do
that'll do
a compartment
a couple
at one's disposal
to move along (in, out, up, about)
to make smb. (oneself) comfortable
to hang (hung, hung)
to hang up
to fix
luggage
to collect one's luggage
to have one's luggage labelled (registered)
a luggage rack, a luggage van
a left-luggage office (the left-luggage)
one's attitude (towards, to)
a result
as a result
fare
to pay the fare(s)

(See Vocabulary for Lesson 2, p. 376)

PROPER NAMES

Mark Twain ['ma:k 'twein] Марк Твен
Samuel Clemens ['sæmjuəl 'klemənz] Сэмюэл Клеменс

the Mississippi [ðə ˌmisi'sipi] Миссисипи
Jim Smiley ['dʒim 'smaili] Джим Смайли
Salamanca [ˌsælə'mæŋkə] Саламанка (город в США, штат Нью-Йорк)
New York ['nju: 'jɔ:k] Нью-Йорк, *эд.* название штата
McClellan [mə'kleiən] Макклеллан

Word-building

non — отрицательный префикс существительного, причастия, герундия и прилагательного, часто соответствует русским префиксам *не, без*:
sense смысл — **nonsense** бессмыслица
smoker вагон для курящих — **non-smoker** вагон для некурящих
durable долговечный — **nondurable** недолговечный

GRAMMAR EXERCISES

I. *Translate into Russian, paying particular attention to the form of the predicate (§ 3, p. 465).*

1. New underground lines *are being built* in Moscow. 2. When I went to Leningrad in 1957, the first underground line *was* still *being built*. 3. Are they ready with the parcel? No, it's still *being packed*. 4. Listen carefully, a new grammar rule *is being explained*. 5. Comrade Pavlov is at the hospital now. His son *is being operated on*. 6. Negroes in America *are* often *arrested* only because they fight for their rights. 7. I think Peter is cross with John because John made a joke at his expense. You see, Peter *has* never *been laughed at* before. 8. Which grammar rules *were explained* at the last lesson? 9. By the time Peter came to the group, the grammar rules for the first lesson *had* already *been taken*. 10. Which rule *was being explained* when you went into the classroom? 11. "I won't be able to get the material ready by 12 o'clock. I don't think the articles *will be translated* by then," said the secretary. 12. A new building *will* soon *be built* for the picture gallery.

II. *Practise aloud.*

1. Who's being examined now? 2. What was being discussed at the time? 3. Is the mail still being looked through?

III. *Make up as many sentences as possible, using the table. Add adverbial modifiers of time. Translate the sentences into Russian.*

An exercise His story An article The letter The telegram	is was	still being	discussed written translated read aloud done
The sentences New words The articles Exercises The stories	are were		

IV. *Answer the following questions, using word combinations from the table.*

Model: "What's going on in the room?"
"A new film is being discussed."

What's going on in the room now?	to explain a new rule
What was happening in the room when you went in (at three o'clock yesterday, at that time)?	to pack one's things to speak of the recent sporting events to discuss the demand for this kind of machines

GRAMMAR REVISION

I. *Put the verbs in brackets into the correct voice and tense-forms (Table 7, p. 500).*

1. The teacher told the student to look up the rule himself as it (to explain) many times. "You (to be) inattentive while it (to explain)," he said. 2. When I went into the cinema, a new film (to show). I was sorry that I (not to tell) about the show before and was late for the beginning as the end (to impress) me greatly. 3. A new stadium (to build) opposite our house lately, and my brother says that the number (число) of people taking part in sporting events there (to increase). 4. This journal (to be) in great demand. If you wish to have it, go to the book-shop in Gorky Street today, it (to sell) there now. 5. You (to look for) your gloves? Ask the attendant, some gloves (to pick up) and (to give) to him a few minutes ago. 6. As it was rather noisy in the room when I went in, I could not make out what (to discuss). From the words which I caught on coming close to them, I understood that recent sporting events (to speak about). 7. The boy (to tell) that he (not to allow) to go out until his homework (to do) carefully.

8. The mother (to tell) not to worry about her sick boy. "He (to examine) soon by the doctor. Everything (to be) all right, I'm sure," said the nurse (медсестра). 9. I (to tell) just that the documents for my business trip (to prepare) now, but they (not to be ready) until the manager (to look through) them. 10. The workers (to give) their word that production (выпуск продукции) (to increase) by the tenth of May. 11. Peter was late for the party, so when he went into the room all the guests (to introduce) to each other, some of them (to dance) and some (to sing) in the next room.

II. *Translate into English, using Passive tense-forms.*

1. Я просмотрел только часть статей, остальные еще печатаются сейчас (to type). Как только весь нужный материал будет готов, его принесут вам. 2. Когда я приехал в отпуск в родную деревню, там строили новый клуб. Я уверен, что теперь он уже построен. 3. В нашей стране много внимания уделяется спорту. 4. Ваши экзаменационные работы (papers) сейчас проверяются, поэтому я не могу еще сказать вам, как вы их написали. 5. Когда было построено новое здание Московского университета? 6. Разве ты не понимаешь правило, которое нам только что объяснили? 7. Если он не придет, этот вопрос не будут обсуждать. 8. Узнай, пожалуйста, куплены ли уже билеты в театр. 9. Не беспокойтесь. Все будет сделано вовремя.

VOCABULARY EXERCISES

Stage I

I. *Pronounce correctly.*

[æ]	[ʌ]	[ə:]	[ŋ]
platform	couple	berth	sleeping
carriage	conductor	serve	dining
attitude	luggage	service	hanging

II. *Read the following words, paying particular attention to the pronunciation of the letters and combinations of letters in bold type.*

Pete, mete, peg, begin, restrain, bespeak, seem, wee, sweep, engineer, leer, speak, veal, seal, bread, spread, head, lead, pearl, earth, her, per, herd, terms, merry, error, here, mere, sphere, new, grew, pew, screw, money, parley

III. *State the part of speech, say how the words are formed and translate them into Russian.*

nonsense, improvement, misunderstanding, overcrowded, unimportant, entirely, conductor, humorist, disagree, impolite, funny, weaken, famous, discrimination, unleash

IV. *Answer the following questions, using the active vocabulary of the lesson.*

1. What was Mark Twain to do at Salamanca, New York?
2. What were all the people doing on the platform?
3. Who did Mark Twain speak to about getting a place in a sleeper?
4. Why was Mark Twain hurt by the official's answer?
5. Why did Mark Twain's companion advise him to put up with things?
6. What Mark Twain's companion said didn't improve the writer's condition, did it?
7. What did Mark Twain notice just then?
8. What did the uniformed conductor say to Mark Twain?
9. Why did Mark Twain say that any place would do?
10. What kind of compartment did the conductor put at Mark Twain's disposal?
11. What did the conductor tell Tom to do with the gentlemen's suitcases?
12. In what way did the porter make the gentlemen comfortable there?
13. What did Mark Twain say about the conductor's and the porter's attitude to them?
14. Did Mark Twain's companion like the way they were being served? Why?
15. Was the conductor's attitude to Mark Twain a result of his respect for the writer?

V. *Substitute words and word combinations from the text for the italicized parts.*

1. I went off and asked another local official if I could have some poor little corner somewhere in *a car with sleeping berths*. 2. His *answer made me so sad and uncomfortable* that I said to my companion... 3. But my companion stopped me there. "Don't talk nonsense, we'll have *to accept what we've got*." 4. This did not *make things better*. 5. We have nothing left but the big family compartment where two can sleep, with two armchairs in it, but *you can use it in any*

way you wish. 6. Here, Tom, *take* these suit-cases *into the compartment*. 7. Can I have a better lamp *put* just at the head of my bed *under the shelf for the luggage*? 8. Didn't *they start acting differently* the moment they understood I was Mark Twain? 9. Don't you like the way *they are doing things for you*?

VI. *Find English equivalents for the following (See Text).*

много лет назад; сесть в спальный вагон; можно мне получить спальное место?; не надоедайте мне больше; и ушел прочь; нам придется примириться с этим; не могу ли я чем-нибудь помочь (услужить) вам?; у нас ничего не осталось; он (удобно) устроил нас в купе; вам нужно еще что-нибудь?; не принесете ли вы мне горячей воды?; я возьму ее оттуда; вы можете попросить все, что хотите; а что вы теперь скажете?; вы ведь видите результат, правда?; как только они узнали; в дверях; правда?

VII. *Give the situations in which the following are used (See Text).*

sleeper, to hurt, to put up with, to improve, to point to, will do, at your disposal, to move along, to fix (2), attitude, fare

VIII. *Correct the following statements. Begin with:*

I'm afraid that's wrong; you are not quite right; that's not quite so; I think you are mistaken; as far as I know; on the contrary; I don't think so; according to the story

1. When Mark Twain turned to the local official at Salamanca railway station, the latter was very polite to him and said he was ready to do anything for the writer and his companion.
2. Neither the conductor nor the porter took any notice of Mark Twain while he was talking to his companion.
3. The conductor at last gave Mark Twain a poor little corner in a sleeper which was already packed.
4. The porter wouldn't do anything for Mark Twain, and the great writer had to do everything himself.
5. When Mark Twain asked the porter, "Who am I?" the young man answered that he had recognized the great writer the moment he set his eyes on him, and since he was fond of his books, he had asked the conductor to make him comfortable.

IX. *Translate into Russian, paying particular attention to the combination of verbs and adverbial particles (See note 3, p. 30).*

	in when it started raining.
	out when the rain stopped.
	on and on though they were already tired.
a) The children ran	about in the garden.
	up to their father and kissed him.
	back when they heard their mother calling them.

b) 1. We watched the plane go up until it became quite a small spot right up in the sky. 2. The profits of the company were up last year, but lately they've gone down. 3. She did not look up from her papers when you entered the room: she was too busy. 4. On hearing Ann's voice Mary came out on the balcony and looked down. 5. Our neighbour Mary is at the door, will you ask her in? 6. I wonder when the next number of this journal will come out. 7. They walked on and on in spite of the rain. 8. I wonder why he walked off without shaking hands with anyone. 9. Jim takes after his father. They are both fond of nature and enjoy walking about in parks and woods.

X. *Translate into English, using combinations of verbs and adverbial particles.*

1. Мария читает в саду. Попроси ее *зайти*. 2. Где Нина? — Не знаю, наверное, она уже *сошла вниз*. 3. Подождите меня здесь, я *поднимусь* в номер и возьму немного денег. Потом мы *вернемся* (пойдем назад) в парк. 4. Давайте *погуляем* по городу. В нашем распоряжении есть около часа. 5. «Кто завтра дежурит?» — спросил учитель. «Я», — сказал один из мальчиков, *выступая вперед*. 6. «Я сам оплачу эти расходы», — сказал Джон, *доставая* деньги.

XI. *Combine the verbs with the adverbial particles, translate the combinations into Russian and use them in sentences of your own.*

in	go, come, look, run
out	go, come, run
up	go, come, look, run
down	go, come, look
on	go, walk, run, turn

off	walk, take, turn
forward	go, come, run
back	go, come, look, run, give, turn, take
about	walk, run

Stage II

to hurt, to feel hurt

a) *Translate.*

1. Nick hurt his leg on the skating-rink. 2. Though Mr Winkle fell on the ice, he wasn't hurt (he didn't hurt himself). 3. These shoes are too small for you. I am afraid they will hurt you when you walk. 4. Does your finger still hurt you? 5. It hurts the eyes to look at the sun. 6. He felt hurt when he heard what they said. 7. I do hope what I said didn't hurt you (your feelings).

b) *Complete.*

1. Being quite an inexperienced skier, Peter ... 2. Jane was the first to run up to Ann when she ... 3. I can't write, because my finger... 4. She bought the shoes in spite of the fact that ... 5. Jack didn't want to shake hands with Alec, because... 6. Though the child had a bad fall he...

c) *Translate.*

1. Я надеюсь, ребенок не ушибся. 2. У вас все еще болят глаза? 3. Где он ушиб руку? 4. Я уверен, он не хотел вас обидеть.

to put up with

a) *Practise aloud.*

1. I won't put up with that attitude! 2. You'll have to put up with the upper berth. 3. How can you put up with it?

b) *Complete.*

1. There were no good seats left and we... 2. I didn't like staying at the hotel, but... 3. There were no double rooms vacant at the hotel, and we...

c) *Make up sentences, using the following.*

(not) to put up with — to expose; one's attitude to one's work — to put up with; to be impressed — to put up with the expense

to improve

a) *Translate.*

1. Your spelling isn't good enough. You must improve it. 2. The boy is improving in his studies. 3. The postal service has greatly improved lately.

b) *Answer these questions.*

1. Would you like to improve your handwriting or is it good enough?
2. In what way can one improve one's spelling?

c) *Translate.*

1. Его здоровье заметно улучшилось за последнее время. 2. Опыт поможет вам улучшить работу. 3. За последнее время погода улучшилась

a condition, in ... condition(s)

a) *Translate.*

1. The flat is in good condition, you can move in any time. 2. The ship was in no condition to leave the port. 3. It's too noisy here. We can't work in these conditions. 4. Hard work is one of the conditions of success.

b) *Make up sentences of your own.*

to gain a lot — in favourable conditions; in spite of — in good condition; to be in bad condition — to shake one's head; to be worried — the condition of the sick child

to point to somebody (to something), to point out something to somebody, to point out that ...

a) *Translate.*

1. The woman pointed to a large building at the corner and said that it was the one we needed. 2. The guide pointed out several famous buildings to the tourists. 3. When I wanted to go shopping at 6 on Saturday, my mother pointed out that it was early closing day.

b) *Translate.*

1. Он первый указал нам на ошибки. 2. «Вот и почта», — сказал он, указывая на высокое красивое здание. 3. Докладчик отметил, что наша работа улучшилась.

c) *Make up sentences, using the words given below.*

to point out	that	(the demand, to increase) (in spite of...) (travelling expenses, to come to) (a mistake, the words, the main facts)

to point to (a seat, a house, a journal, a train)

to serve, service

a) *Translate.*

long service, military service, service in hotels (on railways, in shops, in restaurants), the postal service, medical service, to serve as a seat (as a table, etc.)

1. There was no one in the shop to serve me. 2. The car has been in service for a long time. 3. Dinner is not served after eight o'clock. 4. I'm at your service. 5. The coat is rather old, but it'll still serve.

b) *Answer these questions.*

1. Do you always like the way you are served in shops, hotels, restaurants, etc.?
2. Have you ever served in the army? When was it?
3. Do we pay for medical service in our country?
4. In what way can one serve one's country?

c) *Use all possible tense-forms. Where necessary, add an expression of time to justify the tense-form.*

1. He serves in the army. 2. We are usually well served in restaurants.

d) *Translate.*

1. За последнее время обслуживание в гостиницах стало гораздо лучше. 2. Мы ничего не платим за медицинское обслуживание. 3. Чем я могу быть вам полезен? 4. Вас обслужат через пять минут.

that'll do, (that) won't do, (anything) will do

a) *Use a synonymous expression.*

1. "Shall I give you a few more examples?" "No, thank you, that's enough." 2. I think a coat like this will be all right. 3. You needn't buy another stamp. One is enough. 4. I am sorry, there are no better seats left for the performance. Will this be good enough? 5. You can come at any time.

a couple, a pair

a) *Give all possible combinations.*

a pair	shoes, envelopes, words, days, gloves
a couple	stamps, girls, eyes, friends, examples

at one's disposal

a) *Make up sentences, using the words given below.*

to be to have to put there is (are)	at one's disposal

my library, these magazines, my flat, this room, the dictionary, the compartment, etc.

to move in, to move out, to move about, to move along

a) *Translate.*

1. My friend was given a new flat last week. But he hasn't moved out of his old one yet. 2. Will you move up a little? Then Comrade Petrov can put his chair here. 3. Move your chair up to the window; there's more light there. 4. Don't stand. Move about or you'll get cold. 5. The conductor asked the passengers to move along.

b) *Translate.*

1. Давайте пройдем вперед! Нам выходить на следующей остановке. 2. На днях Ивановы съехали с квартиры. 3. Ваши соседи уже вселились? 4. Подвиньтесь, пожалуйста, немножко. 5. Давайте подвинем стол к стене.

to hang, to hang up

a) *Translate.*

1. This picture always hangs here. 2. It's a hanging lamp. 3. He hung his head in silence. 4. Why didn't you hang up your coat?

b) *Translate.*

1. Эта лампа висит слишком низко. 2. Где повесить эту картину? — Повесьте ее лучше вон там. 3. Разрешите мне повесить ваше пальто.

to fix

a) *Translate.*

1. I can't fix this table, it still shakes. 2. I can never fix their names in my mind, I always forget them. 3. Our party

has been fixed for next Saturday. 4. Which of you can fix the TV set? 5. Everything's been fixed, hasn't it? 6. The price has not been fixed yet.

b) *Make up sentences, using the words given below.*

Model: I must have my motor-cycle fixed.

a radio set, a TV set, a watch, a bicycle, a car, a piano, an armchair

c) *Make up sentences of your own.*

the condition of the sick man — to fix the date for the operation; to fix the meeting for Friday — at one's disposal; in spite of ... — to fix one s departure for

d) *Translate.*

1. Помогите мне, пожалуйста, прикрепить здесь полку. 2. Собрание назначено на 5-е апреля. 3. Вы все уладите сами?

luggage, a luggage rack, a luggage van, to collect one's luggage, to have one's luggage labelled (registered), a left-luggage office (the left-luggage)

a) *Answer these questions.*

1. When do you leave your luggage in the left-luggage?
2. When do you have your luggage labelled (registered)?
3. When will you collect your luggage, if your train starts at 8 o'clock?

b) *Use all possible tense-forms. Where necessary, add an expression of time to justify the tense-form.*

1. I collected my luggage from the left-luggage office. 2. Did you have your luggage labelled?

c) *Translate.*

1. Положить ваши вещи в сетку? — Да, пожалуйста. (Нет, не надо). 2. У меня много вещей. Ты проводишь меня? 3. Вы уже взяли вещи из камеры хранения? 4. Интересно, сколько осталось времени до отхода поезда. Мне нужно сдать вещи в багаж. 5. Почему вы не оставили свои вещи в камере хранения? 6. Вы уже сдали вещи в багаж?

attitude to (towards)

a) *Translate.*

1. Его отношение к этому вопросу очень странное. 2. Мне не нравится ваше отношение к друзьям. 3. Я не думаю, что его отношение ко мне изменилось.

the result, as a result

a) *Think of a beginning.*

1. ... As a result Mr Winkle fell on the ice and sat there trying to smile. 2. ... As a result the news spread very quickly. 3. ... As a result he had to put up with the conditions. 4. ... As a result she only came over for a short stay.

fare, to pay the fare(s)

a) *Answer these questions.*

1. What's the bus fare from Moscow to Vnukovo?
2. What will the fare come to if you go from Vnukovo to Smolenskaya in a taxi?
3. Do fares increase with distance?
4. How do we pay our fares if there is no conductor on the bus?

b) *Translate.*

1. Вы уже взяли билеты? 2. Я возьму билеты всем. 3. Сколько стоит билет от Москвы до Ленинграда?

Stage III

I. *Answer the following questions, using the Passive Voice and the word combinations in brackets.*

What was happening	at the booking-office (to buy tickets, to sell tickets) on the platform (to carry things into the luggage-van) in the dining-car (to serve dinner, tea, coffee) at the post-office (to fill in forms, to send off parcels, to make out money orders) in the shop (to show fashionable dresses, to sell shoes and other things) in the office (to discuss an agreement, to translate articles, to prepare documents for the conference)	when you got there?

II. *Substitute the active vocabulary of the lesson for the italicized parts.*

1. There was something wrong with my berth so I asked *the man who looked after the passengers in the coach* to come and *put it right*. 2. "Shall I *put down five o'clock as the time for our meeting?*" "No, that *will not suit me,* my things are still being packed, and I shan't be ready until six." 3. There is a lot of mail waiting for you in the office. Will you come up and *get* it? 4. The Smirnovs have been given a new flat and they are going *to leave this house* next week.

III. *Make up situations, using the following words and word combinations.*

1. to point out, to get hurt, at one's disposal, (not) to put up with, to improve, the result was ...,
2. to take a taxi, to pay the fare, to get to the station, to find the carriage, to make oneself comfortable;
3. to get into the carriage, to ask the attendant, to put one's luggage on the rack, to go to the dining-car;
4. an enquiry-office, a booking-office, to point to, a lower berth;
5. to collect one's luggage, to be in good (bad) condition, to get into trouble, to improve the position

IV. *Make a written translation, using the active vocabulary of the lesson.*

1. Мне сказали, что я могу купить в этой *кассе* билет (заказать место) в спальный вагон. 2. *Обслуживание* на всех вокзалах сейчас значительно *улучшается*. 3. «Новая пьеса будет поставлена в нашем театре, когда некоторые сцены будут изменены *(улучшены)*», — сказал режиссер. 4. Где мой багаж? — Его грузят *(вносят) в вагон*. 5. Войдя, он увидел, что друзья уже начали обсуждение вопроса. Сняв и *повесив* шляпу, он *пододвинул* стул к столу и присоединился к ним. 6. «Вам *указали* все ваши ошибки, и я думаю, вы сможете их исправить через два дня», — сказал преподаватель. 7. «Я советую тебе прочитать это», — сказал мой приятель, *указывая* на одну из статей в газете. 8. Проснувшись рано утром, я увидел, что на *верхней полке* напротив меня спит какой-то новый пассажир. 9. «Не входите в купе, его сейчас убирают (to sweep)», — сказал один из *проводников*. 10. За *проводником* уже послали. Через две (пару) минуты он придет и *укрепит* вашу *полку*. 11. Спросите *кондуктора,* придется ли нам делать пересадку на

следующей станции. 12. *Проводник* спросил меня, выхожу ли я на следующей остановке. 13. *Прослужив* в царской (tsarist) армии много лет, русский писатель Куприн познакомился с жизнью офицеров и солдат, которую он в дальнейшем (later) описал в своих произведениях.

SPEECH EXERCISES

I. *Answer the following questions.*

1. What do you know about Mark Twain?
2. Why did Mark Twain think he would be given a seat if the railway officials were told his name?
3. What did Mark Twain think when he was suddenly given a whole compartment in a sleeper?
4. Why was Mark Twain given that compartment?
5. Do you think that the railway officials and the young porter were fond of reading?
6. What do you think Mark Twain and his companion talked about after the porter left?

II. *Retell the text:* a) *as it is,* b) *in the person of Mark Twain's companion,* c) *in the person of the porter.*

III. *Describe the following scenes.*

1. The platform at Salamanca at the moment when Mark Twain appeared on it.
2. The porter making Mark Twain and his companion comfortable in the compartment.

IV. *Dramatize the following episodes from the text, using the words and expressions given below.*

1. Mark Twain at the Booking-Office

can I have a single ticket, a sleeper, the train is packed, impossible, don't you see, to be full up, but I really must ..., what shall I do, I can't stay here for hours

2. Mark Twain Speaking to the Railway Official

I am sorry, to trouble, some poor little corner, the booking-office, to be sold out, every corner is full, to bother, any longer

3. Mark Twain Speaking to his Companion

to be hurt, to talk nonsense, it's impossible, a vacant seat, to be popular, to put up with the attitude, to see the result

4. Mark Twain Being Given a Whole Compartment

to take no notice of, to point to ..., can I be of any service to you, a place in a sleeper, anything will do, will you have ..., the family compartment, a berth, to be entirely at one's disposal

5. In the Carriage

what can I do for you, is there anything you want, can I have ... , to fetch, to hang, to spread, to fix, comfortably, at your disposal, to please, what do you say to ... , attitude, the moment they ... , to recognize

V. *Retell the dialogues in Ex. IV, using indirect speech.*

VI. *Retell this story, paying particular attention to the adverbial particles.*

What a Language!

"What a language English is!" a Frenchman exclaimed in despair (в отчаянии). "I once called on an English friend and the maid who came to the door said, 'He's not up yet. Come back in half an hour.'

"When I came again, she was setting the table for breakfast and said, 'He's not down yet.

"I asked: 'If he's not up and he's not down, where is he?'

"She said, 'He's still in bed. When I say 'He's not up,' I mean he has not yet got up; when I say, 'He is not down' I mean he has not yet come downstairs!"

VII. *Change the dialogue into a story, using the words and expressions following the dialogue.*

Ted and Jack, who are about fourteen, have been allowed by their parents to go to the country by train for the day. They make themselves comfortable in an empty compartment. Suddenly Jack sees Ted's ticket lying on the seat. He moves up, takes it and puts it in his pocket. He says nothing to Ted.

Ted. I say! Where's my ticket?

Jack. You had it a minute ago.

Ted. I know. But where is it now?

Jack. You'd better look for it. The ticket collector will be here in a minute. If you can't show him your ticket, he'll make you pay double.

Ted. He can't. I haven't got enough money. (Ted gets up, turns out all his pockets, and looks for the ticket on the floor, but all this does not help.)

Ted. What shall I do?

Jack. I have a good idea.

Ted. What is it?

Jack. You get under the seat till he's gone. I'll sit over you and hide you with my legs. He'll never see you. As soon as he's gone, you can come out.

Ted. He'll be here any minute. Shall I get under the seat now?

Jack. Yes, you'd better. And don't move while he's in the carriage. (Ted gets under the seat. The ticket collector comes along. Jack hands him two tickets, his own and Ted's.)

Insp. Whose ticket is this one?

Jack. Oh, that's my friend's.

Insp. Where's he gone?

Jack. Nowhere. He's under the seat.

Insp. But what's he doing there?

Jack. Oh, he's fond of travelling under the seat, aren't you, Ted?

Ted (getting out from under the seat). All right. I'll pay you back for this. Just you wait.

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to pay the fares, to get on a train, to make oneself comfortable, to improve things, to point to, to feel hurt

VIII. *Describe one of your trips (to the South, to your home town, etc.).*

DIALOGUES

In 'Front of a Ho↘tel

A. 'Is this the ho'tel we are ↑going to ↗stay at? |
B. It↘is. | But I 'haven't **'booked** ↘rooms yet, | I'll 'go 'in and ↑see about them↘now. |
A. 'All↗right. I'll 'pay the↗driver{ and 'join you in the ↘hall. |

In the ↘ Hall

(At the re↘ception desk)

B. Good ↘morning. | 'Can I have ↑two **'single** 'rooms with a ↗bathroom, please? |
Clerk. We are 'rather 'full↘up, | but I'll↘see. 'How 'long do you in'tend to↘stay? |
B. I ex'pect we'll be 'here for a↘week or so. |
Clerk. You can 'have a ↑double 'room with a↗bathroom { on the 'first ↘floor. [1] |
B. 'How ↘much is it? |
Clerk. It's 'seventy 'pence a ↘night, [2] | in'cluding breakfast. |
B. 'All↗right, | I'll ↗take it. |
Clerk. 'Will you 'fill 'in the ↗form, please? |
B. ↗Surname, { ↗Christian name, { ˌnatio↗nality, { 'permanent ad↗dress, | 'place and 'date of ↗birth, ↘signature. | Is 'that all ↗right? |
Clerk. ↗Yes, | 'that's ↗all, thank you. | 'Here is your ↗key. | The boy will **'show** you ↑up to your ↗room | and 'take 'in your ↘luggage. |

NOTES

1. **the first floor** соответствует второму этажу в Англии, первый этаж называется **the ground floor.**

2. 15 февраля 1971 года Англия перешла на новую, десятичную денежную систему, в основе которой остается прежняя единица — фунт стерлингов (сокращенное обо-

обозначение — £), содержащая 100 пенсов (£1 = 100 pence). Минимальная денежная единица — пенни (a penny) равна 2,4 прежней минимальной единицы.

ACTIVE WORDS AND WORD COMBINATIONS

to book (a room, a ticket, a seat)
a single (double) room
a single (return) ticket
a through train
a date
a signature
to sign
to show smb. in (into), out (out of), to, up, round

(See Vocabulary for Lesson 3, p. 381)

EXERCISES

I. *Practise the sound combinations given below and read the dialogue carefully.*

is◡'this
is◡'that
is◡'this the ho'tel
is◡'that all ◡right

II. *Find English equivalents for the following (See Text).*

это гостиница, в которой мы остановимся; я пойду и позабочусь о номерах; мне нужны два одинарных номера; у нас почти нет свободных номеров; мы пробудем здесь около недели; вы можете получить один двойной номер; все правильно?; мальчик проводит вас в вашу комнату и занесет ваш багаж

III. *Retell the dialogues in indirect speech.*

IV. *Activate the following words and word combinations.*

to book (a room, a ticket, a seat)

a) *Answer these questions.*

1. Do you usually book a hotel room in advance when you go away on business?
2. In what way can one book a railway ticket (a seat in the theatre)?
3. Can we book a return ticket when we go to the Caucasus?
4. Why is it advisable to book a return ticket?

to sign, signature

a) *Translate.*

1. Кто подпишет эту бумагу? 2. Когда будут подписаны эти документы? 3. Кто подписал вчерашнюю телеграмму в Ленинград? 4. Чья это подпись?

to show in (out, to, up, round); to see smb. to a place; to see off

a) *Translate.*

1. You won't have to look for the room. The hotel boy will show you up. 2. "There are some people in the waiting room. Shall I show them into the office?" the secretary asked. "Yes, show them in," the manager answered. 3. I'm afraid I'll get lost in the building if you don't show me out. 4. Will you show her to the front door? 5. The girl was so eager to see every corner of the building that I had to show her round the whole place.

b) *Translate.*

1. Я вас провожу (до двери). 2. Меня провели в комнату и попросили немного подождать. 3. Он проводил нас до станции (домой, в театр). 4. Нам дали ключи и проводили нас до нашей комнаты. 5. Повесьте пальто и шляпу здесь. Я проведу вас в кабинет директора. 6. Я пришел проводить вас. 7. Секретарь проводил г-на Смита наверх. 8. Покажите мне театр (проведите меня по театру), пожалуйста. Мне сказали, что здесь есть фотографии всех выдающихся актеров этого театра.

V. *Answer the following questions. Make up stories based on the information gained from the answers (to be done after each set).*

a) 1. Have you travelled much?
2. Are you fond of travelling? Why?
3. How do you like to travel? By air, by rail, by sea? Why?

b) 1. Where can one book a seat on a train (a plane, a steamer) in Moscow?
2. Do you usually book tickets in advance or just before your departure? Why?
3. Do you usually buy (book) a single or a return ticket? Why?
4. Do you like to have an upper or a lower berth? Why?
5. When do we have to apply (обращаться) to the enquiry office for information?

6. When do we have to use the left-luggage office?
7. Why do you sometimes ask a porter to help you with your luggage?

c) 1. Do you often travel on business?
2. Where were you on your last business trip?
3. On arriving there you put up at a hotel immediately, didn't you?
4. Had a room already been booked for you? Why?
5. Did you have a single or a double room?
6. How did you like the service there?

d) 1. What do you usually do on arriving at a hotel?
2. What do you ask the clerk at the reception desk?
3. What does a guest usually have to do at the reception desk?
4. Are you shown up to your room or do you find the way there yourself?

e) 1. Where did you spend your last holiday?
2. Is there a through train to ... or did you have to change trains?
3. Did you travel by fast or slow train?
4. Did you have a pleasant journey?
5. How long did the journey last?

VI. *Make up dialogues, using the words and expressions given below; use disjunctive questions and the expressions* so do I, neither do I.

1. At Home

to pack, to have a lot to do, to have ... at one's disposal, to forget, to book, an upper berth, a lower berth, anything will do, don't bother, to order a taxi, to miss the train, to mind, to go by bus

2. At the Booking-office

can I have a ticket to ..., what's the fare, a first-class sleeper, a second-class sleeper, a through train, to change, you will have to ..., a fast train, a slow train, no vacant seats, there is nothing to be done, a dining-car, I think so

3. At the Station

here we are, to see off, to see to the luggage, the left-luggage, the enquiry office, to look up the time-table, to collect

one's luggage, a carriage, a compartment, a seat, to come along, the train, to start, to get on the train, to say good-bye, a pleasant journey

4. On the Train

can I use ..., to make oneself comfortable, at one's disposal, to move up, can I help you ..., will you ..., to fix, aren't you going to ..., on business, do you find ..., the service, to improve, quite comfortable

VII. *Describe a trip you have made in the Soviet Union or abroad (за границу).*

Text: The Creative Impulse (by *W. S. Maugham*)
Grammar (revision): Articles (Tables 1, 2, 3, p. 490—495)

THE CREATIVE IMPULSE

(by *W. S. Maugham*)

William Somerset Maugham was born in 1874. After graduating from Heidelberg University he worked at a hospital, but the success of his first novel "Liza of Lambeth" (1897) encouraged him to give up medicine and become a professional writer.

Somerset Maugham is the author of several well-known novels and plays, and a lot of short stories.

He died in 1966 at the age of ninety-two.

When Mrs Forrester's first detective story "The Achilles Statue" was published, she had reached the respectable age of fifty-seven, and the number of her works was **considerable**. Her great talent, however, remained **undiscovered** by ordinary readers and this was the **reason** her books did not sell, though they were highly praised by the critics.

Mrs Forrester was deeply interested in politics and even thought of going into Parliament. Her only difficulty was that she did not know which party to **choose**.

A lot of people very much wanted to be invited to the parties she gave every Saturday, but only a few were among her guests.

The only person who spoiled these parties was Mr Albert Forrester, her husband. All her friends **considered** him a bore and often asked one another how she had ever married him. He was known among them as the Philatelist because a young writer had once said that he was collecting stamps.

Albert, I should explain, was an ordinary businessman and not a very rich one. The suits he **wore** always looked **shabby**, the expression on his face was **gloomy** and he never said anything **worth** listening to. Mrs Forrester, however, was kind to him and always knew how to put to **shame** anyone who tried to **make fun** of him in her presence.

to sign, signature

a) *Translate.*

1. Кто подпишет эту бумагу? 2. Когда будут подписаны эти документы? 3. Кто подписал вчерашнюю телеграмму в Ленинград? 4. Чья это подпись?

to show in (out, to, up, round); to see smb. to a place; to see off

a) *Translate.*

1. You won't have to look for the room. The hotel boy will show you up. 2. "There are some people in the waiting room. Shall I show them into the office?" the secretary asked. "Yes, show them in," the manager answered. 3. I'm afraid I'll get lost in the building if you don't show me out. 4. Will you show her to the front door? 5. The girl was so eager to see every corner of the building that I had to show her round the whole place.

b) *Translate.*

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Albert, I should explain, was an ordinary businessman and not a very rich one. The suits he wore always looked shabby, the expression on his face was gloomy and he never said anything worth listening to. Mrs Forrester, however, was kind to him and always knew how to put to shame anyone who tried to make fun of him in her presence.

The event that had such a great influence on Mrs Forrester's literary activities happened towards the end of one of her most successful parties. The guests sat in a circle of which Mrs Forrester was the centre. She was talking and the rest of the company were listening with great attention, only interrupting her from time to time to ask a question. Suddenly there came a noise [1] as if something heavy had fallen [2], and then came the sound of voices.

"Well, Carter, what is it?" Mrs Forrester asked the maid. "Is the house falling down?"

"It's the new cook's box, ma'am," answered the maid. "The porter dropped it as he was bringing it in and the cook got all upset about it."

"What do you mean by 'the new cook'?"

"Mrs Bullfinch went away this afternoon, ma'am," said the maid.

"Does Mr Forrester know about it?" Mrs Forrester asked, for matters like that were his responsibility. "The moment Mr Forrester comes in, tell him that I want to speak to him."

"Mr Forrester's gone, ma'am," answered the maid. "He said I was to give you this letter when you asked for him."

The maid left the room, and Mrs Forrester opened the letter. One of her lady friends told me that at the sight of Mrs Forrester reading the letter she thought that Albert, feeling responsible for the cook's departure, and being afraid he would be punished, had thrown himself in the Thames.

Mrs Forrester read the letter and cried out: "Oh, how unfair! how terrible!"

"What is it, Mrs Forrester?" asked Mr Simmons, her agent. "Read it", she said. "Just read it."

The short-sighted Mr Simmons put on his glasses, and holding the letter very close to his eyes read this:

'My Dear,
Mrs Bullfinch needs a change and has decided to leave, and as I do not wish to stay on without her I'm going, too. I have had all the literature I can stand and I am sick and tired of art. Mrs Bullfinch does not care about marriage [3] but if you wish to divorce me, she's willing to marry me.

I've hired a new cook instead of Mrs Bullfinch and I hope you will be pleased with her. Mrs Bullfinch and I are living at 411, Kennington Road, S. E.

Albert.

The silence that followed was broken by Mr Simmons, who said: "You must get him back."

"I will never see him again as long as I live!" Mrs Forrester cried out. But Mr Simmons continued calmly: "I've been your agent for twenty years, and you can consider me one of your best friends. But if you think you can make your living by writing the sort of books you do, I must tell you that you haven't a chance."

"But I can't fight with my cook for him!" Mrs Forrester cried out.

"I was just coming to that," said Mr Simmons coldly. "A dancer or a lady of title wouldn't do you any harm, but a cook would finish you."

"He's quite right", said one of her guests. "The Philatelist must come back".

"You will go and see him tomorrow, won't you?" asked Mr Simmons. Mrs Forrester didn't answer for some time and finally said:

"For my art's sake [4], not for mine!"

It was rather late in the afternoon of the next day when Mrs Forrester set out on her journey to Kennington Road. Mr Simmons had explained to her by telephone how to get there, and it did not take her long to find the house she wanted. She rang the bell, and when the door opened, she recognised her cook.

(to be continued)

NOTES

1. **... there came a noise ...** *послышался шум.* В данной конструкции аналогичной **there is (are)** вместо глагола **to be** могут употребляться и другие глаголы. Например: There lived an old man... *Жил (был) старик...* .

2. **... as if something heavy had fallen** ...*как будто упало что-то тяжелое.* После союза **as if** употребляется форма, аналогичная Past Perfect Tense (сослагательное II).

3. **Mrs Bullfinch does not care about marriage...** *Г-жу Булфинч супружество не интересует...*

4. **For my art's sake...** *Ради моего искусства...*

ACTIVE WORDS AND WORD COMBINATIONS

considerable
to consider
to be considered easy, etc.
consideration
to be under consideration
to take smth. into consideration
undiscovered
to discover
a discovery
a reason (for)
reasonable (unreasonable)
to choose (chose, chosen)

to wear (wore, worn)
shabby
gloomy
to be worth
to put to shame
shame (it's a shame, what a shame, to be ashamed of smth., of oneself, to do smth.)
fun
to make fun (of)
in fun
activities
activity
from time to time
in no time
it's time
responsibility
to be responsible to smb. (for)
at the sight (of)
to lose sight (of)
at first sight
to be short (far)-sighted
sight (eyesight)
to punish
punishment
unfair
fair
to be tired (of)
to hire
instead (of)
to do smb. harm
to do smb. good
finally
final
to set out
to set the table
to set smb. an example
to set smb., smth. free
to set up (a monument, etc.)
a journey
to go on a journey
to make a journey

(See Vocabulary for Lesson 4, p. 382)

PROPER NAMES

William Somerset Maugham ['wiljəm 'sʌməsit 'mɔ:m]
Liza of Lambeth ['laizə əv 'læmbəθ]
Forrester ['fɔrlstə]
Achilles Statue [ɑ'kili:z 'stætju]
Albert ['ælbət]
Carter ['ka:tə]
Bullfinch ['bulfintʃ]
Simmons ['simənz]

Word-building

Сложные прилагательные (Compound Adjectives)

blue-eyed ['blu: 'aid] голубоглазый
well-known ['wel 'noun] известный
good-looking ['gud 'lukiŋ] красивый

Сложные прилагательные такого типа пишутся через дефис и имеют, как правило, два ударения.

GRAMMAR REVISION

1. *Fill in the blanks with articles where necessary (Tables 1, 2, 3 p. 490, 493, 494).*

1. When I went into ... hotel, ... man at ... reception desk asked me what he could do for me. I saw ... man at ... reception desk. 2. I want ... seat in a first-class sleeper, please. I am

sorry, ... seat is taken. 3. ... life is impossible without ... water. ... water isn't warm enough. 4. ... woman answered that she wanted two return tickets. "Is there anyone else in the waiting-room?" "Yes, ... woman wants to speak to you." 5. Where is ... enquiry office? Is there ... enquiry office at this airport? 6. Do you want ... lower or ... upper berth? ... lower berth is taken, but ... upper berth is still vacant. 7. Do you mind my opening ... window? Let's make ... window in our tent. 8. I've got ... son and ... daughter. She is ... daughter of ... doctor. 9. ... peoples of ... world are fighting for ... peace. We are fighting for ... lasting peace for all ... peoples of ... world. 10. ... success of ... operation meant ... life to ... sick man. ... Jacksons lived ... quiet life somewhere in... South. 11. We don't want ... war. We don't want... new war. 12. I advise you to read ... article on ... foreign trade in ... yesterday's newspaper. 13. "...Mother, will you give ... best toy to me or to my little sister?" ... elder child asked. 14. "What did you get in ...History?" ... mother asked her son when he came home from ... school. 15. In many of his novels Dickens, ... famous English writer, described ... life of ... poor people. 16. Comrade Petrov, ... young engineer from our factory, has just returned from ... Far East. 17. "... Times" is ... English daily paper. 18. At first it seemed that nothing would break the silence, not ... word was spoken, not ... sound was heard. Suddenly there was ... cry, then ... second and ... third. 19. What ... wonderful weather we are having! 20. What ... nice day!

11. *Translate into English, paying particular attention to the articles.*

1. Жизнь невозможна без воздуха. Он прожил долгую жизнь. 2. У него глубокие знания по этому предмету. Знания можно приобрести упорным трудом (работой). 3. Передайте мне соль, пожалуйста. Врач велел ему есть все без соли. 4. Не сидите у окна, вы простудитесь. В купе было большое окно. Он указал на маленькое окно на пятом этаже. 5. Никто не любит плохую погоду. Погода была прекрасная. 6. Вода необходима для жизни. Я не могу плавать в такой холодной воде. Сегодня вода холодная или теплая? 7. Один из студентов сделал доклад о последних событиях в Африке. 8. Я никогда не видел такой странной подписи. 9. «Вам придется прийти на экзамен еще раз молодой человек»,— сказал профессор. Приятель моего брата был совсем молодым человеком. Попросите молодого человека подвинуться.

III. *Fill in the blanks with articles wherever required.*

Which Was the Fastest?

This is ... story about ... Frenchman, ... Englishman and ... American who were once travelling by ... train in ... Europe. ... conversation was about how fast ... trains were in their countries. ... Frenchman said, "In my country ... trains go so fast that ... telegraph posts by ... railway line look like ... garden fence (забор)". ... Englishman said, "At home ... trains run so fast that we have to pour ([pɔ:] лить) ... water on ... wheels (колеса) to stop them from getting hot." ... American said, "That's nothing! I was once taking ... trip and my daughter came on to ... platform to see me off. While I was getting into ... compartment ... train started. I leaned out of ... window to give her ... kiss and kissed instead ... cow (корова) in ... field ... six miles down ... railway line."

VOCABULARY EXERCISES

Stage I

I. *Pronounce correctly.*

consideration, worth, instead, responsibility, responsible, reasonable, tired, journey

II. *Read the following words, paying particular attention to the pronunciation of the letters and combinations of letters in bold type.*

din, lime, rite, trimmed, pie, tied, wright, sigh, tightly, sir, mirth, stir, birch, entire, admire, irresponsible, squirrel, child, wild, mild, kind, grind, hind

III. *State which part of speech the italicized words are and say how they are formed. Translate the word combinations into Russian.*

respectable age, heavy *responsibility*, a *gloomy* expression, an ordinary *reader*, a *reasonable* excuse, *considerable* knowledge, a *funnily*-dressed person, a *tiring* journey, careful *consideration*

IV. *Translate the following word combinations into Russian.*

a respectable-looking gentleman, a hard-working student, a grey-haired man, a good-looking girl, a fair-haired girl, a dark-eyed woman, a well-known writer, a well-dressed

man, a badly-done translation, an entirely-forgotten son, a newly-hired servant, a well-read person, a highly-educated person

V. *Answer the following questions, using the active vocabulary of the lesson.*

1. What was Mrs Forrester's position as a writer when her first detective story was published?
2. Was Mrs Forrester really deeply interested in politics?
3. What kind of people were invited to Mrs Forrester's parties? Why did they consider Albert Forrester a bore?
4. What can you say about Albert's looks?
5. How did Mrs Forrester behave when her guests tried to make fun of her husband?
6. Why was Mrs Forrester the main speaker at her parties? Why did the guests interrupt her only from time to time?
7. What was Mr Forrester responsible for in the house?
8. What impression did Mr Forrester's letter make on his wife? Why did she think he was unfair to her?
9. What information did Mr Simmons discover in Mr Forrester's letter?
10. What was Mr Forrester tired of in his married life?
11. What reasons did Mr Simmons take into consideration when he advised Mrs Forrester to try and get her husband back?
12. Was Mrs Forrester ashamed to act as advised? How did she feel about it?
13. Why did Mr Simmons think that a cook would do a lot of harm to Mrs Forrester's reputation?
14. Why did Mrs Forrester finally make up her mind to speak to her husband?
15. Did she set out on her journey immediately?

VI. *Substitute words and word combinations from the text for the italicized parts.*

1. The number of her works was *really quite big*. 2. This was *why* her books did not sell. 3. All her friends *thought he was* a bore. 4. The suits he *had on* always looked shabby. 5. He never said anything *really interesting*. 6. She always *stopped* anyone who tried *to joke at his expense* in her presence. 7. The guests interrupted Mrs Forrester only *sometimes* to ask a question. 8. Matters like that were *part of his duties*. 9. *When a lady friend saw Mrs Forrester* reading the letter she thought that Albert had thrown himself in the Thames. 10. I've *invited* a new cook *to replace* Mrs Bullfinch. 11. A lady of title

wouldn't *put your reputation in danger*. 12. Next day Mrs Forrester *started* for Kennington Road.

VII. *Find English equivalents for the following (See Text).*

ее книги не продавались; даже думала баллотироваться на выборах в парламент; единственный, кто портил эти вечера; я должен пояснить; он никогда не говорил ничего, достойного внимания; в ее присутствии; оказало большое влияние на; слушали с большим вниманием; в чем дело?; кухарка расстроилась из-за этого; как только г-н Форестер придет; г-на Форестера нет; я должен отдать вам это письмо; при виде; г-же Булфинч нужна перемена обстановки; я не хочу оставаться дольше; мне достаточно литературы, и мне надоело искусство; она готова выйти за меня замуж; вы должны вернуть его; вы можете заработать на жизнь; у вас нет никаких шансов; я как раз собирался говорить об этом; знатная дама не причинила бы вам вреда; не ради себя, ради искусства; она позвонила

VIII. *Give situations in which the following are used (See Text).*

undiscovered, to choose, gloomy, activities, responsibility, punished, unfair, short-sighted, instead of, to consider, to do harm, finally, to set out on a journey

Stage II

considerable, to consider (to find), to be considered, consideration, to be under consideration, to take into consideration

a) *Translate and practise these sentences aloud* *.

1. You must consider the matter more carefully. 2. This matter must be considered at once. 3. I consider (find) this decision quite fair. 4. She is considered (to be) the most talented actress in the company. 5. There is a considerable improvement in the work.

b) *Use a synonymous expression.*

1. We shall discuss carefully all the questions raised at the last meeting. 2. Everybody thinks that operations of this

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* Примеры, данные в упражнениях с таким заголовком, рекомендуется повторять за преподавателем, добиваясь правильного произнесения слов, соответствующей интонации и достаточной беглости; затем (по усмотрению преподавателя) заучивать наизусть и употреблять в ситуациях.

blind are dangerous. 3. After a lot of thinking he decided to accept the job. 4. The matter is still being discussed. 5. They had to cover rather a long distance on foot.

a) *Translate.*

1. Интересно, достаточно ли тщательно рассмотрен этот вопрос. 2. Его считают умным человеком. 3. Русская грамматика считается очень трудной. 4. Этот вопрос все еще рассматривается. 5. После долгого рассмотрения вопрос был решен в нашу пользу. 6. Принимая во внимание ваше желание (wish), мы посылаем вас в новый сельскохозяйственный район.

undiscovered, to discover, a discovery

a) *Answer these questions.*

1. Do many facts in the universe still remain undiscovered?
2. Who discovered America?
3. Who was the first to discover that the Earth (земля) is round?
4. What recent scientific discoveries do you know of?

b) *Complete.*

1. When Mr Simpson was on the way to the post-office, he suddenly discovered... 2. Next morning Mr Simpson's friend discovered... 3. To Mark Twain's great surprise the conductor suddenly discovered... 4. Having spoken to the porter Mark Twain discovered... 5. Thinking that his identity was undiscovered he...

c) *Translate.*

1. Я обнаружил записную книжку, которую искал вчера, в книжном шкафу среди книг. 2. Войдя в купе, я обнаружил, что мое место занято. 3. Открытие, сделанное молодым ученым, явилось событием в науке (science). 4. Эти факты долго оставались нераскрытыми.

a reason, reasonable, unreasonable

a) *Practise these sentences aloud.*

1. There is no reason to be afraid. 2. What are your reasons for thinking so? 3. He has every reason to be cross with you. 4. What's the reason for the change? 5. I see no reason for calling a doctor. 6. Be reasonable and don't go out in this rainy weather when you have the flu.

b) *Translate.*

1. Я не вижу никаких оснований для беспокойства. 2. Разве у меня не было достаточных оснований не последовать его советам? 3. Мы считаем эту цену неприемлемой. 4. Они внесли разумные изменения в первоначальный план. 5. С вашей стороны неразумно не соглашаться с нами.

c) *Make up sentences, using the words and word combinations given below.*

Model: I think it was quite reasonable (unreasonable) of him to take that decision.

to book a return ticket, to work at the expense of one's health, to follow somebody's advice, to pay attention to, to accept the invitation

to choose

a) *Answer these questions.*

1. Does it usually take you a long time or a short time to choose a present?
2. Why do people sometimes ask their friends for advice when they have to choose something?
3. Do you think it necessary for parents to help their children to choose books to read? (Give reasons for your opinion.)

b) *Use all possible tense-forms, at the same time changing the adverbial modifier.*

I chose a present for my mother yesterday.

to wear, worn

a) *Practise these sentences aloud.*

1. What did she wear to the party? 2. You must wear glasses. 3. She wears her hair very short. 4. Shoes of this kind wear well.

b) *Use a synonym.*

1. She often puts on a blue dress. 2. The boy had new shoes on. 3. He was dressed in an old coat. 4. When do people use glasses?

c) *Translate.*

1. Он не носил шляпы ни зимой, ни летом. 2. Твои ботинки износились, нужно купить новые. 3. Боюсь, что ребенок больше не сможет носить это пальто. Оно слишком мало для него.

gloomy

a) *Answer these questions.*

1. What kind of room can be called gloomy?
2. What do you do when you see a friend of yours looking gloomy?

b) *Translate.*

1. Какая мрачная комната (картина, погода)! 2. Интересно, почему у него такой хмурый вид? Он ведь очень веселый по натуре. 3. Мрачным осенним днем они отправились в путь.

to be worth

a) *Translate.*

1. Jim paid £7 for this picture, but I think it's worth more. 2. The game isn't worth the candle (свеча). 3. The matter isn't worth troubling about. 4. The book is well worth reading.

b) *Make up sentences of your own, using the words from the table.*

Models: 1. The film is (isn't) worth seeing.
2. The evening party was well worth the trouble and expense.

The film			seeing.
The article	to be	worth	the effort.
The work	not to be		discussing.
The voyage			reading.
The novel			the time.

c) *Translate.*

1. Стоит ли обсуждать этот вопрос сейчас? 2. Эта работа не стоит затраченного на нее времени. 3. Этот вопрос стоит тщательно рассмотреть. 4. Об этом событии вряд ли стоит столько говорить. 5. Я считаю, что эту лекцию стоит послушать.

to put to shame, shame, it's a shame, what a shame, to be ashamed (of something, of oneself, to do something)

a) *Translate.*

1. "We shan't be able to make the journey!" "Oh, what a shame!" 2. Be quiet! You ought to be ashamed to behave like that! 3. Don't punish him any more. He looks terribly

ashamed of what he's done. 4. She put him to shame for doing that.

b) *Use a synonymous expression.*

1. "I didn't manage to book a return ticket." "Oh that's a great pity!" 2. I see no shame in saying frankly that I've made a mistake.

c) *Make up sentences of your own.*

to be ashamed	to bother to set a bad example to punish the child to make fun of to spread this news

d) *Translate.*

1. Он стыдится своих слов. 2. Почему он стыдится своих ошибок? У него еще мало опыта в этой работе. 3. Тебе не стыдно так говорить?

to make fun of, to have fun, fun, in fun

a) *Use a synonymous expression.*

1. We amused ourselves very much yesterday. 2. He wasn't serious when he said that. It was to amuse the people around him. 3. I don't like him because he often jokes at other people's expense.

b) *Translate.*

1. Он это сделал в шутку? 2. Вы там хорошо повеселитесь. 3. Никто не любит, когда над ним смеются. 4. Почему он любят высмеивать других?

activity, activities

a) *Translate.*

1. Вернувшись на родину, Джон Рид был привлечен к суду за антивоенную деятельность. 2. Деятельность этого ученого как борца за мир известна всему миру.

from time to time, in no time, it's time

a) *Practise aloud.*

1. I'll be back in no time. 2. He would call on us from time to time. 3. Is it lunch time already? 4. It's time for you to go.

b) *Translate.*

1. Я мигом вернусь. 2. Я вам буду время от времени об этом напоминать. 3. Нам пора идти домой.

responsibility, responsible (for)

a) *Translate.*

1. The deputies to the Soviets are responsible to the people for their work. 2. The driver of a car is responsible for his passengers' safety. 3. The young officer had no time to wait for orders and took a decision on his own responsibility. 4. We understood that the task set to us was highly responsible, and were ready to carry it out. 5. This is entirely his responsibility.

b) *Make up sentences, using the words and word combinations given below.*

Model: The young engineer was responsible for the mistake.

the passengers' safety, the patient's health, the work, the translation

c) *Translate.*

1. Кто из вас отвечает за эту работу? 2. Почему вы говорите, что никто из них не несет ответственности за эту ошибку? 3. Молодой врач чувствовал себя ответственным за жизнь пациента.

sight (eyesight), to lose sight (of), at first sight, at the sight (of), to be short (far)-sighted

a) *Answer these questions.*

1. Is your eyesight good or is it poor?
2. What do people have to do if they are short-sighted?
3. At what age do most people become far-sighted?

b) *Translate.*

1. Неужели у вас плохое зрение? Почему вы носите очки? Вы близоруки или дальнозорки? 2. Новичок нам не понравился с первого взгляда. 3. При виде этого человека он снова рассердился. 4. Мы скоро потеряли его из виду.

to punish, punishment

a) *Answer these questions.*

1. Do you often punish your children? Why do you punish them?

2. Was the boy afraid he would be punished if he left his brother alone?

b) *Translate.*

1. Мне пришлось наказать мальчика. 2. Почему вы наказали ребенка? 3. Мне кажется, наказание не было слишком строгим (severe).

fair, unfair

a) *Translate.*

1. Ваше решение совершенно несправедливо. 2. Почему вы так несправедливы к нему? 3. Это вполне справедливо.

b) *Make up sentences, using the words and word combinations given below.*

Model: It was only fair (it was unfair) of him to do so.
to be cross, to shout, to say that..., to speak impolitely

to be (get) tired, to be (sick and) tired of smth.

a) *Make up sentences, using the words and word combinations given below.*

Models: 1. I am sick and tired of this song.
2. He soon got tired of listening to the same song.

the journey, to remind, that music, to listen, to take care of somebody, to repeat

b) *Translate.*

1. Если вам надоело слушать музыку, выключите радио. 2. Мне надоело вам об этом напоминать. 3. Неужели вам не надоел этот танец?

to hire

a) *Answer these questions.*

1. What can be hired?
2. What do you do if you want to hire a taxi? How can you recognize a taxi for hire at sight?

b) *Translate.*

1. Где я могу взять напрокат велосипед? 2. Боюсь, что вам придется нанять опытную сиделку (a nurse). 3. Их наняли на два дня.

Instead (of)

a) *Answer these questions.*

1. Why do people sometimes hire things instead of buying them?
2. Do you always spend your holiday somewhere near Moscow? Do you sometimes go to the seaside instead?
3. In what kind of weather do you usually like to stay in instead of going out?

b) *Make up sentences according to the models; use the words and word combinations given below.*

Models: 1. He has taken my book instead of his.
2. They stayed in instead of going out.

1. this journal — that one; a pair of gloves — a hat (as a present); a cup of tea — a cup of coffee
2. to play — to work; to go in for sports — to read at the expense of one's health; to hire a taxi — to go by underground

to do somebody harm, to do somebody good, to do (be doing) well

a) *Paraphrase.*

1. You'd better practise skating for another two weeks or so. You will find it very helpful. 2. I advise you to go skiing every Sunday. I am sure you won't feel the worse for it. 3. A walk before going to bed will improve the condition of his health. 4. My son is making good progress in music. 5. The young actress was given a very difficult role, but she managed it.

b) *Think of a beginning.*

1. ... It won't do you any harm. 2. ... I am sure it'll do him good. 3. ... I am sure he'll do well. 4. ... I find she's done very well, don't you?

c) *Translate.*

1. Прочитайте книгу еще раз, это будет очень полезно. 2. Вы можете быть на солнце около двух часов, это вам не повредит. 3. Я не хочу, чтобы мой сын курил. Это ничего не принесет ему, кроме вреда.

final, finally

a) *Make up sentences, using the English equivalents of the following.*

окончательное решение, окончательный ответ, окончательная цена, окончательный результат

b) *Think of a beginning.*

1. ... and finally she chose the red hat. 2. ... and finally he agreed to join us. 3. ... and finally they won the championship.

to set out, to set, to set the table, to set an example, to set somebody free, to set up (a monument, etc.)

a) *Use a synonymous expression.*

1. They started early in the morning. 2. The sun was slowly disappearing behind the mountain. 3. A new committee has just been organized. 4. When we entered the room Ann was putting plates, knives and forks on the table. 5. The young man helped his friends in trouble, and in this way showed to everybody what was the right thing to do. 6. A new monument has recently been placed in the centre of the city.

b) *Translate.*

1. Когда создан этот музей? 2. Вместо старых маленьких домов в этом районе будет сооружена больница. 3. Почему стол накрыт только на троих? 4. Какие новые памятники недавно поставлены в Москве? 5. Я уверен, что твой брат начнет учиться лучше, если ты подашь ему пример. 6. Они отправились очень рано.

a journey, to go on a journey, to make a journey, a voyage, a trip

a) *Answer these questions.*

1. Have you travelled much? How long did your last journey take?
2. What is the difference between a journey and a voyage (a journey and a trip)?
3. What do you say to a person who is going (away) on a journey?
4. What do you say to a person who has just returned from a journey?

b) *Translate.*

двухдневное путешествие из Москвы в Свердловск, двухнедельное путешествие по Черному морю, однодневная поездка в Тулу, отправиться в путешествие

1. Счастливого пути. 2. Как вы доехали? 3. Путешествие из Москвы в Кисловодск скорым поездом длится около двух дней.

Stage III

I. *Give adjectives which correspond in meaning to the following attributive clauses. Translate the adjectives into Russian.*

Model: which can't be spoken of — unspeakable невыразимый
which can be read (easily) — readable четкий, разборчивый

which can't be believed, which can be understood, which can't be thought of, which can't be advised, which can't be forgotten, which can be changed

II. *Substitute the active vocabulary of the lesson for the italicized parts.*

1. This question *has been discussed* for two months. 2. You will easily recognize the girl. She is tall, *with fair hair* and she will *have* a blue dress *on*. 3. The reason why she looks so *sad* is that she is not very happy about the results of the examinations. 4. Mary *put forks, spoons, knives and plates on the table* and asked her friends to sit down to dinner. 5. This boy likes *to laugh at other people's expense in an unpleasant manner*. 6. *Whose duty is it to see that the work is done carefully?* 7. I think this needs *to be discussed in greater detail*. 8. With age some people *begin to see well at a greater distance*. 9. I was given an excellent description of the man, so I recognized him *the moment I set my eyes on him*. 10. I'm sure the holiday *will help* him.

III. *Fill in the blanks with prepositions or adverbial particles where necessary.*

1. Instead ... buying something ... everyday wear, as she had first intended, Mary bought a sleeveless dress ... better wear. 2. Nick used to go ... the library ... time ... time to look ... articles ... the subject he was very fond ... . 3. I wonder why the waiter has set the table ... two people instead ... three. 4. While speaking at the production meeting, the manager ... the factory pointed ... that each ... the workers and engineers was responsible ... carrying ... the plan. 5. She said that the new film was worth seeing, but there was such an expression ... her face that I thought she was only saying it ... fun. 6. I'm afraid Peter takes ... his elder brother, who is also fond ... making fun ... people. 7. Won't you join ...

us? Do come! I'm sure you'll have a lot ... fun ... the party. 8. Do you mind my turning ... the radio? I am sick and tired ... that loud music. 9. The young girl looked so good-natured that everybody liked her ... first sight. 10. As the station was three miles away ... the place where Nick lived he asked his friends not to see him ..., so, ... shaking hands ... everybody, he picked ... his suitcases and started .... 11. The young men stood ... front ... the house and watched their friend go ... the street until they lost sight ... him. 12. Pavlov's scientific activities are known ... the entire world.

IV. *Choose the correct word.*

1. This island (['ailənd] остров) (to discover, to find) two hundred years ago. 2. You'll (to discover, to find) this book in a lot of the Moscow book-shops. It's worth buying. 3. I looked for the boy everywhere and finally (to discover, to find) him in a far corner of the garden. 4. Peter (to be doing well, to do smb. good) in tennis now, the training he has had (to be doing well, to do smb. good). 5. Is it raining outside? I have to go out. What shall I (to put on, to wear, to have on, to dress)? 6. "Don't (to put on, to wear, to have on, to dress) your shirt!" said the mother to her little son. "You haven't washed yet and you mustn't (to put on, to wear; to have on, to dress) before washing." 7. Here's a good black hat. You can (to put on, to wear, to have on, to dress) it with any coat. 8. The armchair looked so big and heavy that we didn't expect Peter to be able (to lift, to pick up, to raise) it. The boy was very strong, however, and (to lift, to pick up, to raise) it like a feather (перышко) and even (to lift, to pick up, to raise) it high above his head. 9. Don't you see the old woman has dropped her gloves? (to lift, to pick up, to raise) them for her! 10. This question has been (to lift, to pick up, to raise) many times and it is still under consideration. 11. As there were only (a couple, a pair) of pages left, the girl decided to finish the book before going to bed. 12. I saw a nice (couple, pair) of shoes in this shop the other day.

V. *Make up situations, using the following words and word combinations.*

1. to arrive long before, to discover, at one's disposal, to find it more pleasant, instead (of), to leave the luggage, the left-luggage office;

2. to go shopping, to choose, for everyday wear, at first sight, to consider something too dear, in spite of the fact that ...;

3. to be short-sighted, to wear glasses, from time to time, to discover, to leave something at home, not to enjoy the ballet ['bæleɪ];

4. to point out, it was time, to be under consideration, particularly, to be worth, to be responsible, to get something ready;

5. to set a good example, one's attitude towards, to be responsible, to be about to do something, to discover, not to improve one's condition, to feel gloomy (hurt);

6. to see off, at one's disposal, to be nervous, to hire a taxi, in no time, to get on the train, to shake hands with, a pleasant journey, to lose sight (of)

VI. *Make a written translation, using the active vocabulary of the lesson.*

1. Детям рассказали, когда и кем *была открыта* Австралия. 2. Советую вам *совершить это путешествие*. Я уверен, что у вас будет много новых впечатлений. 3. Вы считаете *справедливым*, что его идеи не были *приняты во внимание*? 4. За последнее время в Москве воздвигнуто *(поставлено)* несколько памятников великим русским писателям. 5. Научная *деятельность* Мичурина хорошо известна всему миру. 6. Вам бы лучше *нанять* носильщика. Ваш багаж настолько тяжелый, что вы едва ли сможете справиться с ним сами. 7. *Хорошо обдумав* вопрос, он, наконец, начал работать. 8. *Накрыв на стол*, она сидела у окна, ожидая гостей. 9. Какие у него *основания* говорить, что этот вопрос *не стоит* тщательного *рассмотрения*? 10. Будучи *близоруким*, он всегда *выбирал* места в первых рядах. 11. Неужели эта команда *проиграла* вчера? 12. Мы наблюдали за пароходом, пока он *не скрылся из виду*. 13. Преподаватель объяснил женщине, за что *наказали* ее сына. 14 Подождите меня здесь. Я вернусь *очень быстро*, только закажу такси по телефону. 15. Каковы успехи вашего сына в школе? — Спасибо, хорошие. Лекции *принесли* ему *пользу*.

SPEECH EXERCISES

I. *Retell the text, trying to avoid direct speech.*

II. *Retell the text as* a) *Mrs Forrester,* b) *Mr Forrester,* c) *Mr Simmons,* d) *Mrs Bullfinch.*

III. *Dramatize the following episodes.*

1. The party at which Mrs Forrester learned about her husband's departure.
2. The conversation between Mrs Forrester and Mr Simmons when Mr Simmons advised her to get her husband back.

IV. *Retell the episodes in Ex. III without using direct speech.*

V. *Describe* a) *Mrs Forrester as a writer,* b) *the Saturday parties she gave,* c) *the party at which the news was announced.*

VI. *Characterize, using the words in brackets.*

a) Mrs Forrester (respectable, still good-looking, interested in politics, a born speaker, a(n) (un)successful writer, talented, fair, highly praised)
b) Mr Forrester (to be considered a bore, to be fond of collecting stamps, an ordinary businessman, shabby, gloomy, not interested in, to be sick and tired of, unwilling to continue, sensible (благоразумный)
c) Mr Simmons (to be responsible for, a good agent, fair, sensible, clever, to be doing well, short-sighted, to wear glasses, to be worth listening to)

VII. *Speak on the following topics, using the words and expressions given below.*

1. Mr Forrester's office work (an ordinary man, experienced in his way, in spite of, to try hard, to be tired of, to enjoy stamp collecting, (low) profit, to think of retiring)
2. Mrs Forrester's literary activities (creative, pure (чистый) art, to be considered talented, to be praised, a considerable number, to be worth, to make a living)

VIII. *Retell these stories, using the words and expressions following each.*

A Way Out

A man met his tailor (портной) in the street and stopped him. "I quite forgot to pay you for the suit which I have on now," he said. "Why didn't you remind me?"

"I never ask a gentleman for money," the tailor replied.

"Then what do you do if he doesn't pay?"

"Well, after some time, I no longer think he is a gentleman, and then I ask him."

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at the sight of, to discover, to wear

No Need to Hurry

A man with very long hair was stopped by a small boy who asked him what time it was. The boy was told it was ten to eleven.

"Well, at eleven o'clock," said the boy, "have your hair cut."

The boy immediately ran away, but the man followed him.

While running after the boy, he was stopped by a policeman.

"What's wrong?" asked the officer.

"That boy told me to have my hair cut at eleven o'clock."

"Well," said the policeman looking at his watch, "why are you hurrying so? You still have almost ten minutes to spare."

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to wear one's hair long, to make fun of, to feel hurt, on hearing

Good Children

"Your children are so good! I'd like them to spend more time with mine," a young mother said to her friend. "Mine never know how to play," she continued. "They get terribly dirty when I send them out for a walk."

"Oh, but children always do," the other woman replied. "Yesterday I had to give a good washing to eight boys before I could recognize my own."

---

to improve, instead of, to set an example, to be alike

IX. *Translate the following text into English and retell it in class, using the words and word combinations following the text.*

Сын рыбака

Георгий Седов родился 3 мая 1877 г. в семье бедного рыбака. Однажды, когда Георгий был еще совсем маленьким мальчиком, он услышал от одного моряка рассказы о дальних (distant) странах и великих открытиях и решил учиться, чтобы стать морским офицером (a naval officer).

Когда Георгий сказал об этом отцу, тот пристально посмотрел на мальчика и покачал головой. Он не хотел, чтобы его сын учился. И это было вполне естественно. Старый опытный рыбак, не умевший ни читать, ни писать, был уверен, что о таких вещах не стоит и думать.

Несмотря на огромные трудности, Седов выучился читать и писать сам. Много лет спустя он получил высшее образование и стал капитаном.

Когда он приобрел достаточно опыта и знаний, он решил отправиться на Северный полюс (the North Pole). Он всегда говорил, что необходимо лучше узнать этот район. Несмотря на то, что все считали (находили) идеи Седова разумными, его планы очень долго находились на рассмотрении в различных учреждениях. Кроме того, ему было очень трудно достать деньги для своей экспедиции. После того как деньги были, наконец, собраны, Седову много пришлось поработать, прежде чем он смог отправиться в путь...

Экспедиция Седова была событием огромной важности. Это была победа человека над природой, но эта победа была завоевана ценою жизни Седова. 5 марта 1914 года он умер недалеко от Северного полюса.

Мечта Седова осуществилась после Великой Октябрьской социалистической революции, когда советские люди подняли флаг нашей Родины над Северным полюсом.

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to be responsible (for), to hire a boat, to fix the date, to be very tired, to set an example, to serve one's country

X. *Give situations illustrating the use of the following sentences.*

Here it is. (Here they are.)	Not at all. Don't mention it.
Here you are.	Can I have..., please?
Never mind.	Sorry!
That's all right.	Excuse me!
You are welcome.	It's a pity...

LESSON 5

Text: The Creative Impulse (by *W. S. Maugham*) (continued)
Grammar: Времена группы **Perfect Continuous** (Perfect Continuous Tense-forms) (§ 4, p. 466)

THE CREATIVE IMPULSE

(by *W. S. Maughm*)

(continued)

"Good afternoon, Bullfinch," said Mrs Forrester. "I wish to see your master."

Mrs Bullfinch hesitated for a second, then held the door wide open. "Come in, ma'am." She turned her head, "Albert, here's Mrs Forrester to see you."

Mrs Forrester went in quickly and there was Albert sitting by the fire, leaning back in an old armchair and reading the evening paper.

"How are you, my dear?" said Albert cheerfully, putting aside the paper. "Keeping well, I hope?"

"Won't you sit down, ma'am?" said Mrs Bullfinch, pushing a chair forward.

"Could I see you alone, Albert?" Mrs Forrester asked, sitting down.

"I'm afraid not," Albert answered, "because of Mrs Bullfinch. I think she should be present."

"As you wish."

"Well, my dear, what have you to say to me?" Albert asked.

Mrs Forrester gave him her best smile. "I don't blame you for anything, Albert, I know it isn't your fault and I'm not angry with you, but a joke's a joke and should not be carried too far. I've come to take you home."

"Then I think you're wasting your time, my dear," said Albert. "Nothing will ever make me live with you again."

"Have you not been happy with me, Albert?" asked Mrs

Forrester in a deeper tone, trying not to show that her feelings were hurt.

"We have been married for thirty-five years, my dear. It's a very long time, isn't it? You're a good woman in your own way [1], but not suitable for me. You're literary and I'm not. You're artistic and I'm not."

"But all this time I've been doing everything in my power to interest you in art and literature," said Mrs Forrester.

"That's true, and I can only blame myself if I didn't react properly. But I don't like the books you write. And I don't like the people who surround you. Let me tell you a secret, my dear. At your parties I often very much wanted to take off my clothes just to see what would happen."

"Aren't you ashamed of yourself, Albert?" asked Mrs Bullfinch. "You haven't got the right figure for that at all!"

"Mrs Bullfinch wants me to retire," Albert continued." I discussed the matter with my partners today, and they agree to settle everything nicely. They will buy me out [2], and I shall have an income of just under nine hundred pounds. There are three of us, so it gives us nearly three hundred a year each."

"How am I to live on that?" cried Mrs Forrester, using the last argument she could think of.

"You have a wonderful pen, my dear."

"You know very well that my books don't bring me any money. The publishers always say that they lose by them."

And just then Mrs Bullfinch suddenly asked:

"Why don't you write a good detective story?"

Mrs Forrester burst out laughing. "Me?" she exclaimed. "What a wild idea! I could never hope to please the masses and I have never read a detective story in my life."

"It's not a bad idea at all," said Albert.

"I love a detective story," said Mrs Bullfinch. "Give me a lady in evening dress lying dead on the library floor and I know I'm going to enjoy it."

"Personally, I prefer a respectable gentleman with a gold watch chain, lying dead in Hyde Park," said Albert. "There's something particularly interesting to the reader in the murder of a respectable gentleman!"

"I see exactly what you mean," said Mrs Bullfinch. "He knew an important secret, and his murderers had said they would kill him unless he kept his mouth shut. He just didn't manage to run away from them."

"We can give you all the advice you need, my dear," said Albert, smiling kindly at Mrs Forrester. "I've read hundreds of detective stories."

"You!"

"That's what first brought Mrs Bullfinch and me to... I gave them to her when I'd finished them. And I m... you can't find two stories that are alike. There's alway... ference when you compare them."

Mrs Forrester rose to her feet. "Now I see what a ... parates us[3]," she said and her voice shook a little. "... been surrounded for thirty years with all that was ... English literature and all this time you've been read... tective novels! I came here willing to come to a re... agreement and take you back home. Now I wish it no ..."

"Very well, my dear," said Albert. "But you thi... the detective story."

Mrs Forrester walked downstairs, and when Mr... finch opened the door and asked if she would like ... a taxi, she shook her head. "I shall take the tram ..."

"You needn't be afraid[4] that I won't look after ... rester properly, ma'am," said Mrs Bullfinch, see... Forrester to the tram stop. "I know how to run a h... I'm not a bad cook, as you know. And of course, h... a hobby. He's going to collect postage stamps." M... ster was about to say something, but just then a tra... up at the stop and she got in.

Wondering what time it was, she looked up at ... sitting opposite her to see whether he was the kind ... one could ask and suddenly started; as sitting t... a respectable-looking gentleman[5] wearing a gold wa... It was the very man[6] Albert had described lying ... Hyde Park. He asked the conductor to stop and sh... go down a small, dark street. Why? Ah, why? At H... Corner she suddenly made up her mind to get out. ... not sit still any longer. She felt she must walk. As ... the Achilles Statue she stopped for a minute and ... it. Her heart was beating fast. After all Edgar Allan ... written detective stories ...

When she reached her flat at last and opened ... she saw several hats in the hall. They were all there ... into the drawing-room.

"Oh, you poor things, I've kept you waiting ... she cried out. "Have you had no tea?"

"Well," they said. "Well? Did you manage t... of him?"

"My dears, I've got something quite wonder... you, I'm going to write a detective story."

They looked at her with open mouths.

"I'm going to raise the detective story to the level of art. It came to me suddenly in Hyde Park. It's a murder story and I shall call it 'The Achilles Statue'!"

"But what about Albert?" the young writer asked.

"Albert?" repeated Mrs Forrester. "I knew I went out to do something about Albert, but I've quite forgotten what it was."

"Then you haven't seen Albert?"

"My dear, I say I forgot all about him."

She gave a laugh. "Let Albert keep his cook. I can't bother about Albert now. I'm going to write a detective story."

"My dear, you're too, too wonderfull" the guests cried out.

NOTES

1. **...in your own way...** *в своем роде*
2. **They will buy me out...** *Они выкупят мою долю...*
3. **...what a gulf separates us...** *какая пропасть разделяет нас*
4. **You needn't be afraid...** *Не нужно бояться...* . Глагол need выступает в данном предложении как модальный.
5. **...sitting there was a respectable-looking gentleman ...** *там сидел представительный господин*
6. **It was the very man...** Тот самый человек... Very употребляется как усилительная частица со значением *тот самый, как раз.* Например: That was the very book he was looking for. *Это была та самая (как раз та) книга, которую он искал.*

ACTIVE WORDS AND WORD COMBINATIONS

to hesitate (about smth., whether to do smth.)
hesitation
to hold smth. open
to hold a meeting
to hold up
to get hold (of)
to lean (on, forward, back, over, against)
cheerfully
cheerful
to cheer up
to keep well
to keep to the point (subject)
to keep away
to keep smb. waiting
because of
to blame
to be to blame
fault
to find fault (with)
faulty
to do everything in one's power
to be in one's power to do smth.
powerful
properly
proper
to surround
in the proper sense of the word
nicely
nearly
to burst out laughing (crying)
to burst (into the room)
unless
to shut (shut, shut, shutting)
to run (ran, run)

to run smth. **to pull up (at)**
to run into smb. (smth.) **to beat (beat, beaten)**
to be alike
to compare (with, to)

(See Vocabulary for Lesson 5, p. 389)

GRAMMAR EXERCISES

I. *State the tense-form of the italicized verbs, then translate the sentences into Russian (§ 4, p. 466).*

a) 1. How long *have* you *been doing* this translation? 2. I'*ve been waiting* an hour and a half for you. 3. He's *been working* here since 1980. 4. He says he *had been studying* English for two years before he came to work here. 5. I was told your friend *had been waiting* half an hour before you rang him. 6. I haven't seen him since last month. What *has* he *been doing*? 7. Since when *has* the man *been sitting* here? 8. How long *has* this question *been* under consideration? 9. "*Have* you *known* Comrade Sedov long?" "Yes, I'*ve known* him since 1980."

b) 1. Why *didn't* you *look* for the journal yourself? 2. What *were* you all *looking* for when I came in? 3. He said he *had looked* for the magazine everywhere, but could not find it anywhere. 4. I'*d been looking* for my notebook the whole morning before I finally discovered it under the newspaper. 5. The tickets *haven't been booked* yet. 6. Call the children in! They'*ve been playing* outside since early morning. 7. The passengers could not go into the compartment because their berths *were being set up*. 8. When the passengers went into the compartment, the porter *was fixing* a new lamp for them. 9. You'*ve chosen* a book, haven't you? 10. When I saw her last, she *was wearing* a well-cut sleeveless dress. I don't think she'*d been wearing* it long. It looked quite new.

II. *Practise aloud.*

1. How long have you been waiting for me here? 2. It's been raining for ages. 3. This hat isn't new at all! I've been wearing it for years!

III. *Answer the following questions, paying particular attention to the use of the Perfect Continuous forms.*

1. How long have you been learning English?
2. What are you reading now in English? How long have you been reading it?

3. Can you play chess? How long have you been playing it?
4. Is your son learning to skate (to ski, to play the piano, to play chess, etc.)? How long has he been learning?
5. When did your son (daughter) graduate from his (her) Institute? Where has he (she) been working since then?
6. When did you buy your suit? How long have you been wearing it?
7. Is Comrade N. away on business now? How long has he been away?
8. Is Comrade N. a friend of yours? How long have you known him?
9. How long had the Forresters been living together before Albert decided to leave his wife?

IV. *Make up questions to which these sentences are answers.*

1. We've been discussing this matter for two hours already. 2. My friend had been serving in the army for ten years before he went to work at the factory. 3. The film's been running for a month. 4. We had been showing the new engineer round the factory for three hours before he said: "That'll do for now."

V. *Make up sentences, using the same structure as in the models.*

1. How long have you been wearing this suit?
2. They had been discussing the plan for half an hour when I joined them.

GRAMMAR REVISION

1. *Ask and answer questions as in the model; pay particular attention to the tense-forms. Use these verbs.*

to read, to write, to discuss, to prepare, to look through

Model: 1. "What are you doing now?"
"I am translating an article."
2. When did you begin translating it?
3. How long have you been translating it?
4. How much have you translated?
5. Were you translating it when your friend rang you up?
6. How long had you been translating it before your friend rang you up?
7. Did you say you had translated the whole article?
8. Will you still be translating it an hour from now?
9. Do you often translate articles of this kind?

II. *Put the verbs in brackets into the correct voice and tense-forms.*

1. Don't let the boy stay out so long. He (to run about) for three hours, and may catch cold. 2. That young singer has had a very good training. He (to sing) for half an hour and never (to stop) for a moment's rest. 3. It is unfair of you to be cross with the man. He (to be) away for two weeks and you can't blame him for the few mistakes that (to make) during his absence (отсутствие). 4. Our reply (to send) to you as soon as all the dates (to fix) finally. Some of them (to consider) yet. 5. "I (not to see) Ann lately. What she (to do)?" "She just (to take) her finals and (to prepare) to go away for a holiday." 6. "Why you (to wear) that strange-looking suit? You (to look) quite a sight in it!" "Why, I (to wear) it for a month and nobody (to say) a word all this time." 7. It's no use calling for the documents now. They (to prepare) when I (to leave) the office, but I don't think they (to be) ready yet. 8. There (to be) considerable changes in this area in the last five years. The main part of it (to build up) already, and several new factories (to set up) now. In another three years it (to turn) into a large industrial area. 9. Jesse (to be unemployed — быть безработным) for five months when he (to manage) to get hired as a driver at a small factory. 10. The travellers (to walk) through the forest for several hours when they (to discover) that they (to lose) their way. 11. "Where is the new engineer?" "He (to take round) the factory. He already (to show) the main shops (цеха), but he only (to go) over the whole factory by the end of the day." 12. Last Sunday my friend and I decided to go fishing. When I got to my friend's place at four in the morning, all his things (to pack) and last minute preparations (to make). My friend (to look) cross and (to say) he (to wait) for me for half an hour.

III. *Translate into English, using the Perfect Continuous forms where necessary.*

1. Что вы здесь делаете? — Я жду трамвая. — Вы давно его ждете? — Да, я здесь уже 15 минут, и ни один трамвай еще не появился (to come along). 2. Интересно, что делает сейчас Анна? — Она просматривает утреннюю почту. — Сколько времени она этим занимается? — Мне кажется, она работает с 9 часов. Она уже прочитала все телеграммы и сейчас просматривает письма. 3. а) Он давно начал изучать английский язык. б) Он давно изучает ан-

глийский язык. 4. а) Ваш младший сын давно окончил институт? б) Его старшая дочь уже давно работает? 5. Я почти два часа искал свой учебник, когда вы позвонили и сказали, что обнаружили мой учебник в своем портфеле. 6. Ни одна из этих статей сейчас не используется. Мы все очень заняты, поэтому все эти материалы полностью в вашем распоряжении. 7. Когда товарищ Петров впервые поднял этот вопрос? Сколько времени вы его рассматриваете? 8. После того как комнаты были заказаны, мы отправились осматривать город. 9. За последнее время нашими учеными сделано много важных открытий. 10. К тому времени, когда мы, наконец, добрались до леса, дождь прекратился и снова ярко светило солнце. 11. Мы наблюдали за самолетом, пока он не скрылся из виду.

IV. *Illustrate the use of the pronouns with sentences of your own (Table 4, p. 496).*

VOCABULARY EXERCISES

Stage I

I. *Read the following words aloud.*

power, powerful, cheerful, surround, hold, compare, comparison

II. *Practise the words and word combinations given below, then read aloud the paragraphs in the text from "Mrs Forrester gave him her best smile" to "You're artistic and I'm not" paying particular attention to pronunciation and intonation.*

You're a good ↘woman
in your own ↗way
for ˈanything
carried too ↘far
not to ˈshow
↘live with you
ˈthirty-five ↘years

III. *Read the following, paying particular attention to the pronunciation of the letters and combinations of letters in bold type.*

vote, dome, toss, cloth, love, dove, other, wool, tooth, rook, hook, hold, bold, boat, toast, road, out, blouse, thou, nervous, various, clown, brow, sorrow, borrow, broil, oyster, forth, cord, core, bore, worm, worthy, worship

IV. *Translate the following word combinations into Russian.*

an overcrowded tram, a powerful machine, a cheerful song, a good-looking youth, the overfulfilment of the plan, overtime work, a nice cigarette-holder, a newly-built power-station, a well-dressed woman

V. *Translate into Russian. Pay particular attention to the italicized words.*

1. The weather in London is very *changeable*. 2. Everybody found the story *unbelievable*. 3. I think there's a *noticeable* improvement in this student's knowledge. 4. The man said that he would not be *answerable* for the results unless his advice was carefully followed. 5. "It's not *advisable* to spread the information yet," said the banker.

VI. *Translate the following word combinations into Russian.*

went in quickly, make me live with you, the books you write, let me tell you, wants me to retire, the last argument she could think of, all the advice you need, all that was the best in English literature, she got in, the kind of person she could ask, the very man Albert had described, to get out

VII. *Answer the following questions, using the active vocabulary of the lesson.*

1. Why did Mrs Bullfinch hesitate before she opened the door?
2. Why did Albert greet Mrs Forrester cheerfully?
3. Why didn't Mr Forrester want to speak to his wife alone?
4. Why did Mrs Forrester say that she didn't blame her husband for anything?
5. Did Mrs Forrester really do everything in her power to interest her husband in art and literature? What was the final result of her efforts?
6. What did Albert think of the people who surrounded his wife?
7. Albert's partners decided to settle everything nicely, didn't they? What did they mean by that?
8. What was Mrs Forrester's last argument in the conversation? Did she bring it in because of money considerations alone?
9. Why did Mrs Forrester burst out laughing at the idea of writing a detective story?
10. What did Albert and Mrs Bullfinch think of detective stories? Did they find them dull and all alike?

11. How did Mrs Forrester take her husband's opinion of detective stories? Was she really hurt?
12. Do you think Mrs Bullfinch was able to look after Mr Forrester properly? Do you think she would make a better wife than Mrs Forrester? Give your reasons.
13. Why was Mrs Forrester's heart beating fast after she had got off the tram?
14. Why did all the guests look at Mrs Forrester with open mouths when she told them the news?
15. Why did Mrs Forrester forget all about her husband? Was she frank when she said so?
16. Why did her guests burst out into enthusiastic cries?

VIII. *Make an outline of the text in the form of questions (15—20).*

IX. *Give the situations in which the following are used (See Text).*

to hesitate, to lean back, I don't blame you, I've been doing everything in my power, aren't you ashamed of yourself, nearly three hundred, to burst out laughing, unless, two stories that are alike, to run a house, her heart was beating, to get hold of him, I forgot all about him

X. *Find Russian equivalents for the following (See Text).*

held the door wide open; here's Mrs Forrester to see you; won't you sit down?; as you wish; it isn't your fault; a joke's a joke and should not be carried too far; you're wasting your time; you're literary; you're artistic; there are three of us; how am I to live on that?; they lose by them; me? What a wild idea; I see exactly what you mean; unless he kept his mouth shut; what brought us together; I wish it no longer; I won't look after; he'll have a hobby; pulled up at a stop; suddenly started; after all; you poor things; what about Albert?; I can't bother about Albert

XI. *Find English equivalents for the following (See Text).*

на секунду заколебалась; широко раскрыла дверь; надеюсь, у тебя все хорошо; из-за г-жи Булфинч; я знаю, это не твоя вина; я делала все возможное, чтобы заинтересовать тебя; я не прореагировал как следовало; люди, которые окружают тебя; приятно решить все вопросы; мои книги не приносят мне денег; ему не удалось убежать от них; два одинаковых рассказа; тридцать лет тебя окружало лучшее в английской литературе; я позабочусь о г-не

[illegible]стере как следует; я знаю, как вести дом; трамвай [illegible]новился на остановке; ее сердце сильно билось; я за[illegible]ла вас ждать себя так долго; это пришло мне в го[illegible]у внезапно

Stage II

to hesitate (about something, whether to do something), hesitation

a) *Answer these questions.*

1. Do you always make up your mind quickly, or do you sometimes hesitate? In which cases do you hesitate?
2. In which cases is it wise not to show one's hesitation?

b) *Translate and think of situations of your own in which the sentences might be used.*

1. Are you still hesitating about it? Make up your mind.
2. He hesitated whether to stay in the town or move on.
3. He showed no hesitation about the matter.

c) *Make up sentences, using the verb* to hesitate *and the words given below.*

to hesitate	whether...
	about...

to join the strike, to make a journey, to book a single (return) ticket, to use one's power

to hold open, to hold a meeting, to hold up, to hold out, to get hold of something

a) *Answer these questions.*

1. When do you hold a window open?
2. When was your last meeting held?
3. How many times a year are our examinations held?
4. What kind of books is it usually difficult to get hold of?
5. What may hold one up in the street?

b) *Complete.*

1. We can't get hold of Professor Malov because... 2. If I get hold of this book... 3. He was held up at work because... 4. The teacher held up a picture and said... 5. The man held out a letter and...

c) *Translate and complete the sentences.*

1 Собрание, проведенное на днях, было ... 2. Съезд, состоявшийся в прошлом году, ... 3. Экзамены, состоявшиеся в январе, ... 4. Матч, проведенный в конце мая, ...

to lean back, to lean forward, to lean on, to lean over, to lean against

a) *Translate.*

1. He leaned back, listening to the music. 2. The boy sat leaning on the table, reading. 3. You can lean on my arm. 4. He leaned forward to see the picture better. 5. Don't lean against the tree. It looks dirty. 6. He leaned back and burst out laughing. 7. The officers stood around, leaning over a map.

b) *Translate.*

1. Не опирайся на стол. 2. Обопритесь на мое плечо. 3. Он наклонился вперед. 4. Почувствовав себя плохо, он прислонился к стене. 5. Она сидела за столом, склонившись над книгой.

cheerfully, cheerful, to cheer up

a) *Answer these questions.*

1. In what cases do you smile cheerfully?
2. When do we have to cheer people up?
3. What do we usually say or do when we want to cheer somebody up?
4. What kind of person (day, room) can be called cheerful?

b) *Make up sentences of your own.*

a cheerful colour — to be worth buying; a cheerful room — to move in; to look gloomy — to cheer up; to be unfair, to get upset — to cheer up

c) *Translate.*

1. Мне никогда не надоедает эта бодрая песня. 2. Ничто не могло развеселить его. 3. Мы надеялись, что наш визит приободрит больного. 4. Не унывайте (приободритесь)! Мы скоро доберемся до лагеря.

to keep well, to keep, to keep to the point (subject), to keep together, to keep away from, to keep somebody waiting

a) *Use a synonymous expression..*

1. "How is your son?" "Feeling well, thank you." 2. "Do you want this book now?" "No, I don't. You needn't return it yet." 3. Since each student had only five minutes to talk, the teacher asked everybody to speak on the subject. 4. The

woman asked the boys not to separate, as she was afraid that some of them might get lost in the big city. 5. Although Fanny was the only educated person in the village, the white people did not make friends with him because he was coloured.

b) *Translate.*

1. Такие марки стоит хранить. 2. Вы держите мою книгу уже целый месяц! Разве вы все еще ее не прочли? 3. Вы бы лучше держали ребенка подальше от огня. 4. Почему ты сторонишься нас? 5. Сестры Петровы всегда держатся вместе. 6. Пожалуйста, придерживайтесь темы. 7. Мне так жаль, что я заставил вас ждать. 8. Его дети всегда держат свои книги в порядке. 9. Вы хорошо себя чувствуете? — Да, спасибо.

because of

a) *Make up sentences, using the following table.*

to make a mistake to get upset to change one's mind to keep somebody waiting to be punished	because of	you (him, her, etc.) somebody's carelessness bad weather

fault, to find fault with, faulty, to blame, to be to blame, (to be) guilty

a) *Translate into Russian and practise aloud.*

1. It isn't my fault. (I'm not to blame at all.) 2. Whose fault is it? (Who is to blame?) 3. It was your own fault. 4. She always finds fault with everybody. 5. Nobody's blaming you for that. 6. Don't blame him, it isn't his fault.

b) *Paraphrase.*

1. It's somebody else's fault. 2. Who is to blame? 3. He alone is to blame.

c) *Make up sentences or situations of your own, using* to find fault with *and the words given below.*

somebody, something, anybody, anything, everybody, everything, the work, the book, the film, the play, the singer, the pianist

d) *Translate.*

1. Он виноват. 2. Он сам виноват. 3. Он ни в чем не виноват. 4. Кто виноват в ошибке? 5. Кто виноват в том, что работа еще не сделана? 6. Почему вам нравится ко всему придираться? 7. Я вас ни в чем не виню. 8. Не вините меня, если что-нибудь случится. 9. Я не знаю, чья это вина, но я не виноват. 10. Его признали виновным (невиновным). 11. Несмотря на то, что в фильме есть недостатки, он нам понравился. 12. В телевизоре имеется дефект. 13. Этот материал недоброкачественный. 14. У него был виноватый вид.

to do everything in one's power, to be in someone's power to do something, powerful

a) *Answer these questions.*

1. What synonym of the word combination "to do one's best" do you know?
2. Do you always do everything in your power to help your friends?
3. Which of the singers you know has a powerful voice?

b) *Make up sentences, using the following table.*

We He The teacher The journalists The workers	to do everything in one's power	to increase to help to save to improve to expose to change

c) *Make up sentences, using the words and word combinations given below.*

Model: It's not in my (his, Comrade N's, etc.) power to help you.

to improve, to change one's attitude to, to book a room in advance, to have the TV set fixed

d) *Use a synonymous expression.*

1. The doctor did his best to save the man's life. 2. I believe you can still improve the situation. 3. I am afraid they are unable to change things now.

properly, proper, in the proper sense of the word

a) *Translate.*

1. Do the work properly. 2. You must give the matter proper consideration. 3. She isn't beautiful in the proper sense of the word, but she's very good-looking. 4. I want a proper explanation of what's happened. 5. Why don't you teach your child to do things properly?

b) *Make up sentences of your own.*

to set an example — the proper thing to do; the proper person — to improve things at the office; to point out mistakes at the proper time — to improve the work; to learn something properly (in the proper way) — to make progress; not to consider the matter properly — to have to do it again

to surround, to take care of

a) *Use a synonym.*

1. There was a garden around the house. 2. The children ran up to the teacher and stood round him.

b) *Translate.*

1. Дамы окружили м-ра Уинкля. 2. Дом был окружен высокой стеной. 3. Больной был окружен заботой.

nicely, nice

a) *Practise aloud.*

1. He did everything nicely. 2. What a nice little garden! 3. How nice of you to remember it. 4. You must be nice to them. 5. It's nice and warm here. 6. "How is your daughter getting on?" "She is doing nicely, thank you." 7. Have a nice time!

b) *Translate.*

1. Это очень мило с вашей стороны. 2. Какой приятный день! 3. Мы очень хорошо провели время. 4. Он хороший (приятный) человек. 5. Это очень хорошая книга. 6. Сегодня приятная погода.

nearly

a) *Practise aloud.*

1. It's nearly evening. 2. She nearly hurt herself. 3. The work's nearly finished. 4. It's nearly time to start.

b) *Translate.*

1. Уже почти утро. 2. Статья уже почти готова (написана). 3. Петр чуть не сделал (почти сделал) ту же самую ошибку. 4. Она чуть не рассмеялась (расплакалась, вскрикнула, ошиблась).

to burst into, to burst out laughing (crying)

a) *Use a synonymous expression.*

1. The girl was so eager to tell the news to her friends that she threw the door open and quickly ran in without knocking. 2. At the sight of the clowns the children started laughing. 3. I thought the news would cheer her up, but on hearing it, she quite unexpectedly began to cry.

b) *Translate.*

1. Он стремительно вбежал в комнату. 2. Интересно, почему все рассмеялись. 3. Не понимаю, что заставило ее расплакаться.

unless

a) *Translate.*

1. They won't receive the letter in time unless we send it by air mail. 2. I shan't speak to you now unless you pull yourself together and consider the matter calmly.

b) *Use a synonym.*

1. The child will not improve if his elder brother doesn't set him a good example. 2. I'll get lost in this building if you don't show me out.

c) *Complete the following sentences, using the words in brackets.*

1. She won't be able to pull herself together unless ... (to cheer up). 2. They won't stop finding fault with your work unless ... (to improve). 3. We shall miss the train unless ... (to take a taxi). 4. You won't make any progress in your English unless ... (to change one's attitude).

to shut

a) *Practise aloud.*

1. "Shall I shut the window?" "Please do." 2. Shut the book if you've finished reading. 3. Shut the door, will you? It's noisy outside. 4. The shop's shut already. 5. Don't shut your eyes to the facts.

b) *Complete.*

1. Shall I ...? 2. Will you ...? 3. Can I ...? 4. Excuse me ... . 5. Do you mind ...?

to be alike, to look like, to be like, to take after

a) *Practise these sentences aloud.*

1. My sister's children are alike. 2. These two stories are very much alike. 3. My elder brother looks like my mother. 4. I wonder who Nick takes after. 5. What is the weather like to-day?

b) *Translate.*

1. Сначала мне показалось, что эти две картины одинаковые, но теперь я вижу разницу. 2. Эти дети очень похожи друг на друга. 3. На кого похож ваш сын? 4. В кого он пошел?

to compare

a) *Complete.*

1. Comparing my examples with the models given in the book, I found... 2. Your progress in English can't be compared with his because... 3. Comparing the two boys, the teacher found ...

b) *Translate.*

1. Как вы можете сравнивать этих двух певцов! 2. Опыт этих двух инженеров стоит сравнить. 3. Интересно, пытались ли вы сравнить этот перевод с оригиналом? 4. Если вы сравните эти два фильма, вы обнаружите, что они очень похожи.

to run, to run something, to run into

a) *Answer these questions.*

1. What do we say when we unexpectedly run into a friend in the street?
2. What do we call a person who runs a business (a factory, a theatre, etc.)?
3. Do the buses run every five minutes?

b) *Translate.*

1. Вчера я случайно столкнулся с ним в столовой. 2. Мистер Смит управляет фабрикой 30 лет. 3. Я знаю, что мистер Уайт издавал там газету. 4. Раньше здесь ходили трамваи.

to pull, to push, to pull down, to pull up (at, to), to pull oneself together

a) *Translate.*

1. Don't push the door, pull it and it will open. 2. I must have this tooth pulled out. 3. This old house is going to be pulled down soon. 4. Pull yourself together and stop crying. 5. The boy caught hold of the man's hand, and the man pulled him up. 6. Look out! The train is pulling up.

b) *Answer these questions.*

1. Where does one have to go to have a bad tooth pulled out?
2. Why are many houses being pulled down in Moscow?
3. When do you have to pull yourself together?

c) *Translate.*

1. Я буду тянуть шкаф, а ты толкай его. 2. Интересно, когда снесут этот дом. 3. Он (никак) не мог взять себя в руки. 4. Когда мы добежали до остановки, автобус уже подошел.

to beat

a) *Translate.*

1. Stop beating that dog! 2. The flowers were beaten down by the rain. 3. When was the German army beaten at Kursk? 4. Their team beat ours 4 : 3 (four to three).

b) *Translate.*

1. Его сердце сильно билось. 2. Не следует бить мальчика, накажите его другим путем. 3. «Спартак» был побежден со счетом 2 : 1.

c) *Use all possible tense-forms, at the same time changing the adverbial modifier.*

"Spartak" beat "Dynamo" in the last match.

Stage III

Paraphrase the italicized parts, using the active vocabulary of the lesson.

1. I've *tried my best to do something,* but as you see I am unable to help you. 2. Why was Ann gloomy yesterday? She wouldn't even smile though I tried *to make her cheerful.* 3. The story was so funny that the guests *laughed very loudly*

in many places, though the story-teller himself wore a serious expression. 4. When is the meeting going to *take place*? 5. Calm down, *don't get so angry and excited*! The question is very important and we shouldn't get excited when discussing it. 6. I wonder why he hasn't come yet. May be something on *the way has made him late*. 7. Although David started his career as a small clerk, his ambition was *to become head of* a big business one day. 8. Peter was going down the road when he *suddenly met* a friend who told him how to get to the place he was looking for.

II. *Translate into Russian, paying particular attention to the combination of verb and adverbial particle.*

1. Don't lean out of the window. 2. He appeared on the platform just as the train was pulling up. 3. Say what you think now, don't hold anything back. 4. I ran into him just as I was coming out of the Institute. 5. He is always very punctual. I wonder what's holding him up now. 6. Has Comrade Zotov come? Don't keep him waiting, show him in straight away.

III. *Combine the verbs with adverbial particles, translate the combinations into Russian and use them in sentences of your own.*

in	to push, to show
out (of)	to push, to lean, to pull, to show, to hold
down	to push, to pull
up	to push, to pull, to hold
back	to push, to lean, to pull
forward	to push, to lean

IV. *Choose the correct word and use it in the right form.*

to keep away from, to keep in order, to keep, to keep together, to keep to the point

1. Comrade Klimov's a good speaker. He never makes his talks too long and always ... . 2. Where do you ... your skis? 3. I don't want to hurt your feelings, but I can't make out a thing in your notes. You won't gain much unless you ... your notes ... . 4. "Can I have some sweets, please?" "Sorry, we don't ... sweets here, they are over there in that department (отдел)." 5. "Cheer up, boys," John said to his companions when they discovered that they had got lost in the forest. "Everything'll be all right as long as we ... ." 6. ... those boys. Their company will do you no good.

V. *Fill in the blanks with prepositions and adverbial particles where necessary.*

1. "This patient will soon be operated ...," the professor said. "We'll do everything ... our power to help him." 2. ... hearing the sad news, the girl burst ... crying, but she was soon surrounded ... her friends, who did their best to cheer her ... . 3. What are you holding ... your hand? Is it a birthday present ... Ann? 4. I was late ... classes yesterday because my tram was held ... . 5. I've been trying to get hold ... him for several days, but he always seems to be ... . 6. This old house is to be pulled ... next month, and a nursery school is going to be built ... its place. 7. It's unfair of the boys to keep ... ... Peter. He never meant to make fun ... anybody. 8. It was rather difficult to follow ... the speaker because he did not always keep ... the subject. 9. You often lose your books because you don't keep them ... order. 10. After comparing the first dress ... the second one, the girl decided to choose the first. 11. I think that a month's stay ... the South will do you a lot ... good. 12. ... hearing those words the boy leaned ... and burst ... laughing. 13. Nick hurt his leg and had to lean ... my arm. 14. "Don't lean ... the table. How many times have I told you to keep your elbows (локти) ... the table," the mother said ... an angry voice. 15. The girl sat ... the window leaning ... a book. 16. If you don't keep your word now, you'll be ashamed ... yourself later on. 17. It's very dangerous to run ... a busy street. 18. ... first I hesitated ... using these figures, but after checking them once again I decided to include them ... my report. 19. He looked so cross when I ran ... him ... the street the other day that he hardly answered my greeting.

VI. *Make a written translation, using the active vocabulary of the lesson.*

1. Поезд был *задержан* сильным снегопадом (a heavy snowfall). Снег шел почти три дня. 2. В этом районе почти все старые дома уже *снесены* и построено много новых. Много других домов еще строится. 3. Я слышал, как доктор сказал, что он *сделает все, что в его силах,* чтобы спасти жизнь девочки. 4. *Окруженный* толпой *веселых* студентов, спортсмен едва успевал отвечать на все их вопросы. 5. Девочка чуть было не *расплакалась*, но увидев новую игрушку, схватила ее и побежала снова играть. 6. Простите, что я беспокою вас в такой поздний час. Я целый день пытался поговорить с вами, но мне не удавалось

[illegible] нас. 7. Все *рассмеялись* при виде клоуна (a clown), появившегося на сцене *в окружении* нескольких собак, прыгавших вокруг него. 8. «Вы не сможете сдать экзамены, *если не* начнете *как следует* заниматься», — сказал преподаватель. 9. «Я прошу всех *держаться ближе к теме*. В нашем распоряжении всего полтора часа», — сказал председатель (the chairman) собрания. 10. Хотя Джесс был опытным рабочим, он не мог заработать достаточно, чтобы прокормить *(содержать)* семью. 11. Мы обсуждаем наши планы на лето *почти* неделю, но все еще *колеблемся*, поехать ли нам на юг или на Балтийское море. 12. Почему вы *стыдитесь* этой ошибки? У вас ведь еще очень небольшой опыт в переводе таких статей.

VII. *Make up sentences or situations, using the English equivalents of the following.*

a) вбежать, выбежать, бегать по саду, перебежать дорогу, бежать рядом с кем-л., пробежать мимо, бежать за кем-л., бежать по дороге, убежать;

b) управлять фабрикой, столкнуться с кем-л. в театре, какие автобусы ходят ...

VIII. *Make up situations, using the following words and word combinations.*

1. to find fault with, to be upset, to hesitate, to burst out crying, to cheer up, to pull oneself together;

2. to fix the time, to keep someone waiting, to burst into the room, to explain, to run into, to be held up, because of;

3. to hold a conference, to give a talk, (not) to prepare properly, (not) to keep to the point, to compare, to blame, to be ashamed;

4. to need badly, to do everything in one's power, nearly, to get hold of, finally, to go to somebody for help;

5. to keep together, to set a bad example, to do a lot of harm, to tell somebody to keep away;

6. to lean against, to fall, to hurt, to be taken to hospital, unless, a week later, to be doing well

SPEECH EXERCISES

I. *Answer these questions.*

1. Why did Mrs Forrester make an attempt to get her husband back?
2. Why did she fail to get hold of him?

3. Do you think Mr Forrester was happier with Mrs Bullfinch than with Mrs Forrester?
4. Why was Mrs Forrester horrified at the idea of writing a detective story?
5. Why did she change her mind?
6. Why were her guests still waiting when she came back?
7. Why did they all exclaim that she was wonderful?
8. Was Mrs Forrester a talented writer?
9. Do many people enjoy reading detective stories? Why?

II. *Retell the following episodes from the text.*

1. Mrs Forrester returning home from Mrs Bullfinch's.
2. Mrs Forrester's friends waiting for her.

III. *Retell the text*: a) *in indirect speech,* b) *as Mrs Forrester,* c) *as Mr Forrester,* d) *as Mrs Bullfinch,* e) *as one of the guests.*

IV. *Dramatize the following parts of the text.*

1. Mrs Forrester coming into Mrs Bullfinch's sitting room (characters: Mrs Forrester, Mr Forrester, Mrs Bullfinch).
2. Mrs Forrester trying to talk her husband into coming back to her (characters: Mrs Forrester, Mr Forrester).
3. Mrs Bullfinch giving Mrs Forrester the idea of writing a detective story (characters: Mrs Bullfinch, Mrs Forrester, Albert).
4. Mrs Bullfinch seeing Mrs Forrester out (characters: Mrs Bullfinch, Mrs Forrester).
5. Mrs Forrester announcing her intention to write a detective story (characters: Mrs Forrester, one of the guests).

V. *Characterize, using the words in brackets.*

a) Mrs Forrester (literary, undiscovered, talent, praised, artistic, properly)
b) Mr Forrester (ordinary, sensible, cheerful, to get tired of, to make fun of)
c) Mrs Bullfinch (to prefer, a good cook, to run a house, properly, to enjoy life)

VI. *Translate the following story into English, using the active words and word combinations and retell it in class.*

Однажды в редакцию (editorial office) одного из московских журналов пришел пожилой (старый) крестьянин, одетый в потертое пальто. Он выглядел смущенным (shy), и было ясно, что он никогда прежде не бывал в таком

учреждении. С удивлением посмотрев на необычного посетителя, секретарь спросил, чем он может быть ему полезен. «Я написал рассказ и хотел бы, чтобы редактор его просмотрел. Люди, которые уже читали рассказ, говорят, что его стоит напечатать», — ответил старик, протягивая секретарю тонкую тетрадь. Секретарь взял рассказ, посоветовав старику зайти (to call for) за ответом недели через две.

Прошло две недели, и старик снова появился в редакции.

Секретарь доложил (сказал) о нем редактору (the editor), но в это время обсуждался новый роман известного писателя, и редактор забыл о посетителе. Старик просидел на диване более двух часов, когда, наконец, редактор вышел к нему. Старик поднялся с дивана. «Вы ведь Семенов, не правда ли? — начал редактор, все еще просматривая рассказ, который он держал в руках. — Мы прочитали ваш рассказ и ...» В этот момент редактор поднял глаза (to look up) и увидел знакомое (familiar) лицо. Перед ним стоял Лев Толстой. Великий писатель просидел в редакции два часа, ожидая редактора, и не назвал (дал) своего имени. Он очень хотел, чтобы редактор такого большого журнала принял рассказ от неизвестного крестьянина.

REVISION

I. *Ask a passer-by (прохожий) to show you the way to the booking-office.*

II. *Tell the booking clerk at the station what seats you would like to book.*

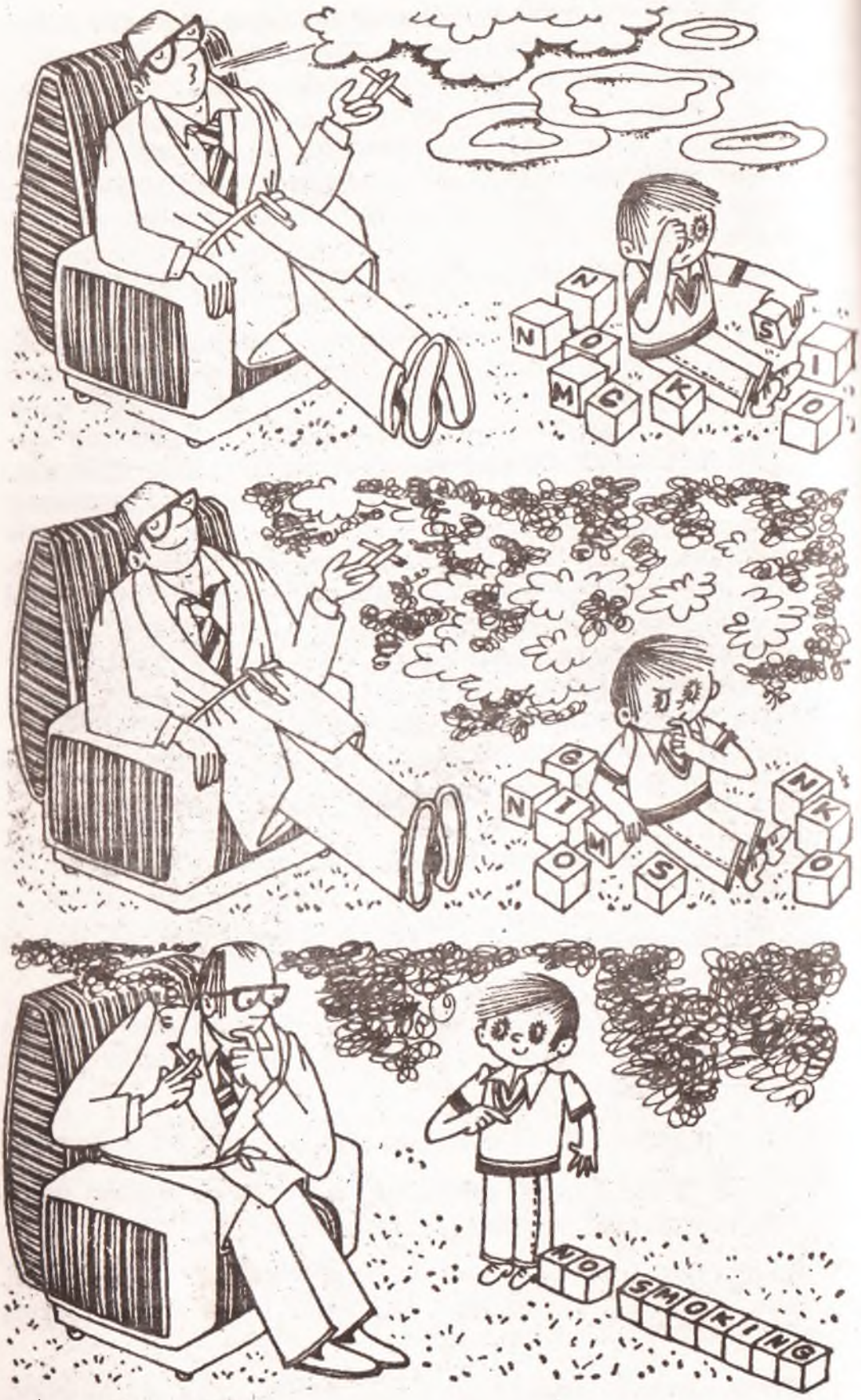
III. *Ask a railway official where you can have your luggage labelled and put it in the van, and which platform your train is leaving from.*

IV. *Say a few words to a person who is going on a journey.*

V. *Look at the pictures carefully and make up stories, using the words and expressions given below.*

to make oneself comfortable, to enjoy oneself, in spite of, to take no notice of, to hurt the eyes, to shut one's eyes, nearly

Words you may need: to play with blocks играть в кубики, smoke дым, to rub one's eyes тереть глаза



to find oneself, to feel tired, to discover, at the sight of, to consider, reasonable, to shake off, to put up a tent, to make oneself comfortable, to move on

Words you may need: to dress up the New Year tree наряжать елку, to make use of smth. использовать что-л.



DIALOGUE

(to be learnt by heart)

Impressions of a Film

A. 'What ↘films are on this week? | 'Are there 'any worth ↗seeing? |

B. " Romeo and ↘Juliet" is on. | I 'saw it at our 'local ↘cinema the other day. |Everybody 'says it's ↑very ↘good.|

A. As a 'matter of ↗**fact**, I **pre'fer** 'seeing 'ballet per-'formed at the ↘theatre | es'pecially if the **'plot** and the 'music are **fa↘miliar.** |

B. I 'don't quite a↘gree with you. | 'Sometimes I 'find that 'ballet is ↑much more ex'pressive on the ↘screen. [1]

A. ↗Do you? Then 'what's your **o'pinion** of the ↑screen 'version of "'Romeo and ↘Juliet"? |

B. I 'think it's 'wonderful from be↑ginning to ↘end. I en'joyed 'every ↘minute of it. | The 'cast is 'very 'well ↘chosen | and the 'dancing's ↘**excellent.** |

A. ↗Well, | I must 'go and 'see it for my↘self since you **'praise** it 'so ↘highly. |

B. You 'certainly ↘must. | I am 'sure it will '**make** you ↑change your 'mind about ↘ballet films. |

A. 'We'll ↘see. | ↗Well, | then I'll be '**looking** '**forward to** having a good ↘talk with you about it. |

NOTE

1. **... I find that ballet is much more expressive on the screen.** ... *Я нахожу, что на экране балет становится гораздо более выразительным.* Наречие **much** *гораздо, намного* является средством усиления сравнительной степени прилагательных и наречий

ACTIVE WORDS AND WORD COMBINATIONS

a fact
as a matter of fact
in fact
the fact is
to prefer
I would rather ... than

a plot
familiar
opinion
excellent
to praise

to look forward to...
to look around
to look up
to look smth. up
to look upon

(See Vocabulary for Lesson 6, p. 395)

PROPER NAMES

Romeo ['roumiou] Ромео
Juliet ['dʒu:ljət] Джульетта

EXERCISES

I. a) *Make comparisons, using the adjectives and adverbs below.*

Models: 1. The play is (much) more interesting than the book on which it was based.
2. In fact it's the best play of the season.
3. It is produced (much) better than many other plays. (This play isn't produced as well as some other plays.)
4. N. plays best (of all).
5. The first act is as (is not so) interesting as the second.

b) *Compare two plays (films, TV shows).*

Interesting, serious, amusing, cheerful, gloomy, funny, good (well), popular, bad (badly)

c) *Compare two actors (actresses).*

talented, popular, famous, skilled, (to do) well, powerful (about a voice), natural, nice (nicely). expressive, (to impress) very much

II. *Practise the sound combinations given below, then read the dialogue carefully.*

at the 'theatre	'worth 'seeing
and the 'music	'very 'well 'chosen
on the 'screen	the 'dancing's 'excellent

III. *Find English equivalents for the following (See Text).*

какие фильмы идут на этой неделе?; собственно говоря; я не совсем с вами согласен; на экране; какого вы мнения об экранизации?; от начала до конца; я не скучал ни минуты; состав исполнителей хорошо подобран; я должен пойти посмотреть его сам; посмотрим

IV. *Activate the following words and word combinations.*

the fact is ... , as a matter of fact

a) *Complete, using the word combinations given in brackets.*

1. I took him to see nearly all the places of interest. In fact... (to show round the whole town). 2. He hesitated for a week before giving a final reply. As a matter of fact he... (not to give a proper answer even then). 3. The boy could not leave his brother. The fact was... (to be responsible for).

b) *Translate.*

1. Вы не можете винить ее за плохую игру. Собственно говоря, она никогда не обучалась игре на рояле. 2. Не удивительно, что ее везде хвалят. Собственно говоря, она самая популярная актриса сезона.

to prefer, I would rather ... than....

a) *Practise aloud.*

1. Do you prefer a single or a double room? 2. I'd prefer a single room. 3. I prefer to wear glasses at work. 4. He'd prefer not to consider the question now. 5. She prefers wearing her hair long. 6. I would rather look it up than try to guess.

b) *Make up sentences, using the words and word combinations given below.*

Model: I would prefer | the upper berth.
to fix the date now.
sitting in the front row.

a through train, a more skilled worker, a seat in the stalls, to consider to go on a journey, to sign, to stay with one's friends

Model: I would rather | take a fast train.
take a slow train than wait another day.

to hire a porter — to carry the luggage myself; to have my luggage put in the van — to take it with me; to blame oneself — to find fault with everybody else; to put up with — to punish

c) *Answer these questions.*

1. What kind of sports do you prefer in summer (in winter)?
2. Why do you prefer swimming (playing tennis, volley-ball, skating)?

3. Why do some people prefer the cinema to the theatre?
4. Do you travel a lot? How do you prefer to travel?
5. When would you rather go by train than by air?

to look, to look around, to look up, to look something up, to look upon, to look forward to, to look after, to look through, to look for

a) *Translate.*

1. Will you please look up the date of his birth? 2. "Can I show you anything?" the shop assistant asked. "No, I am just looking around," the girl answered. 3. Everybody looked forward to the party. 4. We are looking forward to making the journey. 5. Look after your things properly, and they'll give you better wear. 6. Don't look upon this work as something unimportant. 7. He was so busy, he couldn't even look up from his papers to say good-bye.

b) *Make up sentences, using* to look forward *and the words and word combinations given below.*

a nice holiday, the journey, to see the show, to take part in the sporting events, the arrival of ..., to travel by air, to move into

c) *Complete.*

1. When Mark Twain got off the train at Salamanca, he looked around... ; he looked up... ; he looked for...
2. The porter did everything he could to please Mark Twain because the writer looked like... ; the porter looked upon... ; the porter looked forward to...

V. *Answer the following questions. Make up stories based on the information gained from the answers (to be done after each set).*

a) 1. Do you often go to see ballets, or do you prefer the opera? (Give your reasons.)
2. What ballet (opera) have you seen (heard) lately?
3. Was the plot quite new to you, or were you familiar with it?
4. What is your opinion of the performance? Do other people praise it?

b) 1. Do you usually go to see every new film, or only those which are praised?
2. What kind of them do you look forward to seeing?

3. Do you expect to enjoy a film with a familiar plot? (Give your reasons for or against.)

VI. *Make a written translation, using the active vocabulary of the lesson.*

1. — Вы ведь видели новый спектакль в нашем театре, да? Как он вам понравился?

— *По-моему, это прекрасный* спектакль. Собственно говоря, *содержание* было мне знакомо, но тем не менее (but ... just the same) мне понравился весь спектакль от начала до конца. *Артисты* подобраны прекрасно, ведущую роль исполняла Николаева.

— Правда? Я *предпочитаю* Петрову в этой роли.

2. — Вы видели последние картины этого художника? Они демонстрируются (показываются) в главном выставочном зале.

— Нет еще, я был очень занят последнее время. Но эту выставку все *хвалят*, и я *хочу* посмотреть ее.

— Выставку действительно стоит посмотреть. Н. *считается прекрасным* пейзажистом (a landscape painter). Но некоторые из его картин довольно необычны. Я советую вам *посмотреть* его биографию, прежде чем вы пойдете на выставку. Это поможет вам понять художника.

3. — Доброе утро, г-н Смит. Как вы провели время (развлекались) в воскресенье?

— Доброе утро, г-н Иванов. Вчера я чудесно провел вечер. Мне, наконец, удалось посмотреть «Лебединое озеро» ("The Swan Lake"). Я в восторге от спектакля (Я наслаждался каждой минутой).

— Вы не хотели бы пойти в оперу или в кукольный театр (the Puppet Theatre)? Я могу *посмотреть*, что идет завтра.

— Нет, спасибо, я *предпочитаю* балет, особенно русский. Его *хвалят* во всем мире, еще (even) в Лондоне я *с нетерпением ждал, когда* смогу насладиться вашим балетом.

VII. *Retell the dialogue in indirect speech.*

VIII. *Make up dialogues of your own, using the words and word combinations given below.*

1. Intending to Go to the Theatre

to read a poster, to be on, to be worth, to praise, in my opinion, an excellent idea, to look up the time of, to see an

announcement, to be in great demand, to choose, to prefer, to look forward to ...

2. Booking a Ticket for the Theatre

a row, the stalls (the gallery, the pit, the balcony, a box), as a matter of fact, to prefer, these seats will do

3. Going to the Theatre

to wear, to look nice, to keep somebody waiting, hurry up, I'd rather ..., to take a taxi, to be held up, nearly, needn't

4. Impressions of a Film (Play)

to be worth, expressive, cast, excellent, opinion, to look upon ... as ..., to do well, to be impressed, to find interesting, as a matter of fact, a plot, to be familiar, to look forward to ...

IX. *Retell the above dialogues in indirect speech.*

Text: He Overdid It (by *O. Henry*)
Grammar: 1. Субстантивация прилагательных и причастий (§ 5, p. 468)
2. Used to и would для выражения повторяющихся действий в прошлом (§ 6, p. 470)
Revision: Forms of the Active and Passive Voices (Teble 7, p. 500)

HE OVERDID IT

(from the story "The Rathskeller and the Rose"* by *O. Henry*)

O. Henry, whose real name was William Sydney Porter, was an American short-story writer. His stories are still popular today. He was born in 1862 in a small provincial town. In his early years he tried many jobs, among which were several literary ones.

O. Henry's first story was published in 1899, when the writer was in prison on a false charge of stealing money from a bank. After he came out of prison, O. Henry became a professional writer.

O. Henry describes the life of the "little people": clerks, shop assistants and farm workers. His stories are mainly humourous and amusing, with the traditional happy end. Through the gaiety and humour of his stories, however, the hard life of the poor can be seen.

O. Henry died in 1910.

Miss Posie Carrington had begun life in the small village of Cranberry Corners. Then her name had been Posie Boggs. At the age of eighteen she had left the place and become an actress at a small theatre in a large city, and here she took the name of Carrington. Now Miss Carrington was at the height of her fame, the critics praised her, and in the next season she was going to star in a new play about country life. Many young actors were eager to partner Miss Posie Carrington in the play, and among them was a clever young actor called Highsmith.

"My boy," said Mr Goldstein, the manager of the theatre, when the young man went to him for advice, "take the part

* В русском переводе «Погребок и роза».

if you can get it. The trouble is Miss Carrington won't listen to any of my suggestions. As a matter of fact she has turned down a lot of the best imitators of a country fellow already, and she says she won't set foot on the stage unless her partner is the best that can be found. She was brought up in a village, you know, she won't be deceived when a Broadway fellow goes on the stage with a straw in his hair and calls himself a village boy. So, young man, if you want to play the part, you'll have to convince Miss Carrington. Would you like to try?" "I would with your permission," answered the young man. "But I would prefer to keep my plans secret for a while."

Next day Highsmith took the train for Cranberry Corners. He stayed three days in that small and distant village. Having found out all he could about the Boggs and their neighbours, Highsmith returned to the city...

Miss Posie Carrington used to spend her evenings at a small restaurant where actors gathered after performances.

One night when Miss Posie was enjoying a late supper in the company of her fellow-actors, a shy, awkward young man entered the restaurant. It was clear that the lights and the people made him uncomfortable. He upset one chair, sat in another one, and turned red at the approach of a waiter.

"You may fetch me a glass of beer," he said, in answer to the waiter's question. He looked around the place and then seeing Miss Carrington, rose and went to her table with a shining smile.

"How're you, Miss Posie?" he said. "Don't you remember me — Bill Summers — the Summerses that used to live next door to you? I've grown up since you left Cranberry Corners. They still remember you there. Eliza Perry told me to see you in the city while I was here. You know Eliza married Benny Stanfield, and she says —"

"I say," interrupted Miss Carrington brightly, "Eliza Perry married. She used to be so stout and plain." "Married in June," smiled the gossip. "Old Mrs Blithers sold her place to Captain Spooner; the youngest Waters girl ran away with a music teacher."

"Oh!" Miss Carrington cried out. "Why, you people,[1] excuse me a while — this is an old friend of mine — Mr — what was it? Yes, Mr Summers — Mr Goldstein, Mr Ricketts. Now, Bill, come over here and tell me some more."

She took him to a vacant table in a corner.

"I don't seem to remember[2] any Bill Summers," she said thoughtfully, looking straight into the innocent blue eyes of the young man. "But I know the Summerses all right, and

your face seems familiar when I come to think of it. There aren't many changes in the old village, are there? Have you seen any of my people?

And then Highsmith decided to show Miss Posie his abilities as a tragic actor.

"Miss Posie," said Bill Summers, "I was at your people's house just two or three days ago. No, there aren't many changes to speak of. And yet it doesn't look the same place that it used to be."

"How's Ma?" asked Miss Carrington.

"She was sitting by the front door when I saw her last," said Bill. "She's older than she was, Miss Posie. But everything in the house looked just the same. Your Ma asked me to sit down.

"William," said she. "Posie went away down that road and something tells me she'll come back that way again when she gets tired of the world and begins to think about her old mother. She's always been a sensible girl."

Miss Carrington looked uncomfortable.

"Well," she said, "I am really very glad to have seen you, Bill. Come round and see me at the hotel before you leave the city."

After she had left, Highsmith, still in his make-up, went up to Goldstein.

"An excellent idea, wasn't it?" said the smiling actor. "The part is mine, don't you think? The little lady never once guessed."

"I didn't hear your conversation," said Goldstein, "but your make-up and acting were perfect. Here's to your success. You'd better visit Miss Carrington early tomorrow and see how she feels about you."

At 11.45 the next morning Highsmith, handsome and dressed in the latest fashion, sent up his card to Miss Carrington at her hotel.

He was shown up and received by the actress's French maid.

"I am sorry," said the maid, "but I am to say this to everybody. Miss Carrington has cancelled all engagements on the stage and has returned to live in that — what do you call that place? — Cranberry Corners!"

NOTES

1. **Why, you people, excuse me a while.** *Послушайте (друзья), я отойду на минутку.* Слово **people** употреблено

здесь как фамильярное обращение к своим товарищам. Это слово употребляется также (в основном в разговорной речи) в значении *родители* или *сослуживцы*.

My people are moving to town on Sunday. В воскресенье моя семья переезжает в город.

I shall let **my people** know your prices. Я сообщу своей фирме (другим работникам фирмы) о ваших ценах.

2. **I don't seem to remember any Bill Summers.** *Я что-то не припомню никакого Билла Саммерса.* Глагол **to seem** в составе сказуемого **don't seem to remember** показывает, что говорящий выражает неуверенность, сомнение. Обратите внимание на способы перевода такого сказуемого на русский язык.

She **didn't seem to be listening** to him. Казалось, она не слушала его.

The child **seems to be** asleep. Ребенок, кажется, спит.

3. **I'm really very glad to have seen you.** *Я так рада, что встретилась с вами.* **To have seen** — перфектный инфинитив — употребляется для выражения действия, предшествующего сказуемому предложения.

ACTIVE WORDS AND WORD COMBINATIONS

trouble
to have trouble (with)
to be in trouble
to get in (into) trouble
a suggestion
a proposal
to turn down
to turn out
a fellow (a fellow-worker, a fellow-traveller)
to bring up (brought up, brought up)
to deceive
to convince
convincing
to persuade
permission
to ask (for) permission
distant
shy
awkward
to fetch
to grow
a grown up
grown up *adj*
stout
plain
innocent
one's people
a road
sensible
a sense
to make sense
to guess
to feel like
a feeling
handsome
in (out of) fashion
fashionable
to cancel
an engagement
to keep one's engagement
to call off one's engagement
to be engaged (in, with, at)
the unemployed

(See Vocabulary for Lesson 7, p. 396)

PROPER NAMES

O. Henry ['ou 'henri] О. Генри
William Sydney Porter ['wiljam 'sidni 'pɔ:tə] Уильям Сидней Портер
Posie Carrington (Boggs) ['pousi 'kæriŋtən] Поузи Каррингтон (Богз)
Cranberry Corners ['krænbəri 'kɔ:nəz] Крэнберри Корнерз (название деревни)
Highsmith ['haismiθ] Хайсмит
Mr Goldstein ['mistə 'gouldstain] мистер Голдстайн
Broadway ['brɔ:dwei] Бродвей
Summers ['sʌməz] Саммерс
Eliza Perry [i'laizə 'peri] Элиза Перри
Benny Stanfield ['beni 'stænfi:ld] Бенни Стэнфильд
Mrs Blithers ['misiz 'bliðəz] миссис Блитерс
Captain Spooner ['kæptin 'spu:nə] капитан Спунер
Waters ['wɔ:təz] Уотерс
Mr Ricketts ['mistə 'rikits] мистер Рикетс

GRAMMAR EXERCISES

I. *Translate into Russian, paying particular attention to the italicized words (§ 5, p. 468).*

1. Chess is popular with both *young* and *old*. 2. *The old man* always found fault with everybody around him. 3. *The wounded* were given immediate attention. 4. Good care was taken of *the wounded man*. 5. Do you remember that *Italian's* name? 6. *The Italians* are good singers as a rule, but that one has a particularly powerful voice. 7. A friend of mine, who is *a Frenchman* by nationality, told me a lot of interesting things about *the French*. 8. Among the tourists there were *two Americans* who spoke good Russian. 9. "*These two Japanese* have been taking a practical course (проходили практику) with our firm for two years already," said the manager.

II. *Translate into English.*

1. «В этом районе сейчас много *безработных*, — сказал Джон. — Мой брат — опытный инженер, но он ищет работу уже два месяца, и ему везде говорят, что такие инженеры сейчас не требуются (не пользуются спросом)». 2. «*Раненые* уже прибыли», — сказала девушка, вбегая в комнату. 3. «Этого *раненого* сейчас оперируют», — сказала сестра (a nurse). 4. Робин Гуд (Robin Hood) считал, что *бедняки* должны держаться вместе и помогать друг другу в борьбе против *богачей*. «Никто не поможет *бедняку*, если он сам не поможет себе», — говорил он. 5. *Японцы* — очень трудолюбивый (hard-working) народ. 6. Эти два *японца* принимали участие в Олимпийских (Olympic) играх. 7. Среди *итальянцев* много талантливых певцов. 8. Голос этого *итальянца* показался мне знакомым.

III. *Translate into Russian (§ 6, p. 470).*

1. This is the town I used to live in. 2. In the evenings Captain Brown would come to their place and they would play a game or two of chess. 3. She would sit before the open window, watching with interest the busy life of the street. 4. The South-West part of Moscow used to be a dirty place with villages of small houses here and there; now it has turned into a fine urban (городской) area with beautiful high buildings. 5. The two sisters are no longer as much alike as they used to be. 6. It's a pity she can't sing as she used to any longer.

IV. *Make up sentences, using the same structures as in the models.*

1. She can no longer sing as she used to.
2. In the evenings she would sit down at the piano and sing to us.

GRAMMAR REVISION

I. *Put the verbs in brackets into the correct voice and tense-forms. Retell text B after checking it * (Table 7, p. 500).*

A. 1. I don't feel like going out just now because I (to walk) about the garden for over an hour before you (to come). 2. I wonder why all his suggestions (to turn down). They seemed quite sensible. 3. I'm afraid I (to be engaged) at eleven. Come round at exactly twelve. I (to wait) for you. 4. The report will be ready in a few minutes. I believe they (to look up) the test figures now. 5. We're very glad the party is going to be held at last. We (to look forward) to it for a month. 6. Excuse me, I (to look) at you for a long time because your face seems familiar to me. I have a feeling that we (to meet) somewhere before. 7. "(to see) you the play that they (to speak about)?" "Of course, it (to run) for three months already and everybody (to praise) it."

B. When Frederick II (Frederick the second) (to be) King of Prussia, the Prussian army (to consider) one of the most powerful in the world. It only (to beat) by the Russian army.

When a new soldier (to hire) and (to appear) before the king, Frederick usually (to ask) three questions:

1. "How old (to be) you?"
2. "How long (to be) you in my service?"

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* to be done after the Vocabulary Exercises, Stage II.

3. "(to be) you pleased with your pay and treatment (обращение)?"

Once a young Frenchman (to join) the Prussian army. As he just (to come) from France, he could not speak German at all. Knowing that he was going to be asked the three questions his captain (to make) him learn the simplest answers to them by heart. The soldier (to know) he (to get) into trouble unless he (to give) the proper answers, and he (to work) hard to learn them.

Next day Frederick (to see) the young soldier in the ranks (ряды) and (to go up) to him. But this time for no particular reason the king (to begin) with question two:

"How long (to be) you in my service?" asked Frederick.

"Twenty-one years," (to reply) the Frenchman.

"Indeed, that (to be) very strange for a young soldier like you," (to say) the king. The next question was:

"How old (to be) you?"

"One year, your Majesty," (to answer) the young man, looking at the king with innocent eyes.

"But that makes no sense!" the king (to exclaim). "One of us must be mad (сумасшедший). Either you or I!"

Thinking this was the third question, the Frenchman (to say) firmly, "Both, your Majesty."

VOCABULARY EXERCISES

Stage I

I. *Pronounce correctly.*

a suggestion, to convince, awkward, to guess, handsome, fashionable, engaged, to persuade, an engagement, a fellow-worker

II. *Read the following words, paying particular attention to the pronunciation of the letters and combinations of letters in bold type.*

lump, **mutton**, **hurry**, **furrow**, **burrow**, **lung**, **rule**, **rude**, **blue**, **clue**, **tune**, **huge**, **puma**, **fur**, **slur**, **spur**, **murder**, **cure**, **furious**, **picture**, **torture**, **culture**

III. *Give compound adjectives which correspond in meaning to the italicized parts.*

Model: a man with a long nose — a long-nosed man

a gentleman with a red face, a girl with a pale face, a woman with dark eyes, a woman who is fashionably dressed.

a translation which is badly done, a story which is written well.

IV. *Answer the following questions, using the active vocabulary of Lessons 6 and 7.*

1. Why did the critics praise Miss Carrington?
2. What was Miss Carrington going to do in the next season?
3. What trouble did the manager have with Miss Carrington?
4. Why was Goldstein afraid that Highsmith would be turned down?
5. Why was it difficult to deceive Miss Carrington about country manners?
6. Why did Highsmith want the manager's permission?
7. Why did he prefer to keep his plans secret for a while?
8. Was Cranberry Corners a distant village?
9. Can you describe the fellow that came into the small restaurant one evening?
10. What did he ask the waiter to fetch him?
11. Why was Miss Carrington surprised to hear that Eliza Perry was married?
12. Why did the young man's words seem particularly convincing?
13. When did Bill's face begin to seem familiar to Miss Carrington?
14. Was Miss Carrington anxious to hear about her people? Why?
15. Did Miss Posie's mother look upon her as a sensible girl?
16. Why didn't Miss Posie guess that she was being deceived?
17. How was the young actor dressed when he went to see Miss Carrington next morning?
18. Why did Miss Posie cancel all her engagements on the stage?

V. *Complete the following sentences from the text.*

1. The critics praised her and... 2. Among them was a clever young actor... 3. "My boy," said Mr Goldstein, the manager of the theatre, when the young man... 4. She says she won't set foot on the stage... 5. Next day Highsmith... 6. One night when Miss Posie... 7. It was clear that... 8. The Summerses that used to live... 9. Why, you people, ... 10. And your face seems familiar... 11. No, there aren't many changes... 12. You'd better visit Miss Carrington early tomorrow and...

VI. *Substitute words and word combinations from the text for the italicized parts.*

1. Now Miss Carrington was at the height of her fame, the critics *spoke highly of her talent,* and in the next season she was going to star in a new play. 2. *The difficulty about it* is Miss Carrington won't listen to *anything I say to her. She doesn't want to act with any of* the best imitators of a country fellow... 3. She *spent her childhood* in a village, and *nobody* can *make her believe* when a Broadway fellow goes on the stage with a straw in his hair... So you'll have *to make* Miss Carrington *believe* you. 4. I would *if you allowed me*... But I'*d rather* keep my plans secret for a while. 5. "You may *get* me a glass of beer", he said. 6. I think I was a boy when you left Cranberry Corners, I *am no longer a boy now.* 7. *...it seems to me I know your face.* 8. A *brilliant* idea, wasn't it? The little lady never once *thought that I wasn't really Bill Summers.* 9. At 11.45 next morning Highsmith, handsome, and dressed *as fashionably as he possibly could,* sent up his card to Miss Carrington at her hotel. 10. "I'm sorry," said the maid. "Miss Carrington's *officially told her manager that she'd no longer take part in any performances.*"

VII. *Find English equivalents for the following (See Text).*

в зените славы; исполнить главную роль; по имени Хайсмит; обратился к нему за советом; беда в том; собственно говоря; хотите попробовать?; Хайсмит сел в поезд, отправлявшийся в Крэнберри Корнерз; огни и публика смущали его; как вы поживаете?; рядом с вашим домом; извините меня, я отойду на минутку; ну, Билл, идите сюда; я что-то не помню никакого Билла Саммерса; когда я начинаю припоминать; все выглядело по-прежнему; я рада, что встретила вас; приходите ко мне в отель; за ваш успех; вы бы лучше. . посмотрели, как она к вам отнесется; его провели в номер; как называется это место?

VIII. *Give the situations in which the following are used (See Text).*

trouble, to turn down, to deceive, to convince, distant, shy, to fetch, to grow up, plain, innocent, a road, sensible, to guess, handsome, an engagement

IX. *Correct the following statements (for Model see Lesson 2, Ex. VIII, p. 36).*

1. Miss Posie was hardly ever praised as an actress and she had no engagements for the next season.
2. First of all, Highsmith went to Miss Posie and tried to convince her that he would make an excellent partner

for her in the new play. He was sure he would not be turned down, as it was easy to persuade Miss Posie.

4. Miss Carrington preferred to keep away from her fellow actors and never considered restaurants worth visiting.
5. The young country fellow felt sure of himself in the crowded restaurant. He looked around cheerfully and, seeing Miss Posie, went straight to her table.
6. The young man seemed familiar to Miss Posie, but she was busy with her friends, so she kept Bill waiting for an hour before she took him over to a vacant table to hear the news.
7. Bill looked guilty when he was telling Miss Posie about her people. Some of his words did not make much sense: what he said about Posie's mother, particularly, did not seem convincing.
8. After Miss Posie had left, the actors surrounded Highsmith, who looked gloomy and upset. Everybody found fault with his acting and Mr Goldstein even said that he would get into trouble.
9. When Highsmith, looking shabby and gloomy, was shown up into the handsome room of Miss Posie, the actress made fun of his poor make-up and acting.

Stage II

trouble, to have trouble with, to be in trouble, to get into trouble, the trouble is ... that

a) *Practise aloud.*

1. You must help him if he is in trouble. 2. I've never had any trouble with this TV set. 3. Your careless attitude to the matter may get you into trouble. 4. I'm afraid they'll get into trouble.

b) *Complete.*

1. Tell them not to take this without permission... (to get into trouble). 2. The car's been in service for a long time, but I seldom... (to have trouble). 3. You must come round to see us. Don't you know... (to be in trouble). 4. The trouble is... (not to take into consideration). 5. The trouble is... (to hesitate too long).

c) *Translate.*

1. Вы должны подбодрить его, если у него неприятности. 2. У меня никогда не было неприятностей с моим старым

радиоприемником. 3. Вы попадете в беду (будете иметь неприятности), если будете водить (to drive, drove, driven) машину так неосторожно. 4. У него масса неприятностей в этом месяце. 5. Беда в том, что он не работает как следует.

a suggestion

a) *Translate and practise aloud.*

1. What's your suggestion? 2. Have you any suggestions? 3. I have another suggestion to make. 4. I have no (other) suggestions.

b) *Translate.*

1. Я не согласна с вашим предложением. 2. Что вы предлагаете (каково ваше предложение)? 3. У вас есть еще какие-нибудь предложения? 4. Он принял ваше предложение, да? 5. Мы рассмотрели ваше предложение. 6. Мы примем его предложение во внимание. 7. Это предложение стоит обсудить.

to turn down

a) *Answer these questions.*

1. What can be turned down?
2. When do we turn down a proposal?
3. Is it wise to turn down a suggestion (somebody's advice) before it's been considered properly?

b) *Paraphrase.*

1. They didn't accept our suggestion. 2. Jane said she wasn't going to marry David. 3. I wonder why his plan wasn't accepted. 4. Alice said she would not follow Mrs Brown's advice.

c) *Translate.*

1. К сожалению, нам придется отвергнуть это предложение. 2. Я не советую вам отвергать его план. 3. Почему вы отвергли его совет?

to turn out

a) *Translate.*

1. When we got to know him better he turned out to be a good-natured fellow. 2. The arrival of the football-team turned out to be quite an event for the little town. 3. Everything turned out well after all. 4. We were afraid the weather would be gloomy, but the day turned out fine. 5. As it turned

but later, the porter had thought that Mark Twain was Mayor of New York.

b) *Translate.*

1. Он оказался добродушным человеком. 2. Все сошло хорошо. 3. Как оказалось, все было сделано как следует. 4. Молодой врач оказался очень опытным.

c) *Make up sentences, using the words and word combinations given below.*

Model 1: The conductor turned out to be a very polite man.

an experienced nurse, a good-natured man, cheerful, a talented actor, a success, worth seeing

Model 2: As it turned out, the question had already been considered.

to be under consideration, to do one good, to be responsible for the mistake, to be to blame, not to be somebody's fault, to put up with

to bring up

a) *Answer these questions.*

1. In what kind of family was Mark Twain brought up?
2. By whom was Gorky brought up?
3. When do you say that a child is badly brought up?
4. How can a person learn a foreign language like a native speaker?

b) *Translate.*

1. Он вырос (воспитывался) в деревне, не правда ли? 2. Ей пришлось воспитывать своих младших сестер. 3. Этих детей воспитали в послушании взрослым. 4. Его обучали английскому языку с детства и его сестер тоже. 5. Почему вы не обучаете сына иностранному языку с детства?

to deceive

a) *Answer these questions.*

1. Have you ever been deceived? (describe the case)
2. What kind of person is easily deceived?
3. Why don't you believe a person who has once deceived you?

to convince, to persuade, convincing

a) *Complete.*

Try to convince (to persuade) your friend		to spread
		to choose
		to set up a committee
Everybody was quite convinced	that...	to be beaten
		to put up with
Are you quite convinced		to get hold of
		to do no harm
		to be held up

We couldn't persuade...	to take into consideration
They managed to persuade...	to improve
Will you try to persuade...	to keep to the point
	not to fix
	to choose
	to change one's attitude
	not to wear
	not to punish

b) *Think of a beginning.*

1. ...and I am (quite) convinced of it. 2. ...but I am no at all convinced of it.

c) *Translate.*

1. Мы убеждены в том, что вы не виноваты. 2. Я постараюсь убедить моих друзей в важности этого вопроса. 3. Я хочу убедить его не заказывать сейчас обратный билет. 4. Попытайтесь уговорить его взять напрокат машину. 5. Мы хотели убедить его в том, что он неправ. 6. Эта причина кажется мне вполне убедительной. 7. В чем он пытался вас убедить?

permission, to ask (for) permission

a) *Complete.*

1. He had no permission... 2. With your permission I'll.. 3. I've just asked (for) permission... 4. If you do it withou permission ... 5. Who's given you permission...?

b) *Translate and complete.*

1. У них не было разрешения... 2. С вашего разрешения. 3. Попросили ли вы разрешение...? 4. Я не давал разр шения...

distant

a) *Translate the following word combinations and use their equivalents in sentences of your own.*

дальняя деревня, дальний район, отдаленный звук, далекий город

shy

a) *Answer these questions.*

1. Which of your friends do you consider to be shy by nature?
2. When does one feel shy?
3. Is it easy or difficult to make a shy person speak before an audience?

awkward

a) *Complete.*

1. Being shy by nature, she... (to feel awkward). 2. He turned down the invitation, saying he... (to dance awkwardly). 3. Jane was out of practice, so when she was asked to sing, she... (to feel awkward).

to fetch

a) *Use the verb* to fetch *after the following and complete the sentences.*

1. Shall I...? 2. Will you...? 3. Don't trouble... 4. You needn't... 5. Do you mind...? 6. You'd better...

b) *Translate.*

1. Принесите мне стакан чаю, пожалуйста. 2. Сходить за вашим чемоданом? — Спасибо, не надо. 3. Товарищ Иванов в соседней комнате. Сходите за ним, пожалуйста.

to grow, a grown-up, grown-up

a) *Translate.*

1. Trees of this kind do not grow in the North. 2. The boy's ambition was to become a cosmonaut and travel to distant planets when he grew up. 3. It's growing colder and colder. 4. You're quite grown-up, my boy. (You're quite a grown-up man.) 5. Both children and grown-ups will enjoy the book.

b) *Answer these questions.*

1. Why do few kinds of fruit grow in the North?
2. When does it usually grow cold in Moscow?

3. How many grown-ups are there in your family besides you?
4. Are your children grown-up or are they still young?

plain

a) *Use a synonym.*

1. He had a wonderful ability to make difficult things seem clear and simple. 2. Simple food will never do you any harm. 3. There was nothing particular about her face. 4. I prefer simply made dresses for every day.

b) *Translate.*

1. На ней было простое платье. 2. Причина совершенно ясна. 3. У него простое лицо. 4. Объясните мне, пожалуйста, все простыми словами.

innocent

a) *Make up sentences, using the English equivalents of the following.*

невинные глаза, невинная улыбка, невинный человек

one's people

a) *Answer these questions.*

1. Whom can one call one's people?
2. Do your people live with you?
3. How often do you write to your people?

sense, sensible, to make sense

a) *Translate.*

1. You should have the sense not to go in for sport at the expense of your health. 2. Mrs Brown was an uneducated woman, but her common sense helped her bring up her children properly. 3. Mr Winkle tried to say something, but he was so excited that his words didn't make sense.

b) *Translate.*

1. Мысль показалась мне разумной. 2. Он благоразумный человек. 3. Мы примем любое предложение, если оно будет разумно.

c) *Make up sentences of your own.*

to take after one's father — to have a sense of responsibility; to have no sense of humour — to feel hurt; a sense of duty — to set an example; to make no sense — to have to

guess; to point out — not to make sense; to hesitate — not to seem sensible

to feel, to feel like, a feeling

a) *Practise aloud.*

1. I really feel ill today. 2. He feels very well. 3. Don't you feel sorry for him? 4. I hope he doesn't feel hurt. 5. I don't feel like going there.

b) *Make up sentences, using the word combination* (not) to feel like.

to look after, to put up at this hotel, to make this journey again, to discuss a suggestion, to try to persuade, to stay with, to put up with

c) *Translate.*

1. Он плохо себя чувствует. 2. Я вполне хорошо себя чувствую. 3. Вы чувствуете себя обиженным? 4. Они не будут чувствовать себя неловко там. 5. Я не расположен шутить. 6. Вы расположены пойти на каток?

чувство боли, чувство голода, чувство радости, чувство ответственности, чувство жалости

d) *Make up sentences, using the word combination* to have a feeling that.

Model: I have a feeling that he has been held up.

to keep away, to be hurt, (not) to be to blame, it is not in someone's power, to do well, to be going to spread, to be ashamed of

handsome, beautiful

a) *Give all possible combinations and use them in sentences of your own.*

handsome	man
beautiful	woman
good-looking	young girl
	young man
	actor
	actress

in (out of) fashion, fashionable

a) *Answer these questions.*

1. Do you always follow the fashion? What about your friends?

2. Is it fashionable to wear one's hair long now?
3. Is a thing worth buying if it is out of fashion?

b) *Complete.*

1. This kind of shoe is in great demand now because... 2. Now most women wear their hair short (long), because... 3. Nobody wears short (long) dresses now, because... 4. I think this sofa is worth buying. It looks quite...

to cancel

a) *Use all possible tense-forms. Change the adverbial modifier to justify the form.*

1. The firm cancelled the contract last week. 2. The contract was cancelled last week.

b) *Complete*

1. The match will be cancelled unless... (to improve). 2. The visit was cancelled because... (to hurt oneself). 3. The arrangement will be cancelled if... (not to change one's attitude).

to be engaged (in, with, at), an engagement, to keep (to call off) one's engagement

a) *Practise aloud.*

1. The room s engaged at the moment. 2. The number's engaged. Shall I try to get it later? 3. He was engaged in conversation. 4. I've got no engagements for today. 5. I'm unable to keep this engagement today. 6. He couldn't join us because of a previous engagement. 7. The company had to cancel all their engagements. 8. I advise you to call off this engagement.

b) *Use a synonymous expression.*

1. The secretary's busy writing letters. 2. The manager's speaking to the visitors now. 3. Comrade Petrov's taking part in the work of the conference. 4. The young actor has parts in several plays.

c) *Make up sentences of your own, using the following word combinations.*

to be engaged in, to be engaged with, to be engaged at

Make up sentences of your own.

to hold a meeting — to have to call off other engagements; (not) to consider the matter properly — to have a lot of engagements; to look upon somebody as a serious person — to keep one's engagements

Stage III

I. *Choose the correct word and use it in the right form.*

1. This old house is going to be pulled down, and a friend of mine who lives here (to expect, to wait for, to look forward) (to move) into a new flat. 2. Nobody (to expect, to wait for, to look forward) Peter (to get) a bad mark at the examination. He'd always been looked upon as a good student. 3. "I'm afraid you'll have (to expect, to wait for, to look forward) the manager 20 minutes or so," the clerk said to Carrie. "Oh, I don't mind (to expect, to wait, to look forward)," she answered shyly. "I (to expect, to wait for, to look forward) (to meet) him so long." 4. What time will the meeting be held tomorrow? Can you (to learn, to find out, to recognize, to get to know)? I'll be engaged at the factory and won't be able to do it myself. 5. Why did you keep me waiting so long? Why didn't you tell me the news the moment you (to learn, to find out, to recognize, to get to know) it yourself? 6. I can't persuade my sister to wear glasses. She's grown so short-sighted that she can't (to learn, to find out, to recognize, to get to know) a person a few metres away. 7. Your son has a very good (feeling, sense) of duty and I like the way he looks upon his responsibilities. 8. "I've read most of this funny story to you," the teacher said to the students. "Now I (to expect, to wait for, to look forward) you (to guess) the end of it. Comrade Petrov has a fine (feeling, sense) of humour, let's hear his guess first." 9. I wouldn't like to hurt your paternal (отцовские) (feelings, sense), but your boy's been going the wrong way, and I'm quite (convinced, persuaded) that he'll get himself into trouble unless you can (to convince, to persuad) him to work properly. 10. The (way, street) was so busy that John could (hard, hardly) make his (way, road) in the car to the hotel at the other end of the street.

II. *Choose the correct link-verb and use it in the right form.*

to feel, to grow, to turn, to get, to look, to seem, to become, to fall

1. On the day of her marriage Jane was particularly cheerful because she... very happy. She said she... like e-

bracing (обнять) the whole world. 2. On hearing that his best friend had deceived him, Jack... pale but said nothing. 3. After his first day's work John... dead tired. All he looked forward to was a quiet evening at home. 4. Being very shy by nature, Kate would ... red when other people praised her. 5. "Mother... old," James thought looking at the little grey-haired woman his mother had turned into. 6. Mary's always been looked upon as a clever student. She's sure to... an excellent engineer in a year or two. 7. It wasn't a sensible idea to do the whole distance on foot along that stony road. I... so tired afterwards that I... asleep the moment I went to bed. 8. I don't... like going out today. 9. I wonder why he... hurt at my joke, he... to have a good sense of humour. 10. Though the young man ... innocent, Mr Smith had a feeling that he was deceiving him, and ... angry.

III. *Choose from the adjectives given below those which go with each of the following link-verbs.*

to feel, to grow, to turn, to get, to fall, to seem, to look	cold, happy, old, dark, red, angry, asleep, pale, tired, ill, hired, convinced, displeased, upset, well, bad, hungry, thirsty, stout, shabby

IV. *Fill in the blanks with prepositions and adverbial particles if necessary.*

1. When I was buying this watch, everybody warned me against it. Some said it was ... ... fashion, others added that I would have a lot ... trouble ... it. But I'm glad to say it's turned ... quite good. 2. When reading an English book ... the original, you needn't look ...every new word you come ... ... the dictionary. You'll soon get tired ... reading ... that way. Try to guess the meaning ... some of the words from the context. 3. I haven't been ... the theatre ... ages. The other day I booked two tickets ... a new play which everybody thinks a lot of, and now I'm looking ... ... the performance. 4. This shop is famous ... its summer dresses. I advise you to go there if you want one... the latest fashion. 5. "What's Jane's telephone number?" "Just a minute! I'll look it ... ... my notebook. Here you are, it happens to be ... the first page." 6. Fred's ideas did not seem convincing enough ... his friends and ... an hour's discussion all his suggestions were finally turned ... . 7. The lecture seemed particularly interesting ... me because I was familiar ... the subject. 8. I

wonder why she preferred their advice ... ours. 9. You must ask ... permission if you wish to leave early. You may get ... trouble if you don't. 10. Comrade Klimov's engaged ... the young specialists now and cannot see you. Can you come ... an hour's time? 11. I don't think we'll be able to help them ... their work tomorrow. We'll all be engaged ... the conference. 12. "Look ... your report more carefully," said the teacher. "I'm not trying to find fault ... it, but some parts really don't make much sense." 13. I wonder why you look ... our son as a little boy, I think he's grown-up enough to look ... himself.

V. *Fill in the blanks with articles if necessary and retell the text.*

Ira Aldridge l'airə 'ɔ:ldridʒ], ... famous tragic actor of ... 19th century l'sentʃəri], was ... American Negro. He paid his first visit to Russia at ... end of 1858 when he was at ... height of his fame. His first appearance on ... Russian stage made ... deep impression on ... great Ukrainian poet Shevchenko who was particularly impressed by ... actor's convincing performance of ... tragic parts. Soon they became friends. ... great Ukrainian painted ... picture of ... great Negro and gave it to him as ... present. ... leading Russian actors of ... time never missed ... opportunity to go to ... performances in which Aldridge took part. During ... month's stay in St. Petersburg, Aldridge played ... roles of Othello, King Lear and Shylock lə'θelou, 'kiŋ 'liə, 'ʃailɔk]. In 1863 Aldridge came to Moscow, where he appeared for over ... month with ... Maly Theatre company.

Aldridge was particularly friendly with ... great actor Mikhail Shchepkin, ... son of ... peasant, and himself ... former serf (крепостной). On ... picture of himself which he presented to Shchepkin, Aldridge wrote ... following words: "To ... father of ... Russian stage, Shchepkin, with the lasting respect (уважение) of Ira Aldridge. Moscow, 27th October, 1863."

VI. *Make a written translation, using the active vocabulary of the lesson.*

К 5 часам Петр просмотрел уже почти все свои записи и почувствовал себя очень усталым. «На сегодня достаточно, пора идти, матч начинается в 5.30», — подумал он и, быстро надев пальто и шляпу, вышел на улицу.

«Здравствуй, — услышал он знакомый голос. — Куда ты торопишься?»

Петр оглянулся и увидел своего *сокурсника* Павла, тоже болельщика (футбола), который выбирал книгу у книжного киоска (a bookstall).

«На стадион, конечно, — ответил Петр. — Ты не идешь?»

«Нет, разве ты не знаешь, что матч *отменили*? Смирнов уже две недели *занят* на конференции, а у Панина что-то с ногой. Сначала (они) хотели взять Бориса, но потом его кандидатура была отклонена (он был отвергнут)».

«Жаль, — сказал Петр. — Мне так давно хотелось посмотреть эту игру. Кроме того, *мои родители* еще не приехали из Киева, и *у меня нет настроения* сидеть дома сегодня».

«У меня есть *предложение*! — воскликнул Павел. — Пойдем в кино. Я *схожу* за газетой, и мы *посмотрим*, где что идет. Хорошо?»

«Нет, — ответил Петр. — Это не очень *разумное предложение*. Я предпочитаю побыть на свежем воздухе. Давай возьмем (наймем) лодку и поедем по реке. Это будет полезнее (принесет нам больше пользы)».

VII. *Make up situations, using the following words and word combinations.*

1. to praise, excellent, to be worth, to call off one's engagements, to look forward to, as a result, to have a lot of fun;

2. to be engaged in conversation, familiar, to look around, to be short-sighted, to guess, used to be, a fellow-worker;

3. to bring up, to look after, to have trouble with, to persuade, to punish, to hesitate, (not) to beat;

4. to look innocent, to have a feeling that .... to guess, to deceive, to get somebody into trouble, as a matter of fact, to turn out, to blame;

5. to ask for permission, to wear, plain, fashionable, to persuade, to look stout, to grow up (to become grown-up), to burst out crying;

6. to consider one's suggestion, to make no sense, to want, to turn, nearly, to look hurt, to try to convince, finally;

7. to fetch, awkward, to break, what a shame, to burst out crying, not to punish, to cheer up

SPEECH EXERCISES

1. *Retell the text*: a) *as it is*, b) *as Miss Posie*, c) *as Mr Highsmith*, d) *as the manager*, e) *as Miss Posie's maid*, f) *as Miss Posie's mother*, g) *without details (give a two minute summary of the text)*.

II. *Dramatize the following episodes.*

1. Highsmith speaking to the manager.
2. Highsmith speaking to Miss Posie's mother.
3. Highsmith speaking to Miss Posie at the restaurant.
4. Highsmith speaking to Miss Posie's maid.

III. *Characterize, using the words in brackets.*

a) Miss Posie (beautiful, tall, fair-haired, clever, a convincing performance, to gain experience, sensible, to blame herself, to feel ashamed, to hesitate)
b) Mr Highsmith (handsome, good-natured, experienced, talented, clever, a powerful voice, to look innocent, shy, awkward, simple clothes, natural, as a result)
c) the manager (short, dark-haired, stout, in the latest fashion, responsible for, a powerful man, to engage, to turn down, to have a lot of trouble with, not to put up with)
d) Miss Posie's mother (stout, a shabby house, a plain dress, good-looking, shy, to be alike, fair-haired, distant, to prefer, to praise, to feel proud of, to miss, to look forward to, to look at the road, to come for a short stay)

IV. *Think of descriptions of*: a) *Cranberry Corners and the house where Miss Posie used to live as a child,* b) *the restaurant where Miss Posie spent her evenings,* c) *the hotel where Miss Posie lived.*

V. *Describe*: a) *Miss Posie's childhood,* b) *Mr Highsmith's trip to Cranberry Corners (See Lesson 2 for vocabulary).*

VI. *Give your impressions of a film, a play, an opera, a concert or a television programme which has impressed you lately; use some of the words and word combinations given below.*

the other day, on the posters, to take the opportunity, to book tickets (for), to hesitate, to prefer, in advance, to manage, to look forward to ..., to make an impression (to impress), familiar, to guess, nearly, to star, excellent, to burst out laughing, particularly, acting, convincing, to have a feeling, natural, to feel like doing something, to praise, to be a success, to enjoy, no wonder, to be in demand

VII. *Tell the following passage in English, using the active words and word combinations.*

Однажды маму и меня пригласили в местный театр. Билеты были заказаны заранее. Я знала, что наши места

будут в ложе. По правде говоря, мама была не совсем довольна. Она говорила, что совсем не знает пьесы и боится, что эта пьеса для взрослых, а не для детей моего возраста. Я, конечно, с нетерпением ожидала дня представления...

Даже сейчас, когда я вспоминаю этот спектакль, я чувствую себя особенно счастливой. Вся пьеса продолжалась не больше двадцати-двадцати пяти минут. Когда поднялся занавес, мы увидели, как какой-то красивый, но не очень молодой человек разговаривает с какой-то женщиной, которая выглядела гораздо моложе его. Она была одета по последней моде. Я поняла, что это была его жена.

Вдруг вошла горничная и сказала этому человеку, что кто-то к нему пришел. Тогда его жена вышла из комнаты, и горничная ввела застенчивую белокурую девочку лет четырнадцати. Я догадалась, что эта девочка — дочь того человека и что он оставил свою семью.

Войдя в комнату, девочка осмотрелась вокруг и протянула отцу деньги. Она пришла, чтобы отвергнуть его помощь. Она старалась взять себя в руки, но в ее глазах стояли слезы, настоящие слезы. Она старалась убедить отца, что им ничего не нужно, что ее мать может воспитать детей сама, но у меня было такое чувство, что она хочет сказать ему: «Мы все любим тебя, папа, мы так несчастны без тебя». Я испытывала жалость к девочке и гордилась ею ...

Наконец занавес опустился, и зрители стали аплодировать. «Как хорошо и убедительно играет эта девочка», — сказала я своему другу Лёне, который сидел рядом со мной. «А она вовсе не девочка, — ответил Лёня. — Она актриса. Вот гляди». Он показал мне программу, и я прочитала, что роль Оли исполняет артистка Комиссаржевская. Это была моя первая встреча с моей любимой актрисой, великой Комиссаржевской.

VIII. *Speak on the following topics.*

1. The play (film) you saw last.
2. Your favourite actor (singer, dancer).
3. Your favourite kind of art.
4. Your favourite theatre.

Text: A Future Businessman (by *Theodore Dreiser*)
Grammar: 1. Герундий (The Gerund) (§ 8, p. 471)
2. Имена существительные, употребляющиеся только в единственном или только во множественном числе (§ 7, p. 470)
Revision: Numerals (Table 6, p. 499)
Tense-forms

A FUTURE BUSINESSMAN

(from "The Financier" by *Theodore Dreiser*)

Theodore Dreiser, the great American progressive writer, was born in a poor family in 1871. He began to work for his living when he was sixteen. He had a number of jobs, and at one time was a newspaper reporter. As a reporter he gained a wide experience of life, which was a great help to him when he took up novel-writing.

Dreiser's literary career started in 1900 when "Sister Carrie" was published. In this novel and also in his later works, the writer exposed the true nature of American "democracy".

Dreiser was deeply impressed by the Great October Socialist Revolution. In 1927—28 he visited the Soviet Union and from that time on was a true friend to our country. In 1945, at the age of 74, he joined the Communist Party of the USA.

Dreiser died in 1945.

The passage below comes from "The Financier". Frank Cowperwood at thirteen is shown as a boy who is already fully aware of the power of money. Later on he becomes a typical capitalist who stops at nothing to become rich and powerful.

Buttonwood Street, Philadelphia, where Frank Cowperwood spent the first ten years of his life, was a lovely place for a boy to live in.[1] There were mainly red brick houses there with small marble steps leading up to the front doors. There were trees in the street — a lot of them. Behind each house there was a garden with trees and grass and sometimes flowers.

The Cowperwoods, father and mother, were happy with their children. Henry Cowperwood, the father of the family, started life as a bank clerk, but when Frank, his elder son, was ten, Henry Cowperwood became a teller at the bank.

As his position grew more responsible, his business connections increased. He already knew a number of rich businessmen who dealt with the bank where he worked. The brokers knew him as representing a well-known firm and considered him to be a most reliable person.[2]

Young Cowperwood took an interest in his father's progress. He was quite often allowed to come to the bank on Saturdays, when he would watch with great interest the quick exchange of bills. He wanted to know where all the different kinds of money came from, and what the men did with all the money they received. His father, pleased at his interest, was glad to explain, so that even at this early age — from ten to fifteen — the boy gained a wide knowledge of the condition of the country financially. He was also interested in stocks and bonds, and he learned that some stocks and bonds were not even worth the paper they were written on, and others were worth much more than their face value showed.

At home also he listened to considerable talk of business and financial adventure.

Frank realized that his father was too honest, too careful. He often told himself that when he grew up, he was going to be a broker, or a financier, or a banker, and do some of the risky things he so often used to hear about.

Just at this time there came to the Cowperwoods an uncle, Seneca Davis, who had not appeared in the life of the family before.

Henry Cowperwood was pleased at the arrival of this rather rich relative, for before that Seneca Davis had not taken much notice of Henry Cowperwood and his family.

This time, however, he showed much more interest in the Cowperwoods, particularly in Frank.

"How would you like to come down to Cuba [3] and be a planter, my boy?" he asked him once.

"I am not so sure that I'd like to," replied the boy.

"Well, that's frank enough. What have you against it?"

"Nothing, except that I don't know anything about it."

"What do you know?"

The boy smiled, "Not very much, I guess."

"Well, what are you interested in?"

"Money."

He looked at Frank carefully now. There was something in the boy ... no doubt of it.

"A smart boy!" he said to Henry, his brother-in-law. "You have a good family."

Uncle Seneca became a **frequent** visitor to the house and took an increasing interest in Frank.

"**Keep in touch with** me," he said to his sister one day. "When that boy gets old enough to find out what he wants to do, I think I'll help him to do it." She told him she was very grateful. He talked to Frank about his studies, and found that the boy took little interest in books or most of the subjects he had to take at school.

"I like book-keeping and mathematics," he said. "I want to get out and get to work, though. That's what I want to do."

"You're very young, my son," his uncle said. "You're only how old now? Fourteen?"

"Thirteen."

"Well, you can't leave school much before sixteen. You'll do better if you stay until seventeen or eighteen. It can't do you any harm. You won't be a boy again."

"I don't want to be a boy. I want to get to work."

"Don't go too **fast**, son. You'll be a man soon enough. You want to be a banker, don't you?"

"Yes, sir."

"Well, when the time comes, if everything is all right and you've **behaved** well and you still want to, I'll help you get a start in business. If you are going to be a banker, you must work with some good company a year or so. You'll get a good **training** there. And, meantime, keep your health and learn all you can."

And with these words he gave the boy a ten-dollar gold piece with which to start a bank-account.

NOTES

1. **Buttonwood Street was a lovely place for a boy to live in.** *Улица Баттенвуд была прекрасным местом для мальчика.* Сочетание **for a boy to live in** отвечает на вопрос What kind of place?, является сложным определением к слову **place** и часто переводится на русский язык определительным придаточным предложением.

2. **...and considered him to be a most reliable person.** *...и считали его весьма (очень) надежным человеком.* Наречие степени **most** является синонимом наречия **very** и переводится на русский язык наречиями *очень, весьма.* При этом существительное, к которому оно относится, употребляется с неопределенным артиклем.

Сравните:

This is a most interesting book. Это *весьма* интересная книга.

Give me the most interesting book you have. Дайте мне *самую* интересную книгу из тех, что у вас есть.

3. **How would you like to come down to Cuba...** *Не хочешь ли ты приехать на Кубу...* Наречная частица **down** после глагола **to come** в данном случае на русский язык не переводится; она показывает, что речь идет о приезде в какое-то отдаленное, провинциальное место по сравнению с тем, где жил Фрэнк Каупервуд. В противоположном значении употребляется наречная частица **up**.

He left Coventry and went **up** to London. Он уехал из Ковентри и отправился в Лондон.

Частица **down** означает также пребывание на юге или движение в южном направлении; соответственно частица **up** означает пребывание на севере или движение к северу.

After a day's stay in Kiev the party travelled **down** to Odessa. После однодневного пребывания в Киеве группа направилась в Одессу.

My friend has been working **up** in Murmansk for two years. Мой приятель уже два года работает в Мурманске.

ACTIVE WORDS AND WORD COMBINATIONS

a step
to take steps
as
a position
a connection
in connection with smth.
to connect
a number (of)
the number (of)
to deal (dealt, dealt) (with)
to represent
a representative
reliable
to rely (on)
an interest
to take an interest (in)
to be of interest (to)
to be (get) interested (in)
an exchange
in exchange for
to exchange (one thing for another)
a bill
honest
to be honest (with)
a notice
to give (get) (two weeks') notice
frank
to be frank (with)
frequent
frequently
to be (keep) in touch (with)
to be out of touch (with)
to get in touch (with)
most of
fast
to behave
to train
to get (have) training
to depend on
to object to
clothes

(See Vocabulary for Lesson 8, p. 404)

PROPER NAMES

Theodore Dreiser [ˈθiədɔ: ˈdraizə] Теодор Драйзер
Frank Cowperwood [ˈfræŋk ˈkaupəwud] Фрэнк Каупервуд
Butlerwood Street [ˈbʌtnwud ˈstri:t] улица Баттенвуд
Philadelphia [filəˈdelfjə] Филадельфия (*эд.* город в США)
Seneca Davis [ˈsenikə ˈdeivis] Сенека Дэвис
Cuba [ˈkju:bə] Куба

GRAMMAR EXERCISES

I. *Translate into Russian, paying particular attention to the way the Gerund should be translated. State whether the Gerund is active or passive, perfect or non-perfect.*

1. Choosing a present for that boy was not an easy matter for me. 2. On seeing the funny toy, the child burst out laughing. 3. A lot depends on your pointing out the mistakes at once. 4. Why don't you do the work properly without being reminded? 5. He doesn't like praising people too often. 6. He doesn't like being praised in the presence of his fellow-students. 7. The boy was blamed for not helping his schoolfriends. 8. The boy was blamed for not having helped his friend when the latter was in trouble. 9. Everybody objects to the arrangement being cancelled without proper consideration. 10. Who is responsible for the prices not having been fixed yet?

II. *Compare the use of the Noun and the Gerund.*

1. a) *The discussion of the report* lasted two hours. b) They finished *discussing the report* at two o'clock. 2. a) The *unexpected engagement of a new actor* surprised everybody. b) Mr Brown began *engaging new actors* quite *unexpectedly*. 3. a) The manager was surprised at Miss Posie's *sudden cancellation of all her engagements*. b) The manager was surprised at her *cancelling all engagements so suddenly*.

III. *Complete the sentences, using constructions with either a Noun or the Gerund.*

Model: We thanked them for | their quick answer to our letter. / answering our letter quickly.

1. She was blamed for | небрежная работа / работать небрежно
2. She was praised for | отличное исполнение роли / исполнить роль отлично
3. The head waiter was responsible for | хорошее обслуживание / хорошо обслуживать

IV. *Point out the doer of the action which the Gerund expresses, then translate the sentences into Russian.*

1. We don't mind considering the matter again. 2. We don't mind your considering the matter again. 3. We don't mind the doctor's considering the matter again. 4. We don't mind the company considering the matter again.

V. *Fill in the blanks with possessive pronouns or nouns in the possessive case where necessary.*

1. I'm tired of ... telling everybody my story. 2. I'm tired of ... telling me the same story a hundred times. 3. We'll be looking forward to ... joining us. 4. We'll be looking forward to ... joining you.

A Telephone Talk

Mary. Excuse ... bothering you at this late hour. Do you mind ... coming to see you now?

Ann. Of course I don't.

Mary. You remember ... promising to lend me your big dictionary, don't you?

Ann. Yes, I do. Come round and get it. I'll be looking forward to ... seeing you.

Mary. Oh, thank you. I'll be at your place in half an hour.

VI. *Complete the sentences, using active and passive Gerunds.*

1. He looked forward to	пригласить быть приглашенным
2. She prefers	рассказывать новости когда ей рассказывают новости
3. Do you remember	винить кого-л. за эту ошибку? что вас винили за эту ошибку?
4. I don't mind	поехать в командировку если меня пошлют в командировку если его пошлют в командировку послать письмо немедленно чтобы письмо было послано немедленно

5. It depends on	просмотрит ли он документы вовремя будут ли документы просмотрены вовремя
6. He objected to	делать работу наспех чтобы она делала работу наспех чтобы работа была сделана небрежно чтобы собрание было отменено чтобы это здание было снесено

VII. *Answer the following questions,*

a) *using the Gerund as a direct object:*

1. Which do you like better, skiing or skating?
2. What films do you consider worth seeing?
3. Do you prefer booking seats for the theatre in advance? Why?
4. Do you enjoy travelling by sea (by air, by rail)? Why?
5. Do you remember taking your child to school for the first time? What do you remember about the day?
6. Do your children obey you at once or do they need telling several times?
7. What is your friend busy doing now?

b) *using the Gerund as a prepositional object:*

8. What are you looking forward to?
9. What are you fond of doing?
10. What do you do when you feel tired of doing one thing?
11. What do you praise (blame) people for?
12. Do you feel like going out when it rains (when the sun shines brightly)?

c) *using the Gerund as an attribute:*

13. Do you realize the importance of learning foreign languages? What about your friends? Have they much experience in dealing with languages?
14. What are your reasons for taking up English?
15. Do you take much interest in reading English books?
16. What ways of learning words do you find most effective?
17. How can you improve your English if you haven't much chance of speaking it?

18. Is it sensible to lose all hope of learning a language after the first difficulties? (Give your reasons.)

d) *using the Gerund as an adverbial modifier:*

19. What arrangements do you make before starting on a holiday?
20. You book a ticket in advance instead of leaving it to the last day, don't you?
21. Do you ever go to another town without saying goodbye to your friends?
22. What do you do on arriving at the place where you are going to spend your holiday?
23. What do you do to enjoy yourself during a holiday besides swimming or lying in the sun?
24. You gain a lot by visiting different places of interest, don't you?

e) *using the Gerund as part of the predicate:*

25. When did Posie Carrington start acting in theatres?
26. Why did Highsmith stop trying to convince the manager that he could act the part?
27. Why did Highsmith keep trying to get the part?
28. Posie Carrington went on talking to her friends when "Bill Summers" came up to her, didn't she?

VIII. *Complete the following sentences, using Gerunds.*

a) 1. Do you prefer...? 2. Did you enjoy...? 3. I don't mind... 4. Excuse me... 5. Is the play (the book, the exhibition) worth...? 6. He's busy... 7. Do you mind...? 8. I remember... 9. The translation (the article, the suggestion) needs...

b) 1. I think it depends on... . 2. Your son looks forward to ..., doesn't he? 3. Is he engaged in...? 4. You're fond of ..., aren't you? 5. Who is responsible for...? 6. Are you tired of...? 7. Do any of you feel like...?

c) 1. He takes every opportunity of	приобрести знания заказать билеты в театр подбодрить своего друга
2. He had no chance of	быстро исправить положение быть представленным обменяться мыслями

3.	What's (his, your, their) reason for	отменить встречу? не поддерживать связи с фирмой? предпринять этот шаг?
4.	What's your idea of	обучать молодых специалистов? обменяться информацией? связаться с заводом?
5.	I have no hope of	что мне дадут эту роль заказать билет на скорый поезд сегодня что меня примет врач
6.	There are a lot of ways of	выучить что-л. как следует помочь другу в беде заказать комнаты в гостинице
7.	What are your objections to	чтобы мы рассмотрели вопрос сейчас же? чтобы собрание было проведено сегодня? чтобы телеграмма была отослана немедленно?
8.	She has no experience in	воспитывать детей ухаживать за больными заниматься такими вопросами
d) 1.	He made a decision after	тщательно рассмотреть вопрос обменяться мыслями связаться со специалистами
2.	We considered all the reasons for and against before	предпринять этот шаг отвергнуть предложение назначить кого-л. главой делегации
3.	He went straight home on	прибыть в родной город сообщить, что ему звонили узнать об их приезде
4.	He did (somebody) a lot of good by	указать ошибки показать пример быть откровенным с кем-л.

5. You can't do well without	учить слова как следует проявлять достаточно интереса к... держаться вместе с товарищами
6. She did a lot of things besides	присматривать за детьми взять багаж из камеры хранения накрыть на стол

IX. *Give as many combinations with the Gerund as you can and use them in sentences of your own.*

to keep	to sign the documents
to stop	to look through the letters
to finish	to praise
to continue	to find fault with
to go on	to look around
to begin	to write a message
to start	to make arrangements

X. *Translate into English,*

a) *using the Gerund:*

1. Извините,	что я еще раз беспокою вас. что я снова прерываю вас. что я задаю вам столько вопросов.
2. Благодарю вас,	что вы напомнили мне об этом. что вы присмотрели за моим ребенком. что вы уговорили мальчика не делать этого.
3. Вы не возражаете,	если я закрою окно? если вас задержат немного? если его накажут? если его возьмут к нам на работу? если он будет отвечать за эту работу?

4. Вы помните,

что вы имели неприятности из-за вашей небрежности?
как он вам показывал город?
как она пыталась убедить его?
что вас хвалили за исполнение этой роли?

5. Они заняты:

заказывают билеты на поезд.
выбирают книги для чтения.
рассматривают этот вопрос.
сдают вещи в багаж.

6.

Телевизор	нужно	наладить.
Вашего друга		подбодрить.
За маленькими детьми		присматривать.

b) *using the Gerund with the preposition* without *or the negative Participle (§ 8 n. 5 г, Note 1, p. 475)*:

1. Мой друг ушел,

не оставив мне записки.
не договорившись о проведении вечера (= о вечере).
не назначив встречи.
не обменявшись со мной впечатлениями о фильме.
не спросив разрешения взять эту книгу.

2. Не занимаясь этим вопросом лично, товарищ Петров не мог сразу дать надлежащего ответа фирме. 3. Не приняв своевременно (вовремя) нужных мер, мы были вынуждены отменить встречу. 4. Почему вы отвергли это предложение, не обсудив (рассмотрев) его надлежащим образом? 5. Не посмотрев расписания, мы не знали, когда отходит поезд.

c) *using the Gerund*:

1. Анна сказала, что успех работы зависит *от того, будут ли* вовремя *подготовлены* все материалы. 2. Директор возразил *против того, чтобы* все предложения *обсуждались* на одном и том же собрании. 3. Дождь идет с утра,

и моя машина стала такой грязной, что ее нужно *помыть*, прежде чем поедем дальше. 4. Друзья Петра с нетерпением ожидали, *когда он расскажет* им о последних соревнованиях. 5. Опыт этого преподавателя в *обучении* студентов английскому языку стоит *изучать*. 6. «Регулярное *чтение* вслух поможет вам улучшить произношение (pronunciation)», — сказал преподаватель, обсуждая ошибки студентов. 7. Я хорошо помню, *как шла* домой из школы после последнего выпускного экзамена. 8. Извините, *что я так* часто вас *беспокою*, но я не могу разобрать ваш почерк (to make out somebody's handwriting).

XI. *Translate into Russian (§ 7, p. 470).*

1. The teacher's given you a lot of good advice. It'll be your own fault if you don't follow it. 2. What's the news? You look very gloomy. Is it bad? 3. Mathematics was my favourite subject at school. 4. "Where's the money you borrowed?" "It's been spent on books." 5. At first I couldn't recognize my friend in those shabby clothes and the make-up.

XII. *Translate into English.*

1. Его советы весьма полезны (useful). Им стоит следовать. 2. Почему твоя одежда такая грязная? 3. Кто виноват в том, что эти сведения не были посланы вовремя? 4. Хотя новости были весьма печальными, он взял себя в руки и продолжал работать. 5. У вашего сына отличные успехи. Но я еще не склонен хвалить его. 6. Где деньги? — Я положил их в твой портфель. 7. Присланные вами данные оказались вполне достоверными. Они очень помогли нам в работе. 8. Я с нетерпением жду ваших новостей (хочу услышать их). Они всегда очень интересны.

GRAMMAR REVISION

I. *Read the following (Table 6, p. 499).*

a) 1,005 journals; 5,400,000 strikers; 101 clerks; 41 banks; 305 suggestions; 6,859 books; 8,732,465 signatures; on page 733; by tram 43; in room 1438; in chapter XXIX; on the 12th day; 90,045,042 roubles

b) at the end of 1789; in 1200; in 1860; in June, 1941; by 1980; in Jan., 1965; on Dec, 25, 1959; 28th Febr., 1968; on the 21st of July; Oct. 25, 1917; Nov. 7, 1943; 3rd Sept., 1940.

II. *Translate into English and read aloud.*

0.325 забастовок, 341 студент, 9-е предложение, в комнате 1223, 10.999.525 долларов, 44.785 фунтов стерлингов, на странице 945-й, 1.565.000 новых книг, в 331-м параграфе, 101.305.681 рубль

III. *Write the following dates.*

9 мая 1945 г., 22 апреля 1979 г., 23 февраля 1971 г., 5.9.65 г., 31 января 1952 г., 1.9.59 г., 20/VI—49 г., в 1869 г., в сентябре 1941 г., к ноябрю 1975 г., в 1901 г., 9/I—1905 г., в мае 1989 г.

IV. *Put the verbs in brackets into the correct voice and tense-forms. Retell the story (Table 7, p. 500).*

An English Tale

Once upon a time there (to live) a man who (to marry) a bad-tempered woman.

She could not run the house properly and always (to object) to any improvements her husband suggested.

As a result the man (to be) very unhappy until his wife (to die). By that time he (to grow) quite old, and his only son already (to grow up).

One day the man (to give) his son two horses (лошадь) and a needle (иголка) and (to tell) him to go about the country and travel until he (to meet) a young married couple. He (to tell) the young man to find out which of them (to be) the real head of the family. If he (to see) that the wife (to obey) the husband, he was to give the latter one of the horses as a present, but if he (to discover) that the wife made all the decisions, he was to give her the needle.

The son (to start) off. He (to travel) for three days when he (to come across) a house at the side of the road which, as people (to tell) him, (to occupy) for some time by a young married couple. When the young man (to enter) the house, the young couple (to have dinner). He (to explain) what he (to tell) to do.

"We (to be married) three years, and I never (to take) a single step without talking it over with my husband," (to say) the woman. "It's shameful not to obey one's husband. I always (to be) a very obedient wife. Isn't that so, John?" she added, turning to her husband.

"Of course, dear," John (to agree).

"Then," (to say) the young man. "One of the horses (to be) yours. Which would you prefer?"

After they (to examine) both the horses closely, the husband (to be) the first to speak: "We (to take) the white horse with the grey spots. I (to like) his strong legs."

"Oh, no, John," the woman (to interrupt) at once. "We (to take) the black one."

"Of course, dear," John agreed without hesitation. "I (not to mind) taking the black one if you (to like) it."

"That'll do," (to say) the young man. "I (to make up) my mind." And he (to give) the woman the needle.

VOCABULARY EXERCISES

Stage I

I. *Answer the following questions, using the active vocabulary of the lesson.*

1. Why do you think the author calls Buttonwood Street a lovely place?
2. Why did Henry Cowperwood's business connections increase?
3. What kind of firm did Henry Cowperwood represent?
4. Why did he get to know a number of rich businessmen?
5. What kind of person was he considered to be?
6. Why was young Cowperwood allowed to come to the bank where his father worked? What did he like to watch there?
7. How did the boy gain a wide knowledge of the condition of the country financially? What was he interested in?
8. What did Frank think of his father's business activities?
9. What were the boy's plans for the future? Were they associated with banking?
10. Why had Uncle Seneca taken no notice of the family before? Why did he get particularly interested in the boy?
11. Was the boy frank with his uncle or did he try to deceive him?
12. Why did Uncle Seneca become a frequent visitor to the house?
13. Why did Uncle Seneca want his sister to keep in touch with him?
14. Why did Uncle Seneca object to Frank leaving school at thirteen?

10. What did Uncle Seneca promise he would do if the boy behaved well?
10. What was Uncle Seneca's idea of a good training for the boy?

II. *Complete the following sentences from the text.*

1. Buttonwood Street was a lovely place... 2. The Cowperwoods, father and mother... 3. He was quite often allowed to come to the bank on Saturdays, when... 4. He was going to do some of the risky things... 5. ...he showed much more interest in the Cowperwoods... 6. Uncle Seneca became a frequent visitor to the house... 7. If you are going to be a banker, you... 8. And meantime,...

III. *Substitute words and word combinations from the text for the italicized parts.*

1. *With time the position that Henry Cowperwood held* grew more responsible and his business *contacts became more numerous.* He already knew *several* rich businessmen who *came to do business* with the bank where he worked. 2. The brokers knew him *because he held a responsible position* at a well-known firm, and *looked upon* him *as a person who could be relied on.* 3. On Saturdays young Cowperwood would watch *people get money at the bank in exchange for* documents. 4. Uncle Seneca *began to visit the house very often* and *grew more and more interested in* Frank. 5. "*Let me know what happens,*" he said to his sister. 6. *They'll teach you the right things* there.

IV. *Find English equivalents for the following (See Text).*

Генри Каупервуд начал работать в банке мелким служащим; откуда берутся все эти деньги?; с радостью объяснял; как раз в это время; на этот раз; не хочешь ли ты поехать на Кубу?; я не уверен, что хочу этого; что ты имеешь против этого?; несомненно, в мальчике что-то было; большинство предметов, которые ему приходилось изучать в школе; вот что я хочу сделать; ты большего достигнешь, если...; не торопись, сынок; я помогу тебе начать; поработать в хорошей фирме год — другой; береги здоровье

V. *Give the situations in which the following are used (See Text).*

steps, to take an interest in, the exchange of bills, honest, to take notice of, frank, frequent, most of, fast, to behave, training

VI. *Correct the following statements. If you find the sentence only partly wrong, use the following expressions.*

you're not quite right; it is true in a way; true ... but (well, yes, but ...), as a matter of fact

1. The brokers looked upon Frank's father as a most unreliable person, who would deceive them when he had an opportunity to do so. For that reason he had few business connections.
2. Young Frank used to take little interest in his father's work, and though he was allowed to come to the bank on Saturdays, he did not gain a lot by watching business operations there.
3. At home Frank's people used to talk about business and financial adventure, but the talk made little sense to the boy and he did not listen to it.
4. Although Frank was young and did not know much about business he realized that his father was honest and careful. He told himself that when he grew up, he would be like his father, he would never do a risky, dishonest thing in business.
5. Uncle Seneca had always kept in touch with the Cowperwoods, for he was fond of the family, but this time he liked young Frank so much that he decided to stay with the family and watch the boy's progress.
6. Uncle Seneca got angry on hearing that the boy had no interest in anything except money, and told Henry Cowperwood that he had not brought him up properly.

Stage II

a step, to take steps

a) *Translate.*

1. He jumped on to the step of a moving tram. 2. He heard strange footsteps outside the house. 3. Everything depends on your taking the necessary steps in time. 4. The boy took a few steps forward and stopped.

b) *Make up sentences of your own.*

to object to — to take immediate steps; to depend on — to take steps in time; to take steps — to look forward to

c) *Think of a beginning.*

1. .... That's why I consider this step unreasonable.

A: ... . I have a feeling that it was quite a reasonable step.
B: ... . That's why I don't feel like taking such a step.

as, like

a) *Translate.*

1. As time went on, they cheered up a little. 2. He's had special training as a music teacher. 3. As the suggestion seemed sensible, we decided to give it proper consideration. 4. He was looked upon as an experienced engineer. 5. As he spoke, his face seemed more and more familiar to me.

b) *Fill in the blanks with* as *or* like.

1. She has a very light step, she moves ... a dancer. 2. While Comrade Sokolov was away on business, one of his fellow workers acted ... chief (главный) engineer. 3. He speaks English ... an Englishman because he's spoken the language since childhood. 4. The girl's had a good training ... a typist (машинистка), she works ... a machine.

a position, to find oneself in a ... position

a) *Answer these questions.*

1. How could you describe Miss Carrington's position at the theatre?
2. Why did Mark Twain find himself in a difficult position?
3. In what kind of position did Highsmith find himself when he went to see Miss Posie at the hotel?

a connection, to connect, to be connected with

a) *Make up sentences of your own, using the following table; translate the sentences into Russian.*

I don't see	any connection	between	the events
What's	the connection		the sentences
Is there			the discoveries
There isn't			the ideas
Don't you see			the suggestions
			the letters

b) *Answer these questions.*

1. Which foreign language is your work connected with?
2. Is your work connected with travelling?
3. When were Moscow and Leningrad connected by a railway line?
4. Was the construction of that railway line connected with trouble and expense?

a number of, the number of

a) *Fill in the blanks with articles.*

1. There were ... number of faults in the report. 2. ... large number of young actors were praised highly for their performance. 3. ... number of people engaged in this work has become twice as large as it used to be.

b) *Complete.*

1. A number of students... (to make progress. in ...). 2. The number of students... (to increase). 3. A large number of discoveries... (to be made since ...). 4. The number of discoveries... (to grow).

c) *Translate.*

1. Число людей, знающих иностранные языки, увеличилось. 2. На собрании был внесен (сделан) ряд разумных предложений. 3. Он нашел несколько (ряд) недостатков в ее работе.

to deal (with)

a) *Answer these questions.*

1. What kind of people do you prefer dealing with?
2. What does the last English book you read deal with?
3. You have to deal with different kinds of things in your work, don't you?

b) *Make up sentences of your own.*

Model: He's pleasant to deal with, he's very cheerful.

to be impossible to deal with — to find fault with; to be pleasant to deal with — to keep one's word; to be easy to deal with — a good-natured person

c) *Translate.*

1. С ней трудно иметь дело. 2. Этот институт не занимается такими проблемами. Он совсем не связан с сельским хозяйством.

to represent, a representative

a) *For the word* English *substitute the names of as many different nationalities as you know.*

By whom were the English represented in the last international sports championships?

b) *Answer these questions.*

1. Who was the Soviet Union represented by at the last international music contest (at the last sports championship)?
2. What kind of people do we send to the Soviets to represent our interests?
3. What representatives of Soviet science (art, literature, music) do you know of?

c) *Translate.*

1. Кто представлял делегацию Индии? 2. Кто будет представлять наше учреждение на конференции? 3. Я знаю, что их представители придут на выставку в среду утром.

reliable, to rely on (upon)

a) *Practise aloud.*

1. You can rely upon him. 2. Can we rely on what he says?

b) *Make up sentences of your own.*

to depend on — to be reliable; to have a sense of responsibility — to rely on; to gain experience — can be relied on; to be reasonable — to rely on; a good bus service — to rely on

c) *Translate.*

достоверные сведения (новости), надежный человек

1. Вы можете на него положиться. 2. Могу ли я положиться на его опыт?

to be (get) interested in, to take an interest in, to be of interest to

a) *Practise aloud.*

1. We are interested in getting information about these goods. 2. The news is of great interest to everybody.

b) *Make up sentences of your own.*

to be interested (in)	to gain knowledge
to take an interest (in)	to gain experience
to take no interest (in)	to improve
to take some interest (in)	to discover
not to take much interest (in)	to spread

c) *Complete.*

1. The demand for the book has increased because ... (to be of interest to ...). 2. The information published in the journal ... (to be of considerable interest to...). 3. I've chosen this book to speak on because... (to be of great interest).

d) *Translate.*

1. Они оба интересуются искусством. 2. Интересно, почему никто из вас не проявляет никакого интереса к этой книге. 3. Я заинтересован в просмотре этих статей лично (сам). 4. Я уверен, что эти вопросы представят для вас большой интерес.

an exchange, to exchange one thing for another, in exchange for

a) *Make up sentences of your own.*

an exchange of ideas — to be beneficial (useful); an exchange of films — to be of interest to; an exchange of visits — an event of great importance; to look forward to — to exchange experience

b) *Use all possible tense-forms.*

We exchanged opinions on the exhibition.

c) *Translate.*

1. Я полагаю, что обмен мнениями принесет нам обоим большую пользу. 2. Мне хотелось бы, чтобы вы давали мне уроки английского языка в обмен на уроки русского языка. 3. Нельзя ли мне обменять это платье на другое?

a bill

a) *Answer these questions.*

1. Where are people given bills?
2. What do you say when you ask for the bill at a restaurant?
3. What does your electricity (gas) bill usually come to?

b) *Translate.*

1. Вы ведь уже уплатили по счету в гостинице? 2. Дайте мне счет, пожалуйста. 3. Сколько составляет (to come to) мой счет?

honest, to be honest with

a) *Complete.*

1. You can rely upon him ... (to consider, honest). 2. We liked him at first sight... (honest, a face). 3. After Jack had deceived his friends... (to keep away, dishonest). 4. I'll be quite honest with you... (suggestion, not to make sense).

notice, to give (get) a week's (two weeks') notice

a) *Translate.*

1. Do you mind looking at the notice on that wall? 2. Miss Poole cancelled her engagements without giving notice to the manager. 3. After getting two weeks' notice from her manager, Jennie had to look for another job.

b) *Complete.*

1. В объявлении говорится... (the meeting, to be held). 2. Я прочел в объявлении, что... (the excursion, to fix). 3. Мы пытались уговорить их отменить матч, но... (to take no notice of...).

frank, to be frank with, frankly

a) *Translate, using the Gerund.*

1. Все обвиняли его в том, что он не был откровенным со своими друзьями. 2. Откровенно говоря, я не расположен выходить куда-либо вечером. 3. Благодарю вас за откровенность. 4. Я не возражаю поговорить со всеми откровенно. 5. Откровенно говоря, работу нужно улучшить.

frequent, frequently

a) *Answer these questions.*

1. In which season does it rain most frequently?
2. What does your teacher ask you to do if you make frequent mistakes?
3. Do you have to wait long for a bus in the morning or do they run frequently?

b) *Make up sentences of your own.*

a frequent visitor — to get to know; a frequent expression — to be worth learning; frequent telephone calls — to get tired of

to keep in touch with, to be in (out of) touch with, to get in touch with

a) *Practise aloud.*

1. I'll get in touch with my people. 2. We've been in touch with the institute for a year. 3. I'm sorry, you're out of touch with things here. 4. He isn't here now, but we keep in touch with him.

b) *Translate.*

1. Многое зависит от того, установите ли вы связь с институтом. 2. Ученых хвалили за то, что они поддерживают связь с заводами. 3. Его обвинили в том, что он не поддерживает связи с некоторыми специалистами (a specialist).

most of

a) *Practise aloud.*

1. Most of our suggestions have been accepted. 2. Most of your story is really excellent. 3. It seems I've missed most of the fun.

b) *Make up sentences, using the following table.*

most of these dresses	to turn down
most of the area	to guess right
most of the road	to be out of fashion
most of these old houses	to pull down
most of the children	to be built (up)
most of his books	to enjoy the sight
most of his suggestions	to have a lot of fun
most of the journey	to be in great demand
most of his stay	to enjoy

c) *Translate.*

бóльшая часть книги (перевода, времени, работы), большинство студентов нашего института, большинство наших ученых, бóльшая часть слов

fast

a) *Answer these questions.*

1. When do people begin to talk very fast?
2. When do people have to walk fast?

b) *Translate.*

1. Не говорите так быстро, я вас не понимаю. 2. Вы слишком быстро диктуете. 3. Он работал особенно быстро. 4. Не так быстро. Одну минутку, я запишу номер телефона.

to behave

a) *Translate the following word combinations and use these English equivalents in sentences of your own.*

вести себя (хорошо, плохо, как следует, как ребенок)

to train, to have (get) training

b) *Translate.*

1. We want a trained driver, not a beginner. 2. She's had some training at a Teachers' College. 3. You can't blame her for her inexperience, she wasn't trained to be a translator.

c) *Make up sentences, using the same structure as in the model.*

She was trained to be a doctor.

d) *Use all possible tense-forms.*

The team is training for the finals.

e) *Answer these questions.*

1. Why can't one become a skilled doctor (teacher, engineer) without special training? (Is it possible to gain a good knowledge of a subject from one's own experience alone?)
2. What is your brother (sister)? Was he (she) trained to the profession?

Stage III

1. *Substitute the active vocabulary of the lesson for the italicized parts.*

1. It's rather difficult *to do anything* with Ann, she gets excited very easily and it takes her a long time to pull herself together. 2. John's quite grown up now and has a strong sense of responsibility; I think you may *be sure that he will do the work well*. 3. Do you know they are going to hold a discussion of the last competition? Who's going *to attend it and speak for* our team? 4. My mother bought a hat for me the other day, but the style is quite out of fashion now. I wonder whether it's possible *to take it back to the shop and get* a more fashionable one. 5. Although Jack seemed *to be telling his new friend the truth*, Bob had a strange feeling that he was being deceived. 6. Although Jane went to Oxford and Mary took a course at a Teachers' Training College in Birmingham, the two friends *never lost sight of* each other and sometimes had a holiday together. 7. "I give you *a month in which to find another job*," the manager said to the worker.

8. The manager told the secretary *to write a letter* or *phone* the representative of the Ministry.

II. *Complete the following sentences.*

1. At the bank, Henry Cowperwood often spoke... 2. At home Henry Cowperwood used to tell... 3. He would say... 4. He would tell... 5. At home Frank's people used to talk... 6. When Uncle Seneca was speaking..., he said... 7. Seneca Davis told... 8. Frank said...

III. *Fill in the blanks with prepositions and adverbial particles if necessary.*

1. I promised Peter not to tell his sister ... his illness, and found myself ... an awkward position when she asked me how he was. 2. He's impossible to deal ... ! You can never rely ... him. 3. Almost all the countries ... the world were represented ... the Film Festival ... Moscow. That was why it was an event ... great interest ... all cinemagoers. 4. Both the teacher and the students were interested ... the conference. Everybody looked ... ... a fruitful exchange ... ideas ... representatives ... different scientific schools. 5. When Peter was twelve, he used to take a great interest ... foreign stamps. He would often give his friends his books, toys and other things ... exchange ... stamps which were ... interest ... him. 6. "I'll be pleased to help you," the doctor said ... the old scientist. "But I want to be perfectly honest ... you: no medicine will help you unless you stop working ... the expense ... your health. I can only allow you to work three or four hours ... a day." 7. Mary had been training ... the race the whole winter. 8. Ann was hurt to see that her friend hardly took any notice ... her, although they had been ... ... touch ... over a year. 9. "A lot of interesting books may come out ... connection ... the film festival," said the shop assistant. "Keep ... touch ... us. We'll let you know if there's anything here ... interest ... you."

IV. *Fill in the blanks with articles if necessary.*

In this period there came ... declaration of war between ... North and ... South.

Then came ... number of ... meetings and ... battles; ... arrival of Lincoln on ... way from Springfield to Washington; ... battle of Vicksburg; ... battle of Gettysburg, and so on. Cowperwood was only twenty-five at the time, ... calm, good-looking young man, who thought there were good reasons to start ... war for ... liberation of ... slaves,

but that it was dangerous to ... trade and might do him as ... businessman ... lot of harm. He did not want to join ... army ... others might, there were a lot of poor fools who would put themselves up to be shot; ... number of these people was large enough, but he was not going to run the risk (рисковать) of being killed. One day he saw ... small unit of ... soldiers marching along one of ... quiet streets of ... town. ... idea was, of course, to make such ... deep impression on all ... townspeople including himself, that they would lose their sense of self-interest, and seeing only ... great need of ... country, join ... army. He saw ... workingman watch ... unit, then take ... few steps forward and finally join it. What was it that had caught ... man, Frank asked himself. He watched ... unit disappear round ... corner at ... end of ... street. No! He would rather make ... money!

V. *Make up situations, using the following words and word combinations.*

1. as a boy, to be fond of, to take an interest in history, a frequent visitor to museums, as, to grow up, to gain more knowledge, to get interested in, in fact;

2. to deal with, to exchange opinions, to be frank with, to rely upon, nearly, to deceive, to feel hurt;

3. a representative, to deal with, to cancel, two weeks' notice, to take steps, in connection with, to improve the position;

4. to remember meeting, shy, awkward, to take no notice of, to get to know, to turn out, honest, to be ashamed of one's attitude

VI. *Make a written translation, using the active vocabulary of the lesson.*

1. Эта девушка работает с нами два месяца, и все ее хвалят. Товарищ Петров говорит, что она прекрасная машинистка (a typist), так как она *училась* этой специальности (чтобы стать машинисткой) в течение двух лет, до того как пришла работать в нашем институте. 2. *Откровенно* говоря, я не могу помочь вам, так как моя работа не *связана* с такими проблемами. Если вас *интересует* этот вопрос, я советую вам *связаться* с товарищем Петровым. Их институт *занимается* этими вопросами с прошлого года. 3. «Всего несколько месяцев тому назад этот мальчик *вел себя* очень плохо, и я боялся, что у нас будут с ним неприятности, — сказал учитель. — Но мы *приняли меры*, и с тех пор дело пошло на лад (*положение* улучшилось).

Сейчас он *проявляет* большой *интерес* к математике, и я не удивлюсь, если со временем (one day) он станет прекрасным инженером». 4. Прочитав документы Грина, управляющий попросил его *поддерживать связь* с фирмой, сказав, что он не будет возражать против того, чтобы Грин был принят на работу, если ему разрешат увеличить *число* инженеров в основном цехе (a shop). 5. *Представитель* фирмы сказал миссис Браун, что, если она не заплатит *по счету* к концу недели, газ будет выключен. «Вас уже *предупредили* за две недели — сказал он, — я не хочу иметь неприятности из-за вас». 6. «Автобус — не единственное средство *связи* между этими городами, — объяснил он своему спутнику. — Раньше автобусы ходили (to run) *быстро* и *часто*, но сейчас старая дорога в плохом состоянии, а новая еще строится. Я думаю, неразумно *полагаться на* автобус, если вы торопитесь». 7. Я очень хочу посетить эту выставку. Мне сказали, что на ней будет *представлен ряд* интересных художественных школ. 8. Я помню, что просмотрел *бóльшую часть* его статей. Я нахожу, что некоторые из них нужно исправить.

SPEECH EXERCISES

I. *Discuss the following questions.*

1. What kind of family is described in the passage?
2. What was Frank Cowperwood interested in? Do you consider these interests normal for a boy of his age? How did his father look upon the boy's interests? Was his attitude right or wrong? (Give your reasons.)
3. How was it that Frank came to be interested in nothing but money? (How did the talk he used to listen to at home impress him?)
4. What was it that Uncle Seneca liked so much in Frank? What did he say Frank's future depended on?
5. What do you think of Uncle Seneca's present to Frank?

II. *Retell the text*: a) *as it is*, b) *as Henry Cowperwood (Frank Cowperwood, his schoolmate, Seneca Davis)*, c) *without details, in 2—3 minutes.*

III. *Dramatize the conversations between Frank and his uncle.*

IV. *Characterize Henry Cowperwood, Frank Cowperwood, and Seneca Davis, using the words below.*

good-natured, experienced (inexperienced), sensible cheerful, powerful, reliable, smart, honest (dishonest),

to behave, to be trained, to wear, to consider, to be responsible, to keep away from, to be easy (difficult, impossible, etc.) to deal with, to bring up, to grow up, (not) to get into trouble, the result was ...

V. *Describe*: a) *Henry Cowperwood's day,* b) *Uncle Seneca's life in Cuba,* c) *Frank Cowperwood's school day.*

VI. *Make up situations of your own.*

1. The Work of a Young Doctor

a young doctor, the position of an assistant, to turn down, a distant village, to take a great interest in, as, time, to pass, to gain experience, to be pleasant to deal with, to get to know, to get convinced, to look upon, skilled, reliable, to be praised highly, not to put up with faults

2. A Film Festival

to be held, a number of, to enjoy, to be represented, to look forward to, to be of great interest to, to suggest an exchange, most of, to be pleased with, to be a success, to be worth, to compare to, nearly, results

3. How My Friend Became a Pianist

to be fond of music, to go to concerts, to prefer, frequently, not to be trained, to learn more, to be displeased with oneself, to hesitate, shy, to have trouble with, to persuade oneself, to gain, wide experience, to realize one's ambition, to be praised for

VII. *Retell this text and discuss the questions following it.*

Robert Gains Some Life Experience

(from "The Green Years" by *Cronin*)

At the beginning of January Mama* received a letter. She gave a cry of joy. "From Adam. He's coming on Saturday at one o'clock. On business..."

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* Robert Shannon ['rɔbət 'ʃænən] lost both his parents at an early age, and was brought up in the family of his grandparents whom he was told to call Papa and Mama.

Adam wasn't a frequent visitor to the house. He had been out of touch with the family for some time, so I had not an opportunity of seeing him yet.

Mama told me what a wonderful boy Adam had been, how he had bought and sold a bicycle at a profit of ten shillings before he was thirteen; how a year later he got interested in business, and without any special training went into Mr McKeller's office; how now, at twenty-seven, he was considered a reliable official by most of the businessmen he dealt with and earned four hundred pounds a year, even more than Papa.

At one o'clock on Saturday a car pulled up at the door.

Adam entered, smiling, wearing a fashionable coat, and greeted everybody cheerfully.

He sat down to the rich meal which Mama had put before him. We all sat round and, exchanging hungry looks, watched him — we had had our poor dinner an hour ago...

After Adam had spoken to the grown-ups about things which I did not understand and therefore took no interest in, he turned to me and said:

"I hope you'll see me to the station, Robert, I like the way you behave and want to make you a little present."

He showed me a gold coin (монета).

"Money ... Money is everything," he continued.

"Not a bad idea to understand it while you're young, Robert. But you mustn't think I don't like spending money. I like to eat the best, to wear the best, to stop at the best hotels. I like to have everybody running after me. And now look at Grandpa. What's his position! Not a penny ... lives mostly on bread and water ..."

He stopped and smiled so pleasantly that I smiled in return...

Waiting for him downstairs, I thought of the day when, with pockets full of money, I should walk into a restaurant and order an expensive meal, while the waiters hurried to carry out my orders. I looked forward to receiving the present Adam would buy me with that beautiful gold coin.

"Will you carry my bag?" Adam asked me as Mama helped him to put on his coat.

I was ready to serve him and took the bag, which was much heavier than I had expected. Adam walked fast. I followed him half running, changing the bag from hand to hand.

"What sort of present would you like?"

"Anything will do, Adam," I said politely.

"No, no. It must be something you'd really like."

What understanding! Oh, Adam could certainly be relied on and I decided to be frank with him.

"I'd be glad (Я был бы рад) to have a pair of skates."

"Oh! Skates! Well, I don't know. You can't skate all year round."

That was a consideration, and I had to agree with him.

"A football would be better (Футбольный мяч был бы лучше)," he said. "But the boys will play with it; they will lose it."

The heavy bag was killing me.

"I ... I can't think, Adam."

"Oh, I know what I'll give you! It'll please Mama."

"Oh, thank you, Adam." I could hardly make another step. Even in my poor clothes I felt terribly hot.

He looked at his watch. "Quick, boy. Only two minutes to go."

The train was at the platform. Adam jumped into a first-class carriage, took the bag and disappeared for a moment. Then he gave me through the window a big brass (медный) calendar.

"Take it," Adam said. "Isn't it lovely?"

"Oh, yes, thank you, Adam," I answered in a trembling voice.

When I came home, I went upstairs to show my present to Grandfather.

"It's not gold, is it, Grandpa?"

"No," he said. "If it's from Adam, you may be sure it's brass."

There was a silence. At last he turned and looked at my gloomy face.

"Do you feel like skating?"

"I've got no skates, Grandpa," I said with tears in my eyes.

"Don't be so easily discouraged. We'll see what we can do."

He went downstairs and fetched a big wooden box full of all kinds of old things, including skates. After looking in it for about half an hour, he finally found a pair of small wooden skates. Oh, joy! We immediately went to the lake.

Grandpa fixed my skates on and began to teach me how to skate. I was happy as I moved about on the ice.

As we walked home, Grandpa asked:

"Did you enjoy skating?"

"Oh, Grandpa, it was lovely, simply wonderful!"

Later that evening I thought: "No, money isn't everything. I don't want those running waiters. What joy it was with those old skates! No, money is not everything."

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1. How can you describe Adam, Robert, Grandfather?
2. What impression did Adam and his ideas about money make on Robert at first?
3. What made Robert change his attitude to Adam and his ideas?
4. What was Robert's attitude to his Grandfather?

VIII. *Compare*: a) *Robert Shannon and Frank Cowperwood,* b) *Adam and Frank,* c) *Uncle Seneca and Robert's grandfather.*

IX. *Write a composition or speak in class on the following topics.*

1. My idea of the right way to bring up children.
2. My day's work.

DIALOGUES

(to be learnt by heart)

At the ˥Office

I

Mr White. 'Let's have a 'look at the ˥diary.| 'What are the en'gagements for to˥day?|

Secretary. 'Mr Pe'trov has an ap'pointment for ˥ten.| And 'then there's a 'conference at ˥three.|

Mr White. 'Get the 'documents ready for the ˥conference.| I'm a'fraid 'these 'bills will ↑ keep me 'busy till ˥twelve.|

Secretary. 'Shall I ar'range for 'Mr Pe'trov to ↑ come ˥later?

Mr White. ˥Yes, you'd ˥better.| Phone him ↑straight a˥way and ˥then at'tend to the ˥documents.|

Secretary. 'Very ˥good.|

II

Secretary. 'Could I 'speak to 'Mr Pe˥trov, please?|

Bobrov. He's on a'nother 'line at the ˥moment.| 'Would you hold ˥on?|

Secretary. I'm a'fraid I˥can't.| I'll 'leave a˥message for him. 'Will you 'please 'ask him to 'call at 'Mr 'White's 'office at˥twelve o'clock instead of˥ten?|

Bobrov. 'All ˥right.| I'll 'let him ˥know.|

ACTIVE WORDS AND WORD COMBINATIONS

a diary
an appointment
to have (to make, to keep, to call off) an appointment
to appoint
appointed
to arrange
an arrangement
to make arrangements
to phone smb.
to be on the phone
to get smb. on the phone
straight away
to attend to smth.
to see to smth.
a message
to leave a message (for smb. with smb.)
to call on smb.
to call at smb.'s place

(See Vocabulary for Lesson 9, p. 410)

EXERCISES

I. *Practise the sound combinations given below, then read the dialogues carefully.*

at the ˎdiary	ˈkeep me
and ˈthen	you'd ˎbetter
at ˈthree	at'tend to the ˎdocu-
ˈget the ˈdocuments	ments

II. *Find English equivalents for the following sentences (See Text).*

1. Какие дела у нас намечены на сегодня? 2. Подготовьте документы. 3. Я буду занят со счетами до двенадцати. 4. Договориться с м-ром Петровым на более позднее время? 5. Позвоните ему сейчас же. 6. Займитесь документами. 7. Он разговаривает по другому телефону. 8. Я бы хотела передать ему следующее. 9. Я сообщу ему (об этом).

III. *Activate the following words and word combinations.*

to appoint, appointed, to have (make, keep, cancel) an appointment

a) *Practise aloud.*

1. Have you an appointment at ten? 2. I'm so sorry I couldn't keep the appointment. 3. Can I make an appointment with the doctor for Tuesday morning? 4. How do you like your new appointment? 5. He had to cancel the appointment at the last minute.

b) *Use all possible tense-forms.*

Comrade Nikitin was appointed head of the delegation.

c) *Make up sentences of your own, using the following table.*

to make	an appoint-	with a dentist	for tomorrow af-
to have	ment	with a doctor	ternoon
to cancel	the appoint-	with the engi-	for (at) six
to keep	ment	neers	o'clock
		with Professor N.	on Saturday
		with the director	at ten o'clock
			yesterday morn ing

d) *Use a synonymous expression*

1. Doctor B. will not be engaged this afternoon. You can ring him up at the surgery and arrange to see him between 4 and 5 p. m. 2. You can rely on him. He is sure to come in time unless something unexpected holds him up. 3. I've made an appointment with Mr Smith, and I am looking forward to seeing him. 4. He's been given the position of manager and it's really impossible to get hold of him on the phone now.

to arrange, arrangement, to make arrangements

a) *Translate and practise aloud.*

1. I'll arrange everything myself. 2. I've arranged for you to see him Thursday morning. 3. We've made all the necessary arrangements for the trip. 4. Have you made arrangements about a room?

b) *Make up sentences, using the same structures as in the models and translate them into Russian.*

Model 1: I'll arrange for you to come Tuesday afternoon.
Have you made arrangements for them to visit the museum?

to book tickets, not to be late, to stay with smb., to consider something straight away, to be shown round the place, to exchange opinions on ..., to get in touch with somebody, to visit the factory

Model 2: He made arrangements for the party.
We made arrangements about rooms at a hotel.

the meeting, the excursion, dinner, the bus, the luggage, the journey, the final match, our stay there

IV. *Answer the following questions. Make up stories based on the information gained from the answers (to be done after each set).*

a) 1. Were you trained to be an engineer?
2. Where did you get your training?
3. You're interested in your work, aren't you?
4. What kind of machinery do you deal with?
5. Are you in close touch with other offices or factories?

6. Your work is connected with the English language, isn't it? In what way?

b) 1. What time do you come to your office?
2. You begin working straight away, don't you?
3. What do you attend to first of all?
4. What are your usual daily engagements?

c) 1. Do you make business appointments in the morning or in the afternoon?
2. You always keep your appointments, don't you?
3. Does anything ever make you cancel your appointments? What makes you do so?

d) 1. What was your last business appointment?
2. Who did you meet?
3. Did you make the appointment on the phone or by letter? How do you usually prefer to do it?
4. What do you do if the person you're phoning to is out?

e) 1. When are you going to call on your friend?
2. Will you call at his home or at his office?
3. You'll phone to him before calling at his office, won't you? Why?

f) 1. Do you keep a diary? How long have you kept it?
2. Why do you find it useful?
3. Do you write things in it which you have to see to yourself or messages for other people too?

g) 1. Your work is connected with business trips, isn't it?
2. Who usually makes all the arrangements for your business trip?
3. Is anyone appointed to do your work while you are away?

V. *Make a written translation of the dialogues and then retell them in indirect speech.*

1. — Когда вы уезжаете на выставку?
— В начале следующего месяца, я думаю. Мне еще нужно *договориться относительно* некоторых экспонатов (exhibits).

2.— Вы давно знаете товарища Рябова?
— Да, он (раньше) был моим сослуживцем, но уже около месяца я не поддерживаю с ним связи.

— Вы знаете, его *назначили* директором нашей фирмы.
— Правда?

3.— Вы уже *договорились о встрече* с редактором (editor)?
— Нет еще, я *звоню* ему с утра, но (никак) не могу дозвониться.
— *Позвоните* еще раз. Если его не будет на месте, попросите передать ему обо всем (сообщите).

4.— Вы приготовили все документы для конференции?
— Да, почти все готово, но мне нужно посмотреть некоторые цифры (figures).
— *Займитесь* этим *сейчас же*, встреча с представителями делегаций назначена на 11 часов, а сейчас уже десять.
— Хорошо. Не беспокойтесь, все будет готово.

5.— Алло. Попросите товарища Назарова, пожалуйста.
— Товарищ Назаров сейчас *говорит по (другому) телефону*. Вы подождете?
— Нет, я *позвоню* еще раз.

6.— Товарищ Дымов, *зайдите* в контору, пожалуйста. *Вам просили кое-что передать.*
— Спасибо, я все знаю, я уже *занимался* этим вопросом.

VI. *Retell the dialogues in indirect speech.*

VII. *Make up dialogues and retell them in indirect speech.*

1. Discussing a Suggestion

to have a suggestion, to be worth considering, to have trouble with, to ask for permission, to prefer, to hesitate, convincing, to try to persuade, one's attitude to

2. Looking Up Appointments

a diary, to have an appointment, to be engaged, to arrange, nearly all the points, to have a suggestion, to consider, reasonable, to make changes, to attend to

3. Receiving a Visitor

what can I do for you?, can I see ..., it's a pity, to call on, at the appointed time, to arrange for somebody to do something, to call at, to leave a message, to phone, to get somebody on the phone

4. Preparing to Receive a Foreign Delegation

to make all the arrangements, to appoint somebody to do something, to look up, to get somebody on the phone straight away

5. Receiving a Foreign Delegation

to have a pleasant journey, to put up at a hotel, to enjoy the stay, to be pleased, to be interested in, to prefer, to consider, straight away, I'd rather, to get in touch with one's people, what a shame, to be held up

REVISION

I. *Ask a box-office clerk which performances he would advise you to see. Book two seats for the performance you have chosen.*

II. *Ask your guests if they would like to see some places of interest in Moscow. Tell them what you consider to be of interest to them.*

III. *Invite your guests to come to Moscow again.*

IV. *Say a few words to your friends about the last football (hockey) match you've seen.*

V. *Speak of your impressions of a film (play). Try to persuade your friend to see it.*

VI. *Explain to an assistant at a book-shop why you don't like the book she's shown you. Tell her what kind of book you'd prefer.*

VII. *Look at the picture carefully and ask each other questions about it. Use one of the Perfect Continuous forms and the words and expressions given below.*

to discover, to be surrounded, in spite of (the fact), to take no notice of, to lean forward, to pull, the result was ..., to blame smb.

Words you may need: to fish удить рыбу, a fishing line леска, a life belt спасательный круг



VIII. *Look at the pictures carefully and make up a story, using the words and expressions given below.*

not to feel like, to prefer, to grow, to wake up, to look around, in no time, to look innocent, (not) to be ashamed of oneself

Words you may need: to plant flowers сажать цветы, to make a flower-bed сделать цветочную клумбу, to water поливать, to pick срывать



Text: The Serenade (by *G. Bernard Shaw*)
Grammar: 1. Сослагательное (Subjunctive I) (§ 10, p. 477)
2. The Gerund (continued)

THE SERENADE

(by *G. Bernard Shaw*)

George Bernard Shaw, the famous English playwright, came from a middle class family. He was born in Dublin, the capital of Ireland, in 1856, and was proud of being an Irishman.

In 1876 he left his home town for London, where he became a journalist. In 1884 he joined the Fabian Society, a socialist organization of petty bourgeois intellectuals.

After a few unsuccessful attempts at writing novels, Shaw turned to plays. His first play appeared in 1892. Later on he wrote a large number of plays, all of which are known for their brilliant dialogue and sharp political satire.

In 1931 Shaw visited the Soviet Union. The famous playwright was always a true friend to the first Socialist State.

Bernard Shaw died in 1950 at the age of ninety-four.

I celebrated my fortieth birthday by putting on one of the amateur theatrical performances for which my house at Beckenham is famous.

The play, written by myself, was in three acts, and an important feature was the sound of a horn in the second act.

I had engaged a horn player to blow the horn. He was to place himself, not on the stage, but downstairs in the hall so as to make it sound distant.

The best seat was occupied by the beautiful Linda Fitznightingale. The next chair, which I had intended for myself, had been taken by Mr Porcharlester, a young man of some musical talent.

As Linda loved music, Porcharlester's talent gave him in her eyes an advantage over older and cleverer men. I decided to break up their conversation as soon as I could.

After I had seen that everything was all right for the performance, I hurried to Linda's side with an apology for my

long absence. As I approached, Porcharlester rose, saying "I'm going behind the stage if you don t mind."

"Boys will be boys," I said when he had gone. "But how are your musical studies progressing?"

"I'm full of Schubert now. Oh, Colonel Green, do you know Schubert's serenade?"

"Oh, a lovely thing. It's something like this, I think..."

"Yes, it is a little like that. Does Mr Porcharlester sing it?"

I hated to hear her mention the name, so I said, "He tries to sing it."

"But do you like it?" she asked..

"Hm, well the fact is ..." I tried to avoid a straight answer. "Do you like it?"

"I love it. I dream of it. I've lived on it for the last three days."

"I hope to hear you sing it when the play's over."

"I sing it! Oh, I'd never dare. Ah, here is Mr Porcharlester, I'll make him promise to sing it to us."

"Green," said Porcharlester, "I don't wish to bother you, but the man who is to play the horn hasn't turned up. "

"Dear me," I said, "I ordered him at exactly half-past seven. If he fails to come in time, the play will be spoilt."

I excused myself to Linda, and hurried to the hall. The horn was there, on the table. But the man was nowhere to be seen.

At the moment I heard the signal for the horn. I waited for him, but he did not come. Had he mixed up the time? I hurried to the dining-room. There at the table he sat, fast asleep. Before him were five bottles, empty. Where he had got them from was beyond me. I shook him, but could not wake him up.

I ran back to the hall promising myself to have him shot for not obeying my orders. The signal came again. They were waiting. I saw but one way to save the play from failure.

I took up the instrument, put the smaller end into my mouth and blew. Not a sound came from the thing.

The signal was given a third time.

Then I took the horn again, put it to my lips and blew as hard as I could.

The result was terrible. My ears were deafened, the windows shook, the hats of my visitors rained from their pegs, and as I pressed my hands to my head, the horn player came out, shaky on his feet, and looked at the guests, who began to appear on the stairs...

For the next three months I studied horn-blowing. I did not like my teacher and hated to hear him always saying that the horn was more like the human voice than any other instrument. But he was clever, and I worked hard without a word of complaint. At last I asked him if he thought I could play something in private to a friend.

"Well, Colonel," he said, "I'll tell you the truth: it would be beyond your ability. You haven't the lip for it. You blow too hard, and it spoils the impression. What were you thinking of playing to your friend?"

"Something that you must teach me, Schubert's serenade."

He stared at me, and shook his head. "It isn't written for the instrument, sir," he said, "you'll never play it." But I insisted. "The first time I play it through [1] without a mistake, I'll give you five pounds," I said. So the man gave in.

(to be continued)

NOTE

1. **The first time I play it through...** *В первый раз, когда я сыграю ее (серенаду) до конца...*

to read smth. **through** прочитать что-либо (до конца)
to look smth. **through** просмотреть что-либо

Have you looked through the translation? Вы просмотрели перевод?

I haven't looked it through yet. Я еще не просмотрел его.

Syn. to go **through**

I haven't gone through the book yet. Я еще не просмотрел книгу.

ACTIVE WORDS AND WORD COMBINATIONS

to put (on, down, up)
to put up (at a hotel)
to put off
to put smth. down to smb., smth.
amateur
a feature
an advantage (over)
to take advantage of the situation
to apologize (to smb. for smth.)
to hate
to mention (smth.)
the above-mentioned (= the above)
to avoid (smth.)
to turn up
to fail
failure
to spoil (spoilt, spoilt)
to mix up
to mix
to mix with people
beyond
within

to press (clothes, the button)
to press smb. to do smth.
to press the matter
urgent
a complaint
to complain (of, about)
private
in private
personal
to think (of, about)
to think smth. over
to stare (at)
to insist (on)
to give in

(See Vocabulary for Lesson 10, p. 412)

PROPER NAMES

Dublin ['dʌblin] Дублин
George Bernard Shaw ['dʒɔ:dʒ 'bə:nəd 'ʃɔ:] Джордж Бернард Шоу
Beckenham ['bekənəm] Беккенхэм
Linda Fitznightingale ['lində fits'naitingeil] Линда Фицнайтингель
Mr Porcharlester ['mistə 'pɔ:tʃəlstə] мистер Порчарлестер
Schubert ['ʃubət] Шуберт
Colonel Green ['kə:nl 'gri:n] полковник Грин

GRAMMAR EXERCISES

I. *Analyse the forms of Subjunctive I in the following sentences and translate them into Russian (§ 10, p. 477).*

a) 1. Why don't you go to Comrade Petrov for advice? He *would tell* you what to do; he *would help* you make the necessary arrangements. 2. I'd like you to make friends with Nick. It *would be* nice for you. 3. Ann is an excellent story-teller. It *would be* wonderful to have her in our drama group.

b) 1. Why didn't you come round to our place yesterday? You *would have enjoyed* hearing Peter tell us about his trip. 2. I'm sorry he was not at the office at the time. He *would have attended* to the matter immediately. 3. It was very wise of you to leave a message for him. There *would have been* no point in waiting for him.

c) 1. "I *would have told* you everything frankly, but you were away on business then," the boy said to his uncle. 2. Come round to my place this afternoon. The weather's lovely, we'll go for a walk. You *would enjoy* having a walk in the forest, I'm sure. 3. Peter's a good speaker. He *would have kept* to the subject, but on this occasion he was interrupted all the time and it made his speech too long as a result. 4. The boy has been very active. It *would* only *be* just to praise him. 5. "Can you wait a bit longer?" Jack asked the manager. "I know my friend *would be interested* in getting the job."

II. *Practise aloud.*

1. In your place I shouldn't hesitate about it. 2. We'd get the book in no time. 3. He wouldn't have helped you. 4. In your place I'd have rung him long ago.

III. *Complete the following sentences, using Subjunctive I.*

a)

1. I understand you are in touch with them	to exchange ideas to be interested to make arrangements to see to
2. I'm sorry you didn't attend to the matter yourself	to do something properly not to get into trouble not to mix something up to take a wrong step
3. It's a pity you're going to be out in the evening	to call on to make an appointment to have a lovely time
4. Why weren't you frank with your friends?	to cheer up to take steps not to hesitate to help not to leave in trouble

b) 1. I hear you are coming to our place Sunday evening... 2. Mary's going on holiday Monday week... 3. I am sorry you didn't come round yesterday...

IV. *Translate into English.*

Model 1: In your place I shouldn't rely on him.

1. На вашем месте я старался бы вести себя лучше. 2. На следующей неделе она прочитала бы бóльшую часть книги. 3. Через несколько лет он заинтересовался бы такой книгой. 4. На вашем месте я не был бы так откровенен с ним. 5. На вашем месте я не стал бы его ждать сейчас. Я бы оставил ему записку. 6. Вам нужно заниматься спортом. Вы не были бы таким полным.

Model 2: At that time she wouldn't have objected to it.

1. На вашем месте я наказала бы мальчика вчера. 2. Он не занимался бы этим вопросом в то время. 3. Я давно бы закрыл окно. 4. Он договорился бы с вами о встрече в прошлый раз. 5. Всего неделю тому назад мы не принимали бы мер против этого. 6. На прошлой неделе она сделала бы эту работу сразу. 7. В то время он принял бы такое назначение без колебаний.

V. *Put the verbs in brackets into the correct form of Subjunctive I.*

1. "Why do you leave him alone?" the mother asked her son. "He feels rather upset after what's happened, and a few friendly words (to cheer up) him." 2. It's a pity John wasn't there. He (to convince) you in no time. 3. "I'm looking forward to getting the results of the experiment," said the scientist. "It (to be) very useful to compare them with the figures we've got now." 4. Why didn't you tell me you were cold? I (to shut) the window long ago. 5. I didn't know you needed those figures. I (to look) them up when I was in the reading-room. 6. Your son's getting very shy. It (to be) a good idea to send him to a pioneer camp for the summer. It (to do) him a lot of good. 7. I'm glad I left you before five. The traffic (уличное движение) there's usually very heavy by five. It (to hold) me up. 8. Why do you want to stay with your relatives? In your place I (to prefer) spending a holiday at the seaside. 9. "The children have already been out of sight for half an hour," said the man. "I'm afraid it (to be) impossible for you to reach them now."

VI. *Answer the following questions. Pay particular attention to the use of Subjunctive I.*

a) 1. Suppose the weather was fine next weekend. Where would you go? Who would you ask to join you? Would you take your children along with you? Why?
2. Suppose you were in a hurry to get somewhere. Would you walk fast? Would you go by bus or by underground? Would you try to take a taxi?
3. Suppose you were going to the South for a holiday. Would you prefer to go by train or to fly? What luggage would you take? Would you take some English books to read in the train (plane)? Why? (Why not?)
4. Suppose your son (daughter, little sister) got a bad mark at school. Would you rely on the teachers to do something about it, or would you take steps yourself? What steps would you take? Would you speak to the child? Would you punish him (her)?
5. Suppose you had a chance to go either to the theatre or to a concert by a good pianist. Which would you choose? Why? What about your wife (husband)?

b) 1. When I was in the library the other day, the librarian showed me a detective story and a serious novel. I chose the novel. Which would you have chosen? Why?

2. Last Sunday I had a ticket for the Maly Theatre, but I didn't feel like going out, so I gave it to my sister. Would you have done the same? What would you have done in my place?
3. Suppose you had a business appointment yesterday for 11 o'clock, and at 10.30 you had discovered you couldn't keep it. What would you have done?
4. A six year-old boy wanted his mother to buy a toy that she couldn't very well afford. When he burst out crying his mother gave in. What would you have done?

VII. *Translate into English. Pay attention to the use of Subjunctive I.*

1. Я бы взял такси, но у меня нет с собой денег. 2. Я бы сам поднял этот вопрос на собрании тогда. 3. Почему ты не хочешь поговорить с ним? Твои слова подбодрили бы его. 4. Жаль, что вы не перевели эту статью вместе с Петром. Это было бы вам полезно. 5. Я советую вам перевести еще одну статью, это вам не повредило бы. 6. Почему вы колеблетесь? Я бы советовал вам взять эти билеты. 7. Жаль, что магазин был закрыт, я бы купила то выходное платье, у меня были с собой деньги. 8. Зачем ты накрыл на стол? Я бы сама это сделала. 9. Я хочу, чтобы вы переговорили с ним. Я думаю, что вы бы убедили его не делать этого. 10. Торопись! Мы можем опоздать на 10-часовой поезд. Это было бы очень неприятно. 11. Я бы занялся этим делом сам, но я буду завтра целый день занят на конференции. 12. Я не знал, что на этого человека нельзя положиться. Я бы не имел с ним дела. 13. Я бы рассказал ему обо всем, но я не смог ему дозвониться. 14. Жаль, что вас не было в комнате в тот момент. Вы бы посмеялись с нами над таким зрелищем. 15. На вашем месте я наказал бы его.

VIII. *Continue these letters, using Subjunctive I and the words and word combinations given below.*

A. Dear Peter,

I've just finished unpacking and arranging my things. Now I've made myself comfortable in my room, and can write you a few lines. All I can say is I like it here very much.

The holiday home is close to the sea-shore, and the beach (пляж) is five minutes' walk from the house. I'd like you to join me here. You would... We should..,

to enjoy one's stay, to sunbathe, to swim, to go on excursions, to show round, to have everything necessary at one's disposal, to hire, to arrange, to exchange impressions, to have a lovely time, to do a lot of good

B. Dear Boris,

I've been waiting more than an hour for you since the rehearsal began. Now I must be off, because I have an appointment at seven, so I am leaving you this message. It's a pity you failed to turn up at the rehearsal. You would have... We should have...

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to enjoy the way the instructor read the play, to take part in the discussion, to be interested in, to be given one of the parts, to learn the lines (реплики) together, to go to the park, to have a lovely time

IX. *Read the following, then change the facts as indicated (указано) below, using Subjunctive I.*

When the porter decided that Mark Twain was Mayor of New York, he told the conductor of his discovery at once. The conductor's attitude to Mark Twain changed immediately. He ordered the porter to take Mark Twain and his companion to the big family compartment. There the porter fixed the berths for them and made them comfortable. He even promised to turn the whole railroad inside out to please the important passenger.

Begin like this:

Let's suppose the porter recognized Mark Twain and did not take him for the Mayor of New York. He would have... He wouldn't have...

X. *Fill in the blanks with the Gerund of one of the following verbs. Use the required preposition.*

to read, to look up, to visit, to spend, to go, to fulfil, to invite

1. We gain a lot of knowledge ... ... books. 2. I was only able to translate the article ... ... all the new words in the dictionary. 3. ... ... Moscow the group of foreign businessmen went to Kiev and Leningrad. 4. He did not like the idea ... ... a holiday at a fashionable seaside resort, saying that he would be more interested ... ... to some place in the country. 5. My friend said that he would come round ...

... all his engagements. 6. I advise you to send a written invitation to Peter if you want him to come to your party. He is so shy he will never come ... ...

XI. *Combine these sentences, using the Gerund. Make all other necessary changes.*

1. You can make an appointment with the firm for 12 tomorrow. I don't object. 2. You must get Comrade Krylov on the phone at once. Everything depends on it. 3. You can convince him. Tell him of your own experience. 4. Excuse me, I used the telephone without your permission. 5. You can bring up the boy well. You must set him a good example. 6. My brother deals with such people very well. I like his manner. 7. You can start working straight away. It's not necessary to make special arrangements. 8. The man will get a three-year training as an interpreter (переводчик). After that he will make a good specialist in that field. 9. We've given a lot of trouble. We are very sorry for it. 10. The secretary will attend to the matter herself. She needn't be told to do so. 11. I think it's time to turn on the light. Do you mind?

XII. *Translate into English, using the Gerund.*

1. Мальчик очень рано стал проявлять интерес к живописи. Он с удовольствием рисовал все, что видел вокруг. Однажды его рисунки увидел настоящий художник. Он сказал, что у мальчика есть все возможности стать художником, и добавил, что художником невозможно стать, не получив специального образования (тренировки). 2. «Эту выставку стоит посмотреть, — сказал он своему сослуживцу. — Помимо того, что вы осмотрите машины, вы сможете поговорить с представителями различных заводов. Я уверен, что вы многое получите, обменявшись мнениями с ними». 3. Боюсь, что вы не сможете поговорить с Ивановым сегодня. Он уже неделю занят подбором статей из журнала «Экономист». Он отвечает за подготовку некоторых документов к конференции, и я знаю, что он отменил сейчас все встречи, так как конференция состоится в следующий понедельник. 4. Почему вы возражаете против того, чтобы Петровой дали эту роль? Ее очень хвалят последнее время, и я думаю, у нее уже достаточно опыта в исполнении таких ролей. 5. Петр очень застенчив и не любит, когда его хвалят в присутствии (in the presence of) его товарищей. Вы должны найти другой способ отметить (to notice) его хорошую работу.

VOCABULARY EXERCISES

Stage I

I. *Answer the following questions, using the active vocabulary of the lesson.*

1. What kind of performance did Colonel Green put on?
2. What was one of the important features of the play?
3. Why did Colonel Green mention the place where the horn player was to sit?
4. What made Colonel Green think that Mr Porcharlester had an advantage over him in Linda's eyes?
5. Whom did Colonel Green mean by "older and cleverer men"?
6. What did Colonel Green do after making all the necessary arrangements?
7. Why did Colonel Green hate to hear Linda mention the young man's name?
8. Why did Colonel Green try to avoid a straight answer to Linda's question?
9. Why didn't the horn player turn up at the appointed time? Had he really mixed anything up?
10. Why was Colonel Green so displeased at this? What would the horn player's absence mean for the success of the play?
11. Was it clear to Colonel Green how the horn player had managed to get so drunk, or was it beyond him?
12. What did Colonel Green think was the only way to save the play from failure?
13. Why did Colonel Green press his hands to his head after blowing the horn?
14. What did Colonel Green hate to hear his teacher say?
15. Did Colonel Green complain that horn-blowing was hard work? Why not?
16. What did the teacher say about Colonel Green's ability to play the horn? What did he say particularly spoilt the impression?
17. What did Colonel Green wish to play in private to a friend?
18. Why did the teacher stare at the Colonel on hearing this?
19. Why did Colonel Green insist on being taught to play the serenade?
20. Why did the teacher finally give in?

II. *Complete the following sentences from the text.*

1. The horn player was to place himself downstairs in the hall, ... 2. The next chair, ...had been taken by Mr Porcharlester, a young man... 3. I decided to... 4. "Boys will be boys," I said when he had gone, "But..." 5. I love it. I dream of it. I've... 6. "Green," said Porcharlester, "I don't wish to bother you, but the man..." 7. I ran back to the hall, promising myself... 8. Not a sound... 9. "Well, Colonel," he said,...

III. *Substitute words and word combinations from the text for the italicized parts.*

1. I celebrated my fortieth birthday by putting on a theatrical performance *which was to be played by some of my friends, who were not professional actors.* 2. As Linda loved music, Porcharlester's talent, in her eyes, *placed him above* older and cleverer men. 3. ...I hurried to Linda's side, *saying I was sorry I had been away for such a long time.* 4. I *disliked* to hear her say the name, so I said... 5. I tried *not to give* a straight answer. 6. "I don't wish to bother you, but the man who is to play the horn hasn't *come yet.*" 7. "I ordered him at exactly half past seven. If he *doesn't do what he is expected to do,* the play will *not be successful.*" 8. *I could not understand at all* where he had got the bottles from. 9. I saw but one way to save the play from *being quite unsuccessful.* 10. He was clever and I worked hard without *saying a word against it.* 11. At last I asked him if he thought I could play it to a friend *when no one else was present.* 12. "Well, Colonel," he said, "I'll tell you the truth: *you'd never be able to play it.* You blow too hard and the impression is *unpleasant.* What *did* you *wish to play?*" 13. He *gave me a long, close look* and shook his head, but my decision was firm, so at last the man *said he would teach me.*

IV. *Find English equivalents for the following (See Text).*

он должен был расположиться внизу; довольно способный к музыке молодой человек; я решил прервать их разговор; если вы не возражаете; что-то в этом роде; да, немножко похоже; я брежу ею, последние три дня я живу ею; я бы никогда не осмелилась; вот и господин Порчарлестер; я не хочу вас беспокоить; я извинился перед Линдой; сигнал прозвучал снова; я видел только один способ; подул изо всех сил; последующие три месяца; когда я в первый раз сыграю ее до конца

V. *Give the situations in which the following are used (See Text).*

a feature, an advantage, an apology, to mention, to avoid, to turn up, to spoil, to mix up, beyond, to press, to hate, a complaint, to think of, to stare, to insist

VI. *Correct the following statements.*

1. Colonel Green hated art and an amateur performance was quite an unusual event at his house. He put on a play because a friend of his had written it and persuaded him to produce it.
2. Miss Linda was a plain-featured old woman always dressed in old-fashioned clothes. She hated music and tried to keep away from Mr Porcharlester to avoid having to talk about it.
3. Mr Green realized that Mr Porcharlester was in love with Miss Linda, so when he saw the young people together, he left them alone so as to give them a chance to speak to each other in private.
4. The sound of a horn was an important feature in the play. But Mr Green was so engaged in conversation with Linda that he took no notice of Porcharlester's words and stayed where he was.
5. Mr Green put the horn to his lips and carefully blew it. The sound was pleasant, but too soft to be heard by anybody but himself, so he tried again and this time the result was terrible.
6. Mr Green worked hard, but he never complained, for he was fond of his music teacher. It was a pleasure for him to be always reminded that the horn was more like the human voice than any other instrument.
7. The teacher said that Schubert's serenade was not written for the horn, but he was convinced that the Colonel would play it excellently, as his musical ability was beyond praise.

Stage II

to put (down, up, into), to put off, to put up (at a place), to put something down to some reason, to put on

a) *Translate.*

1. Will you put your work down and listen to me for a while? 2. Put the address down in your notebook. 3. We'll

have to put off our visit till tomorrow. 4. Where did you put up when you were in Leningrad on business? 5. I don't quite like this arrangement, but we'll have to put up with it for some time. 6. I wouldn't put his mistakes down to his nervousness. 7. Put this sentence into better Russian. 8. This play was put on last year.

b) *Use a synonymous expression.*

1. These are our engagements for tomorrow. Write them down in your diary. 2. I can't keep my three o'clock appointment. I'd rather have it at five instead. 3. I don't know how to say it in English. 4. He felt very nervous during the exam. How do you explain it?

a) *Translate.*

1. Он отложил газету в сторону и взглянул на нас. 2. Где мне поставить подпись? 3. Вы не возражаете, если мы отложим нашу встречу до завтра? 4. На вашем месте я не мирился бы с таким положением. 5. Чем вы объясните (чему приписываете) этот странный шаг? 6. На вашем месте я бы повесил объявление сегодня же. 7. Я бы не надевал теплое пальто. Сегодня жарко. 8. Какие театры поставили эту пьесу?

amateur

a) *Answer these questions.*

1. Do you like amateur performances? Why do you (don't you)?
2. What's the difference between an amateur and a professional (singer, painter, etc.)?
3. Do you belong to any amateur group?

an advantage, to take advantage of, to have (give) an advantage (over)

a) *Translate.*

1. You'd better start training at once. That would give you an advantage over the other team. 2. I'm sure you would soon feel the advantages of living in the country. 3. You've got excellent conditions for learning the language. In your place I'd take advantage of it.

b) *Complete the following sentences, using the Subjunctive Mood if possible.*

1. Helen has spoken English since childhood. That (to give an advantage over...). 2. It's a pity you aren't familiar with the new method of work. I am sure you (to see the advantages...). 3. As a matter of fact this football team (to have no advantages over...). 4. I'm sorry you didn't speak frankly to him at the time. In your place... (to take advantage of the situation).

c) *Translate.*

1. Все понимают преимущества образования. 2. Опыт дает ему преимущество над другими спортсменами. 3. Интересно, почему он не воспользовался преимуществом создавшегося положения.

to apologize (to somebody for something), to excuse

a) *Translate.*

1. Why didn't you apologize to her? 2. At last our friend ran in, apologizing for being late. 3. Excuse my bothering you about such an unimportant thing. 4. He was in such a hurry to meet his friend that he left the company without excusing himself. 5. Excuse me a moment, please.

b) *Answer these questions.*

1. Can you remember a time when you had to apologize to someone?
2. How would you apologize to somebody?
3. When does a person excuse himself?

c) *Translate.*

1. Он извинился перед нами за то, что не позвонил нам вчера. 2. Мисс Позн извинилась перед актерами и села за столик поговорить с Биллом. 3. Извините меня (на минутку). Мне нужно позвонить. 4. Все ожидали, что он извинится.

to hate

a) *Complete.*

1. I hate to trouble her, but... (to have bad news). 2. I hate to mention it, but... (to do a lot of harm). 3. I hate bothering you, but... (to mix up the papers). 4. Frank took little interest in literature and history, though... (not to hate in the proper sense of the word).

to mention

a) *Translate.*

1. Она упомянула о преимуществах этой работы. 2. Эти факты не были упомянуты в статье. 3. Он упомянул об этом событии в разговоре со своим приятелем.

b) *Make up sentences, using the English equivalents of the following.*

упомянуть чье-л. имя, упомянуть о фактах, упомянуть какие-л. цифры (figures), упомянуть дату, упомянуть о том, что ...

to avoid

a) *Paraphrase.*

1. I have a feeling that he is trying to keep away from us. 2. I wonder why she doesn't play with her friends.

b) *Make up sentences, using* to avoid, to try to avoid, to manage to avoid *with the words given below.*

difficulties, a mistake, danger, to exchange opinions, to be left alone, to deal with money, gloomy people

to turn up

a) *Translate and practise aloud.*

1. Don't worry. I am sure he'll turn up soon. 2. Haven't your gloves turned up yet? 3. I am sure they aren't lost. They're bound to turn up.

b) *Complete the sentences, using Subjunctive I.*

1. It's a pity they didn't turn up... (to have a lot of fun). 2. I hope the journal will turn up somewhere. I... (to look up these figures straight away). 3. I am sorry they didn't turn up at the meeting. We... (to exchange impressions).

c) *Make up sentences of your own.*

not to turn up in time — to apologize; to turn up one of these days — to get in touch; don't trouble — to turn up

to fail, a failure, without fail

a) *Practise aloud.*

1. He nearly failed in his English. 2. My memory often fails me. 3. Ring him up without fail. 4. If you fail to get him on the phone, you'll have to go to his place. 5. The film's a failure, isn't it?

b) *Answer these questions.*

1. Have you ever failed in an exam? When was it? Why did it happen?
2. When can a person fail to keep his appointment?

c) *Use a synonym.*

1. If I don't get hold of him, I'll be in trouble. 2. He didn't make all the necessary arrangements. 3. Without proper training you would be worth nothing as a teacher.

d) *Complete.*

1. Peter is a most reliable person. He would... (never, to fail...). 2. What a shame! ... (to fail in an exam). 3. The matter is very important. Please ... (to get in touch without fail). 4. It's a pity Nelly wasn't with us. She would... (to save the concert from being a failure).

e) *Translate.*

1. Будет очень жаль, если вы не сумеете убедить ее. 2. Не подведите меня, пожалуйста. 3. Если память мне не изменяет, ваша фамилия Смит. 4. Преподаватель не ожидал провалов на экзамене. 5. Обязательно позвоните ему сегодня.

to spoil

a) *Translate.*

1. Храните это лекарство в темноте, иначе оно испортится. 2. Как жаль, что дождь испортил нам прогулку. 3. Вы избалуете сына, если будете покупать ему все, что он захочет.

b) *Make up sentences, using the English equivalents of the following.*

испортить аппетит (здоровье, зрение, впечатление, вечер, путешествие и т. д.)

to mix up, to mix, to mix with people

a) *Translate into Russian and think of situations of your own in which the sentences might be used.*

1. Mix the medicine for the boy, please. 2. Mixing with different people taught him a lot. 3. I am afraid he mixed up the addresses.

a) *Complete.*

1. During his travels the writer mixed with workers, peasants and students. As a result... (to get to know). 2. He mixed up the medicines. The result was... (to do a lot of harm). 3. The telegram did not make sense because... (to mix up). 4. He came to like music because... (to mix with).

c) *Translate.*

1. Я все перепутал! 2. Все перепутано. 3. Вы перепутали их имена. 4. Брауны не общались с богатыми мальчиками. 5. Мальчики быстро смешались с толпой.

beyond

a) *Translate.*

1. Her acting is beyond all praise. 2. How he got into trouble is beyond me. 3. They stopped in a wood beyond the town.

b) *Use a synonym.*

1. My house is two miles farther than the river. 2. I cannot understand how he managed to persuade his friend. 3. It was not in the doctor's power to save the child. 4. Comrade Petrov's results in the event were much better than those of the other students.

c) *Make up sentences, using Subjunctive I if possible.*

one's behaviour one's attitude to the matter the post-office this work one's way of living	to be beyond	my control me (my understanding) comparison that lovely house one's wages

within

a) *Practise aloud.*

1. He'll be back within an hour. 2. All the employees live within a mile of the factory. 3. We'll have their answer within a week.

b) *Choose the correct preposition.*

1. (For, during, within) the discussion Mr Brown pointed out again that the matter had been under consideration (for,

during, within) two months, and must be settled finally (for, during, within) a week. 2. I stayed in the Ukraine (for, during, within) two months last summer. Among the people I mixed with (for, during, within) my holiday were two actors, whose house was (for, during, within) two miles of mine, and we used to have a lot of fun together. 3. I won't keep you waiting, I'll fetch your things (within, in) a minute. 4. If you want to make the arrangements (within, in) this week, you must get in touch with your people (within, in) less than an hour. 5. The matter is urgent, you must make the necessary arrangements immediately. (Within, in) a week it'll be too late.

to press (clothes, the button), to press somebody to do something, to press the matter, urgent

a) *Practise aloud.*

1. Time presses. 2. The matter is urgent. 3. I don't press people to do things they don't wish to do. 4. Will you press the matter? 5. Where can I have my suit pressed?

b) *Translate.*

1. Если хотите вызвать проводника, нажмите кнопку. 2. Где вам отгладили костюм? 3. Вам тоже нужно отдать погладить пальто? 4. Есть ли у вас какие-либо срочные телеграммы? 5. Я бы занялся этим неотложным делом сам.

c) *Make up sentences, using the same structure as in the model.*

Model: I must have my suit pressed.

to complain (of, about), a complaint

a) *Complete*

1. The boy complains that his friend... (to fail him). 2. I hate to complain to you, but your son... (to behave badly). 3. There are complaints that his answers... (not to make sense). 4. The teacher complained that... (to have trouble with). 5. Comrade Petrov complained that... (to lose an important message).

b) *Translate.*

1. На что вы жалуетесь? 2. Есть ли у него основание жаловаться? 3. Ребенок пожаловался матери, что он устал. 4. Есть ли у вас какие-либо жалобы?

a) *Make up sentences, using the English equivalents of the following.*

пожаловаться родителям на плохое поведение сына, жаловаться на головные боли, пожаловаться управляющему на плохие условия работы

private, in private, personal

a) *Answer these questions.*

1. What kind of property (собственность) do we call private?
2. Is there any private property in our country?
3. Are your private letters addressed to your office or to your house?
4. When do you prefer discussing things in private?
5. Does your manager hold conferences in his private office or in some other place?
6. What kind of contacts do we call personal?

b) *Think of a beginning.*

1. ... That's my personal opinion. 2. ... So I spoke to him in private. 3. ... It would have been better to make personal contacts. 4. ... I hate going to private doctors.

c) *Translate.*

1. Это его личное дело, не правда ли? 2. Мне бы хотелось, чтобы вы поговорили с ним наедине. 3. Каково ваше личное отношение к этому вопросу?

to think (of, over, about)

a) *Answer these questions.*

1. What do you think of the latest play (film, etc.)?
2. What are you thinking of doing on your next day off?
3. In what cases do we have to think things over?
4. Why is it difficult to deal with people who think too much of themselves?

b) *Translate.*

1. Я думаю, мы отложим собрание. 2. О чем вы думаете? 3. Он никогда не думал, что станет актером. 4. Мы обдумываем ваше предложение. 5. Мне бы никогда не пришла в голову эта мысль. 6. Что вы думаете о последнем концерте самодеятельности?

to stare

a) *Choose the correct word and use it in the correct form.*

1. "(to stare, to look) at the blackboard, comrades," said the teacher. 2. I knew the writer of the letter without (to stare, to look) at the signature. 3. The woman (to stare, to look) at the boy for some time and I guessed she had recognized him. 4. She (to stare, to look) at the picture with a strange expression.

to insist (on)

a) *Answer these questions.*

1. When do we have to insist on a suggestion being turned down?
2. In what case would it be wrong to insist on a suggestion being discussed?

b) *Make up sentences, using the words and word combinations given below.*

Models: 1. I insist on your attending to the matter personally.
2. I insist on these arrangements being made at once.

to put off the conference, to get in touch with, to keep in touch with, to appoint somebody, to apologize, to take the necessary steps

to give in

a) *Think of a beginning.*

1. ... At last he gave in and apologized to his friends. 2. ... The old professor gave in and agreed to perform the operation personally. 3. ... And finally she gave in and promised to take part in the amateur show.

Stage III

1. *Substitute the active vocabulary of the lesson for the italicized parts.*

1. David and Ken had long been eager to work in a private laboratory, and they fully realized *what they would gain from* their brother-in-law's offer. 2. Mrs Brown was a cheerful woman, and she never *said a word about* the hard life she led. 3. Dora was very nervous when she walked on to the stage, because she was afraid *the words would not come to her mind*, a thing which had once happened at a rehearsal. 4. "Don't

be deceived by the man's innocent eyes," said John. "He doesn't always do *what he has promised to do*." 5. When the little girl wanted her grandfather to do something for her, she would ask and ask until finally the old man smiled and did *what was wanted of him*. 6. As the boy seemed very nervous about something, the teacher asked him to come and speak to him after school *when there was nobody around*. 7. "That man is *really more than I can understand*," said Mary angrily. "It's almost impossible to convince him."

II. *Fill in the blanks with prepositions and adverbial particles if necessary.*

1. It would be wise to take advantage ... the situation and point ... ... the children why their behaviour was incorrect. 2. Ann had been a nurse ... three years before she entered ... ... the Medical Institute. Her experience gives her an advantage ... students who haven't had practice. 3. I'd advise you to book a seat ... any train if there's no chance ... getting a seat ... a fast train. If a ticket ... a fast train turns ... ... the day of your departure, you can have it ... exchange ... yours. 4. If you want your work to be successful, you must first ... all change your attitude ... it. 5. He stared ... the letter ... reading it. 6. We insist ... your giving us your final reply ... next week. The matter is urgent. 7. Highsmith mentioned ... names and facts ... his conversation ... Miss Posie, because he wanted to sound convincing. 8. Why do you insist ... your opinions? Don't you see you're wrong? ... your place I'd give ... . 9. "What were you thinking ... giving your wife ... a birthday present?" "I've got an idea, but I haven't made ... my mind yet. I'd like to discuss it ... you ... private, because I want it to be a surprise." 10. "What about making some changes ... our plans ... the holidays?" "All right, I'll think it ... ." 11. Why are you thinking ... something instead ... listening ... me? 12. You've been complaining ... bad toothache. Why do you put ... going ... the dentist? 13. "... your place I'd ask the boy to apologize ... you," Ann said ... her friend. "It's ... me why you allow him to behave like that!" 14. Several tourists complained ... tiredness, so it was decided to put ... ... the hotel ... the hill. 15. Mary never keeps her papers ... order. They are always mixed ... .

III. *Fill in the blanks with the following verbs.*

to put on, to put into, to put off, to put up, to put up with, to put down to, to put down

1. It's a small mistake, and as he put a lot of time and energy into the work, I don't think it would be fair ... it ... ... carelessness. 2. It's a very comfortable hotel and you can ... ... there at any time without booking in advance. 3. "I hate ... ... the appointment," the man said apologetically, "but we'll have to do it." 4. "Will you ... ... this notice?" the manager said to the secretary. "And don't ... ... doing it, it's about tomorrow's meeting." 5. "I could ... ... your bad manners," Tom's aunt said angrily, "but what you are doing now is the limit." 6. "You must ... this part of the translation ... simpler English," said the teacher. "Some of the sentences don't even make sense." 7. "You'd better ... ... the homework at once," Ann said to her fellow-student. "If you don't, you'll forget what it is and the teacher will blame you for not doing it." 8. Will you ... ... your work? I want your attention for a moment. 9. Are they going ... ... this play?

IV. *Make up situations, using the following words and word combinations.*

1. to avoid, to put down to, to mention, to guess, to turn out;
2. to rely on, to mix up, to complain (of), to be unfair, shameful;
3. private, to complain (of), to spoil, to apologize, to put up with;
4. to ask to put off, to insist on, urgent, (not) to give in, within;
5. to rely on, to fail, (not) to apologize, (not) to deal with;
6. to have an advantage over, beyond one's abilities, to put a lot of energy into, (not) to complain (of), as a result

V. *Make a written translation, using the active vocabulary of the lesson.*

1. Узнав, что за холмом есть река, путешественники решили добраться туда, несмотря на то, что некоторые из них давно *жаловались* на усталость. 2. Почему вы *примирились* с таким положением? На вашем месте я давно заставила бы этого человека *извиниться* перед вами. 3. Почему вы *избегаете* откровенного разговора с преподавателем? Я убежден, что он сделал бы все, что может, чтобы помочь вашему сыну. 4. Нам сообщили, что письмо будет

отослано *в течение* двух недель. 5. Мы уверены, что будут приняты *срочные* меры к тому, чтобы отправить документы в течение ближайшей недели. 6. Мы были рады, что, наконец, после долгих споров (долгого обсуждения) он *уступил* и согласился принять (to accept) наше предложение. 7. Я считаю, что вы несправедливы к Петру. На вашем месте я поговорил бы с ним откровенно, прежде чем *объяснять* его поведение такими причинами. 8. Старый Батлер хотел, чтобы его сын получил образование в специальной школе, где он мог бы (could) *общаться* с детьми из богатых семей. «Деловые связи нужно заводить (one must get) в школе», — говорил он. 9. Сегодня тебе придется *остаться* с больным одному. Будь внимателен, не *перепутай* лекарства.

SPEECH EXERCISES

I. *Retell the story*: a) *close to the text*, b) *without any details (in two or three minutes)*, c) *as Miss Linda*, d) *as Mr Porcharlester*, e) *as the horn player*, f) *as one of the guests*.

II. *Dramatize the conversations*: a) *between Miss Linda and Colonel Green*, b) *between Colonel Green and his music teacher*.

III. *Retell the same conversations, using indirect speech*.

IV. *Describe Colonel Green's house at Beckenham, using some of these words and word combinations*.

to move to, to be fond of, to take every chance, to compare, to receive, to make somebody comfortable, at one's disposal, to show round, to look upon, a lovely place, a dining-room, a bedroom, a drawing room, in the middle, in the corner, to the right (left) of, a couple, to surround, steps, excellent, nice, to praise, to be worth

V. *Describe the preparations for the amateur performance at Colonel Green's, using some of these words and word combinations*.

an amateur performance, to look forward to, to discuss, to complain, to think of, to take an interest in, to choose, acting, the leading roles, to take advantage of, the attitude, to put down to, to be cross, to try to convince, to agree, to give in, to be excited, a rehearsal, at the expense of, as a result, fame, to spread, to be eager, to invite

VI. *Describe the main characters in the story, using as many words as you can from those in brackets.*

a) Miss Linda (lovely, slim, a straight nose, a feature, excellent, in the latest fashion, to wear, to bring up, good-natured, pleasant to deal with, to take an interest in, to impress, to turn down)

b) Colonel Green (to take after, by nature, well-educated, to serve in the army, to have a good appointment, excellent health, to go in for sports, to take little (no) interest in, to prefer, frequent, reliable, honest, pleasant (easy, difficult, etc.) to deal with, a sense of responsibility)

c) Mr Porcharlester (young, handsome (good-looking), features, talented, a voice, to be worth, powerful, nice, shy, frank, honest, to wear, fashionable, a sense of humour, to praise, to be relied on, sensible)

d) The horn player (to be brought up, a village, shabby, distant, plain, shy, awkward, to behave, to fail, to find oneself in a difficult position, innocent eyes, to avoid meeting, to take no interest in, to prefer, a sense of proportion, to be ashamed of)

VII. *Make up short stories of your own, using some of the words given below.*

1. A New-Year Party in the Country

a lovely place, to mention, to hesitate, to insist, convincing, to give in, to make all the necessary arrangements, to put up with, to invite, to join, willingly, in spite of, instead of, to take the ten o'clock train, to take a taxi, to apologize, to be dressed in the latest fashion, to wear an evening dress, at exactly 12, to see in the New Year, to raise one's wine glasses, to have a dance, to go out, to have a walk, a lovely sight, to make a deep impression, to have a lot of fun

2. My Last Birthday Party

to arrange, to invite, to accept, to expect, a lot of people, to look forward to, to be given presents, to wish many happy returns of the day, to turn up at last, to apologize, to help oneself to, to have enough of, to have a dance, among the guests, a girl of eighteen, the daughter of ..., to look awkward, to wear, to be shy, not to feel like, to insist, to hesitate, finally, to give in, to be surprised to hear, a lovely voice, to enjoy, to applaud, to have a lot of fun

to take an interest in, instead of, to take private lessons, to be given every opportunity, different people, to mix with, to be fond of, to prefer, frequent (~ly), to look forward to, to be a success, to enjoy, to arrange, at one's disposal, talented, to gain experience, to make progress, to turn into, to be proud of, to be worth

VIII. *Retell these stories, using the words following each of them.*

Friends in Business

A rich businessman was dying. He asked all the members of his family to leave him alone with his partner, who had run the business with him for years.

The dying man did not want anybody to hear their conversation.

"George," he whispered when they remained alone, "I'll soon die, I can't wait ... I must tell you ... Listen... When you were away on business five years ago, I took eighty thousand dollars from the safe (сейф), and never put the money back ... .

"I've always tried not to let you be successful in business. I've disliked you greatly all my life ... . You remember that plan of yours which ended in failure? You explained the failure by changes in business conditions, but the real reason was quite different: I had sold your secret to McKay and Co. for 150 thousand dollars... Forgive me, George ... ."

"Don't worry, Jim," said George. "It's all right. I've also got to tell you something: I put some poison (яд) into your soup at dinner yesterday."

---

in private, urgent, to apologize, to take advantage (of), to fail, to hate, to put down (to)

Overengaged in Work

Einstein ['ainstain], like many other scientists, did not like being bothered while he was working. Everybody who came in contact with him knew this very well and tried not to go into his study when he was there.

Once a servant entered his library to give it the usual cleaning, and to her great horror (ужас) saw some strange-looking men hurriedly throwing books into a big bag.

Since the thieves (воры) didn't notice her, she stepped

out of the room quietly and then ran to the scientist's study and burst in without knocking.

"Thieves, thieves in your library, Professor," she cried out.

"Well, well," the scientist said without looking up. "What are they reading?"

---

to hate being bothered, a feature, to avoid, without an apology, to be engaged in something

His Choice

When Ivan Pavlov, the great Russian scientist, was young, he lived in very bad conditions.

Though he never spoke to his fellow-workers about the hard time he was having, they once collected some money and gave it to him, saying that they would like him to buy a new suit for himself.

It took his friends a very long time to persuade Pavlov to accept the present. Finally he thanked them heartily and, looking very awkward, took the money. Next day, when he appeared in the laboratory [lə'bɔrətəri], he had his old shabby suit on, but his eyes were shining with joy, and he was accompanied by several dogs of different sizes and colours.

"I am so glad I had your money with me. Without it I wouldn't have been able to buy these dogs. The suit? ... Oh, I'll buy one some other time. I'm quite pleased with my old suit. It'll still serve for some time."

---

to complain, to insist, to give in, to turn up, to put off, to put up with, to wear

REVISION

I. *Say a few words to a foreign scientist who has arrived in Moscow on a short visit and has come to see you at your office.*

II. *Express your apology for being unable to keep your appointment. Make arrangements for putting it off.*

III. *Apologize to a fellow-worker for troubling him at such an early hour. Tell him that the matter is very urgent.*

IV. *Look at the pictures carefully and make up stories, using the words and expressions given below.*





plain, a road, as a result, shameful behaviour, not to be ashamed of oneself

Words you may need: to scatter разбрасывать, litter мусор, объедки (p. 193)
to complain, to hesitate, to insist, urgently, to give in, to store, to make up one's mind, to get badly hurt (p. 194)

Text: The Serenade (by *G. Bernard Shaw*) (continued)
Grammar: 1. Сослагательное II (Subjunctive II) (§§ 11, 12, p. 477 478)
2. Усилительная конструкция It is (was) ... that (§ 13, p. 479)
3. The Gerund (continued)

THE SERENADE

(by *G. Bernard Shaw*)

(continued)

I did succeed* at last.

"I hate to discourage you, but if I were you, Colonel," my teacher said, as he put the five pounds into his pocket, "I'd keep the tune to myself and play something simpler to my friends."

I didn't take this advice, though I now see that he was right. But at that time I intended to serenade Linda. Her house was situated at the northern end of Park Lane, and I had already bribed a servant to let me into the small garden between the house and the street. Late in June [1] I at last learned that she intended to stay at home for an evening. "I'll make an attempt," I thought, and at nine o'clock I took up my horn and drove to Marble Arch, where I got out and walked to her house. I was stopped by the voice of Porcharlester calling, "Hello, Colonel!"

The meeting was most inconvenient. I did not want him to ask me where I was going, so I thought it best to ask him first.

"I'm going to see Linda," he answered. "She told me last night that she would be all alone this evening. You know how good she is. I love her. If I could be sure that it is myself

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* Об употреблении вспомогательного глагола to do в повествовательном предложении см. часть I, примечание 2, стр. 412.

not my voice that she likes, I should be the happiest man in England."

"I'm quite sure it can't be your voice," I said.

"Thank you," he said. "It's very kind of you to say so. Do you know I've never had the courage to sing that serenade since she told me she loved it?"

"Why? Doesn't she like the way you sing it?"

"I never dare sing it before her, but I'm going to surprise her with it tomorrow at Mrs Locksley Hall's. If you meet her, don't say a word of this. It's to be a surprise."

"I have no doubt it will be," I said, happy to know that he would be a day too late.

We parted, and I saw him enter Linda's house. A few minutes later I was in the garden, looking up at them from my place in the shadow of a big tree as they sat near the open window.

I thought he would never go. I almost decided to go home. Had I not heard her playing the piano, I should never have held out. At eleven o'clock they rose, and I was now able to hear what they were saying.

"Yes," she said, "it's time for you to go. But you might have sung[2] the serenade for me. I've played it three times for you."

"I have a cold," he said. "Don't be angry with me. You'll hear me sing it sooner than you think, perhaps."

"Sooner than I think? If you want to give me a surprise, I'll forgive you. I'll see you at Mrs Locksley Hall's tomorrow, I hope."

He said "yes", and hurried away.

When he was gone,[3] she came to the window and looked out at the stars. I took out the horn.

I began. At the first note I saw her start and listen: she recognized the serenade... The instrument was like ice, and my lips were stiff. But in spite of all that, I succeeded fairly well.

When I had finished, I looked up at the window. She was writing now. A minute later the door of the house opened, and the servant whom I had bribed came towards me with a letter in his hand. My heart beat as I saw it.

"Are you there, sir?" I heard him say as I came out of the shadow. "Miss Linda told me to give you this," he held out the letter. "But you are not to open it, if you please, until you get home."

"Then she knew who I was," I said.

"I think so, sir."

I ran all the way to Hamilton Place, where I got into a taxi. Ten minutes later I was in my study opening the letter.

714, Park Lane,
Friday.

Dear Mr Porcharlester,"

I stopped. Did she think it was he who had serenaded her? The letter continued thus:

"I am sorry that you respect my love for Schubert's serenade so little as to make fun of it. I can tell you that I shall never be able to hear the serenade without a strange mixture of laughter and pain. I did not know that a human throat could produce such sounds. I have only one more word to say: Good-bye. I shall not have the pleasure of meeting you at Mrs Locksley Hall's tomorrow. I don't think I'll be able to receive you again this season.

I am, dear Mr Porcharlester,

Yours truly,
Linda Fitznightingale."

I felt that to send this letter to Porcharlester would only pain him uselessly. I also felt that my teacher was right, and that I had not the lip for the French horn. So I gave it up.

Linda is now my wife. I sometimes ask her why she will not see Porcharlester, who has given his word he has done her no wrong. She always refuses to tell me.

NOTES

1. **Late in June I learned...** *В конце июня я узнал...* Выражения **late in June (in the week, in the month,** etc.) *в конце июня (недели, месяца* и т. д.), **early in May (in April, in the week, in the month,** etc.) *в начале мая (апреля, недели, месяца* и т. д.) часто употребляются в английском языке вместо выражений **at the beginning of the month, at the end of the month** и т. д.

2. **But you might have sung the serenade for me.** *Но вы могли бы спеть мне серенаду.* Глагол **might** здесь выражает упрек (перфектный инфинитив показывает, что действие относится к прошлому).

3. **When he was gone, she came to the window...** *Когда он ушел (когда его уже не было), она подошла к окну...*

Сочетание **to be gone** выражает отсутствие какого-либо предмета или лица в данный момент; на русский язык может переводиться глаголами *уходить, исчезнуть, отсутствовать.*

Where's my pen? It was here a minute ago and now it's gone. Где моя ручка? Она была здесь минуту назад, а сейчас исчезла (ее нет).

Nick's leaving today. How long will he be gone? Ник сегодня уезжает. Сколько времени он будет отсутствовать?

4. **I am sorry that you respect my love for Schubert's serenade so little...** С абстрактными существительными, выражающими чувства, **love, hatred** (*ненависть*), **respect** и т. д., употребляется предлог **for** для выражения чувства к конкретному предмету или лицу и **of** для выражения чувства к родине, человечеству и т. д.

Linda's love **for** the serenade любовь Линды к серенаде
his love **of** music его любовь к музыке
her love **for** her daughter ее любовь к дочери
her love **of** her country ее любовь к родине

5. Письмо Линды представляет собой образец письма личного характера (см. в тексте расположение даты, адреса, вступительной и заключительной формул письма).

Официальной формой обращения к мало знакомым или незнакомым лицам является **Dear Sir, Dear Madam** (обращение Dear Miss не употребляется), в обращении к знакомым лицам добавляется фамилия: **Dear Mr Barton, Dear Mrs Barton, Dear Miss Barton.**

Наиболее употребительными заключительными словами в письмах к мало знакомым лицам, а также в официальных письмах являются **yours faithfully, yours truly**; в письмах к знакомым и друзьям, а также для выражения большего уважения употребляется формула **yours sincerely.**

В строго официальном письме употребляются слова **I am (I remain), yours faithfully.**

В письмах личного характера обычными приветствиями являются **(My) Dear John, (My) Dear Mary**; в конце письма часто ставится слово **Yours,** за которым с новой строки следует имя автора письма.

ACTIVE WORDS AND WORD COMBINATIONS

to succeed (in)
to discourage (from)
to encourage
to have the courage to do smth.
to be situated
a situation

an attempt	useless
to make an attempt	useful
convenient (inconvenient)	to make use of smth.
shade	it's no use
a shadow	what's the use (of)
to forgive	to give up
to respect	to give away
to have a sore throat	to refuse
production	

(See Vocabulary for Lesson 11, p. 418)

PROPER NAMES

Park Lane ['pa:k 'lein] Парк Лейн, аристократическая улица в Лондоне
Hamilton Place ['hæmiltən 'pleis] площадь Гамильтона, небольшая площадь в Лондоне недалеко от Парк Лейн
Marble Arch ['ma:bl 'a:tʃ] Марбл Арч (*дословно*: Мраморная Арка), известное место в центре Лондона в конце одной из главных улиц города — Оксфорд Стрит
Mrs Locksley Hall ['misiz 'lɔksli 'hɔ:l] миссис Локсли Холл

GRAMMAR EXERCISES

1. *Translate into Russian and analyse the forms of the Subjunctive Mood (§§ 11, 12, p. 477, 478).*

a) 1. It *wouldn't* do you any harm if you *did* this exercise a second time. 2. You'*d* (you *would*) never *say* he was gloomy if you *knew* him better. 3. If this book *were* more interesting, it *would be* in greater demand. 4. If my friend *were* in Moscow now, he *could show* me round the city.

b) 1. If I'*d* (I *had*) *known* that, you'*d* (you *would*) *be hurt*, I'*d* (I *would*) never *have told* you about it. 2. If my grandfather *had had* a chance to study, he'*d have been* a great man, I'm sure. 3. I had to walk from the station. If I'*d had* more money on me, I *could have taken* a taxi. 4. If he'*d come* a minute later, he'*d have missed* the train.

c) 1. He'*d feel* very hurt if you *failed* to come to his birthday party. 2. I *could have tried* to cheer her up if I'*d known* that she was in trouble. 3. If by chance the weather *were* fine tomorrow, I'*d wear* this suit. 4. If I *came across* a plain blue dress while shopping, I *shouldn't hesitate* to buy it. 5. If you *had worked* harder last year, you *wouldn't have made* these mistakes. 6. If Petrov *were* more experienced, he'*d do* better.

II. *Practise aloud.*

1. If she had more experience, she'd do better. 2. If I'd known that, I'd have put off the appointment. 3. If I were you, I'd give in.

III. *Answer the following questions. Pay particular attention to the use of the Subjunctive Mood.*

a) 1. Would you attend to the matter straight away if your friend asked you to do it?
2. If you had a lot of luggage, would you take a taxi or go by bus?
3. What would you put on if it were warmer (colder) now?
4. Where would you send your son (daughter) to study if he (she) were good at singing?

b) 1. Would the conductor have given Mark Twain a seat if the porter had known who he really was?
2. Would Mark Twain have believed his companion if he had told him the truth? Why not?
3. Would Miss Posie have agreed if Highsmith had gone to her and offered his services as an actor? Why? (Why not?)
4. Would Miss Carrington have believed Highsmith (in the role of Bill) if he hadn't used familiar names in his conversation with her?
5. Would Miss Carrington have returned to live in Cranberry Corners if Highsmith hadn't acted so convincingly? What would have happened then?

c) 1. How well would you speak English if you'd spoken it since childhood?
2. Would your favourite team have won the last football championship if they'd trained more?
3. Would you recognize your friend at once if you hadn't seen him for ten years or so?
4. Where would you have gone if you'd had a holiday last winter?

IV. *Complete the following questions and answer them.*

1. What would you do if	to run into...? to mix with...? to complain of...? to be in trouble...? to be deceived...?

2. How would you behave if	to avoid...? to find fault with...? not to give in...? to be responsible...? not to be familiar...?
3. What would have happened if	not to make proper arrangements...? to put off...? not to keep in a cold place...? can't arrange...? can't attend to...?
4. What would you have done if	to mention...? to be pressed badly...? to hurt one's feelings...? to fail the exam...? can't keep an appointment...?

V. *Translate into English, using the same structure as in the models.*

Model 1: It would be a good thing if you attended to the matter personally.

1. Я бы позвонил ему сейчас, если бы я знал номер его телефона. 2. Я бы зашел к нему на следующей неделе, если бы у меня было свободное время. 3. Я бы извинился, если бы чувствовал себя неправым. 4. Мы бы примирились с такими результатами, если бы не имели сейчас возможности их улучшить.

Model 2: I'd give in if I were wrong.

1. Я бы погостил здесь подольше, если бы не был так занят. 2. Мы бы не настаивали, если бы дело не было срочным. 3. На вашем месте я бы связался с опытными инженерами. 4. На вашем месте я бы не колеблясь принял предложение. 5. Если бы вы были более внимательны, вы не путали бы эти имена.

Model 3: The party wouldn't have been spoiled if you'd made the necessary arrangements.

1. Если бы вы оставили мне записку, я бы зашел к вам вчера. 2. Он бы сам уделил внимание этому вопросу, если бы не заболел. 3. Я бы пошел вчера в кино, если бы у меня

было желание это сделать. 4. Работа была бы испорчена, если бы мы не приняли срочные меры. 5. Если бы Хайсмит играл свою роль плохо, мисс Поузи догадалась бы, что ее обманывают.

Model 4: a) I could have attended to the matter myself if I'd known that it was urgent.

b) I'd ask Peter to do it if I could rely on him.

1. Если бы он не подвел меня, я смог бы сделать работу на неделю. 2. Мы могли бы ее убедить, если бы она последовала нашим советам. 3. Я был бы вам признателен, если бы вы могли отложить нашу встречу до понедельника. 4. Вы могли бы приобрести больше опыта, если бы вы работали на заводе.

VI. *Complete the following sentences, using the Subjunctive Mood.*

1. He would have come to the party if... (not to be held up). 2. If the director turned up now... (to attend to, personally). 3. I shouldn't dare to bother you at such a late hour if... (urgent). 4. If you took part in the next sports competitions... (to do a lot of good). 5. I should have bought that coat without any hesitation if... (to have money on me). 6. If you gave in... (not to be praised). 7. I would tell you about it if... (can, to speak in private). 8. If this play had been put on at our club... (to be a success). 9. If you had kept this fruit in a cool (прохладный) place... (not to go bad). 10. He wouldn't behave like that if he... (an honest man).

VII. *Translate, then complete each sentence, using the words in brackets.*

1. Если бы его телефон был занят тогда... (to leave a message). 2. Если бы у меня было плохое зрение ... (to wear). 3. Вчерашний матч отменили бы, если бы... (to change). 4. Вы бы ничего не перепутали, если бы ... (properly). 5. Я не возражал бы против этих изменений, если бы... (to be reasonable). 6. К кому бы вы обратились, если бы... (reliable information)? 7. Я уверен, что если бы он обдумал мое предложение как следует ... (not to turn down). 8. Если бы вы хвалили своего ребенка слишком много... (to spoil).

VIII. *Change the subordinate clauses, omitting the conjunction* if *(§ 12, p. 478).*

1. If I were in Leningrad now, I too should be able to hear the famous Italian singer. 2. You wouldn't make these foolish mistakes if you were more attentive in class. 3. If that engineer had had a greater sense of responsibility, this question wouldn't have taken so long to decide. 4. This question would have been raised long ago if the matter had been dealt with properly. 5. If there had been more schools in the area, the Burnells would not have allowed their girls to mix with poor children.

IX. *Combine the following pairs of sentences, using the Subjunctive Mood.*

Model: Comrade Petrov didn't work hard and didn't get a good knowledge of English. He failed the exam.
If Comrade Petrov had worked hard and got a good knowledge of English, he wouldn't have failed the exam.

1. She worked hard. That's why she became a first-class ballet dancer. 2. You failed me. I didn't take the necessary steps in time. 3. The weather's bad. We can't go to the country. 4. I keep a diary. I never forget my appointments. 5. I couldn't attend to the matter myself. I was engaged at a conference. 6. The boy behaved badly. We made him apologize. 7. I'll be frank with you. You can keep secrets. 8. He didn't find me at home. We couldn't exchange opinions. 9. There was no railway connection between the two villages. We took a car to get from one to the other. 10. My friend went in for sports at the expense of his health. Now he has had to give it up.

X. *Translate into English. Pay particular attention to the use of the Subjunctive Mood.*

1. Я бы не возражал против того, чтобы отложить встречу, если бы дело не было срочным. 2. Я бы взял такси, если бы знал, что в нашем распоряжении было так мало времени. 3. На вашем месте я бы не настаивал на том, чтобы эти меры были приняты немедленно. Это было бы неразумно. 4. На вашем месте я бы не примирился с такими результатами. Вы могли бы выиграть следующий матч, если бы больше тренировались. 5. Этот ученик не провалился бы на экзаменах, если бы вовремя были приняты необходимые меры. 6. В прошлом месяце результаты были бы гораздо лучше, если бы все поняли преимущества нашего предложения. 7. Она не жаловалась бы на головные боли, если бы

ежедневно гуляла перед сном. 8. На вашем месте я как следует все бы обдумал, прежде чем принимать окончательное решение.

XI. *Continue the story in the Subjunctive Mood, as in the model. Use the word combinations in brackets.*

Model: If I were on holiday now, I'd...

First student: If I were on holiday now, I'd go to the South.
Second student: If I went to the South, I'd swim in the sea and sunbathe.
Third student: If I swam in the sea and sunbathed, I'd lose weight (вес), etc.

a) If I were leaving Moscow on a business trip, I'd... (to have to go to the railway station, to take a taxi, to get to the station in no time, to have an hour or so to spare, to go to the newspaper-stall (киоск), to buy a fresh newspaper, to read it in the train to kill time)

b) If my friend had been in Moscow last week, he'd... (to take part in our amateur performance, not to be a failure, not to spoil the party, to have a lot of fun)

c) If I were responsible for the matter, I'd... (to get in touch with, to make an appointment, to make final arrangements, not to have to deal with the matter again)

XII. *Make up stories on the basis of the answers to Ex. XI.*

XIII. *Make up sentences, using the same structure as in the models (§ 13, p. 479).*

1. "Did you see your friend in the cinema?"
"No, it was my sister (who) I saw."
2. "Do you say you met Peter in the street?"
"No, it was in the park that I ran into him."

XIV. *Combine the following sentences, using the Gerund (§ 8, p. 471).*

Model: We made the appointment for ten, I remember it.
I remember making the appointment for ten.

1. Why is he allowed to run about everything here? In your place I'd object to it. 2. "I didn't know he was running this business," said Jim "I haven't heard anything about it" 3. Why didn't you make the arrangements last week? You would have gained time by it. 4. "I don't want you to mix with these boys, I am against it," said the woman. 5. He

intends to get in touch with the factory. Have you any objections to it? 6. They helped us with this work. I am sure they remember it very well. 7. You must apologize to her. She insists on it. 8. Why was he impolite to you? I wouldn't have put up with it. 9. She intends to buy a plain coat. As a matter of fact she's been thinking of it for some time. 10. Why didn't you ask him to consider the matter at once? He wouldn't have put it off. 11. Why do you still meet the man? In your place I should avoid it. 12. Comrade Petrov will be sent away on business. The director insists on it.

XV. *Translate into English, using the Gerund.*

1. Преподаватель раздал наши тетради после того, как объяснил все наши ошибки. 2. Когда мой сын был ребенком, он очень увлекался игрой в футбол, и я боялась, что он испортит (to strain) себе сердце. 3. Я помню, что слышал что-то об этой пьесе. Стоит ли ее посмотреть? — Да, я бы советовал тебе это сделать. Собственно говоря, это один из лучших спектаклей театра. 4. Почему вы возражаете против немедленного обсуждения вопроса? Было бы неразумно откладывать его рассмотрение. 5. Почему вы настояли на том, чтобы Петрова назначили начальником этой группы? В то время было бы полезнее оставить его в этом отделе (a department). 6. На вашем месте я бы отказался от этого приглашения. Я не люблю, когда меня приглашают куда-либо в последний момент. Я предпочитаю договориться обо всем заранее. 7. Перестань говорить мне об одном и том же (= об одной и той же вещи)! Я могу сделать работу и без многочисленных напоминаний (= без того, чтобы мне напоминали несколько раз). 8. Петр случайно увидел Бориса на улице и прошел мимо, не спросив его о занятиях. На его месте я остановился бы, чтобы поговорить с ним.

XVI. *Make up sentences, using the English equivalents of the following.*

настаивать на немедленном обсуждении вопроса; возражать против немедленного подписания договора; возражать против постановки вопроса на собрании; настаивать на отправке телеграммы; возражать против назначения товарища Петрова главой делегации; без обсуждения, без приглашения, без просмотра, без рассмотрения

XVII. *Make up situations, using the following (the Gerund must be used with the italicized words and word combinations).*

1. A Visit to the Theatre

to think of, to hesitate, *to be praised for*, *to have (be given) the opportunity of*, to book a ticket, *to look forward to*, *to be worth*, excellent, talented, acting

2. During a Business Trip

to be away on business, to stay at (with), *to be interested in*, *to take advantage of*, *before doing something*, to run into a friend, to show round, to have very little time to spare, to put up with, *to be tired of*, *to gain a lot from*

3. On the Skating-Rink

to enjoy, *(not) to feel like*, to feel shy, to keep away, to give in, to have a good time

VOCABULARY EXERCISES

Stage I

I. *Answer the following questions, using the active vocabulary of the lesson.*

1. Would the Colonel have succeeded in learning the serenade if he hadn't worked hard?
2. Do you think the teacher's advice was discouraging? Why?
3. Where was Linda's house situated?
4. What did Colonel Green intend to attempt? Would he have thought of serenading Linda if he hadn't known she was alone?
5. Where did the Colonel run into Porcharlester? Why was the meeting inconvenient? Would Colonel Green have started the conversation himself if he hadn't felt awkward?
6. Do you think Porcharlester could have sung the serenade to Linda in private first if he had had the courage to do so?
7. Would Colonel Green have stayed in the shadow for such a long time if he hadn't wanted to serenade Linda?
8. Why did Linda say, "I'll forgive you?"
9. What was Linda's reaction to the first note produced by the Colonel's horn? Would she have started if she had been favourably impressed?
10. What did Colonel Green mean by saying, "I succeeded fairly well?"

11. Where did the servant find Colonel Green when he wanted to hand him the letter?
12. Why did the Colonel only open the letter at home? Did he think it was inconvenient to do so in front of the servant?
13. What made Linda think that Porcharlester did not respect her love for Schubert's serenade?
14. Why did Linda think that the sounds had been produced by a human throat? Would she have thought so if the instrument hadn't sounded like a man's voice?
15. Did the Colonel really think that to be frank with Porcharlester would be useless? Would he have behaved in a different way if he hadn't thought so?
16. Why did Green give up horn-blowing? Do you think he would have continued the lessons if he had had more ability?
17. Why did Linda refuse to see Porcharlester?

II. *Complete the following sentences from the text.*

1. If I were you, Colonel, I'd... 2. I had already bribed the servant... 3. The meeting was most inconvenient. I... 4. If I could be sure that... 5. "Thank you," he said, "it's..." 6. "I never dare sing it before her, but..." 7. "I have no doubt it will be," I said,... 8. "Yes," she said, "It's..." 9. I saw her start and listen... 10. "..." I heard him say... 11. I ran all the way to Hamilton Place,... 12. I am sorry that you respect my love for Schubert's serenade... 13. I felt that... 14. He has given his word...

III. *Substitute words and word combinations from the text for the italicized parts.*

1. Colonel Green had been trying hard for several weeks to play the serenade and finally he *managed to do it very successfully*. 2. One evening *at the end of June* the Colonel took up his horn and drove to Marble Arch, where he got out and walked to the place where Linda's house *stood*. 3. "I'll *try to play the serenade*," thought Colonel Green. 4. *It was very far from being a good time to meet Mr Porcharlester*. 5. Porcharlester was going to surprise Linda with the serenade at a party because he *was afraid* to sing it to her in private. 6. After the two men parted, Porcharlester entered the house, and Green found a place in the garden *which was darkened by trees*, so that he could look up at them as they sat near the open window. 7. Linda promised *not to be angry with* Porcharlester *any longer*. 8. The letter continued like this:

I am sorry that you *think so little of* my love for Schubert's serenade as to make fun of it." 9. Green felt that his teacher was right, and he had not the lip for the horn. So he *never studied* horn-blowing *again*. 10. When Green asked his wife to explain why she did not wish to see Porcharlester, she *would not give her reasons*.

IV. *Find English equivalents for the following (See Text).*

я оставил бы эту мелодию для себя; я не последовал этому совету; в конце июня; где я сошел и пошел пешком к ее дому; вы знаете, какая она хорошая; не может быть, чтобы это был ваш голос; это очень любезно с вашей стороны; разве ей не нравится, как вы поете ее?; не говорите ни слова об этом; он на день опоздает; вам пора идти; если вы хотите сделать мне сюрприз; мы увидимся у миссис Локсли Холл; когда он ушел; при первой ноте я увидел, как она вздрогнула и прислушалась; он протянул мне письмо; я бежал всю дорогу; я сел в такси; он ничего дурного ей не сделал

V. *Give the situations in which the following are used (See Text).*

to discourage, to be situated, to make an attempt, inconvenient, to have the courage, in the shadow, to forgive, to hold out a letter, to respect, to produce, uselessly, to refuse

VI. *Correct the following statements. Use the Subjunctive Mood.*

Model: Mr Porcharlester was convinced that Miss Linda would enjoy the way he sang the serenade, and he did not hesitate to perform it in her presence. I'm afraid you are wrong. On the contrary Mr Porcharlester was not at all sure whether Miss Linda would like his singing. As a matter of fact he put off doing it because he did not have the courage to sing it in Linda's presence. If he had felt sure of himself, he would have sung the serenade long before.

1. The teacher was glad to encourage the Colonel to play the serenade, and he pressed him to do so, in spite of the fact that his pupil had paid him nothing.
2. The Colonel decided to make an attempt to serenade Linda. He relied on Mr Porcharlester's help, and on seeing him near Linda's house, thought that the meeting was very convenient.
3. Porcharlester was convinced that it was himself and not his voice that Linda liked, but he hesitated whether to

tell Green or not, as he knew that the Colonel was in love with Linda too, and hated to hurt him.

4. The two men parted, and Colonel Green remained in the shadow of the house, stiff with cold and fear. It was hard for him to hold out long because not a sound came from Linda's open window.
5. Linda had been listening to the Colonel for quite a time before she showed that she recognized the serenade.
6. When the servant saw the Colonel in the shadow of the tree, he held out the letter to him without saying a word, and the Colonel walked home.
7. Colonel Green realized that Miss Linda had made a mistake, and he decided to get in touch with Mr Porcharlester to let him know the truth.

Stage II

to succeed (in)

a) *Translate.*

1. The scientists succeeded in making a number of new discoveries. 2. Frankly I don't think she'll succeed as an actress. 3. If he had made another attempt, he would have succeeded.

b) *Use a synonym.*

1. Ann is sure to do well at the job. 2. If Jack could have more training, he would win the event. 3. If you had tried harder to get in touch with the professor, you would have done it long ago. 4. After a long discussion Peter managed to persuade his fellow-workers to accept his suggestion.

c) *Translate.*

1. Он долго работал над этой проблемой (a problem), прежде чем добился успеха. 2. Я не уверен, что моя сестра преуспевает как врач. 3. Вашему брату удалось бы занять первое место в соревнованиях, если бы он больше тренировался.

to discourage somebody from doing something, to encourage, to have the courage to do something

a) *Answer these questions.*

1. How do you encourage your child to go in for sports?
2. Why do people sometimes discourage their friends from doing something?

3. Did the manager try to discourage Highsmith from taking the part of a country lad? Did the young actor feel discouraged after his conversation with the manager?
4. Why did Uncle Seneca try to persuade the boy not to leave school at sixteen? Did he encourage the boy's interest in money? How did he do it?
5. Why did the teacher try to discourage Colonel Green from playing Schubert's serenade? Was it easy to discourage him?

b) *Translate.*

1. Ничто не могло его обескуражить. 2. Почему он выглядел таким обескураженным? 3. Я бы попытался отговорить его от поступления в этот институт, если бы знал тогда, что он собирается это сделать. 4. Успех ободрил его. 5. На вашем месте я бы поощрял интерес мальчика к истории. 6. Анна очень застенчива. У нее не хватит смелости выступить (спеть) на нашем концерте самодеятельности. 7. Он не осмелился бы сделать это без разрешения.

to be situated, a situation

a) *Translate.*

1. Где расположен этот музей? 2. Вскоре мы обнаружили маленький домик, расположенный недалеко от дороги. 3. Я надеюсь, что обстановка будет приятной. 4. Положение на фронте в 1942 году было серьезным. 5. Он очутился в неловком положении.

to attempt, to make an attempt

a) *Complete.*

1. He succeeded in getting into an art school after... (an attempt). 2. In your place I... (to make an attempt to apologize). 3. Don't feel so discouraged. In your place I... (to make another attempt).

b) *Translate.*

1. На вашем месте я предпринял бы еще одну попытку уговорить его. 2. Мы сделаем еще одну попытку связаться с ними. 3. Ваша попытка исправить положение не удалась.

convenient, inconvenient

a) *Make up sentences or situations, using the Subjunctive Mood where possible.*

to find, time, convenient; to seem, an arrangement, most inconvenient; honestly, not to be convenient, to put off;

this kind of transportation (the train, the tram, the bus), convenient, to be situated

a shadow, a shade, in the shade

a) *Translate.*

1. Какая странная тень! 2. Не хотите ли отдохнуть в тени этих деревьев? 3. Как жаль, что у вас в саду так мало тени! 4. Я предпочитаю никуда не ходить. Сегодня жарко даже в тени. 5. Мне нравится этот цвет, но я выбрала бы другой (different) оттенок.

b) *Make up sentences, using the English equivalents of the following.*

самые длинные тени, странная тень, держаться в тени, основной оттенок значения слова

to forgive

a) *Complete.*

1. If he had apologized to me, I... (to forgive). 2. She would be glad to meet you if you... (to forgive for being impolite). 3. If it were my personal affair, I... (to forgive easily). 4. If I were you, I... (not to hesitate to forgive).

b) *Complete and translate.*

Forgive me for	высмеять обидеть не прийти вовремя испортить вашу книгу перепутать имена не отговорить

c) *Translate.*

1. Если бы я был на вашем месте, я бы простил ему такую (the) шутку. 2. Я никогда не прощу себе этой ошибки. 3. Я не простил бы ему такого поведения, если бы не знал его с детства. 4. Простите меня за то, что я вам не позвонил.

to respect

a) *Make up sentences of your own.*

to respect one for	one's good knowledge of a sense of responsibility experience
to be respected because	to keep one's appointments to rely on to be honest

sore throat, to have toothache, to have a headache

up sentences, using the Subjunctive Mood.

the appointment — not to have a sore throat; to have toothache — not to complain; to have a headto put off; not to have a sore throat — not to have to stay at home

production, to produce

Translate.

1. These machines have just been put into production. 2. The factory has increased production lately. 3. We cannot stop producing these machines, they are in great demand now. 4. There's no need to produce your pass here. 5. He produced most of his pictures within that period. 6. He couldn't produce any sensible explanation. 7. Most of the film-producing countries were represented at the Festival.

Answer these questions.

1. What films have been produced lately?
2. What goods are produced by the factories your firm deals with?
3. Where do you have to produce your pass (passport; cinema, railway ticket)?

useless, useful, to make use (of), it's no use, what's the use (of), to use

Make up sentences, using the following.

1. It's no use	putting off the appointment phoning leaving a message trying to get in touch
2. What's the use of	complaining putting up a notice here taking a step of that kind calling on mentioning

to give advice — to make use of; to make use of — old clothes; to make use of — somebody's suggestions

Translate.

1. Это совершенно бесполезно. 2. Интересно, знает кто-нибудь из вас что-либо о применении этого лекарства? 3. Какой смысл пытаться убедить их? 4. Нет смысла нани-

мать такси. 5. Я не знаю, для чего употребляется эта вещь. 6. Кто сейчас пользуется этой книгой? 7. Я думаю, мы не сможем найти применение этой машине.

to give up, to give away, to give in

a) *Translate.*

1. It's no use trying to convince him. He won't give in. 2. I rely on you, don't give me away. 3. He loves the girl, he won't give her up for anything. 4. Why did you give away my plan? 5. It would have been a good idea to have a party. Why did you give it up?

b) *Make up sentences of your own.*

to give up — to blame; to insist — to give in; to tell somebody — to give away; to give up — to put down to; to try to convince — to give in; to give away — to apologize

c) *Translate.*

1. На вашем месте я бы бросил курить. 2. Жаль, что он бросил музыку. 3. Я думаю, вам придется отказаться от этой мысли. 4. Она была очень хорошо загримирована, но ее выдал голос. 5. Я считаю, что вы были правы. На вашем месте я бы не уступил.

to refuse

a) *Complete.*

1. I refuse to deal with this man because... (always to complain). 2. She wouldn't refuse his help if... (to consider honest). 3. They wouldn't have refused to consider our suggestion if... (to seem reasonable). 4. The manager wouldn't have refused to engage the man if... (to have a good training).

b) *Translate.*

1. Он отказался сделать эту работу сейчас же. 2. Она отказывается играть в этой команде. 3. Он отказался от нашей помощи. 4. Ему отказали в визе (a visa).

Stage III

I. *Substitute the active vocabulary of the lesson for the italicized parts.*

1. I'm afraid you're unfair to the young man. He's clever and will *do very well* if given another opportunity. 2. Although the drawing was far from being perfect, the teacher thought

it best not *to tell the pupil the unpleasant truth* as he knew the boy had been working hard at it. 3. When David first met Helen, he could hardly guess that one day the girl would become a reliable friend who would never *say "no" when he needed help* and would be ready to *put new strength in* him at cheerless moments. 4. The boy was fond of composing music, and his mother tried *to get* him *still more interested* by taking him out to concerts and lectures on music. 5. The day was so hot that by three o'clock only a few holiday-makers remained on the beach (пляж), as there *were* hardly any *cool shady places* there. 6. "Can I make an appointment with you for one o'clock?" asked the girl. "The time you gave me *doesn't suit me*." 7. "I know it was Nick who spoilt the tablecloth," said the little boy, "but I'll never *tell anybody*." 8. Although all of Jim Stone's friends tried to convince him that the manager's daughter was beyond his reach, he kept saying that he would rather risk his position with the firm than *stop loving* the girl.

II. *Fill in the blanks with prepositions or adverbial particles if necessary.*

1. ...what way did Highsmith expect to succeed... getting the part ... a country lad? 2. Many good actors failed to convince Miss Posie ... their ability, but this did not discourage Highsmith ... trying again. 3. Why don't you lie ... the shade? You'll get a headache if you stay too long ... the sun. 4. When the car stopped, everybody got ..., and the mother spread a tablecloth ... the shade ... a big tree ... the side ... the road, while the children started running ... to stretch (размять) their stiff legs. 5. If I were you, I wouldn't throw ... your grammar exercise books. You can make use ... them while you're preparing ... the exam, I'm sure. 6. What's the use ... waiting ... him? If he had been told ... time, he would have turned ... long ago. 7. Why did you refuse ... Comrade Petrov's help? Don't you know the matter's urgent? 8. Try ... this dress. It's a cheerful shade ... green. Your new shoes will go nicely with it. 9. Why didn't you tell ... me the time wasn't convenient ... you? I wouldn't have made the appointment.

III. *Choose the correct word and put it in the right form.*

1. What's the use of speaking to him? Instead of keeping (in the shadow, in the shade) he would stay in the sun for hours in spite of the doctor's orders. 2. Look what a strange (shadow, shade) the flower has thrown on the wall! 3. Why don't you stay in the garden? It's cool there now. The

(shadows, shades) have grown very long, and there's (shadow, shade) everywhere. 4. He has (to refuse, to give up, to turn down) all my suggestions, and he says he will (to refuse, to give up, to turn down) to help me unless I (to refuse, to give up, to turn down) my foolish hobby, as he calls it. 5. "You've failed several times," Mr Spencer said to David, "and I hate to upset you, but if you don't succeed in finding a solution (решение) to the problem this time, you'll have to (to refuse, to give up) it. I (to refuse, to give up) to lend you any more of my money." 6. "My (private, personal) attitude to the matter is that the child must not be forgiven," said Mrs Burnell. "What would happen if everybody showed so little respect for (private, personal) property?" 7. Since the playwright wanted to know the (private, personal) opinion of some of his friends, he decided to arrange a (private, personal) hearing (прослушивание) of his new play. 8. "Can I make an (engagement, appointment) with the doctor for Monday?" "I'm afraid it's inconvenient. The doctor already has a number of (engagements, appointments) for Monday." 9. "These shoes are my size," said the woman, "and they feel quite (convenient, comfortable). Besides, they are (convenient, comfortable) for autumn wear."

IV. *Fill in the blanks with one of the verbs. Be careful which form you use.*

a) to give in, to give up, to give away

1. If the old man's words had not been so convincing, the boy (not) ... . 2. In speaking to Miss Posie, "Bill Summers" never mixed up any events or names, for he knew that one small mistake ... . 3. "How's Peter getting on with his music? I remember he used to be good at it." "Oh, I'm sorry to say he ... it long ago." 4. Helen's so hard to deal with, it's hardly any use trying to make her ... .

b) to turn up, to turn down, to turn out

1. "I spoke to David about going to the lecture, but he wouldn't listen." "Don't worry, he... in time." 2. The poor boy feels so discouraged, the teacher ... nearly all his drawings. 3. "Have you seen my diary? I'm afraid I've lost it, and I can't remember my appointments without it." "Oh, it ... . Don't worry." 4. It's no use worrying about the outcome (исход) of the competition. I'm sure everything ... all right.

V. *Fill in articles if necessary. Retell the story.*

Once ... poor flower-girl, one of those whom one can so often run into in ... suburbs of London, quite by ... chance overheard (подслушать) .... conversation between ... two gentlemen. One of ... gentlemen was ... professor of phonetics. He was saying to ... other that he could teach ... uneducated people to speak good English.

... two men were having ... private talk, but ... girl, who was hidden in ... shadow of ... house nearby was so interested in what they were saying that she stepped forward, trying not to miss ... word.

... fact was that she had for ... long time been thinking of learning to speak correctly, and now she saw ... excellent chance for herself. If she improved her manner of speaking ... owners of ... big flowershops would not turn her down any longer. She asked ... two gentlemen to buy ... few flowers from her and tried to speak to them, but they didn't listen to her and soon went away.

Great was ... professor's surprise when ... next day ... girl came to his house and had ... courage to ask him to give her lessons. At first ... professor refused to teach her, saying it was no use even trying, but ... girl insisted and finally he gave in.

... first lessons, however, were rather discouraging: ... pupil's lips were stiff, ... endless exercises tired her, and ... results were poor: she failed to produce educated English sounds.

... professor was cross with his pupil and could not forgive himself for giving in to ... girl. After ... while, however, he discovered that she was clever. Soon she learned to give ... excellent imitation of his own pronunciation [prə¸nʌnsi'eiʃn]. She took ... great interest in her lessons. She never missed ... single chance of practising the sounds. In spite of all... difficulties she never lost courage or gave up hope. As ... result her English became so good that ... people who met her never guessed that she was not ... real lady. Neither her manner of speaking nor ... way she behaved gave her away.

...story of ... girl is to be found in one of Bernard Shaw's most popular plays, which has been produced successfully both in ... country of ... author and in many other countries of ... world.

VI. *Make up situations, using the following words and word combinations.*

1. to discourage somebody (from doing something), to think over, to hesitate, to put off, finally, to refuse;

2. to consider useless, to encourage, to make an attempt, to produce good results, to succeed, to put down to;

3. to be frank with, to turn out, to deceive, to give away, to discover, to apologize;

4. to make an appointment, to make arrangements, to phone, it was no use doing anything, to leave a message, inconvenient, to put off

VII. *Make a written translation, using the active vocabulary of the lesson.*

1. Когда я сказал своему другу, что мне, наконец, *удалось* достать билет на матч, он подумал, что я хвастаюсь (to boast), и мне пришлось *показать* (предъявить) ему билет. 2. Он ведь знает, что вы находитесь в затруднительном положении? Я перестал бы *уважать* (не уважал бы) его, если бы он *отказался* помочь вам. 3. Если бы я был на вашем месте, я отложил бы обсуждение этого вопроса до более *удобного* времени. Дело не срочное, а сейчас большинство работников занято на конференции. 4. Старый Тэйлор пытался *отговорить* своего сына от мысли стать художником, но все его *попытки* окончились неудачей. Молодой человек говорил, что он давно мечтает стать художником и ничто не заставит его *отказаться* от своего намерения.

SPEECH EXERCISES

I. *Discuss the following questions.*

1. Why did the Colonel insist on being taught to play the serenade?
2. Why was Mr Porcharlester frank with the Colonel? What would he have done if he had known of the Colonel's attitude to Linda?
3. What was Linda's attitude to Porcharlester before Colonel Green played the serenade? Do you think Porcharlester's singing at Mrs Locksley Hall's would have impressed Linda?
4. Would Linda have refused to see Porcharlester if she had known the truth?
5. What would have happened if Colonel Green had sent the letter to Porcharlester?

II. *Retell the text*: a) *as it is,* b) *as Linda, Mr Porcharlester, the music teacher, Linda's servant who was bribed by Colonel Green,* c) *without details (in two or three minutes).*

III. *Dramatize the following scenes from the text.*

1. Mr Green running into Mr Porcharlester on his way to Linda's house.
2. Miss Linda and Mr Porcharlester having a talk at her home.
3. The servant handing Mr Green a letter from Linda.

IV. *Make up dialogues, using the words given below.*

1. Asking the Way

excuse me, the shortest way, to have an appointment, to be pressed for time, to change, it would be a good idea ..., to get off, more convenient, to run frequently, in no time

2. Running into a Friend in the Street

hello, for ages, to fail to get somebody on the phone, it's no use, to be out, by chance, to be engaged in, musical studies, fairly well, it's a shame, to keep away, hard to get in touch with, to make arrangements, straight away, a convenient time (place), to look forward to, see you ...

3. Discussing Arrangements for a Party

to have a suggestion, convenient, to give a surprise, to be worth, to think of, to perform, the leading parts, to refuse, to try to convince, to make an attempt, not to have the courage, perhaps, to make use of, to make all the necessary arrangements; to look forward to, not to say a word

4. At a Party

will you have some more ... , have another cup of tea, to have enough of, to have a dance, to sing, not to feel like, to make an attempt, to have a sore throat, it's no use, to refuse, it's a shame, to fail, to forgive

V. *Write letters, using the words and word combinations below. Use the Subjunctive Mood if possible.*

a) *To a friend, describing a party you went to*:

to forgive, not to write, for a long time, to have a lot of work to do, the other day, to run into, to invite, not to feel like ... , to try to persuade, to do good, to hesitate, to give in, to come round, to set the table, to introduce, to call

somebody by his first name, to turn round, features, familiar, to guess, to give up all hope, to produce a photograph, to burst out laughing, to recognize, used to ..., to send one's best regards, to look forward to

b) *From an amateur singer to a club manager, informing the latter that he will be unable to take part in a show*

to be terribly sorry, to have a cold, to have a sore throat, to stay in bed, to realize, to fail somebody, beyond one's power, to feel discouraged, to hope, to accept one's apology, to forgive, a refusal

c) *Declining an invitation:*

to be grateful to, at first, to be eager, my daughter, to complain of, to be taken ill, to have a stiff neck, to have a high temperature, most of the time, it's no use, to be sorry, perhaps, to be better, a chance, to turn up, to be pleased, to take the opportunity

VI. *Write letters:* a) *from Mr Goldstein to Posie, after she left the stage,* b) *Posie's reply to the manager's letter.*

VII. *Tell this story in English, using active words and word combinations. Discuss the questions following the story.*

Куст сирени (A lilac bush [ə 'lailək 'buʃ])

Николай Евграфович Алмазов, не снимая пальто, прошел в свой кабинет. Жена, увидев его мрачное лицо, поняла, что произошло что-то ужасное. Она молча пошла вслед за мужем, чтобы поговорить с ним наедине.

Алмазов, небогатый молодой офицер, слушал лекции в Академии генерального штаба (the General Staff Academy) и сейчас только вернулся оттуда. Ему удалось выдержать все экзамены, кроме последнего. Это было ужасно! Только Алмазов и его жена знали, как трудно ему было поступить в Академию. Алмазов проваливался на вступительных (entrance) экзаменах два раза. Если бы не жена, он давно бы отказался от мысли попытаться в третий раз, но Вера всегда подбадривала его и никогда не отказывалась ему помочь. В прошлом году ему удалось, наконец, поступить в Академию, а сейчас...

Несколько минут Алмазов молча сидел на диване, уставившись на собственную тень. Вера заговорила первой.

— Коля, как твоя работа? Неудачно?

— Ну, да, неудача. И все из-за пятна (a spot).

— Какое пятно, Коля? Будь любезен, объясни. Я ничего не понимаю (это выше моего понимания).

— Видишь ли, когда я работал над планом, я смертельно устал, руки начали дрожать, и я посадил (made) большое пятно на план. Работа была испорчена. Что мне было делать? Я решил превратить это пятно в кусты. Сегодня, когда я показывал свою работу профессору, он вдруг спросил: «Здесь действительно есть кусты?» Конечно, было бы лучше, если бы я сказал правду. Но я начал настаивать. Профессор рассердился и сказал: «Тогда поедем завтра на это место, и будет ясно, что вы либо небрежно работали, либо скопировали (to copy) план с карты, не выходя из собственного дома».

— Но, может быть, профессор ошибается, там есть кусты? Мы ведь можем это узнать?

— Нет смысла. Он знает эту местность лучше, чем свою спальню. Ох, как я его ненавижу!

— Ну, Коля время не ждет, — сказала Верочка. — Сейчас уже поздно, твой профессор, конечно, спит. Я думаю, мы не встретим его (не столкнемся с ним) на улице. Вот мы и должны воспользоваться этим.

Муж уставился на нее, ничего не понимая, но она уже надевала пальто и шляпу... «Если там нет кустов, их надо немедленно посадить (to plant)», — объяснила она.

Когда они приехали к садовнику (a florist), было поздно. Старый садовник был очень изумлен и недоволен. После недолгого колебания Вера решила быть откровенной со стариком. Когда она уже начинала терять надежду убедить его, он внезапно сказал: «У меня есть два куста сирени. На вашем месте я бы их использовал».

Следующий день показался Вере очень длинным. Она с нетерпением ждала прихода мужа.

Увидев, наконец, его усталое, но счастливое лицо, она поняла, что все в порядке.

— Ну, приехали мы к этим кустам... — начал он, — профессор не мог поверить собственным глазам. Он протянул мне руку и сказал: «Извините, старею». Какой милый и умный человек! Его так все уважают в Академии. Мне, право, стыдно, что я его обманул!...

Николай Евграфович никогда с таким удовольствием не обедал, как в тот день... После обеда, когда Вера принесла Алмазову в кабинет стакан чаю, муж и жена вдруг одновременно рассмеялись, поглядели друг на друга, и Вера сказала: «Теперь сирень будет навсегда моим любимым цветком...»

1. Why did Vera have to encourage her husband? In what way did she do it? Why did she do it?
2. Why did Almazov feel so discouraged after his failure with the plan?
3. How would you describe the scene that took place in the field?
4. What would have happened if the old florist had given Almazov away?
5. How can you explain the change in Almazov's attitude to the professor at the beginning and at the end of the story?
6. How would you characterize Almazov and his wife?

DIALOGUES

(to be learnt by heart)

Talk about the Weather

I

Nick. What 'lovely ↘weather we had last week. | I 'hope it 'keeps ↑dry and 'sunny ↑this week, ↘too. |

Mary. ↘Well, | I 'wouldn't be ↘sure. | 'Have you 'heard the ↗forecast? |

Nick. ↘No, | 'what does it ↘say? |

Mary. Oc'casional 'showers to'morrow ↗morning, | 'drizzle and ↑more cloud later ↗on, | un'settled for the 'rest of the ↘week. |

Nick. ↘Oh, | 'isn't that ↘awful! | I ↘do hope it 'clears 'up by ↗Saturday. |

Mary. 'Why are you so ↘eager? |

Nick. 'Don't you re↗member? | We were 'planning an ↘outing for 'this 'week ↗end. |

Mary. 'Oh ↘yes, | 'shall I 'ask ↗Ann? | 'She is a 'great one for ↗outings. |

Nick. Of ↘course. | 'Phone her 'straight a↘way, | ↗will you? |

Mary. 'All ↗right. |

II

Mary. 'Can I 'speak to ↘Ann, ↗please? |

Ann. ↗Speaking. | 'Is that ↗you, Mary? |

Mary. ↘Yes. | I ↘say, Ann, | 'what are you 'going to 'do over the 'week↘end? |

Ann. ↗Well, | I haven't 'made up my 'mind about the ↘whole of it ↗yet, | but I'm 'staying 'in on 'Saturday ↗night. | ↘Why?

Mary. 'Nick sug'gests an ↘outing on Sunday. | 'Would you 'like to ↗join? |

Ann. Of ↘course. | A 'camping 'week↗ end | would've been a ↗better idea, | only 'I've got to 'stay ↘in on Saturday. |

Marg. ⸝Well, | I 'know 'camping's your ⸜hobby, | but you'll have to put 'up with a ⸜day's outing, ⸝this time. |

Ann. All ⸜right. | 'When shall I 'see you about the ar⸜rangements? |

Mary. To'morrow after ⸜work I sup ⸝pose. | 'Will 'that be con ⸝venient? |

Ann. ⸜Yes, ⸜quite. | 'See you to⸜morrow, then. |

ACTIVE WORDS AND WORD COMBINATIONS

dry
to keep dry
wet
to get wet (through)
forecast
occasional
occasionally
an occasion
on (for) this (that) occasion
on (for) the occasion of
to settle
settled (unsettled)
awful
to clear up
an outing
a hobby
to suppose

(See Vocabulary for Lesson 12, p. 423)

EXERCISES

I. *Practise the sound combinations below, then read the dialogues carefully.*

'heard ‿ the 'forecast
a'bout ‿ the ⸜whole
'Is ‿ that ⸝you, Mary?

II. *Find English equivalents for the following (See Text).*

какая хорошая погода была на прошлой неделе!; кратковременные дожди; завтра утром; переменная облачность до конца недели; это ужасно; надеюсь, до субботы прояснится; она большая любительница загородных прогулок; я у телефона; послушай, Анна; а что; Ник предлагает загородную прогулку; ты поедешь с нами?; на этот раз тебе придется довольствоваться загородной прогулкой; да, вполне; до завтра

III. *Retell the dialogues in indirect speech.*

IV. *Activate the following words and word combinations.*

occasional, occasionally, an occasion, on (for) this (that) occasion, on the occasion of

a) *Translate.*

1. Occasional exercise will do you good. 2. I'm so sorry we only have an occasional exchange of opinions. 3. A famous

actress was to arrive in the town, and posters were put up everywhere on the occasion. 4. He would occasionally turn up at his parents' place, always arriving unexpectedly.

b) *Answer these questions.*

1. What did Colonel Green decide to arrange on the occasion of his birthday?
2. Who did the Colonel invite for the occasion?
3. Was an amateur performance only an occasional event at Colonel Green's place?
4. Did Colonel Green study horn-blowing regularly or only occasionally?
5. Would he have succeeded if he had only taken occasional lessons?

c) *Complete these sentences, using the Subjunctive Mood.*

1. If they had known about the arrival of the actress, they ... (for the occasion). 2. If Jim's mother had received an occasional letter from Jim, she... (not feel hurt). 3. She wouldn't complain if... (occasionally). 4. The party is an exciting event for your daughter. If I were you, I'd... (for the occasion).

to clear up

a) *Practise aloud.*

1. He intended to clear up the matter, but failed. 2. The difficulty hasn't been cleared up yet. 3. We shan't go out unless it clears up 4. Will you clear this up for me, please?

b) *Complete.*

1. He insists on... (to clear up the matter). 2. They complain that many things... (not to be cleared up yet). 3. I wonder why they avoid... (to clear up the matter).

c) *Translate.*

1. Все уже выяснено. 2. Нам хотелось бы выяснить этот вопрос. 3. Ничего еще не выяснено

to settle, settled, unsettled

a) *Translate.*

1. We'll think the matter over before settling it finally. 2. It isn't yet settled whether Mr Brown will be appointed director of the institute. 3. If you fail to settle things yourselves, get in touch with Professor Smith. 4. If I were you, I'd settle here for good.

b) *Make up sentences of your own.*

		to take part in the amateur show
	when	to make arrangements
	who	to have an outing
It isn't settled yet	which of...	to be appointed
	whether	to attend to something
	where	to go camping

c) *Complete.*

1. He avoided... (to settle things by himself). 2. A lot depends on... (to settle the matter within...). 3. Nobody objects to... (to settle things straight away). 4. They apologized for... (not to settle ...).

d) *Translate.*

1. Собственно говоря, все уже решено. 2. Если бы все было решено, нам бы не пришлось собираться еще раз. 3. Все еще так неопределенно.

V. *Answer the following questions, using the active vocabulary.*

1. In which months is the weather fine in the Moscow area? Which months are usually wet?
2. Are we always pleased to have dry weather? When are we not pleased to have it?
3. Would it be wise to go for an outing in wet weather?
4. Is it usual to have occasional rain in September? What about August, February?
5. Does it clear up quickly after rain? Is this a feature of any particular season?
6. Where do you get the weather forecast from? Do you always rely on what it says?
7. Would you take a raincoat with you if the forecast said "occasional rain?"
8. Is it possible to get wet through in a shower?
9. What would you do if you were wet through?

VI. *Answer the following questions and make up stories based on the answers.*

a) 1. When was your last outing?
2. The weather forecast promised a dry, sunny day, didn't it?
3. Would you have started out if it had said "occasional rain"?

4. Would you have put off the outing if they had forecast unsettled weather?

b) 1. Is camping your (your friend's) hobby?
2. How long has it been your (your friend's) hobby?
3. Did it start with an occasional outing or did you go camping regularly?
4. Camping is a healthy occupation, isn't it?

VII. *Make a written translation, using the active vocabulary of the lesson.*

1. — Посмотри! Дождь перестал?
— Нет еще, а что? (Why?)
— Я здесь с десяти часов. Нужно идти, а мне не хотелось бы *промокнуть*.
— Подожди немного, минут через пятнадцать *прояснится*.

2. — Здравствуй, Петр!
— Здравствуй, Николай! Сегодня чудесное утро, правда? Надеюсь, к вечеру не будет дождя.
— *Думаю, не будет. Прогноз* говорит, что *сухая* погода *продержится* до понедельника. А что?
— Мы собираемся *выехать за город* на субботу и воскресенье.
— Правда? Желаю (вам) хорошо провести время.

3. — Что с тобой случилось? Ты весь дрожишь!
— Боюсь, что я простудился. В воскресенье я *насквозь промок* и не смог переодеться в (to change into) *сухую* одежду, пока не приехал домой. У меня уже два дня болит горло.

4. — Рад вас видеть в Москве, г-н Смит. Где вы остановились?
— В гостинице «Москва», у меня очень удобный номер (мне там очень удобно).
— Как вам здесь нравится?
— Москва — чудесный город. Собственно говоря, я уже видел ее, я был здесь в прошлом году *по случаю* международной выставки. Но погода у вас *ужасная*.
— Вы не совсем правы, г-н Смит. Такие холодные периоды (spells) не очень часты. Я уверен, вам понравилась бы наша погода, если бы вы провели здесь недели две — три.
— Возможно, но я не уверен.

5. — Алло, товарища Петрова, пожалуйста.
— Я у телефона. Это вы, товарищ Иванов?
— Да. Как обстоит дело с вашим докладом?
— Он почти готов. Мне нужно *выяснить* ряд технических моментов (technical points).
— Свяжитесь с нашими инженерами сегодня же. Все вопросы должны быть *решены* не позднее этой недели.
— Хорошо, я займусь этим сейчас же.

VIII. *Make up situations, using the following words and word combinations.*

1. Making Arrangements for an Outing

to have a plan, to go for an outing, to phone, to be out, to leave a message for, to call on, to discuss particulars (подробности), to get in touch with, to think over, to find out the weather forecast, dry, sunny, occasional rain (showers), to feel discouraged, not to give up the idea, to cheer up, to agree

2. Impressions of an Outing (or of a Camping Holiday)

to start, to reach, beyond, to intend to hire, to take advantage of, to have trouble with, to complain of, to put up with, sunny, to spoil, to start raining, to get wet through, to clear up, to get dry, to laugh at, to have a lot of fun, to enjoy

IX. *Make up dialogues on the basis of the stories (See Ex. VI).*

X. *Make up a dialogue, using the following words and word combinations.*

Discussing the Weather Forecast on the Telephone

Hallo, is that ..., speaking, what about, to go for an outing, the weather forecast, to rely on, to fail, to get wet through, awful, occasional rain (showers), to clear up, to keep dry, see you tomorrow

LESSON 13

Text: At the Restaurant (by *A. J. Cronin*)
Grammar: 1. Инфинитив **(The Infinitive)** (§ 14, p. 480)
2. Сложное дополнение **(Complex Object)** (систематизация) (§ 15, p. 481)
Revision: **The Subjunctive Mood** (Table 8, p. 502)
Articles (Tables 1—3, p. 490—495)

AT THE RESTAURANT

(from "A Thing of Beauty" * by *A. J. Cronin*)

Archibald Joseph Cronin was born in 1896. In 1919 he graduated from Glasgow University where he took a medical course. After that he practised medicine for over ten years and gained a lot of experience of life.

Though Cronin was an excellent doctor, he hoped some time to take up a literary career. The opportunity to write came when his medical practice was interrupted by an illness. His first novel, "Hatter's Castle",** came out in 1931. It was followed by a number of other novels. "A Thing of Beauty" was published in 1955.

Stephen Desmonde had returned home after several years at Oxford, where he had been taking a course of theology. Stephen himself did not want to be a parson and had only taken up the course because his father wished him to do so. He was fond of painting and wanted **to devote** his life to art.

Against his father's **will** he left England to study painting in France. On arriving in Paris he entered Professor Dupret's Art School. The extract given below is an account of his meeting with other students from England.

At one o'clock a bell rang. Immediately a cry went up from everywhere and all around the students began crowding towards the door, pushing Stephen forward **against his will.** Suddenly he heard a pleasant voice behind him.

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* В русском переводе «Памятник крестоносцу».
** ['hætəz 'ka:sl] — в русском переводе «Замок Броудн».

"You're English, aren't you? I noticed you come in. My name's Harry Chester."

Stephen turned his head and discovered a good-looking young man of about his own age smiling down at him.

"I'll wait for you downstairs," Chester called out as the crowd carried him away.

Outside Chester offered his hand.

"I hope you don't mind my speaking to you."

Stephen, who felt lonely in Paris, was glad to find a friend. When Stephen had introduced himself Chester paused for a moment, then exclaimed:

"How about lunching with me?"

They started off together along the street.

The restaurant they went to was quite near, a narrow, low-ceilinged room, opening into a dark little kitchen. Already the place was crowded, mainly by students, but Chester led the way through to a little yard and, calmly removing the card marked ***Reserved*** from a table at the far end, invited Stephen to be seated.[1]

Immediately a stout, red-faced woman in black ran out of the kitchen in protest.

"No, no, Harry ... this place is reserved for Monsieur Lambert." *

"Do not get excited, Madame Chobert," Chester smiled. "You know Monsieur Lambert is my good friend. Besides, he is always late."

Madame Chobert was not pleased; she tried to argue, but in the end Harry Chester's pleasant manner was too much for her. She stopped arguing and offered the menu-card for their inspection.

At Chester's suggestion they ordered tomato soup, steak and cheese. Beer was already on the table.

"Strange, isn't it," Chester said, "how you can always tell a University man. Philip Lambert is one too. After Harrow" — he shot a quick glance at Stephen — "I should have gone to Cambridge [2] myself ... if I hadn't given it up for art."

He went on to say,[3] with a smile, that his father had been a well-known tea-planter in Ceylon. His mother, now a widow, lived in England and was quite rich. Naturally she spoiled him by giving him too much money. He had been in Paris eighteen months.

"It's a lot of fun," he said finally.

---

* Monsieur Lambert [mə'sjə: læm'ber] — Madame Chobert pronounces the name in the French manner.

They had finished their coffee. People were beginning to leave.

"Your friend Lambert doesn't seem to be coming," Stephen said at last, to break the silence.

Chester laughed, "You never quite know when he'll turn up. His habits are quite irregular."

After a few more remarks about Philip Lambert, Harry Chester suddenly sat up.

"Here's Philip now."

Following Chester's look, Stephen saw a slim man of about thirty entering the restaurant.

When he came over, he began taking off a lemon-yellow glove, meanwhile looking at Chester with amusement.

"Thank you for keeping my table, dear boy. But now you must be off. I'm expecting a guest at two o'clock."

"We're just going, Philip," Chester said in reply. "Look here, I'd like you to meet [4] Desmonde. He joined us at Duprot's today."

Lambert took a look at Stephen, then he bowed politely as if appreciating the young man's tactful silence.

"Stephen Desmonde only came down from Oxford last term," Chester added quickly.

"Indeed!" exclaimed Lambert.

Holding out a small hand to Stephen, he said, "I am happy to meet you. I myself was at the House.[5] You needn't hurry. I can easily find another table."

"No, no," said Stephen, rising, "we've quite finished."

"Well, then," said Lambert, "come to tea at my house one of these days. We are at home most Wednesdays at five. Harry will bring you along. Then we'll be two men from Oxford and one" — with a smile towards Chester — "who so nearly went to Cambridge."

The bill, quickly produced by Madame Chobert, now lay on the table. Since Chester did not seem to see it, Stephen picked it up and, in spite of Harry's sudden and energetic protests, paid.

NOTES

1. **...invited Stephen to be seated** ...*пригласил Стефана сесть*. Форма **to be seated** выражает официальное, несколько чопорное приглашение сесть. Обычными, менее официальными формами являются **take a seat** или **sit down.**

Kindly **be seated!** Прошу вас сесть.
Will you **take a seat (please)?** Садитесь, пожалуйста.
Won't you **sit down (please)?** Садитесь, пожалуйста.

2. **After Harrow ... I should have gone to Cambridge myself...** *После школы Харроу... я должен был поступить в Кембридж...* **Harrow** — название известной частной школы в Англии, где учатся дети из богатых и аристократических семей. Выпускники этой школы имеют преимущественное право поступления в Кембриджский университет.

3. **He went on to say...** *Затем он сказал...* (он продолжал с тем, чтобы сказать). В сочетании глагола **to go on** с инфинитивом цели обычно употребляются глаголы, обозначающие высказывание: **to say, to tell, to remark, to point out** и др., и все сочетание означает переход от одной мысли к другой.

Сравните:

He went on to point out that the speaker's words were not quite convincing. Затем он отметил, что слова выступавшего были не совсем убедительными.

Go on doing the exercises, we still have time. Продолжайте писать упражнения, у нас есть еще время.

4. **I'd like you to meet Desmonde.** *Я хочу познакомить вас с Десмондом.* Помимо значения *встречать (кого-л.)*, глагол **to meet** употребляется также в значении *познакомиться (с кем-л.)*:

I'd like you to meet Mr Barton. Я хочу познакомить вас с г-ном Бартоном.

(I'm) Happy (glad, pleased) to meet you. Рад с вами познакомиться.

Where did you meet him? Где вы с ним познакомились?

I met him in the Caucasus last year. Я познакомился с ним на Кавказе в прошлом году.

Форма представления с глаголом **to introduce** является более официальной.

May I introduce my wife to you? Разрешите мне представить вам мою жену.

5. **I myself was at the House.** Ламберт имеет в виду один из колледжей Оксфордского университета (Christ Church College).

ACTIVE WORDS AND WORD COMBINATIONS

to devote
devoted
one's will

to have a strong (weak) will
against one's will
of one's own will

strong-willed (weak-willed)
to call for
to call somebody up (*Ам.*)
to call (up)on smb. to do smth.
to call for smth.
away
to be away
to offer
an offer
to suggest
a suggestion
to propose
a proposal
timely
to remove
to mark
to make a mark
up to the mark
to reserve
reserved
to argue
an argument
a manner
manners
to tell (on, from, by)
a habit
to have a habit (of)
to get into the habit (of)
a remark
to remark (on)
remarkable
to appreciate

(See Vocabulary for Lesson 13, p. 425)

PROPER NAMES

Archibald Joseph Cronin ['a:tʃibəld 'dʒouzif 'krounin] Арчибальд Джозеф Кронин
Stephen Desmonde ['sti:vən 'dezmənd] Стефан Десмонд
Oxford, Cambridge ['ɔksfəd 'keimbridʒ] Оксфорд, Кембридж — старинные университетские города в Англии
Professor Dupret [prə'fesə du'prei] профессор Дюпре
Harry Chester ['hæri 'tʃestə] Гарри Честер
Philip Lambert ['filip 'læmbərt] Филипп Ламберт
Madame Chobert [mə'da:m ʃɔ'ber] мадам Шобер
Ceylon [si'lɔn] Цейлон

GRAMMAR EXERCISES

I. *State the forms of the infinitives in the following sentences. Translate the sentences into Russian (§14, p. 480).*

1 I can't *hear* a word, though he seems *to be speaking*. 2. I'm happy not *to have failed* you. 3. I felt that *to send* the letter to Porcharlester would only pain him uselessly. 4. We were sorry *to find out* that most of the museums we wanted *to see* that day were closed. 5. We didn't expect the boy *to turn up* so soon. 6. One of the students was suddenly taken ill and had *to be operated on* immediately: he had *to miss* quite a number of lessons. 7. He was very sorry *to have missed* so many lessons just before the exam.

II. *Translate into English, using the same structures as in the models.*

Model 1: a) My grandfather likes to be asked about his work at the factory.
b) I hate to be made fun of.

1. Мой друг попросил, чтобы ему разрешили съездить в Ленинград на два дня. 2. Инженер хотел, чтобы ему показали весь завод. 3. Никто не любит, когда его наказывают. 4. Мальчик не хотел, чтобы его хвалили в присутствии (in the presence of) других учеников. 5. Он не хотел, чтобы над ним смеялись.

Model 2: a) Can you lend me an English book to read?
b) This is an interesting subject to give a talk on.

1. Это интересный фильм, который можно посмотреть. 2. Это интересный факт, который можно упомянуть в докладе. 3. Вот человек, на которого можно положиться. 4. Это весьма неудобный момент для того, чтобы связаться с ним по телефону.

Model 3: My friend was the next to turn up.

1. Кто первым поднял этот вопрос? 2. Он единственный (из нас) бросил курить. 3. Он вторым пришел к финишу. 4. Он последним изменил свое отношение к этому вопросу. 5. Он хочет следующим делать сообщение по прочитанной книге. 6. Он единственный упомянул об этом факте.

Model 4: I hesitated a little which book to choose.

1. Я знаю, что нужно делать, чтобы избежать таких ошибок. 2. Покажите мне, пожалуйста, как это делается. 3. Я не могу решить, какую книгу предпочесть для доклада. 4. Я не знал, как связаться с вами. 5. Преподаватель объяснит вам, как употреблять это правило. 6. Он спросил меня, как устроить эту встречу.

III. *Make up sentences with the Complex Object, using the tables.*

1. to want to expect should (would) like	to make an appointment to arrange an outing to be settled to clear up to give up a hobby to encourage one's interest to keep something dry to put something down to to avoid

2. to see to hear to watch to notice	complain of something (to somebody) put up a notice apologize to somebody train for refuse to do something make an appointment spread
3. to find to consider	one's reasons, convincing the matter, urgent the arrangement, convenient the matter, settled the occasion, to be worth celebrating the complaint, to be worth considering the attempt (the film, the play), to be a failure
4. to ask to order to tell to allow	to stay in the shade to produce an explanation to come at the appointed time (not) to give away to put off (not) to stare (not) to refuse
5. to make to let	give in put up with take advantage of attend

IV. *Make up sentences with the Complex Object, using Participle I.*

to see to hear to watch to notice	exchange impressions make arrangements phone punish put something down

V. *Complete the following sentences, using the Complex Object and Participle II. Use the words given below. Translate the sentences into Russian.*

Model: We must have the luggage labelled.

1. must have...
   shall have...
   haven't had...
   didn't have...
   want to have...

2. Did he have...?
   Will you have...?
   Do you want to have...

to put up a notice, to press one's suit, to dry one's clothes, to settle the matter, to cut one's hair, to clean the suit, to mend one's TV set, to book a table, to collect one's luggage, to register one's luggage, to repair one's car

VI. *Make up English sentences from the following tables. Use the Complex Object*

1. Я никогда не слышала. Мы видели... Наблюдали ли вы когда-нибудь...? Я заметила... Видели ли вы...?	жаловаться на трудности смешаться с толпой играть в волейбол в тени тренироваться к соревнованиям выступать по случаю
2. Он не считает... Я нашел бы... Считаете ли вы...? Он находит...	трудно иметь дело это время неудобно полезное увлечение стоит поощрять
3. Я заставил бы... Разрешите мне (ему)... Ничто не может заставить.. Пусть она...	извиниться перед кем-л. за что-л. воспользоваться материалом сделать еще одну попытку примириться с чем-л. обдумать наше предложение присоединиться к загородной прогулке

VII. *Translate into English, using the same structures as in the models.*

Model 1: a) We didn't expect him to put off the discussion.
b) He wanted the arrangements to be completed early in the month.

1. Я предполагал, что вы поговорите с ним наедине. 2. Хотите ли вы, чтобы я настаивал на этом решении? 3. Мне хотелось бы, чтобы вы обдумали мое предложение, прежде чем отвергать его. 4. Мы не ожидали, что он откажется де-

дать эту работу, даже не поговорив с нами. 5. Преподаватель не хочет, чтобы вы записывали этот рассказ. 6. Мне не хотелось бы, чтобы этот доклад обсуждался в мое отсутствие. 7. Нам хотелось бы, чтобы вопрос был разрешен немедленно. 8. Они хотели, чтобы все приготовления были закончены в течение следующей недели. 9. Петр не ожидал, что его похвалят.

Model 2: a) He told me to shut the window.
b) We can't allow the work to be examined carelessly.

1. Разве он не сказал вам, чтобы вы убрали эти журналы? 2. На вашем месте я не разрешала бы девочке читать такие страшные рассказы перед сном. 3. Капитан приказал подготовиться к отплытию (to sail). 4. Он просил не откладывать экскурсию до следующей недели. 5. Мальчик промок насквозь. На вашем месте я не разрешила бы ему выходить в такую ужасную погоду. 6. Она просила не выдавать ее секрета. 7. Кто разрешил брать эти документы? Теперь здесь перепутаны номера.

Model 3: You must get (have) the work done at once.

1. Вы уже сдали вещи в багаж? 2. На вашем месте я давно бы починил приемник. 3. Я хочу почистить (to clean) пальто. 4. Где мне можно погладить костюм? 5. Я не знаю, стоит ли мне чинить мой мотоцикл. 6. Положите эти бумаги здесь. Я отдам их напечатать (to type) к концу дня. 7. Если бы мне вчера починили телевизор, я смог бы посмотреть концерт. 8. Она сшила новое платье по поводу этого события (для этого случая).

GRAMMAR REVISION

1. *Have a conversation in class according to the model* (§ 12, p. 478).*

Model: What would you do if you were making preparations for a holiday now?
What did I ask him (her)?
What did he (she) answer?

1. How would you spend your holiday if your house were situated near a forest (a river, in the mountains, etc.)?

* Прежде чем задать вопрос, относящийся к прошедшему времени, следует дать соответствующую ситуацию.

2. Would you consider a person reliable if he failed you once (several times)?
3. What would you have done if you hadn't been able to get the person you needed on the phone?
4. What would you do if a mistake of yours became frequent?
5. How would you have felt and what would you have done if a friend of yours hadn't apologized after hurting your feelings?
6. Would your friend (Comrade N.) have taken part in the last amateur show if he hadn't had a sore throat?
7. What train would you take if you were going to the Far East? Would you prefer a plane? Why?
8. What would you do if your children behaved badly when you took them out with you?
9. How would you have felt and what would you have done if your friend hadn't turned up at the appointed time?

II. *Translate into English, paying particular attention to the Subjunctive Mood.*

1. Если бы я купил билет заранее, я бы не побеспокоил вас. 2. Если бы нам удалось тогда уговорить его не ездить за город, он бы не простудился. 3. Если бы это зависело от меня, я уговорил бы Петра остаться с нами. 4. У Анны хороший голос. Если бы у нее было побольше смелости, она принимала бы участие в наших концертах. 5. Я не спорил бы с вами, если бы это было только мое личное мнение. 6. Профессор не хотел, чтобы вы отказались от этой работы. Он считал, что если бы вы предприняли еще одну попытку, результаты были бы хорошими. 7. Если бы она не перепутала документы, все было бы тогда в порядке. 8. Если бы вы читали английские книги в оригинале, это принесло бы вам огромную пользу. 9. «Вы испортили пьесу тем, что слишком громко кричали, — сказал преподаватель. — Если бы вы последовали моему совету, ваша игра произвела бы лучшее впечатление». 10. «Вы не жаловались бы на головные боли, если бы вы больше времени проводили на свежем воздухе», — сказал доктор. 11. Нет смысла откладывать эту работу из-за Петра. На вашем месте я заставил бы его выполнять свои обязанности как следует.

III. *Complete the sentences, using the Subjunctive Mood (See Lesson 11, Ex. XI, p. 205).*

1. If you took more interest in the language, you'd do your homework properly. If you did your homework properly, ... 2. If you'd made proper arrangements in time, Comrade N.

would have attended to the matter himself. If he'd attended to the matter himself, ... 3. If she'd apologized to him at the time, he wouldn't have felt hurt. If he hadn't felt hurt, ... 4. If she went to him for advice, he would help her in the matter. If he helped her in the matter, ...

IV. *Translate into English, paying particular attention to the use of articles and the pronouns* some *and* any *(Tables 2, 3, 4, p. 493, 494, 496).*

1. Мясо старое. Мне не хочется (я не расположена) его покупать. 2. Я читал где-то, что мясо не очень полезно (хорошо) для людей старше 40 лет. 3. Вы предпочитаете кофе или чай? 4. Кофе недостаточно горячий. Я не люблю такой кофе. 5. Передайте мне, пожалуйста, сахар. 6. У нас нет сахару. Не забудь купить сахару, когда пойдешь в магазин. 7. Мне кажется, хлеб не совсем свежий. 8. Я бы совсем не ела белого хлеба, если бы была такой полной, как она. 9. Я бы добавила соли в суп. Где соль?

VOCABULARY EXERCISES

Stage I

I. *Answer the following questions, using the active vocabulary of the lesson.*

1. Suppose Stephen had looked like a young Frenchman, would Chester have spoken to him? Would he have suggested lunching together?
2. Suppose Stephen had lived in Paris for a year and was not lonely, would he have accepted Chester's invitation? How would he have behaved?
3. Suppose Harry Chester had been a cheerless, gloomy-looking man of fifty, would Madame Chobert have argued with him? What would she have done?
4. Suppose Chester had not guessed that Stephen was a University man, would he have mentioned that he had almost gone to Cambridge himself? Would he have spoken about his family?
5. Suppose Chester had looked upon Stephen as an ordinary young man, would he have hurried to introduce him to Lambert? Would he have mentioned that his new friend had just come down from Oxford?

II. *Substitute words and word combinations from the text for the italicized parts.*

1. Stephen wanted *to spend all his time and energy on* art. 2. *Although his father was against it,* he left England for France. 3. "I'll wait for you downstairs," he *shouted to* Stephen. 4. Oustide, he *held out* his hand. 5. Stephen, who *had no friends* in Paris, was glad to meet Chester. 6. Chester led the way through to a little yard and, calmly *taking off* the card *which said that the table was not to be occupied,* invited Stephen to be seated. 7. Madame Chobert tried *to give her reasons,* but in the end Harry Chester's pleasant *way of behaving* was too much for her. 8. After *Harry Chester had said something else* about Philip Lambert, he suddenly *straightened himself in his chair.* 9. Lambert took a look at Stephen, then he bowed politely as if *considering the young man was worth knowing.*

III. *Find English equivalents for the following (See Text).*

проучившись несколько лет в Оксфордском университете; вы ведь англичанин, да?; на улице Честер протянул ему руку; как насчет того, чтобы позавтракать со мной?; по предложению Честера; Филипп Ламберт тоже из университета; если бы не оставил его ради искусства; затем он сказал; (здесь) очень весело; никогда не знаешь, когда он объявится; когда он подошел к их столу; а теперь тебе пора уходить; мы уже уходим; я хочу познакомить вас с Десмондом; (очень) рад познакомиться; приходите ко мне на чай на днях; Гарри вас приведет; Стефан взял счет

IV. *Give the situations in which the following are used (See Text).*

to devote, against one's will, to feel lonely, to remove, to argue, to tell somebody (from), a habit, to appreciate

V. *Correct the following statements.*

1. Stephen's father wanted his son to devote his life to art and he had no objections to Stephen joining Professor Dupret's Art School.
2. At first sight Harry impressed Stephen as an unpleasant man; in addition Stephen knew a lot of people in Paris and did not feel like making friends with the young Englishman.
3. As there were no vacant tables in the restaurant, Chester went over to the table reserved for his friend. As soon as Madame Chobert saw him do it, she ran up to protest, because she disliked Chester very much and hated to see him in her restaurant.
4. During lunch Chester boasted openly about his ability and the connections of his family. Stephen realized, how-

ever, that in spite of that Mr Lambert respected Chester highly.
6. Although Mr Lambert was not interested in Stephen, he asked him to his house to tea, as he realized that the young man was shy and needed encouragement.

Stage II

to devote, devoted

a) *Answer these questions.*

1. What do you call a person who devotes his life to science?
2. What kind of friend would you call devoted?
3. What do you usually devote your free time to?
4. Do you like to read articles devoted to art (sports)? Why?

b) *Translate.*

1. Он посвятил свою жизнь науке. 2. Он преданный друг, не правда ли? 3. Кому посвящена эта поэма? 4. Все считают ее любящей дочерью.

one's will, to have a strong (weak) will, against one's will, of one's own will, strong-willed, weak-willed

a) *Answer these questions.*

1. Did you choose what you wanted to be of your own free will, or did you become what your parents wished you to be?
2. Do you prefer dealing with strong-willed or with weak-willed people? Why?
3. In what way can you develop will-power in a child?

b) *Complete.*

1. If Colonel Green had been weak-willed, he... (to give up). 2. Colonel Green would have complained if... (against one's will).

to call for, to call smb. up, to call (up)on smb. to do smth. (= to call for smth.), to call on, to call at, to call out to smb.

a) *Answer these questions.*

1. Do you often call on your friends?
2. How often do you call at the library?
3. Do you usually call for your friends when you go out, or do you prefer their calling for you?
4. In what case does one call somebody up?

b) *Translate.*

1. Как называется этот роман? 2. Я слышал, как кто-то позвал вас. 3. Вы можете называть меня по имени. 4. Послушайте, нас кто-то зовет. 5. Когда мне зайти к вам? 6. Я слышал, что пароход не зайдет в этот порт. 7. Вы будете дома? Я мог бы зайти за вами по пути в библиотеку. 8. Когда будет готово мое пальто? Я могу зайти за ним в пятницу. 9. Директор призвал всех работников принять участие в обсуждении вопроса. 10. Директор призвал к увеличению выпуска продукции (производства). 11. Ведущую роль играет актер по имени Джонсон.

away, to be away, to be far away

a) *Use a synonym.*

1. He is not in Moscow. 2. The place is a long distance from here. 3. He is having a hôliday somewhere in the South.

b) *Answer these questions.*

1. Who keeps your house when you are (your wife is) away on holiday?
2. How often are you away from Moscow on business?

c) *Translate.*

1. Где товарищ Никитин? — Его нет, он болен. 2. Не заходите ко мне на следующей неделе, меня не будет, я буду в отпуске. 3. Мой дом очень далеко отсюда.

d) *Give combinations of different verbs with the adverbial particle* away *and use them in sentences of your own.*

to offer, to suggest, to propose, an offer, a suggestion, a proposal

a) *Translate.*

1. Colonel Green offered the teacher five pounds for his work. 2. The porter offered to fetch a lamp from the next compartment. 3. Colonel Green's teacher said the serenade was too difficult for a beginner and suggested something simpler. 4. The teacher suggested that Mr Green (should) play something simpler to his friend. 5. Whose proposal is this?

b) *Make up sentences, using the following. See the Models.*

Model: My mother suggested		that I should keep a diary.
		that I keep a diary.

to give up smoking, to phone straight away, to leave a message, to put off the appointment

Model: He suggested considering the matter again.
He offered to help us.

The young man Mr Brown The representative One of the engineers My fellow-traveller	to offer to suggest	to get in touch with one's people to put off the final settlement of the matter to look up the time-table to engage another secretary to fetch the things from the garden

Models: He offered his service.
He suggested a trip to Zagorsk.

to offer to suggest	an outing a cup of tea one's help a better arrangement a visit an exchange of ideas

Model: He proposed	a discussion. discussing the matter at once. that the matter should be discussed at once.

to clear up the matter, an exchange of opinions, a number of changes, to settle the matter, to make arrangements, to attend to the matter personally, the following resolution, the following wording of the first point, to change the wording

Model: They propose to fly to Paris next week.

to make a voyage, to go on a journey, to hold a special meeting devoted to ..., to cancel, to take steps

c) *Paraphrase, using the verbs* to propose, to suggest, to offer.

1. This is what I should like to submit for your consideration. 2. He showed me a lot of books and said I could choose any of them. 3. The chairman put forward several questions for consideration. 4. "Let us share the porter," he said.

d) *Translate.*

1. Он предложил нам сравнить результаты. 2. Я предлагаю обменяться мнениями. 3. Я слышал, как он предложил помочь нам. 4. На вашем месте я предложил бы им отложить встречу. 5. Когда она собирается (намеревается) лететь? 6. Он предложил вам отказаться от этой идеи?

lonely

a) *Answer these questions.*

1. When does one feel lonely?
2. What can you do if you don't want a friend of yours or a fellow-worker to feel lonely?
3. What kind of house (or tree) do we call lonely?

b) *Translate.*

1. Если бы вы не избегали людей, вы бы не чувствовали себя таким одиноким. 2. Я не люблю шума, я бы предпочла более уединенное место для проведения отпуска.

to remove

a) *Translate.*

1. I saw him remove the cover (крышка) and look inside the box. 2. She removed her glasses to see the picture better.

b) *Use a synonym.*

1. He would have taken his things away if you had told him to. 2. It's a pity the blackboard has been taken away from here. 3. I suggest that you should put your boots somewhere else.

c) *Translate.*

1. Приемник нужно убрать отсюда. 2. На вашем месте я бы убрала эту картину. 3. Если бы вы совсем сняли крышку, было бы легче вынуть вещи.

to mark, to make a mark, to be up to the mark

a) *Answer these questions.*

1. Do you mark any words or sentences when you are reading? Why do you mark them?
2. When do we mark our things?
3. The teacher marks your exercise-books regularly, doesn't she?

b) *Translate.*

1. «Было бы полезно отметить на карте все исторические места», — сказал учитель. 2. Если бы ты дал мне свой учебник, я бы отметил нужные упражнения. 3. Какой смысл отмечать такие простые слова? 4. Его работа не отвечает требованиям.

to reserve, reserved

a) *Answer these questions.*

1. On which days is it particularly difficult to reserve a table at a restaurant?
2. How can one reserve a room at a hotel?
3. How can you tell a reserved table at a restaurant?
4. Would you like your son (daughter) to be reserved? Why?

b) *Translate.*

1. Если бы вы сказали мне раньше, я бы заказал вам столик. 2. Все считают его сдержанным человеком. 3. Я хотел бы, чтобы вы заказали мне комнату.

to argue, an argument

a) *Answer these questions.*

1. What do you consider worth arguing about?
2. Do you often argue with your co-workers? What are your reasons for arguing with them?
3. What kind of argument do you consider strong?

b) *Translate.*

1. Я слышал, как он спорил о чем-то со своим братом. 2. На вашем месте я бы выяснил дело, прежде чем обсуждать его (спорить о нем). 3. Бесполезно спорить с ним, он не слушает никаких доводов. 4. Я не считаю этот довод достаточно убедительным. 5. Он первым начал спорить.

a manner, manners

a) *Translate.*

1. It's bad manners to stare at people. 2. "The boy has no manners at all," said the old lady. 3. He's got an awful habit of interrupting people in a most shameless manner.

b) *Translate.*

1. «Если бы мне пришлось иметь с ним дело, я научила бы его хорошим манерам», — сказала девушка сердито.

2. У него странная манера говорить. Всегда кажется, что он спорит с вами. 3. Мне не нравится ее манера всех перебивать.

to tell, to tell on, to tell one thing from another by something

a) *Answer these questions.*

1. How can you tell a railway official?
2. How can you tell a taxi from a private car?
3. Is it good for one to wear sun-glasses? Does it tell on one's eyesight?
4. What do you think might tell on somebody's health?

b) *Translate.*

1. Петр очень занят последнее время. Это сказывается на его занятиях. 2. Вы можете отличить мою книгу по пометке на 1-й странице. 3. Эти две песни почти одинаковые, я с трудом отличаю одну от другой.

a habit, to have a habit of, to give up the habit, to get into the habit of, to get out of the habit of

a) *Translate.*

1. He has a habit of getting up very early. 2. I'd like you to get into the habit of keeping your things in order. 3. It's difficult to give up a habit. 4. You must give up the habit of going to work without breakfast.

b) *Make up sentences, using* to have a habit (of), to get into the habit (of), to give up the habit (of).

to smoke, to mix up names, to find fault with, to ask for permission, to keep one's appointments, to argue about small things, to stare at strangers, to put off doing something, to complain

c) *Translate.*

1. Это хорошая привычка. 2. На вашем месте я бы отказался от привычки смеяться над всеми. 3. Я хочу, чтобы мой сын приобрел привычку делать все как следует.

a remark, to remark (on), remarkable

a) *Make up sentences.*

to make a few remarks — to object; to forgive — impolite remarks; a remarkable feature — to consider; to remark — to be inconvenient

b) *Translate.*

1. Не обращайте внимания на его замечания. 2. Я слышал, как он делал замечания по этому вопросу. 3. Ее замечания стоит принять во внимание. 4. Это было замечательное событие, не правда ли?

to appreciate

a) *Practise aloud.*

1. We appreciate his willingness to help us. 2. It's a pity he didn't appreciate the beauty of the picture. 3. We would appreciate it if you could send us all the necessary information.

b) *Make up sentences, using* to appreciate.

one's experience in doing something, one's attitude to somebody or something, one's kindness, the advantages (of), one's sense of responsibility (humour), good music

c) *Translate.*

1. На вашем месте я бы ценил его отношение к вам. 2. Мы принимаем во внимание его опыт и интерес к работе. 3. Вы бы оценили этот фильм по достоинству, если бы видели его первую серию (часть).

Stage III

I. *Make the sentences more emphatic by using the construction* it was ... who (that).

Model: Stephen's father did not want his son to be a painter
It was Stephen's father who did not want his son to be a painter.

1. *Chester* introduced Stephen to Lambert. 2. Lambert went *to Oxford* when he was a young man. 3. They were at home *on Wednesdays*. 4. In spite of Harry's sudden and energetic protests *Stephen* paid the bill.

II. *Make up sentences out of the words and word combinations below, using the Gerund.*

1. His father, to object (to), Stephen, to take up art as a profession. 2. Stephen's relatives, to try to discourage (from), to devote one's life, one's hobby. 3. Stephen, to be interested (in), to have lunch with Harry Chester. 4. Harry, willingly, to explain, (his) reason (for), to try, to meet Stephen. 5. Ste-

phen, to be praised for, to paint, excellent pictures. 6. Stephen, to realize, a lot, to depend (on), to get to know life better, 7. Stephen, not to mind, to mix with, simple people. 8. Lambert, not to feel like, to invite Chester, to his place. 9. Instead of, to go to another restaurant, Harry, to remove, to mark, to reserve.

III. *Substitute the active vocabulary of the lesson for the italicized parts.*

1. She's so fond of playing the piano that she *spends* nearly all her free time playing it. 2. You'll find it difficult to talk her out of doing so. She's *the kind of person who never gives in, in spite of all difficulties.* 3. The girl insisted on going to an art school, *although her uncle was very much against it.* 4. Standing at the foot of a high hill, the travellers could see a house *with no other buildings around,* situated halfway up. 5. When dinner was over, the tables were *taken out of the room* to clear the place for dancing. 6. After hiding the flag in the high grass, the boy *wrote something* on a nearby tree so as not to forget the hiding-place. 7. I can't believe that Ann shouted at him. She's *the kind of person who never shows her feelings.* 8. He'll never *give reasons for or against a matter* unless he's quite convinced of the facts. 9. Have you ever seen him dance? He has a strange *way* of holding his partner away from him. 10. Your work's not satisfactory yet. *My idea is* that you should re-write the first and the second parts. 11. I *think highly of* his knowledge and experience.

IV. *Fill in the blanks with one of the following verbs in the correct form.*

a) to call out to, to call at, to call on, to call for, to call on (upon) somebody to do something , to call up, to call off

1. Why didn't you come back when he ... you? 2. Do you know that Ann's been away with a cold for a week? I ... her if I were you, I think she feels lonely. 3. I'm very sorry, the manager has left already. If you ... the office just ten minutes ago, you would have found him. 4. If the matter had been urgent, he ... me. 5. I suggest leaving this parcel with Ann. We can ... it later. 6. The speaker ... his fellow-students to devote more time to their work. 7. The excursion ... because of the bad weather.

b) to tell, to tell on, to tell by, to tell from

1. "You must give up the habit of sitting up late," said the doctor. "You feel well now, but it ... you later." 2. "I've lived

among the French for several years," said Peter, "I could ... a Frenchman at sight." 3. The brothers are so much alike that I can hardly ... one ... the other. 4. "I can always ... a good student ... his attitude to his work," said the teacher.

V. *Choose the correct word.*

1. If you're interested in this kind of problems, I can (to suggest, to offer) you quite a remarkable novel to read. And there's a play on dealing with the same problem. I (to suggest, to offer) that we (to go) and see it one of these days. I can even (to suggest, to offer) (to buy) tickets; the box-office is quite close to my house. 2. "Why are you all (alone, lonely) in the office?" "I'm not as a rule, but Mary's (away, out) just now, and Comrade Rogov's (away, out) on business." 3. Wouldn't you like to call on Helen tonight? Her children are (out, away) at a pioneer camp, and she always feels (alone, lonely) when she's left (alone, lonely). It would be a good idea to go and (to encourage, to cheer up) her now. 4. The girl felt so upset after her failure that she would have given up singing if her friends (not to encourage, not to cheer up) her and (to encourage, to cheer up) her to go on with her studies.

VI. *Make up situations, using the following words and word combinations.*

1. to choose against one's will, to want smb. to do smth., to devote, to be beyond one's ability, to argue, strong-willed, (not) to give in, to succeed;
2. to be away, lonely, reserved, to suggest, to call on, to appreciate;
3. to have a habit of, to mark, to see smb. do smth., to suggest, to apologize;
4. to be (feel) uncomfortable, to remark on, to suggest, to remove, to appreciate;
5. a strange manner, to tell by, to persuade somebody, to give up the habit, to argue, finally, to convince

VII. *Make a written translation, using the active vocabulary of the lesson.*

1. Разве вы не знаете, что Анна четыре года училась, чтобы стать певицей? Если бы ей не пришлось *посвятить* себя семье, она не бросила бы пение. 2. Он уже две недели *отсутствует* и не прислал еще ни одного письма. Я *предлагаю* послать ему телеграмму и выяснить, в чем дело. Мне бы не хотелось, чтобы его родители беспокоились о нем.

3. Было бы очень хорошо, если бы вы *заехали* за документами сегодня. Мы были бы очень вам *признательны*. 4. Я помню, что Петров *предлагал* вам свою помощь. Вам было бы полезно обменяться с ним мнениями. Я слышал, как он сделал несколько очень серьезных *замечаний* в связи с этим вопросом. 5. Он *привык делать пометки* в книгах, которые читает. Если вы не хотите, чтобы он делал их в вашей книге, скажите ему об этом. 6. Я слышал, как Иванов *предлагал* отложить выполнение этой работы. Если бы мы последовали его совету, мы смогли бы избежать некоторых ошибок. 7. У него странная *манера спорить* по любому вопросу. Если бы он был более *сдержанным*, с ним было бы приятнее иметь дело. 8. Ты слишком много куришь во время работы. Я настаиваю на том, чтобы ты бросил эту *привычку*. Разве ты не видишь, что она уже сейчас *сказывается* на твоем здоровье?

SPEECH EXERCISES

I. *Discuss the following questions.*

1. Why did Harry Chester invite Stephen to lunch with him?
2. What was Mr Lambert's attitude to Harry Chester?
3. Why did Harry Chester tell Stephen that he had nearly gone to Cambridge? Why did he tell him about his family?
4. Why did Chester mention the fact that Stephen had just come down from Oxford?
5. Why did Stephen have to pay the bill? Do you think Harry really meant to protest against Stephen doing so?

II. *Retell the text as each of the main characters. Use some of the words in brackets.*

a) Stephen Desmonde (to be born in, to be brought up, to want smb. to take a course of theology, to obey his father's will, to be fond of, to devote, to succeed, to feel lonely, to be surrounded, to find oneself, to discover, to offer, to accept, to feel encouraged, to appreciate, to remove, reserved, pleasant manners, convincing, innocent, to give in, to tell a University man, to make a remark, to meet)

b) Harry Chester (to study painting at Dupret's, to have a habit of, to prefer, a lot of fun, not to have enough money, to be hungry, at somebody else's expense, to borrow, a crowd, to be glad to notice, to suggest, to have a lovely time, to make smb. believe, to produce, to pretend, to make an impression)

c) Madame Chobert (to run the restaurant, many customers (посетители), most of, frequently, occasionally, difficult to deal with, dishonest, no sense of responsibility, to reserve a table, to see him remove the card, to protest, to dislike a person's habits, pleasant manners, to give in, to turn up, to be surprised to see, to produce)

d) Philip Lambert (irregular habits, to reserve a table, not to be reliable, to find occupied, not to be surprised, to be amused, not to feel like, to clear up things, to thank, to keep the table, to introduce, to produce a good impression, to appreciate someone's good manners, to invite, to bring along, to entertain, to watch, to produce a bill, to see smb. pick up smth.)

III. *Dramatize the following scenes from the text.*

1. Stephen Desmonde meeting Harry Chester.
2. Madame Chobert protesting against Harry taking the reserved table.
3. Chester and Stephen talking over their lunch.
4. Philip Lambert meeting Stephen.

IV. *Retell the same scenes in indirect speech.*

V. *Read the story at home, retell it and discuss it in class (See questions following the story).*

On an April afternoon in the year 1937 a man, to be exact, an elderly parson, and a boy in a long blue coat got off a bus at the north end of Vauxhall Bridge * and went towards the Tate Gallery. ** The man was Bertram Desmonde, Stephen's father; the boy, whose name was also Stephen, was the artist's son.

Inside few people were about, and making their way through the central gallery, past the works of the famous English painters, they turned to the left and finally sat down in a room on the west side. Upon the wall directly opposite were three paintings. At these the boy and the old man looked in silence. After some time, without taking his eyes off the paintings, Bertram spoke.

"We expect fine things of you, my boy. How are the lessons coming along?"

"Not badly, I think, sir. We had a test before we broke up for the holidays."

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* ['vɔksɔ:l] — Воксел Бридж, мост через Темзу
** картинная галерея в Лондоне

"How did you do?"

"I did all right in English and arithmetic."

A shadow crossed Bertram's mind, he could hardly make himself ask the question.

"Do they give you drawing?"

"Yes, sir. But I did badly in that. It seems I can't draw at all."

Against his will Bertram gave a little sigh of relief (вздох облегчения) and laid his blue-veined fingers on the boy's hand.

Stephen liked these occasional visits to the Gallery in the company of his grandfather. But today, after having been away from home for nine weeks, he was eager to see his mother, who would meet them at Waterloo Station * and take him home with her. Several times in the last hour he had tactfully asked Bertram what the time might be, and was, indeed, about to do so again when a party of schoolgirls entered the room, led by their teacher.

"And now, girls," the teacher began, "we come to the Desmondes, three representative paintings bought for the Gallery in 1930. The first, called Circus **, showing a remarkable sense of colour and composition belongs to the artist's early French period. Note in particular the manner in which a sense of movement is given to the figure of the young woman on the bicycle.

"The second painting, which I am sure you have seen reproduced many times, is a portrait of the artist's wife. Here you will find the freedom of arrangement which is the main feature of all Desmonde's work. Through the window at which she sits, one can see the street outside, with some poor children engaged in a game of ball. This, by the way, was the subject of another well-known Desmonde known as Children at Play, which may be seen in the Luxembourg, Paris.

"The third and largest painting was the last work done by the artist, and is considered to be his finest. It is, as you see, a large composition of the estuary ([ˈestjuəri] устье реки) of the Thames, showing all the crowded movement of the river." Here she began to look up her notes.

"Desmonde was not altogether a revolutionary painter," she continued. "Just as the Impressionists drew from Turner, he drew, in his early years, from Manet [məˈne], Degas [dəˈgɑ:]

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* [ˈwɔ:təlu:] — Ватерлоо, название вокзала и станции метро в Лондоне

** Circus — цирк

and Monet [mɔ'ne]. But although he studied the masters, he went beyond them. He was in every sense of the word a great original artist who opened up a new era ([ˈiərə] эра) of expression. When we look at these works we know he has not lived in vain (напрасно)."

Here the teacher put away her notes. Looking round at her pupils, she asked:

"Any questions, class?"

One of the girls, who stood close to the teacher, spoke up, in the manner of the favourite pupil.

"Is he dead, Miss?"

"Yes, Doris. He died quite a young man, rather tragically, and almost unrecognized."

"But, Miss, didn't you just tell us he was a great painter?"

"Yes, Doris, but like so many others he had to die to become great. Don't you remember what I told you about Rembrandt's ['rembrənt] poverty (бедность), and Gauguin [ˈgɔ'ga:], who could hardly sell a single picture when he was penniless, and Van Gogh [væn'gɔk]..."

"Yes, Miss, ... people didn't understand, they were mistaken about them."

"We can all make mistakes, dear ... Gladys, do stop sniffing (сопеть)."

"Please, Miss, I have a cold."

"Then use your handkerchief... As I was saying, Doris, perhaps England didn't appreciate Stephen Desmonde's talent at once, but she has made up for it handsomely. Here are these paintings in the Tate for all of us to admire (восхищаться). Now come along, follow me, girls."

When they had gone, Bertram still sat in deep thought, looking at the pictures, unable to move. Stephen, his son, a great artist ... yes, even the word genius ([ˈdʒi:njəs] гений) was now being used without reserve. There was no pride in him at the thought, no triumph, but rather a strange sadness, and he wondered if it had all been worth it. Was any picture worth it — the greatest masterpiece (шедевр) ever produced? What was beauty, after all, that men should die for it? He thought that the conflict between life and art could never be settled. He thought of Stephen's last minutes when, unable to talk any longer, his son handed him a note: "Too bad, Father, I have never drawn you. You have a fine head."

With an effort Bertram made himself rise ... the past was the past and it was no use remembering...

1. Did Bertram love his son?
2. What was the reason for their disagreement?
3. Did Bertram appreciate his son's talent?
4. What were Stephen Desmonde's main features as an artist?
5. What do you know about the great painters mentioned by the girl's teacher?

VI. *Make up a short story of your own, using the words and word combinations given below.*

At a Restaurant During a Holiday

to suggest, not to appreciate, to argue, to hesitate, to try to persuade, no vacant tables, to give in, to call up, to reserve a table, to choose, to wear an evening dress, in the latest fashion, to be set (of a table), fruit, wine, white bread, rye bread, the waiter, to serve, service, excellent, music, to have a dance, to have a lot of fun, to pay the bill

VII. *Make up a dialogue, using the words and word combinations given below.*

At Table

will you have some ..., I've had enough, have some more, to be thirsty, to have another cup of tea, it would be a good idea, to have a dance, to be out of practice, lovely music, it's really a shame

VIII. *Tell this story in English. Supply an end to it and discuss the questions following it.*

Три бифштекса

Генри Уайт уже месяц жил на хлебе и воде. Он соблюдал эту «диету» (a diet) не потому, что был болен, а потому, что у него не было работы. Такая жизнь, разумеется, сказывалась на нем. Сегодня он почувствовал, что, если не подвернется счастливый случай что-нибудь поесть, он ни перед чем не остановится...

Побродив по городу около часа, Генри очутился перед витриной ресторана. При виде жареной курицы (a roasted chicken) в витрине он почувствовал головокружение (dizzy). Через сверкающие стекла витрины он видел одетых по последней моде леди и джентльменов... Нет, ресторан был для него недосягаем. Внезапно ему в голову пришла счастливая мысль...

Он пошел дальше по улице и через некоторое время добрался до более дешевого ресторана, где никто не смог

бы отличить его по одежде от остальных посетителей. Ресторан был полупустой, хотя на многих столиках стояли карточки с надписью «занято». Когда (as) Генри шел к свободному столику, ему казалось, что все на него смотрят. На самом деле никто не обращал на него никакого внимания. Угрюмый (грустный) официант подошел к столику и спросил, что он хочет заказать. «Бифштекс», — ответил Генри дрожащим голосом, даже не взглянув на меню, которое предложил ему официант. Генри мигом покончил с бифштексом и снова подозвал официанта. «Еще один бифштекс», — сказал он. Официант с удивлением посмотрел на пустую тарелку и, следуя за его взглядом, Генри понял, что совершил ошибку. «Получите на чай», — быстро добавил он. Официант поспешил на кухню...

Второй бифштекс подбодрил Генри, но он все еще чувствовал себя голодным. После нескольких минут колебания он принял решение.

«Я, право, стыжусь своего аппетита (appetite), — спокойно сказал он подошедшему официанту. — Будьте любезны, дайте мне третий бифштекс».

От третьего бифштекса Генри действительно получил удовольствие. Он снова позвал официанта и попросил чашку кофе и три пирожных. Генри не заметил, что поведение (манера) официанта изменилось. Генри был так счастлив, что не заметил также и того, что официант по дороге на кухню зашел в контору и вышел оттуда в сопровождении какого-то господина, который стал у двери ресторана. Когда Генри собирался встать, перед ним появился официант и предъявил счет: «Два доллара тридцать центов». Вместо того, чтобы заплатить по счету, Генри заметил: «Интересно, с вашим хозяином приятно разговаривать?» Этот вопрос был весьма неожиданным. «Видите ли, — продолжал Генри, — у меня нет при себе денег, и мне бы хотелось, чтобы ваш хозяин...», но официант уже был далеко... Генри понял, что он побежал за хозяином и что хозяин позовет полицию, но усталость и необычный обед сказались на нем. Он чувствовал, что засыпает помимо собственной воли...

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1. Why was Henry White on "a diet"?
2. Why did Henry think he had made a mistake by ordering a second steak at once?
3. Why did the waiter go into the manager's office when he went to fetch the coffee and cakes?
4. What do you think Henry saw on being woken up?

DIALOGUES

(to be learnt by heart)

In the ↘ Street

A. 'Let's drop 'in 'somewhere for a ↘snack. |
B. I'd 'rather 'have a ↘proper meal, | it's ↘lunch time now. |
A. 'All ↗right. | 'Shall we 'go to a ↗restaurant? |
B. 'Yes, | ↘let's. | There's 'quite a 'nice one 'over 'there on the ↑ left hand ↘side. | They have a 'self-'service de'partment 'there ↘too, | though I 'don't 'want to 'go there to-↘day. |

At the ↘ Restaurant

A. There's a 'nice 'table for ↘two. | 'Shall we ↗take it? |
B. 'Can't you 'see, it's re↘served? |
A. ↘Oh, | 'I ↗see. 'Come over↘here then; | we'll be 'very ' comfortable at ↘this table. |
B. ('seated) 'Will you 'have any 'hors ↗d'oeuvres? |
A. 'Not to↘day. | I'll 'start with ↗soup | and have a 'steak to ↘follow. |
B. 'I had 'meat for my ↑ main 'course ↘yesterday, | so I'll have ↘fish for a change. |
A. 'Shall we 'order the 'sweet 'straight a↗way? | 'What would you ↘like? |
B. 'Fruit ↗salad and 'ice-cream for ↗me. |
A. 'All ↗right, | 'I'll 'have the ↘same. |

ACTIVE WORDS AND WORD COMBINATIONS

to have a snack
to go somewhere for a snack
a proper meal
a department
self-service
the main course
a change
a change for the better (for the worse)
for a change

(See Vocabulary for Lesson 14, p. 431)

EXERCISES

I. *Practise the sound combinations given below and read the dialogues aloud, paying particular attention to pronunciation and intonation.*

'let's 'drop in
'not to↘day
with ↗soup

II. *Find English equivalents for the following (See Text).*

давайте зайдем куда-нибудь закусить; уже время обедать, да, пойдем; слева; сядем сюда?; проходите сюда; нам будет очень удобно; сегодня нет; что вы хотите взять?; я возьму то же самое

III. *Answer the following questions and make up stories based on the answers.*

a) 1. What's the difference between a snack and a proper meal?
2. Would you have a snack or a proper meal if you were in a hurry?
3. Where would you go for a snack at lunch time? Would you go to a self-service department?
4. What are the advantages of self-service?

b) 1. Is there a self-service department in your canteen?
2. What time do you have a proper meal there?
3. What do you usually have for the main course?
4. Do you usually have dinner alone or in the company of your friends?
5. Do you keep to the same food every day, or do you like to have a change occasionally?

c) 1. What kind of shop do we call a department store?
2. Are there self-service departments in our big stores? Would it be convenient to have them in all stores? Why?
3. Would you have to go shopping often if you wanted to follow the fashion?

IV. *Make up ten sentences, using the verbs* to suggest, to propose *and the active vocabulary of the lesson.*

V. *Make a written translation, using the active vocabulary of the lesson.*

1. Не хотите ли сейчас *закусить*? Мы будем *обедать* позднее. 2. Скажите, пожалуйста, как пройти в обувной

отдел? 3. *Универсальный магазин* находится дальше, за кинотеатром. 4. Я видел, как он прошел в *отдел самообслуживания*. Давайте *сделаем то же самое*, хорошо? 5. Если бы у меня была возможность, я бы провел этот отпуск в Риге *для разнообразия*. 6. Он первым *последовал* вашему совету. 7. Мы видели, как он *шел* за вами. 8. Вы все взяли мороженое на сладкое? Тогда я *возьму то же самое*. 9. Он пропустил несколько уроков и теперь с трудом *следит* за объяснениями преподавателя. 10. Целую неделю идут дожди, но я надеюсь, что скоро наступит *перемена к лучшему*. 11. В последнее время его отношение к учебе *изменилось к худшему*. Чем бы вы это объяснили?

12. *А*. Давай зайдем куда-нибудь *перекусить*,

Б. Хорошо, сейчас уже обеденное время.

А. Ты хочешь только *перекусить* или мы возьмем *полный обед*?

Б. Я бы *пообедал*, я очень хочу есть.

А. Вот и ресторан. Зайдем?

Б. Да.

13. *А*. Где мы сядем?

Б. Вот удобный (хороший) столик. Давай займем его, хорошо?

А. Нет, мне он не нравится. Вот официант, давай спросим его.

Официант: Вам нужен столик? Пройдите сюда, пожалуйста. Вот меню. Что вы хотите заказать?

А. Я начну с закуски, а ты?

Б. Я лучше возьму суп и бифштекс.

А. Я часто беру мясо, возьму лучше рыбу *для разнообразия*.

Б. Мы закажем десерт потом.

Официант: Хорошо.

VI. *Retell the dialogues in indirect speech.*

VII. *Make up dialogues, using the following words and word combinations.*

1. Putting Off a Visit to a Restaurant

to go to a restaurant for, to have an appointment, to be engaged till, to apologize, to make arrangements, to phone straight away, to put off

2. Discussing Where to Go for Lunch

to suggest, to have advantages over, a self-service department, frequently, for a change, that's settled, in no time

3. Ordering a Meal at a Restaurant

to fetch, a menu, what would you like to start with?, will you have ..., the main course, let me see ..., to hate, I'd rather, for a change, I'll start with ... and have ..., to have the same, what will you have to follow?, can I have the bill?

VIII. *Retell the above dialogues in indirect speech.*

IX. *Describe*: a) *a breakfast you have had at a hotel,* b) *a lunch you have had at a restaurant or a self-service snack bar.*

REVISION

I. *Apologize to a friend for not coming in time.*

II. *Ask your friend if he knows what the weather forecast is.*

III. *Try to persuade your friend to go for an outing with you on Sunday.*

IV. *Ask a passer-by where you could have a snack.*

V. *Try to persuade your friend to take a proper meal instead of a snack.*

VI. *Ask the waiter which table is vacant and order lunch.*

Text: On the Way to Freedom (by *Harriet Beecher-Stowe*)
Grammar: Модальный глагол **should** (§§ 16, 17, p. 482, 483)
Revision: **Tense-forms and Voice** (Table 7, p. 500)

ON THE WAY TO FREEDOM

(from "Uncle Tom's Cabin" by *Harriet Beecher-Stowe*)

Harriet Beecher-Stowe (1811—1896) was born in the family of a clergyman. She studied the conditions of slave labour on the plantations of the South as a newspaper reporter. This provided her with material to write a novel against Negroslavery, which she called "Uncle Tom's Cabin". This novel exposed the terrible fate of American Negroes and became known all over the world. At the present time it occupies an honourable place among the books devoted to the fight against racial discrimination.

One rainy afternoon a traveller stopped at the door of a small country hotel, in a village in Kentucky.

The newcomer was a short stout man, carefully dressed, with a round, good-natured face.

"What's that?" he said, noticing that some of the guests had formed a group around a large **advertisement.**

"Nigger **advertised,**" said one of the group.

Mr Wilson (for that was the gentleman's name) took out his glasses and fixed them on his nose. Then he **read:**

"Ran away my mulatto boy, George. Said George [1] six feet in height, a very light mulatto, brown curly hair, is very intelligent, speaks handsomely, can read and write, has been branded on his right hand with the letter H.

"I will[2] give four hundred dollars for him **alive,** and the same sum for reliable **proof** that he has been killed."

The old gentleman read this advertisement from end to end, in a low voice. Then he said aloud:

"The boy described here is a fine fellow. He worked for me six years or so at my factory, and he was my best hand. He **invented** a good machine — a really **valuable** one. His master holds the patent of it."

"To be sure," said another man in the group, "he holds it and makes money out of it and at the same time he brands the boy on his right hand. If I had a chance, I'd mark him so that he'd carry it for a long time."

The conversation was interrupted by the arrival of a well-dressed gentleman with a coloured servant.

The newcomer was very tall, with a dark Spanish complexion, fine expressive black eyes, and curly hair, also black.

He walked up to the bar, and gave his name as Henry Butler, Oaklands, Shelby County. Turning with an indifferent air to the advertisement, he read it through.

Mr Wilson looked at the newcomer. It seemed to him he had met the man somewhere. And then he suddenly remembered...

He stared at the stranger with such an air of surprise that the latter walked up to him.

"Mr Wilson, I think," he said in a quiet vocie. "I beg your pardon. I hardly recognized you. I see you remember me — Mr Butler of Oaklands, Shelby County."

"Ye — yes — yes, sir," said Mr Wilson, like one speaking in a dream.

"I should like to have a few moments' conversation with you on business, in private, in my room, if you please," added the newcomer.

When they entered the room upstairs, the young man locked the door, put the key into his pocket, and looked Mr Wilson straight in the face.

"George!" said Mr Wilson.

"Yes, George," said the young man. "I am fairly well disguised, it seems. I've dyed my hair black, so you see I don't answer to the advertisement at all."

For a few minutes Mr Wilson could not say a word. When he began to speak at last, his voice was trembling. "Well, George, I see you're running away — leaving your lawful master, George, — I think it's my duty to tell you so. I am sorry to see you in opposition to the laws of your country."

"My country!" said George with bitterness, "I have no country."

"You see, George," said Mr Wilson. "Well, I think you're running an awful risk. You should be very careful. They'll kill you if they catch you."

"See here, now, Mr Wilson," said George, coming up and sitting down in front of him: "Look at me. Don't I sit before you, just as much a man as you are? I had a father — one of your Kentucky gentlemen — who didn't think enough of me

to keep me from being sold after his death with his dogs and horses. I saw my mother sold with her seven children. You, Mr Wilson, I admit, treated me well, you encouraged me to do well, and to learn to read and write, to make something of myself. But now what? Now comes my master and says I am only a nigger. And last of all he comes between me and my wife, and says I must give her up. And your laws give the white masters power to do all this.

"When I get to Canada, that will be my country, and its laws I shall obey. But if any man tries to stop me, let him take care, for I'll fight for my freedom to the last breath I breathe."

The old man looked at him with wonder in his eyes.

"Well, George," he said, "you are changed beyond recognition, and not only in appearance. You hold up your head, and speak and move like a new man."

"Because I'm a free man!" said George proudly. "Yes, sir, I've said 'Master' for the last time to any man. I'm free!"

George stood up, and held out his hand with a proud and independent air. The friendly little old man shook it heartily, and made his way out of the room.

NOTES

1. **said George** *вышеупомянутый Джордж.* Эта форма является сокращением от полной **the (above-) said George.** В объявлениях, как и в заголовках, артикль обычно опускается.

2. **I will give four hundred dollars...** *Дам четыреста долларов...* . Глагол **will,** употребленный с местоимениями 1-го лица, в современном английском языке употребляется вместо **shall** как вспомогательный глагол для образования будущего времени.

ACTIVE WORDS AND WORD COMBINATIONS

an advertisement (for)
to advertise smth.
to advertise (for)
to announce
an announcement
to be (be left, remain) alive
to give proof
to prove smth.
to prove (to be)
to invent
an inventor
an invention
to lock
a law
to keep (break) the law
bitter
at the risk of...
risky
to risk smth.
to admit smb.
valuable
value
to master
to be indifferent to

to admit that ... — **treatment**
to treat smb., smth. — **a treatment for an illness**
to treat smb. to smth. — **to take treatment**
to treat smb. for an illness — **friendly (in a friendly way)**

(See Vocabulary for Lesson 15, p. 432)

PROPER NAMES

Harriet Beecher-Stowe ['hæriət 'bi:tʃə 'stou] Гарриет Бичер-Стоу
Kentucky [ken'tʌki] Кентукки (штат в США)
Wilson ['wilsn] Уилсон
George ['dʒɔ:dʒ] Джордж
Henry Butler ['henri 'bʌtlə] Генри Батлер
Oaklands, Shelby County ['oukləndz 'ʃelbi·'kaunti] г. Оклеид, округ Шелби
Canada ['kænədə] Канада

GRAMMAR EXERCISES

I. *Read the following sentences and translate them into Russian (§ 17, p. 483).*

1. "You *shouldn't stare* at people like that. It's impolite," said the mother. 2. "I think you *should wear* this dress for the occasion. You look very nice in it." 3. You *shouldn't have given in*. You were right. 4. Your friend *should have reserved* a table in advance. He knows that the 8th of March is a busy day for restaurants. 5. Why *should* you *be responsible* for something that happened in another department?

II. *Practise aloud.*

1. You should go and see the film. 2. He shouldn't have put up with it. 3. His attempts to deal with the situation should be appreciated.

III. *Change the following sentences in such a way as to use the modal verb* should.

Model: I don't advise you to make marks on the book.
You shouldn't make marks on the book.

1. *I don't advise you* to insist on his doing the work. He's not skilled enough. 2. *It's a pity you didn't apologize* to him. He felt terribly hurt, I'm sure. 3. *I don't think it was right of him* to complain. He was wrong himself. 4. *I don't advise you* to get discouraged so easily, it would be better to follow the path (путь) you've chosen in spite of all difficulties. 5. *I'm sorry I didn't* encourage my son to practise the piano every day. 6. *You'd better* put up with these small discomforts. 7. *I've*

advised her to speak to him frankly. It will improve things. 3. *I don't advise them* to make a decision in a hurry. It would be better if they considered the matter carefully.

IV. *Translate into English, using the modal verb* should.

1. Вам следует еще раз обдумать это предложение, прежде чем отвергать его. 2. Он должен был бы отказаться от приглашения, если он был так занят. 3. Этот вопрос уже давно следовало бы решить. 4. Вам следовало бы уделять больше времени этой работе. Она очень важна. 5. Почта закрыта сейчас, ему следовало бы зайти за посылкой по пути домой. 6. Тебе нужно взять плащ. Прогноз погоды обещает (it) кратковременные дожди. 7. Этот диван нужно убрать отсюда. Он слишком велик для такой комнаты. 8. Ему не следовало бы заставлять нас ждать так долго. 9. Почему я должен принять его предложение? Я не согласен с ним. 10. Почему он должен хвалить вашу работу? Она неудовлетворительна.

V. *Make up sentences of your own, using the words and word combinations given below.*

Models: 1. You shouldn't keep away from your colleagues.
2. He should have pointed out all our mistakes.
3. This exercise should be done again.
4. Why should she always wait for you?

to devote, to suggest, to offer, to argue, to get into the habit, to settle, to get wet through, to clear up, to keep dry, to reserve, to remove

VI. *Give your own opinion of the following statements.*

Model 1: Colonel Green didn't pass the letter on to Mr Porcharlester.
He should have done so (he should have passed the letter on), because it was addressed to Mr Porcharlester.

1. After Miss Carrington became a star she never went to see her old mother. 2. During his conversation with Linda Porcharlester did not mention the exact time and place where he was going to sing Schubert's serenade. 3. Colonel Green didn't follow his teacher's advice and didn't give up horn-blowing at once.

Model 2: After staying with Linda for a couple of hours Porcharlester left without telling her of the place

2nd time when he was going to sing Schubert's serenade for her.

And he should have done so. If Linda had been told about it, she wouldn't have taken the horn for Porcharlester's voice and wouldn't have thought it was the surprise he was going to give her.

1. Stephen's father strongly objected to his becoming a painter and the young man had to go to Paris against his father's will. 2. Colonel Green played the serenade on the horn, though it wasn't written for the instrument. 3. The horn player drank too much, and fell asleep. 4. Frank's father encouraged the boy's interest in money in every possible way. 5. Frank devoted a lot of time to mathematics and book-keeping at the expense of other subjects. 6. Mr Highsmith played too well: Miss Carrington cancelled all her engagements and left for Cranberry Corners.

VII. *Translate into English, using* should *and* have to.

1. Вы должны были бы прекратить спор, как только поняли, что вы неправы. 2. Он должен был (ему пришлось) долго спорить, чтобы убедить всех, что он прав. 3. Мой муж должен был бросить этот вид спорта, так как это сказывалось на его здоровье. 4. Ваш сын не должен был бы привыкать курить. 5. Вы должны были бы купить подарок матери по случаю дня ее рождения. 6. Я должен был надеть плащ, чтобы не промокнуть. 7. Вы не должны жаловаться, вам говорили несколько раз, что работа трудная. 8. Я должен буду извиниться перед ней. Мне кажется, она обиделась. 9. Не нужно было упоминать эти данные (figures) в докладе. Я не думаю, что они достоверны. 10. Этот вопрос давно нужно было бы выяснить. Нам опять придется отложить его обсуждение. 11. Вам следовало бы приготовить все заранее. Теперь нам придется отложить встречу. 12. Сейчас уже нет смысла посылать телеграмму. Это следовало бы сделать вчера.

GRAMMAR REVISION

I. *Put the verbs in brackets into the correct voice and tense-forms. After checking the exercise, retell the dialogue in indirect speech (Table 7, p. 500).*

At the Exhibition

Visitor. Here is the machinery stand I (to look for). Good morning. Can I see the machines which you (to advertise) in the "Economist"?

Stand Attendant (стендист). Good morning. Please come this way. What types (to be) you particularly interested in? Here we (to show) the newest inventions in the field. They should be very valuable for your conditions here.

Visitor. I (to look) at them all. Can I have a catalogue, please?

Stand A. Here you are. I (to hope) you (to find) it useful.

Visitor. Thank you very much. I (to be) round all the exhibition now. It (to be) remarkably good, I must admit. None of the stands (to leave) you indifferent. You (to have) crowds of visitors, I suppose.

Stand A. Oh, yes, the exhibition (to be) very popular from the day it (to open).

Visitor. I should think so. When I (to hear) the announcement on the radio, I (to say) to myself: "I must go and see it as soon as I can." Have you got a visitors' book?

Stand A. Yes, it's over there at the other end of the hall.

Visitor. Thank you. I certainly (to write) a few words of praise in it.

VOCABULARY EXERCISES

Stage I

I. *Make up fifteen questions on the text, using the active vocabulary of the lesson.*

II. *Substitute words and word combinations from the text for the italicized parts.*

1. "*There's something about a nigger here,*" said one of the group. 2. I'll give four hundred dollars for *information which I can believe,* that the man has been killed. 3. He invented a good machine — *a machine which everybody finds very useful.* 4. Turning to the advertisement with the *look of one who was not particularly interested in this kind of thing,* he read it through. 5. "You see, George," said Mr Wilson. "I think you may *be in great danger.*" 6. You, Mr Wilson, *I must say, were very good to me.* 7. The little old gentleman, *who had always treated him like a friend,* shook his hand heartily and made his way out of the room.

III. *Find English equivalents for the following (See Text).*

полный человек невысокого роста; что случилось?; около шести лет; он назвал себя Генри Батлером; он прочитал его до конца; извините; мне хотелось бы поговорить с вами несколько минут по делу; моя внешность не соответствует тому, что написано в объявлении; чтобы добиться чего-нибудь; говорит, что я должен от нее отказаться; ты изменился до неузнаваемости

IV. *Give the situations in which the following are used (See Text).*

advertisement, alive, to invent, indifferent, to lock, bitterness, to treat, friendly

V. *Correct the following statements.*

1. One fine morning early in May Mr Wilson, a tall, well-built man with a worn gloomy face, stopped in the shadow of a big tree to read an advertisement for the sale of a farm.
2. The advertisement said that a white master was offering for sale a mulatto six feet in height, a very intelligent fellow who spoke wonderfully, and could read and write. The master wanted four hundred dollars for the mulatto.
3. After reading the advertisement Mr Wilson walked away with an indifferent air, saying the offer was of no interest to him as he had neither met the master nor the mulatto.
4. At that moment a white gentleman dressed in the latest fashion walked up to the place, and without taking much notice either of the advertisement or of Mr Wilson, passed on into the hotel.
5. Mr Wilson hardly looked at the newcomer, who was clearly a complete stranger to him. After a few minutes' silence, however, he followed the newcomer into the hotel and, feeling lonely there, started a conversation with him.
6. They had a very short conversation in which George never touched on his past. Mr Wilson found George quite unchanged and wondered how he could dare to take that step. Thinking this, he left the room without even shaking the young man's hand.

Stage II

an advertisement, to advertise something, to advertise (for), to announce, an announcement, a notice

a) *Answer these questions.*

1. How can goods be advertised?
2. What can be gained by advertising things?
3. What kind of things do people advertise for?
4. Do your young specialists have to find a job through an advertisement or are they given one on graduating? What is the situation in capitalist countries?
5. What interesting theatre announcements have you heard on the radio or read in the newspapers lately?
6. What announcements are made at a port (an airport)?
7. Where would you put up a notice at your office if you wanted everybody to read it?

b) *Translate.*

1. Магазину не следовало бы рекламировать этот товар. 2. Это объявление о найме рабочих. 3. В этом журнале много рекламы. 4. Если бы дело было спешным, мы бы дали объявление по радио. 5. Эти костюмы везде рекламируются. 6. Вы не возражаете, если мы дадим объявление о найме другого секретаря? 7. Вам не следовало здесь курить. Разве вы не видели объявление? 8. День экзамена уже объявлен? 9. Было объявлено, что конференция состоится в среду утром. 10. Я предлагаю сделать объявление о собрании сейчас же.

c) *Complete.*

1. The sellers would advertise the goods if... (not to be a demand for them). 2. They would have advertised for workers if... (to need). 3. I want him to announce... (to put off). 4. Suppose you want to give Russian lessons in exchange for English lessons, ... (to place an advertisement)? 5. He suggests ... (to look it up in the notice). 6. If you want more people to take part in the outing... (to make an announcement). 7. If they wanted workers ... (to advertise for ...).

to give proof, to prove something, to prove to be

a) *Translate*

1. Можете ли вы доказать	что на него можно положиться?
	это?

3. Я легко могу доказать вам	преимущество нового метода. что это дело спешное.
4. Вам следовало доказать,	что эти замечания стоит обсудить. что его доводы не убедительны.
4. Я хочу, чтобы вы дали какие-либо доказательства	этого. что ничего не было перепутано.

b) *Make up sentences of your own and translate them into Russian.*

Model: He proved to be		a good specialist. quite skilled.
The young man The play The arrangement The painter The newcomer	to prove to be	up to the mark an inventor sensible a devoted friend a reserved person a failure strong-(weak-)willed

c) *Translate.*

1. Результаты оказались выше всяких похвал. 2. Доводы оказались вполне убедительными. 3. Он оказался человеком сильной воли.

valuable, value

a) *Make up sentences of your own.*

to be up to the mark — to be valuable; to discover — to be of great value; to be of no value — to remove; valuable information — to make use of

b) *Translate.*

1. В этом журнале обычно публикуется много ценных сведений по данному вопросу. 2. Картина оказалась очень ценной, не правда ли? 3. Это изобретение представляет большую ценность для науки. 4. Мне кажется, вы не понимаете значения свежего воздуха для вашего здоровья. 5. Статья не представляет для меня никакого интереса (ценности).

to be (remain, grow) indifferent (to)

a) *Use a synonymous expression.*

1. The girl did not have any feeling for the young man. 2. After her illness she lost interest in everybody and everything around. 3. How can you go on with your work and not listen when that pianist is playing? 4. The travellers did not pay any attention to the cold.

at the risk of something, risky, to risk something

a) *Make up sentences of your own.*

to risk catching cold — to try to persuade; to consider something risky — to give up; to risk one's life — to succeed; at the risk of one's health — (not) to put up with

b) *Translate.*

1. Он спас мальчика, рискуя собственной жизнью. 2. Вам не следует рисковать своим здоровьем. 3. «Я считаю эту операцию слишком рискованной», — сказал профессор.

to admit

a) *Translate and use in situations of your own.*

1. I admit I was wrong. 2. She was not admitted to the nearest hospital and had to be taken to another one. 3. Everybody admitted the advantages of the new arrangement but nobody wanted to change the present situation. 4. Only three young men were admitted to the art school.

b) *Make up sentences of your own.*

to admit — to do something occasionally; to admit — to do something of one's own free will; to admit — a change for the worse; to fail in an examination — not to be admitted

c) *Translate.*

1. Они признали, что не следовало настаивать на этом решении. 2. Если бы его знания соответствовали требованиям, его приняли бы в институт. 3. Он признает, что ему следует извиниться. 4. Когда вашего друга положили в больницу?

to treat somebody (something), to treat somebody for an illness, treatment, a treatment for, to take treatment, to treat somebody to something

a) *Answer these questions.*

1. Should a school teacher treat all the children in his class alike? Give your reasons.
2. Would you treat a boy or a girl of sixteen as a child? Would it do him (her) good to be treated like that?
3. Would you rely on a person who treats things lightly? Why not?
4. Is it good for a little child to be treated to ice-cream every day?
5. Do people usually take treatment at holiday homes?
6. Where can people get treatment during a holiday?
7. In what part of the Soviet Union can people be most successfully treated for heart trouble?
8. What is the best proof of the value of any particular treatment?

b) *Translate.*

1. Он относится к ней как к родной дочери. 2. К таким вопросам следует относиться серьезно. 3. Было бы лучше, если бы вы обращались с ним как с взрослым человеком. 4. Он еще проходит курс лечения после операции. 5. Она не выздоровела бы так скоро без этого курса лечения. 6. Если бы ты обращался с книгами как следует, Анна дала бы тебе свой учебник.

friendly, in a friendly way

a) *Choose the correct word.*

1. At first the man looked quite (friendly, in a friendly way), and treated the boys (friendly, in a friendly way). 2. The teacher always spoke to little Frank (friendly, in a friendly way). 3. Colonel Green saw Linda and the young man discussing something (friendly, in a friendly way).

b) *Use the English equivalents of the following in sentences of your own.*

дружеское пожелание, дружеская улыбка, дружеское приветствие

c) *Translate.*

1. Он оказался вполне дружелюбно настроенным. 2. Он обращался с нами по-дружески. 3. Его улыбка была дружелюбной. 4. Я предлагаю уладить дело дружеским путем.

Stage III

I. *Answer the following questions, using the active vocabulary of the lesson.*

a) 1. Why did Frank Cowperwood want to master mathematics? Do you think he intended to invent a machine?
2. What kind of businessman did Frank want to be? Do you think he intended to keep the law in his future business operations?
3. Do you think Frank soon mastered the laws of finance? Would he have succeeded in business if he hadn't done so?

b) 1. Can one become an inventor without mastering the subject one has chosen?
2. What should one do to master a subject?
3. Do you think inventors are always successful in their work? Do they have to experience any bitter moments?
4. How would you behave if your invention failed?
5. Would you accept friendly advice or would you turn it down?

II. *Make up sentences of your own, using the word combinations below.*

to be of (no, great, little) interest to ...; to be of (no, great, little) importance to ...; to be of (no, great, little) use to ...; to be of (no, great, little) value to ...

III. *Fill in the blanks with prepositions or adverbial particles if necessary and retell the text.*

Free at Last

"What is life ... a man? It is ... no value ... him, if he cannot call the woman he loves his wife, if he has no right to bring ... his own child, if he cannot have a will ... his own ... the risk... being treated like a dog!" These thoughts were passing ... George's mind as he watched his wife put ... the man's suit ... which she intended to make the risky journey. "Well," he said, "you look ... a nice young fellow. I think even people who have known you ... years will hardly recognize you ... this disguise. I wonder if Harry's ready. The carriage should be here ... a few minutes."

The door opened to let ... a respectable old woman ... little Harry ... her side. "I've heard," said the woman, "there's

advertisement ... a runaway mulatto, and captains down ... port have been warned ... a man, ... a woman and a little ..." The carriage had now pulled ... ... the door and the ...dly Smiths ... whose house they had been staying crowded ...und George and his wife to say good-bye ... them. Every-...dy found that they were all made-up perfectly and disguised ... recognition.

Everything was quiet ... the port. ... an indifferent air ... captain watched the passengers coming ... board ... the ...at. George was paying the fares when fragments ... conver-...ation reached ... his ears. "I've watched every one ... the ...assengers," a man was saying. "I am sure they haven't ...me aboard." "You would hardly tell the woman ... a white ...," said his companion, "and the man is branded on one ... ...his hands."

The hand ... which George was holding the tickets trembled ...ightly, but he looked ... the speaker calmly and walked ... ... an indifferent air ... the other side ... the ship. Eliza was ...already waiting ... him. There came the signal ... departure ...nd George saw the two men hurry ... . The ship sailed ... ... Canada.

IV. *Choose the correct word.*

1. It's nearly impossible to find the man in the exhibition hall. You should make (an advertisement, an announcement, a notice) that Mr Smirnov is wanted in the office. 2. I don't think we should go beyond this (announcement, advertisement, notice). Don't you see it says "private"? 3. "Don't be discouraged about the dog," Jane said to her aunt. "If you place (an announcement, an advertisement, a notice) in the newspaper, I m sure you'll get him back soon." 4. The new manager of the shop understood that he must pay special attention to (announcing, advertising). "The goods won't sell unless they are (to advertise, to announce) properly," he thought. 5. There's a lot of time yet and you needn't worry about anything. Just sit there and wait till the time of departure is (to advertise, to announce). 6. "There's no need to worry about getting tickets now," said Ann. "I've just heard (an advertisement, an announcement) that the singer doesn't arrive until next week."

V. *Make up situations, using the following words and word combinations.*

1. to advertise for, to engage, to find out, to prove to be, an inventor, valuable;

2. bitterly cold, to save, at the risk of, to remain alive, to fall seriously ill, to take treatment

3. (on the basis of Lesson 8, "A Future Businessman")
at the risk of, to break the law, valuable information, an advertisement, risky;

4. (on the basis of Lessons 10, 11, "The Serenade")
to be indifferent to ..., to find a teacher through an advertisement, in a friendly way, to risk the money, to prove to be;

5. (on the basis of Lesson 14, "At the Restaurant")
to look friendly, to feel like, to invent a story, to suggest, to treat somebody to something, to prove to be

VI. *Make a written translation, using the active vocabulary of the lesson.*

В январе 1870 г. на улицах Москвы появились афиши, *сообщавшие* о том, что скоро состоится спектакль "Эмилия Галотти" (Emilia Galotti) со знаменитой актрисой Медведевой в одной из главных ролей. Этот спектакль не нуждался в особой *рекламе*. Даже если бы имени Медведевой не было в афишах, московские театры все равно ожидали бы его с нетерпением; роль Эмилии должна была исполнять Федотова, которая уже долгое время была одной из самых популярных актрис Малого театра.

Однако незадолго до спектакля Федотова заболела.

В это время у Медведевой гостила одна из учениц театрального училища. Она предложила дать роль Эмилии одной из ее подруг по фамилии Ермолова, которая, как она говорила, сможет сыграть вместо Федотовой, не испортив спектакля.

«Вы не должны беспокоиться, — убеждала девушка Медведеву, — если бы Маше разрешили сыграть Эмилию, ей не пришлось бы даже учить роль. Она давно ее знает».

Сначала Медведева колебалась, отложить ли спектакль или *пойти на риск и дать* эту труднейшую роль молодой неопытной ученице, но, наконец, она решила, что ей следует примириться с создавшимся положением. Вопрос был решен и была назначена репетиция (a rehearsal).

Медведева писала потом, что, когда она увидела, как Ермолова выбежала на сцену и услышала, как она сказала первые слова своим низким голосом, она поняла, что ей действительно не следовало беспокоиться. Кто мог оставаться *равнодушным* при виде этого лица, при звуке этого голоса! Перед ней была настоящая актриса.

Вскоре Ермолова была *принята* в Малый театр.

SPEECH EXERCISES

I. *Retell the text*: a) *as it is*, b) *without details (in 2—3 minutes)*, c) *as George, Mr Wilson, a man from the crowd or the owner of the inn.*

II. *Dramatize the following scenes from the text, using the words and expressions given below.*

1. The guests of the hotel discussing the advertisement.

to advertise, an advertisement, intelligent, reliable proof, to invent, valuable

2. George speaking to Mr Wilson.

I beg your pardon, in private, the laws, to risk, to treat, to do well, to admit, beyond recognition

III. *Characterize, using the words in brackets.*

a) George (good-looking, tall, well-built, honest, reliable, a sense of responsibility, strong-willed, intelligent, by nature, to have the courage, not to give in, not to be able to remain indifferent, to risk one's life, to prefer)

b) Mr Wilson (short, stout, well-dressed, features, plain, short-sighted, to wear glasses, shy, awkward, frank, honest, pleasant to deal with, to treat, in a friendly way)

c) George's former master (cruel by nature, unpleasant to deal with, to treat, to look upon ... as, to be indifferent, to make profit, to make money out of, dishonest)

IV. *Make up short stories of your own, using some of the words and word combinations given below.*

1. At the World Youth Festival

in spite of ..., at the expense of ..., at the risk of ..., of one's own will, an event, remarkable, to devote, to mix together, to look forward to ..., to meet, to shake hands, friendly, to treat, in a friendly way, to get to know, a representative, to represent

2. Foreign Students at Soviet Institutes

to be admitted, the advantages of .... to devote, to take a great interest in, to take a course of ..., to choose, to offer every opportunity, friendly, in a friendly way, at one's disposal, to arrange, to gain knowledge, to master, as a result

to be brought up, to get interested in, to encourage, to make great progress, to read an advertisement, to be of great value, to make use of ..., to get to know, to gain experience, to master one's profession, to make suggestions, to do well, to invent, to prove, to respect, to devote one's life to ...

V. *Read this story at home and discuss it in class (See the questions following the story).*

Arrangement in Black and White

The woman crossed the crowded room, caught hold of her host's ([houst] хозяин) arm and took him along with her.

"Now I've got you!" she said. "Now you can't get away!"

"Why, hello," said her host. "Well. How are you?"

"Oh, I'm fine," she said. "Simply fine. Listen, I want to meet Walter Williams. Honestly, I just can't be indifferent to that man. Oh, when he sings! Well, I said to my husband, "It's a good thing for you Walter Williams is colored, *" I said, "or you'd have good reason to be jealous ([ˈdʒeləs] ревнивый)." I'd really love to meet him. I'd like to tell him I've heard him sing. Will you be an angel [ˈeindʒəl] and introduce me to him?"

"Why, certainly," said her host. "I thought you'd met him already. The party's for him as a matter of fact. But where is he?"

"He's over there by the bookcase," she said. "Let's wait till those people finish talking to him. Well, I think you're simply wonderful, having him meet all these white people, and all. Does he appreciate your kindness?"

"Why should he?" said her host.

"I think it's really awfully nice of you," she said. "I do. I don't see why it isn't perfectly all right to meet colored people. I haven't any feeling at all about it. My husband — oh, he's just the other way. Well, you know he comes from Virginia [vəˈdʒinjə] and you know how they are there."

"Did he come tonight?" said her host.

"No, he couldn't," she said. "I'm a regular grass widow (настоящая соломенная вдова) tonight. He was so tired out, he couldn't move. Isn't it a shame?"

"Ah," said her host.

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* цветной, негр (colored — американское правописание, ср. с британским coloured)

"Wait till I tell him I met Walter Williams," she said. "He'll just about die. Oh, we have a lot of arguments about colored people. I often get angry talking to him. But I must admit Burton is much broader-minded (человек более широких взглядов) than lots of these Southerners ['sʌðənə]. He's really awfully fond of colored people. Well, he says himself, he wouldn't have white servants. He says he hasn't got a word to say against colored people as long as they keep their place. He's always doing things for them — giving them clothes and I don't know what. The only thing he says is, he wouldn't sit down to table with one for a million dollars. 'Oh,' I say to him, 'you make me sick, talking like that.' I'm just terrible to him. Aren't I terrible?"

"Oh, no, no, no," said her host. "No, no."

"Now this Walter Williams," she said. "I think a man like that s a real artist, I do, and I don't mind his color. I honestly think if a person's an artist, nobody should try to avoid meeting him. We should value such people. That's just what I say to Burton. Don't you think I'm right?"

"Yes," said her host. "Oh, yes."

"Why, I'd really be glad to have a man like Walter Williams come to my house and sing for us, some time," she said. "Of course, I couldn't risk it because of Burton. But I wouldn't have any feeling about it at all. Oh, can't he sing! Come on, let's go over and talk to him. Listen, what shall I do when I'm introduced? Shall I shake hands? Or what?"

"Why, do whatever you want to," said her host.

"I guess maybe I'd better," she said. "I wouldn't for the world have him think I had any feeling. I think I'd better shake hands, just the way I would with anybody else."

They reached the tall young Negro, standing by the bookcase. The host performed introductions; the Negro bowed.

"How do you do?" he said.

The woman held out her hand at arm's length and held it so for all the world to see, until the Negro took it, shook it, and gave it back to her.

"Oh, how do you do, Mr Williams," she said. "I've just been saying I've enjoyed your singing so much. I've been to your concerts. Oh, I do enjoy it!"

She spoke very loudly and clearly, like one speaking to a deaf man.

"I'm so glad," he said.

"Well, what are you doing now?" she said. "Are you still keeping up your singing? Why don't you have another concert, some time?"

"I'm having one the sixteenth of this month, it's been announced," he said.

"Well, I'll be there," she said. "I'll be there, if I possibly can. Oh, who's that girl in white? I've seen her somewhere."

"That's Katherine Burke ['kæθrin bə:k]," said her host.

"Good Heavens," she said, "is that Katherine Burke? Why, she looks quite different off the stage. I thought she was much better-looking. I had no idea she was so dark. Why, she looks almost like — oh, I think she's a wonderful actress, don't you, Mr Williams?"

"Yes, I do," he said.

"Oh, I do, too," she said. "Just wonderful. Well, we must give someone else a chance to talk to you. Now, don't forget, Mr Williams, I'm going to be at that concert if I possibly can. Don't you forget."

"I don't," he said. "Thank you so much."

The host took her arm and piloted her into the next room.

"Oh, my dear," she said. "I nearly died! Honestly, I give you my word. Did you hear that terrible break I made? I was just going to say Katherine Burke looked almost like a nigger. I just caught myself in time. Oh, do you think he noticed?"

"I don't believe so," said her host.

"Well, thank God," she said, "because I wouldn't have hurt him for anything. Why, he's awfully nice. Nice manners and everything. I felt just as natural as I would with anybody. But honestly, I could hardly keep a straight face. I kept thinking of Burton. Oh, wait till I tell Burton I called him 'Mister'!"

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1. Who was Walter Williams? Why was the party given for him?
2. What kind of man was Burton, the lady's husband? What part of the USA did he come from? How can you characterize the man?
3. Why did the lady say that her husband was "much broader-minded than lots of these Southerners"? What did she mean by it?
4. Why did the lady hold out her hand for all the world to see? What did she want to demonstrate?
5. What did she mean by saying she made a break when talking about Katherine Burke?
6. Why is the story called "Arrangement in Black and White"?

VI. *Speak on incidents, etc., exposing racial discrimination in the U.S.A.*

VII. *Tell this story in English and discuss the questions following it.*

Разговор с неизвестным

Человек, сидевший напротив меня в купе, родился в этом районе. С год назад он переехал в другое место. Он не был частым посетителем в своем родном городе, но я чувствовал, что он любит его и с нетерпением ожидает короткого визита в город, где вырос, учился и всего полтора года назад работал на небольшой фабрике.

У моего спутника было простое лицо. Собственно говоря, я не обратил на него внимания, пока он не заговорил со мной...

Сначала мы обменялись несколькими словами, которыми обычно обмениваются спутники, и разговор прекратился. Мне показалось, что молодой человек не расположен беседовать со мной, но когда он совершенно случайно узнал, что я из Советского Союза, его отношение ко мне изменилось: он стал задавать мне массу вопросов и в свою очередь охотно говорил о своем родном городе. Особенно откровенным он стал, когда мы остались в купе одни...

«Смотрите! — воскликнул он вдруг и даже привстал. — Вот мой город!» Поезд шел очень медленно, и я имел возможность хорошо рассмотреть маленькие хорошенькие домики, окруженные зелеными садами.

«А вот фабрика, — тихо сказал мой спутник. — Вы помните, я вам рассказывал про нее? Вы обратили внимание на трубу (a factory chimney)? Высокая, правда?» Труба и в самом деле (indeed) была необыкновенно высокой для такой маленькой фабрики.

«Хотите я расскажу вам одну историю, связанную с этой трубой? До остановки еще далеко. Я успею». И прежде чем я мог ответить, он начал: «Было это полтора года назад седьмого ноября. Это — годовщина вашей революции, но ее отмечают во всем мире, даже в нашей стране... В тот день с утра на фабрике никто не работал. Во дворе стояла толпа людей, и все смотрели вверх, на фабричную трубу. Примерно на высоте 20 метров от земли к трубе был прикреплен красный флаг.

В ноябре в этих местах не жарко — дожди, ветры. И в тот день небо было темное, шел дождь,

Полицейские, прибывшие на фабрику, боялись попытаться снять флаг. Владелец фабрики не хотел с этим примириться и старался уговорить кого-нибудь из рабочих снять флаг, обещая много денег, но никто не соглашался.

Наконец один из полицейских подошел к трубе, но было ясно, что он колеблется.

В этот момент выступил вперед молодой рабочий и сказал: «Давайте деньги, я это сделаю».

На фабрике все знали этого парня. Он принимал участие в большинстве спортивных соревнований и пользовался особой популярностью среди молодых рабочих.

«Не стыдно ли тебе!» — послышались голоса. Полицейские стали пробираться к кричавшим, но они смешались с толпой.

Парень полез вверх по трубе (to climb [klaim] up the chimney). Он был хорошо тренирован и через некоторое время добрался до флага. Отвязав флаг, он прикрепил его к своему поясу (a belt). И тут произошло нечто неожиданное: вместо того, чтобы начать спускаться, парень полез вверх. Люди стояли внизу молча. Только полицейские кричали, но безрезультатно. Добравшись до вершины (the top) трубы, парень прикрепил флаг и, стараясь не смотреть вниз, стал спускаться.

Когда он почувствовал землю под ногами, полицейские окружили его и начали бить. Он упал и сильно ушиб лицо ...»

Поезд подходил к станции...

«Что же было потом?» — спросил я.

«Нетрудно догадаться», — ответил мой спутник.

Ему нужно было сходить. Я попрощался с ним за руку, так и не узнав его имени.

Когда поезд тронулся, я в последний раз улыбнулся моему спутнику, стоявшему на платформе, и тут я впервые заметил шрам (a scar) на его простом лице...

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1. Why was the young man frank with the author?
2. Why did he look forward to staying in his home town?
3. Why were the policemen afraid to take down the flag?
4. Why did the young worker decide to climb up the chimney?
5. What do you think happened to the young man after he climbed down the chimney?

Text: A Custom House Incident (by *Nigel Balchin*)
Grammar: 1. Модальный глагол **may (might)** (§ 18, p. 484)
2. Модальный глагол **must** (§ 19, p. 485)
Revision: **Participles** (Table 9, p. 502)
Tense-forms and Voice (Table 7, p. 500)

A CUSTOM HOUSE INCIDENT

(by *Nigel Balchin*)

Nigel Balchin, a modern English writer, was born in 1908. He is the author of several novels, stories and screen-scripts.

Among the passengers travelling home by train from Florence there was a certain Miss Bradley.

I only noticed her when passing down the corridor, because of her really remarkable plainness. She was rather a large, awkward woman of about thirty-five with a big, red nose, and large spectacles.

Later on, when I went to the dining-car, Miss Bradley was already seated, and the attendant placed me opposite her.

I think we may have exchanged half a dozen words at dinner, when passing one another the sugar or the bread. But they were certainly all we exchanged, and after we left the dining-car, I did not see Miss Bradley again until we reached Calais Maritime.

And then our acquaintance really began, and it began entirely on my initiative. There were plenty of porters, and I called one without difficulty from the window of the train. But as I got off, I saw Miss Bradley standing on the platform with two large very old suit-cases. The porters were passing her by.

I am quite sure that had she been an even slightly attractive woman, I should not have gone up to her, but she was so ugly, and looked so helpless that I approached her, and said:

"My porter has a barrow. Would you like him to put your cases on it too?" Miss Bradley turned and looked at me.

"Oh — thank you. It is very kind of you."

My porter, without great enthusiasm, added her luggage to mine; and in a few minutes we found ourselves on board the Channel ferry.[1]

Before the boat had been under way for ten minutes, I realized that Miss Bradley was a remarkable bore. Shyly and hesitantly she kept on talking about nothing, and made no remark worth taking notice of.

I learned that she had been in Italy a fortnight, visiting her sister who was married to an Italian. She had never been out of England before.

I did not look forward to travelling to London with her for another four hours, so excusing myself I went along to the booking-office on board the boat and booked myself a seat on the Golden Arrow.[2]

Miss Bradley was travelling by the ordinary boat train,[3] so this would mean that we should part at Dover.

At Dover I hired one of the crew to carry our luggage.

Normally, passengers for the Golden Arrow are dealt with by the customs first, as the train leaves twenty minutes before the ordinary boat train. When the boy asked if we were going on the Golden Arrow, I hesitated and then said "Yes".

It was too difficult to explain that one of us was and one of us wasn't, and then it would get Miss Bradley through the customs quickly.

As we went towards the Customs Hall, I explained carefully to her that my train left before hers, but that I would see her through the customs; the boy would then take the luggage to our trains, and she could sit comfortably in hers till it left. Miss Bradley said, "Oh, thank you very much."

The boy, of course, had put our suit-cases together on the counter, and Miss Bradley and I went and stood before them. In due course the customs examiner reached us, looked at the four suit-cases in that human X-ray manner which customs examiners must practise night and morning, and said, "This is all yours?"

I was not quite sure whether he was speaking to me, or me and Miss Bradley. So I replied, "Well — mine and this lady's".

The examiner said, "But you're together?"

"For the moment," I said rather foolishly, smiling at Miss Bradley.

"Yes," said the customs man patiently, "But are you travelling together? Is this your joint luggage?"

"Well, no. Not exactly. We're just sharing a porter."

I pointed my cases out. I had nothing to declare, and declared it. Without asking me to open them, the examiner chalked the cases and then, instead of moving to my left and dealing with Miss Bradley, moved to the right, and began X-raying somebody else's luggage.

The boy took my cases off the counter. I hesitated for a moment, but then decided it was no use waiting for Miss Bradley since we were about to part, so I said:

"Well, I'll say good-bye now, and go and find my train. I expect the examiner'll come back and do you next. The porter will stay and bring our luggage up to the trains when you're through. Good-bye."

Miss Bradley said, "Oh... good-bye and thank you so much." We shook hands and I left.

I found my seat in the Golden Arrow and began to read.

It must have been about twenty minutes later that I suddenly realized the train was due to leave in five minutes and that the porter had not yet brought my luggage. I was just going to look for him when he appeared, breathing heavily, with my suit-cases. I asked him rather angrily what he had been doing.

"The lady is still there," said the boy, "and will be for some time, I think. They are going through her things properly."

"But why?"

"Well, they'd found forty watches when I came away, and that was only the start, so I thought maybe you wouldn't want me to wait."

I have often wondered whether, when Miss Bradley stood so helplessly on the platform at Calais, she had already chosen me as the person to come to her rescue, or whether she was just sure that somebody would.

Looking back, I think she must have chosen me. I am fairly sure of that though exactly how, I have never been clear. I am quite sure she never made the slightest effort to make my acquaintance.

NOTES

1. **the Channel ferry** — пароход, который перевозит пассажиров через Ламанш (the English Channel ['tʃænəl]) в самом узком месте пролива между Кале (Франция) и Дувром (Англия).

2. **The Golden Arrow** — «Золотая Стрела» (скорый поезд), следует по тому же маршруту.

3. **the boat train** — поезд, который подается для пассажиров, прибывших пароходом из Франции; этот поезд также

доставляет пассажиров в Дувр для дальнейшего путешествия через Ламанш.

ACTIVE WORDS AND WORD COMBINATIONS

the custom house
the customs
to pay duty on ...
duty free
an incident
an accident
a case (of)
in case
a dozen
plenty (of)
slight
to attract
to attract one's attention (to)
attractive
to be under way
to bore
boring
to declare
an effort
to make an effort
by joint effort
ordinary
to get over
to get through
to get on
to get down to smth.
a counter
to be due
to practise
patient (patiently)
impatient (impatiently)
patience
joint
exact
exactly
to share
a share
to divide
evidently
probably
to be (un)likely

(See Vocabulary for Lesson 16, p. 438)

PROPER NAMES

Nigel Balchin ['naidʒəl 'bɔ:ltʃin] Найджел Болчин
Florence ['flɔrəns] Флоренция
Miss Bradley ['brædli] мисс Брэдли
Calais Maritime ['kælei 'mæritaim] Кале Мэритайм, портовая часть города Кале во Франции, откуда отправляются пароходы через Ламанш в Дувр
the English Channel ['tʃænəl] Ламанш
Dover ['douvə] Дувр

GRAMMAR EXERCISES

I. *Translate into Russian. Explain the use of the Infinitive forms after the modal verb* may (might) (§ *18, p. 484*).

1. Don't be so upset. Your watch may still turn up. 2. His suggestion may be of little value, but you should discuss it all the same. 3. They may have taken all the necessary steps, but I'm not quite sure. 4. Look into the canteen. He may be having a snack there now. 5. It's a shame you devote so little time to the child. You might give him more attention. 6. They may have been working at this invention for

me time, but I'm not at all sure. 7. The meeting may not ve been arranged yet.

I. *Practise aloud.*

1. He may turn up any minute. 2. They may still be dis-ssing the matter. 3. She may have tried to convince them ut failed. 4. You might have treated him better.

II. *Translate into English (for Models see Ex. II).*

1. Может быть, они знают друг друга, но я не уверен этом. 2. Загляните в комнату 210. Может быть, товарищ етров ждет вас там. 3. Ваше отношение к ней могло бы ыть более дружелюбным. 4. Может быть, они отправились загородную прогулку. 5. Вам следует навестить его. озможно, он чувствует себя очень одиноким. 6. Возможно они все еще спорят, принять или отвергнуть его предложе-ие. 7. Возможно, время и место встречи не очень удобны ам, но вы должны примириться с этим. 8. Они могли бы бъявить заранее, что матч не состоится. 9. Возможно, ему е удалось доказать, что он прав. 10. Возможно, они отло-жили встречу.

IV. *Translate into Russian. Explain the use of the Infinitive forms after the modal verb* must *(§ 19, p. 485).*

1. You must have plenty of free time now. 2. You must know some funny stories. Won't you tell us some? 3. Ivanov must be playing tennis at the stadium, he always practises there at this time. 4. The boy must have been treated by a very good doctor. We never expected him to recover so soon. 5. Can't you stop them? They must have been arguing for an hour and a half at least. 6. The announcement must have been made an hour ago. 7. His lectures are likely to attract large audiences.

V. *Practise aloud.*

1. The film must be worth seeing. 2. They must still be arguing. 3. The hard work must have told on her health. 4. The weather is likely to change for the worse, I'm afraid.

VI. *Translate into English (for Models see Ex. V).*

1. Ваш друг, должно быть, очень сдержанный человек. 2. Эта работа, вероятно, сказалась на его зрении. 3. Должно быть, все вопросы уже решены. 4. Вряд ли он извинится. 5. Ваша сестра, должно быть, обучалась много лет, чтобы овладеть этой профессией (profession). 6. Очевидно, этот

молодой человек довольно частый гость (посетитель) в нашем доме. 7. Должно быть, они все еще обсуждают этот вопрос. 8. Вероятно, директор не будет настаивать на своем предложении. 9. Последние два года они, очевидно, не поддерживали связь друг с другом. 10. Несчастный случай, видимо, произошел из-за небрежности водителя. 11. Туристы, должно быть, проходят сейчас таможенный досмотр. 12. Этот случай, должно быть, произошел, когда меня здесь не было.

VII. *Change the construction of the italicized parts of the sentences by using the modal verbs* must *and* may.

1. Why doesn't he see to it himself? *I'm sure he's got* plenty of time just now. 2. Is Nick still in the hall? Those pictures *have, of course, attracted* him though he's usually rather indifferent to painting. 3. Ann hasn't been around since lunch. *Perhaps she's gone* to the park, or *perhaps she's practising* the piano. 4. Don't be so impatient. *I'm sure, she's waiting* for you somewhere here, though, *perhaps she's gone away* for a moment. 5. *I'm sure she hasn't been working* here longer than a fortnight but she's doing very well. 6. Don't accept any offer without thinking it over carefully first, even though *it's possible that it'll seem* very good to you at first. 7. The film *evidently seemed* quite ordinary to him, because he didn't speak very highly of it. 8. Wait a minute. He'll be here any moment, *I think he's locking* the door. 9. Hurry up, *perhaps the shop is* still *open*, and we can get what we want. 10. It's no use hurrying. It's already past eight and *I'm sure the shops are shut.*

VIII. *Translate into English, using the modal verbs* may *and* must *and the word combination* to be likely.

1. Директор завода, должно быть, занят сейчас с индийской делегацией. 2. Возможно, она не имеет ни малейшего представления об этом. 3. Пароход, возможно, все еще в пути. 4. Пароход, должно быть, находился в пути около двух недель. 5. Пароход, очевидно, уже в пути. 6. Пароход, возможно, был в пути около двух часов, когда разразился сильный шторм. 7. Вероятно, он не будет разбирать этот вопрос в своей книге. 8. Он, должно быть, очень скучный человек. 9. Возможно, она еще не оправилась после тяжелой болезни. 10. Возможно, инженеры уже приступили к работе. 11. Вы, очевидно, очень дружно живете (ладите). 12. По всей вероятности, они предл вам поехать в командировку. 13. Его родители, вер , очень

добры (по характеру). 14. Вы, очевидно, дали точное описание его внешности. Он его сразу узнал. 15. Это, должно быть, как раз то, что вы хотели. 16. Она, должно быть, бросила свое любимое занятие. Я давно не вижу ее на стадионе. 17. Вы, наверное, уже три часа играете (упражняетесь) на рояле. Разве вы еще не устали?

IX. *Make up sentences of your own, using* must, may, (un)likely *and the words given below (for Models see Ex. II and V).*

to be put down to carelessness, to pay duty on ..., an incident, an accident, a case, to attract one's attention, to get over, to get down to ..., to practise, to share, to advertise for ..., to prove, to be of no value, to master, to risk doing something, to treat somebody, to settle, to argue, to discourage, to mend a TV set, to repair smth.

X. *Translate into English, using modal verbs and the Subjunctive Mood.*

1. Вам следовало бы позвонить Петрову еще раз. Если бы вы дозвонились ему, он пришел бы на полчаса раньше и нам не пришлось бы ждать. 2. Мальчик, должно быть, выбрал эту книгу сам. Если бы ему помогли взрослые, они никогда не посоветовали бы ему взять такую скучную книгу. 3. Вашему другу давно следовало бы пойти к врачу. Если бы он прошел курс лечения, он бы давно оправился от болезни. 4. Он, может быть, и попытался доказать ей, что он прав, но не сумел. Ее очень трудно убедить в чем-либо. 5. Он вряд ли будет спорить по поводу этого предложения. Если бы у него были какие-либо возражения, он постарался бы все выяснить во время последнего обсуждения. 6. Делегация может прибыть в любую минуту. Вам следует очень быстро подготовить все необходимые документы. Если бы я знал об этом раньше, я бы несомненно предупредил вас заранее. 7. Ваш сын, должно быть, занимается уже пять часов подряд (on end). Вам следует посоветовать ему погулять. У него может разболеться голова, если он будет продолжать работать без отдыха.

XI. *Think of situations that would end with the words.*

1. ...he may have been held up somewhere. 2. ...and besides, he must have gained wide experience. 3. ...and the manager said, "You should have attended to the matter yourself". 4. ...and said, "You should wear glasses if you don't

want to spoil your eyesight completely." 5. ...and said, "They must be practising the sounds in the tinguaphone room." 6. ...and said, "You should have done the work with more sense of responsibility." 7. ...and thought, "My companion must be a real bore." 8. ...and my wife whispered, "You might have booked better seats." 9. ...she may not be living in Leningrad now.

XII. *Answer the following questions, using the modal verbs* must, may, should. *Give your reasons.*

Model: "Did your friend raise the question at yesterday's trade union branch meeting?"

"I wasn't there, but he must have (he must have raised the question), since the question has been settled."

or: "He may have (he may have raised the question), but I'm not quite sure, since the question is still unsettled."

or: "He didn't, but he should have done (he should have raised it); the matter is very urgent."

1. Why is Comrade A. absent from the lesson? Has he forgotten about it?
2. Where is Comrade B.? Is he away on business?
3. Why hasn't Comrade C. come today? Is she ill?*

GRAMMAR REVISION

I. *Use the correct participle form of the verbs in brackets (Table 9, p. 502).*

1. While (to arrange) my books in the bookcase, I discovered an old book whose multi-coloured cover caught my eye. 2. The books nicely (to arrange) on the shelves gave the room quite a different look. 3. "The boy (to arrange) books over there is my best pupil," said the teacher, (to point) to an eleven-year-old pioneer. 4. (to arrange) all the documents, the secretary was able to attend to other matters. 5. (to be arranged) in alphabetic order in the book of instructions, the names of the different parts of the new machine are not difficult to look up.

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* На занятии эту серию вопросов следует предложить, используя реальные события, известные слушателям группы.

II. *Translate into English, using Participles I and II wherever possible.*

1. Когда я вошел в комнату, я увидел двух людей, споривших друг с другом. 2. Этот писатель — автор нескольких книг о людях, посвятивших свою жизнь науке. 3. В объявлении сказано, что человека, потерявшего перчатки, просят войти в комнату 103. 4. Инженер, сделавший это изобретение, приедет завтра на наш завод. 5. Будучи в командировке, он проделал ценную работу. 6. Будучи занятым с молодыми специалистами, директор не мог проследить за этим делом. 7. Студенты исправили все указанные преподавателем ошибки. 8. Обменявшись приветствиями, представители обеих делегаций приступили к работе. 9. Товары, рекламируемые в этом журнале, представляют интерес для многих покупателей. 10. Не зная языка, на котором была написана книга, они не могли ею воспользоваться. 11. Проделав часть (part of) работы, профессор решил отложить ее на несколько дней, так как некоторые пункты (points) требовали разъяснения. 12. Узнав, что мальчик отказался принять участие в любительском спектакле, учительница решила поговорить с ним еще раз. 13. Распределив работу между студентами, преподаватель приступил к обсуждению доклада.

III. *Make up sentences, using the same structures as in the models.*

1. I saw her setting the table.
2. Where can I have my suit pressed?
3. I want to get this done as soon as possible.

IV. *Put the verbs in brackets into the correct voice and tense-forms. After checking the exercise retell the dialogue in indirect speech (Table 7, p. 500).*

A. Hallo, Nick. (to come) you to watch the Institute Tennis Tournament?

N. No. The game (to put off).

A. What, again? The first round (to be) due to be played on Monday, wasn't it?

N. Yes, I (not to know) what the matter (to be) then, but now Smirnov (to be) down with a slight cold. As soon as he (to get) over it, they (to fix) the date.

A. They (to rely) on him a lot, don't they? I (to know) he (to practise) very hard lately. He (to be) very likely to win the Tournament, people say.

N. I (not to share) that opinion. He (to be) quite an ordinary player until last year. As a matter of fact he (to lose) nearly half his games then.

A. Did he? He must have improved a lot. He (to beat) most of his opponents this season.

N. Well, we (not to argue) about it.

A. Of course not; still, I think his chances (to be) very good.

VOCABULARY EXERCISES

Stage I

I. *Make up fifteen questions on the text, using the active vocabulary of the lesson.*

II. *Paraphrase the following sentences and parts of sentences from the text.*

1. ...because of her really remarkable plainness. 2. It (the acquaintance) began entirely on my initiative. 3. Miss Bradley was a remarkable bore... 4. She kept on talking and made no remark worth taking notice of. 5. ...I would see her through the customs. 6. ...normally passengers for the Golden Arrow are dealt with by the customs first. 7. We're just sharing a porter. 8. The customs officer ... will do you next. 9. ...when you're through. 10. I have never been clear... 11. She never made the slightest effort to make my acquaintance.

III. *Substitute words and word combinations from the text for the italicized parts.*

1. I think we may have exchanged *a few* words at dinner, when passing one another the sugar or the bread. 2. There were *quite enough* porters on the platform. 3. I am quite sure that had she been even *a little good-looking*, I should not have gone up to her. 4. Before the boat *had been sailing* for ten minutes I realized that Miss Bradley was *a remarkably uninteresting person*. 5. It would *help Miss Bradley to pass* through the customs quickly. 6. The customs examiner reached us, looked at the four suit-cases in that X-ray manner which customs examiners *must train themselves to have* night and morning and said, "This is all yours?" 7. "Yes," said the customs man *without getting angry*. "*Does the luggage belong to you and this lady together?*" "Not *quite*, we've just *taken the*

porter *that's all.*" 8. I had nothing *dutiable* and *said so.* I suddenly realized that the train *would leave* in five minutes.

IV. *Give the situations in which the following are used (See Text).*

a dozen, plenty of, slightly attractive, under way, ordinary, to get somebody through the customs, to practise, patiently, to share, to declare, to be due, the slightest effort

V. *Find English equivalents for the following (See Text),*

была некая мисс Брэдли; передавали друг другу сахар или хлеб; по моей инициативе; когда я сошел; очень любезно с вашей стороны; мы очутились на борту; еще четыре часа; извинившись, я прошел к кассе; вы едете вместе; не имело смысла ждать мисс Брэдли; а потом он осмотрит ваш багаж; когда вы пройдете досмотр; это было только начало; мне никогда не было ясно

VI. *Correct the following statements. Use the Subjunctive Mood wherever possible.*

1. Miss Bradley, a young girl of twenty, attracted the author's attention by her beauty and remarkably intelligent face. She was tall and slim, with regular features, and wore fashionable clothes.
2. The acquaintance began the moment the author noticed Miss Bradley, so later on in the dining-car they had an interesting talk, though after that they didn't see much of each other.
3. In addition to being very attractive in appearance, Miss Bradley turned out to be an excellent companion. She must have travelled a lot and could speak on many interesting subjects.
4. When they got off together, the author had difficulty in getting a porter, as there were very few of them on the platform.
5. The man looked forward to spending another four hours in Miss Bradley's company, so he went along to the booking-office, intending to book two tickets on the Golden Arrow.
6. The customs man dealt with the author's luggage without asking him any questions, for he realized at once that these two were not travelling together. He went through the author's suit-cases carefully, and then chalked Miss Bradley's without a word.

7. The author left the custom house without waiting for Miss Bradley; he had been sitting in his compartment five minutes when the porter brought in his luggage, saying that Miss Bradley had got through the customs too, without any special difficulty.

Stage II

an incident, an accident, a case, in case (of), an occasion

a) *Answer these questions.*

1. Can we call an important event an incident?
2. Do you remember any interesting incidents from your last holiday?
3. What must you do before crossing the street to avoid accidents?
4. What would you call a difficult case in a doctor's practice?
5. What would you call a happy (sad) occasion?
6. In what case would you place an advertisement in a newspaper?
7. In what case would you put up a notice?

b) *Translate.*

1. Вам следовало бы помочь им в случае необходимости (necessity). 2. Должно быть, это особый случай. 3. Что бы вы сделали в подобном случае? 4. В этом случае лечение, по-видимому, не принесет пользы. 5. Может быть, с ним произошел несчастный случай. 6. Вы, должно быть, читали в газетах о таких инцидентах. 7. Случай оказался очень забавным.

c) *Think of a beginning.*

1. ... There must have been an accident. 2. ... You should have told us about the incident when everybody was here. 3. ... It may be quite a different case. 4. ... In that case I would have apologized.

to attract, attractive

a) *Answer these questions.*

1. What kind of films (books, people, etc.) attract you?
2. What would you do to attract the attention of a person standing at a distance from you?
3. What makes a person attractive?

b) *Translate.*

1. Эта реклама, вероятно, не привлечет внимания покупателей. 2. Ваше изобретение может привлечь внимание ученых. 3. Его концерты, очевидно, привлекут много слушателей. 4. Эта черта характера делает ее привлекательной.

to be under way

a) *Make up sentences of your own.*

Model: How long has the campaign been under way?

Preparations The programme The ship The discussion The rehearsal The work	to be under way	for a month when they arrived. since last year. now. for quite a long time. at that time.

b) *Translate.*

1. Обсуждение идет, должно быть, уже час. 2. Подготовка к соревнованиям проводится уже месяц. 3. Пароход, возможно, находится в пути. 4. Эта программа уже давно проводится в жизнь.

ordinary

a) *Answer these questions.*

1. Is it advisable to wear an evening dress for an ordinary occasion?
2. Would you go to see a film twice if it were quite ordinary?
3. Would you put aside a book if you found it quite ordinary or would you read it through just the same?
4. Would you risk going out if you had an ordinary cold?

b) *Make up sentences, using the English equivalents of the following*

обычный случай, заурядный пианист, обыкновенный человек, средний ученик, заурядная книга, простое письмо

to get ready, to get to, to get in (into), to get out (out of), to get over, to get on, to get down to

a) *Translate.*

1. John never fails to get out of all difficulties. 2. She's unlikely to get over the shock quickly. 3. They must be getting on nicely. 4. After the secretary was through with the telegrams, she got down to the letters.

b) *Answer these questions.*

1. Who helps you to get over difficulties at work?
2. Do you get down to business at once when you come to work, or do you do something else first?
3. How are you getting on with your English? Can you make practical use of it?
4. In what way do you get out of the difficulty if your English fails you during business talks?

c) *Translate.*

1. Товарищ Петров работает у нас уже два месяца, мы хорошо сработались. 2. Она долгое время не могла оправиться после болезни. 3. Не обескураживайте его, он преодолеет эту трудность. 4. Вам следует приступить к работе сейчас же. Дело (очень) срочное.

d) *Make up sentences of your own.*

to fail — to get ready; to mix up — to get into trouble; to take advantage of ... — to get out of the difficulty; beyond — to get to

to be due

a) *Answer these questions.*

1. What time should the passengers get up if their train is due to arrive at 8 a. m.?
2. When should the passengers get on the train if it's due to leave at 10 a. m.?

b) *Complete.*

1. I'm leaving the gas money on the table. The bill...
2. Hurry up! The train...
3. The telegram says that the ship...
4. What time is Comrade Petrov...?

c) *Translate.*

1. Эти счета подлежат оплате завтра. 2. Когда поезд прибывает в Ленинград? 3. Делегацию ожидают в Москве в понедельник.

to practise, to train

a) *Translate.*

1. If you want to be a trained nurse you must work and study in a hospital. 2. Mary was trained to be a music teacher at a music school. She used to practise the piano four hours a day.

b) *Answer these questions.*

1. At what age should one start training if one wants to be a pianist (dancer, teacher, doctor)?
2. What should one do to master dancing (playing the piano)?
3. What does an athlete do when he's training?

c) *Translate.*

1. Они, должно быть, попросили разрешения тренироваться в этом зале. 2. Он не сделал бы таких успехов, если бы не упражнялся каждый день. 3. Где вас выучили так хорошо играть в теннис? Вы, должно быть, много тренировались. 4. Вы слишком редко говорите по-английски. Вам следовало бы больше упражняться перед экзаменами.

a share, to share, to divide

a) *Complete.*

1. If you could share your dictionary with me... 2. She would have divided the books among all the children if... 3. I don't share your opinion, but if you... 4. He'd be through with his share of work if... 5. I'd greatly appreciate it if... 6. It would be easier for you to manage the work if ... 7. If I didn't have to give the journals back at once...

b) *Answer these questions.*

1. What should devoted friends share?
2. What would you do if you didn't share your companion's opinion?
3. What do you divide your time between?
4. Which river divides Moscow (London, Paris) into two parts?

c) *Make up sentences, using the English equivalents of the following.*

разделять трудности, разделять мнение, поделиться яблоками, разделить яблоко на три части, разделять свое время между ...

d) *Think of a beginning.*

1. ... You might have shared the money with her. 2. ... They should have divided the work into two parts. 3. ... In that case I would have shared your opinion.

an effort, to make an effort, joint efforts, with effort

a) *Answer these questions.*

1. Can you speak a foreign language without any special effort?

2. When would you say the result was worth the effort?
3. Can you describe a case when an effort of will's necessary?

b) *Make up sentences of your own.*

to make every effort — to get over difficulties; to make a supreme effort — to achieve good results; to be completely cured — to appreciate somebody's effort; to make an effort of will — to recover one's temper; by joint effort — to achieve good results; to manage to complete the work — without effort

Stage III

I. *Answer the following questions.*

a) 1. Do you like to travel? What kind of transport do you prefer?
2. Do you usually feel calm or do you get slightly impatient on the day of your departure? In what cases do you get particularly impatient?
3. Do you normally arrive at the station (port, airport) exactly on time, or do you prefer to have plenty of time to spare?
4. Have you often had boring people for fellow-travellers? Did you get bored soon?

b) 1. In which cases do you have to go through the customs?
2. Do you always have to go to the custom house or do customs officers sometimes come on board your boat (train)?
3. Do they always go through the passengers' luggage properly, or is the examination sometimes only cursory?
4. In which cases (on what goods) do you have to pay duty?

c) 1. What kind of books do you find boring? Do you like stories with a lot of description and not much action? Would a detective story bore you?
2. Do you usually get impatient when you read a boring story? Do you put it aside at once, or do you read it through just the same?
3. What kind of book would you choose to read if you wanted exact facts? Would a historical novel do in that case?
4. Would you spend a lot of time on a subject if you were only slightly interested in it?

II. *Complete these sentence*

a) *using the words in brackets:*

1. The child wouldn't have burst out crying if... (to be patient with...). 2. He wouldn't have put aside the book if ... (boring). 3. If you want to take a better look at the stamps... (counter). 4. These birds must be very frequent at this season. I've... (dozens).

b) *using the words in brackets with one of the modal verbs* should, must, may:

1. These two boys look exactly the same age. The difference... (slight). 2. "The shelves are very high and people can hardly see the books. You... (counter)," said the manager. 3. "You should see the film again," said Peter, "it ... (boring), but it would be very good for your English." 4. Why are you still here? You ... (to go through the customs) long ago.

III. *Substitute words and word combinations from the text for the italicized parts.*

1. Is this *the place where people get their luggage examined?* Can I speak to one of the officers, please? 2. The rehearsal had been *going on* for about an hour when Jim turned up. 3. Although everything seemed quite plain, Peter continued arguing until his friend got impatient and told him to stop being so *foolish and uninteresting*. 4. The teacher realized that this was a special case, when a word of praise would be advisable even for a drawing *which was not in any way unusual*. 5. Looking at the clock, the clerk wondered what could have held up the postman; the mail *was expected* at 9 a. m. 6. All the single rooms in the hotel had already been booked, so Mr Small had *to take* a *double room* with one of his fellow-workers. 7. I think this film's worth seeing. It's *produced by a mixed Italian and French company,* and their films are always good.

IV. *Choose the correct word. Put it in the right form.*

1. After the (accident, incident, case, occasion) the boy had to stop skating for some time, as his right foot hurt him badly. 2. The (accident, incident, case, occasion) was so amusing that the boys couldn't stop laughing in spite of the teacher's angry remarks. 3. The newspaper published a short article about a brave engine-driver (машинист) who courageously saved the passengers from a bad (accident, incident, case,

occasion) at the risk of his own life. 4. In the course of his long service at the hospital the doctor had to deal with many interesting (accident, incident, case, occasion), and some of the (accident, incident, case, occasion) he told us about were really quite remarkable. 5. For a whole fortnight the family had been looking forward to the outing and Mary even made a new dress for the (accident, incident, case, occasion). 6. If you had told me about the (accident, incident, case, occasion) before, I (to attract one's attention, to pay special attention to) the man. He seemed quite ordinary. If you hadn't pointed him out to me, he never (to attract one's attention, to pay attention to). 7. When my daughter (to practise, to be trained) to become a French teacher, she had to (to practise, to be trained) sounds for hours, as their teacher (to attract one's attention, to pay attention to) good pronunciation. 8. "A wall down the middle would be a good way of (to share, to divide) the Exhibition hall into two parts," said the engineer. 9. If you want any books for your work, I'm quite willing (to share, to divide) my small collection with you. It's not a library in the proper sense of the word, but the books may prove to be very helpful in some (accident, incident, case, occasion). 10. As soon as their marriage (to be advertised, to be announced, to declare), the sale of the old house (to be advertised, to be announced, to declare) in the local newspaper, as Mr Bard (to be advertised, to be announced, to declare) that the young people would not live in the place.

V. *Fill in the blanks with prepositions and adverbial particles if necessary.*

1. The other day my sister had an accident while she was driving ... the country. Luckily nobody was killed ... the accident. 2. ... what cases are you allowed not to pay duty ... things you are taking ... the customs? 3. I'm going ... now. Shall I get something ... dinner? 4. I'm afraid, you can't get... W. Street ... here ... changing buses. 5. "I'm going ... ... a fortnight tomorrow; I do hope you'll get ... together while I'm ...," the mother said ... her children. 6. The signal had been given ... the passengers to get ... the train, and now they were exchanging hurried farewells (прощальные приветствия) ... those who had come to see them ... . 7. If you are patient ... Ann ... her trouble, she'll get ... it sooner. 8. I don't consider this patient to be a hopeless case. If we treat him at once, he'll get ... his illness comparatively soon, I'm sure. 9. Before starting the game, the children divided the field ... two. 10. I like the way this girl divides

her time ... work and sports. 11. The old people had lived side ... side ... thirty years, sharing every joy and sorrow (печаль). 12. When's the train due ... Manchester?

VI. *Fill in the blanks with articles or possessive pronouns if necessary and retell the text.*

In ... book devoted to ... great Russian poet Pushkin Tinyanov describes ... following incident which took place when ... future poet was quite ... little boy. ... Pushkins lived in St. Petersburg then . ... nurse Arina often took little Alexander out for ... walk along ... central streets of ... city.

One cold winter day after dressing ... young master in ... warm clothes, Arina went out with him. She walked along, holding... boy by ... hand, and singing ... song about all ... things they passed on ... way. Arina was particularly clever at inventing ... most interesting songs about all ... ordinary things she came across.

"Look at ... soldier," she sang, "and the way he's marching! What ... fine cap he's got on! When you grow up, you'll wear ... cap like that, too."

Some special preparations were evidently under way, for there were ... lot of soldiers in ... streets. Some of them spoke to Arina, trying to attract her attention, but she took no notice of them . ... nurse and ... child had reached ... main street, when Arina caught sight of something really interesting, something worth singing about. So she started again. "Look, there's ... general riding (to ride, rode, ridden ездить верхом) ... white horse. ... general is small, his uniform is blue, his trousers are white. See how cross ... general looks!" Arina could not find ... proper ending to ... song. ... general turned his horse and nearly rode over ... nurse and ... child. He looked at ... nurse with ... angry gray eyes.

"The cap," he said in ... strange whisper and raised ... small hand. At that moment some other generals rode up to them.

"You fool, fall on your knees (колени)!" they cried impatiently. "Cap off, you fool!"

Only then did ... woman fall on her knees and pull ... fur cap off ... boy's head. ... little general looked at ... child's curly hair, burst out laughing and rode off.

At home little Alexander proudly declared that he had seen ... important general in ... street, and from ... more exact description given by ... nurse to ... group of ... eager listeners in ... kitchen, everybody guessed it was ... Emperor ['empərə] himself. ... news spread quickly in ... house; and

when it reached ... ears of Alexander's father, Sergey Lvovich, he exclaimed, "That's awful! What shall we do?"

He could not get over ... shock, and decided that it was dangerous for ... family to remain in St. Petersburg. Everybody in ... house shared his opinion, so ... week later ... Pushkins moved to Moscow.

VII. *Make up situations, using the following words and word combinations.*

1. an accident, to break one's leg, a difficult (serious) case, to treat, to have a slight pain, to get over;

2. to seem ordinary, to bore, to attract one's attention, to get very interested in, to prove to be;

3. to see off, to have plenty of, to wait patiently, to be due, to get through the customs, to have something (nothing) to declare;

4. (on the basis of Lessons 10 and 11, The Serenade)

a) on the occasion, to be under way, to be due at, to grow impatient, (half) a dozen bottles;

b) attractive, an ordinary singer, to practise singing, to get down to, to try to attract one's attention, to find boring

VIII. *Make a written translation, using the active vocabulary of the lesson.*

1. Вам следовало бы *приступить* к работе сразу же. Если бы вы *поделили* весь материал на две части, вы закончили бы работу *точно* в назначенное время. 2. Когда *ожидается* вечерняя почта? — Она, очевидно, уже поступила. 3. Вам следовало бы заказать себе комнату заранее. Неделю тому назад в гостинице было *много* свободных номеров, а теперь вам, возможно, придется *жить в одном номере* с вашим товарищем. 4. «Вам нужно *упражняться* в пении как можно больше; если вы не будете *точно* исполнять то, что я вам говорю, вы останетесь *заурядной* певицей», — сказал преподаватель. 5. Эта книга, очевидно, *привлечет внимание* читателей. В ней говорится о строительстве крупного завода, которое *ведется* сейчас на Урале (in the Urals). Большинство из описанных в книге *случаев* действительно имело место. 6. Я советовал бы вам бросить эту работу. Вам только что сделали серьезную операцию и вам следует продолжать лечение, чтобы полностью (completely) *оправиться* от болезни. 7. Можно многого добиться *объединенными усилиями*.

SPEECH EXERCISES

I. *Discuss the following questions in class.*

1. Do you agree with the author that he was specially chosen by Miss Bradley at Calais Maritime to get her through the customs? Was it a happy choice?
2. Do you think it was the first time Miss Bradley was doing that kind of thing?
3. What would you have done if you had found yourself in the author's place?
4. Why is the story called "A Custom House Incident"?
5. Have you read or heard of any similar incidents? Describe them.

II. *Retell the text*: a) *as it is*, b) *as Miss Bradley (the customs officer, the boy from the crew, a police inspector)*, c) *give a brief summary of the text.*

III. *Dramatize the following episodes.*

1. On the platform (Characters: Miss Bradley, the author, the porter).
2. On board the Channel ferry (Characters: the author, Miss Bradley).
3. Getting through the customs (Characters: the customs inspector, Miss Bradley, the author).
4. The author talking to the boy from the crew before the departure of the Golden Arrow (Characters: the author, the boy).

IV. *Characterize, using the words in brackets.*

a) The author (intelligent, attractive, good manners, polite, good-natured, pleasant to deal with)
b) Miss Bradley (plain, shy, awkward, boring, to deceive, dishonest)
c) The custom house official (patient, exact, reliable, honest, ordinary, intelligent, experienced)

V. *Make up stories, describing*: a) *Miss Bradley's stay in Italy*, b) *the author's business trip to Florence (see Lessons 8, 9 for vocabulary)*, c) *the weather during the journey (see Lesson 12 for vocabulary).*

VI. *Speak on the following topics.*

1. Preparations for Departure

to be under way, to go shopping, ordinary, to get, a counter, boring, patiently, to share, joint luggage, properly

2. Seeing a Friend Off

plenty of, (im)patiently, to turn up, to produce, to get on, to share, to be due, to start

3. My Trip Abroad

to make arrangements, to choose between, to share one's opinion, to make up one's mind, to book a seat on, to go through the customs, to be due, to enjoy one's story, customs

4. At the Customs

counter, to go through the customs, to declare, (not) to examine, properly, to pay duty on, to fill in a declaration form, to turn to, to grow impatient, to be due, to get through, in time

VII. *Retell and dramatize this story, using the active words.*

The entrance exams at a Moscow school of drama were under way. Dozens of young men and girls had already presented themselves to the board of examiners, and the famous actors who were examining them were already too tired to be attracted by anything. So when the last candidate finally stepped on to the stage, they were only too glad to let him go as quickly as possible.

Indeed, there was nothing particular about the young fellow. His manner was awkward, and the whole performance seemed very amateurish.

His face... Well, it might even have been called ugly if there weren't something slightly attractive about it. What was it? The smile, perhaps...

In any case he was nothing beyond the ordinary.

The principal (директор) of the school, who was chairman of the board of examiners, rose to stop the young man who was still reciting (декламировал) something.

The young man understood. "I've been turned down then, have I?" he said in a trembling voice. "Yes, I'm sorry to say you have," answered the principal, looking him straight in the face. "You see, it isn't enough to recite poems the way you do. An actor must act. In the proper sense of the

word acting means turning into another person on the stage, which I'm afraid is beyond your ability."

Going home after the examination, the principal remembered the incident, and thought for just one moment that he had been too cruel to the last candidate. But then, he always preferred to be frank with them...

The next evening, when the principal was about to finish work, a late visitor entered his private room.

It was an old woman wearing a funny old-fashioned hat. She was evidently short-sighted. Her small eyes could hardly be seen through the thick glasses.

The moment she stepped in, she declared that she wanted to talk to the principal in private, and sat down in an armchair without waiting for permission.

"I'm the aunt and the only relative of the poor boy whom you failed so cruelly yesterday," she began. "He was the last to take the exam," she added, seeing that her opening declaration was not sufficient to remind the principal of the young man in question. Then the old lady went on to say how long her nephew ['nevju:] had been practising the passage for the exam, how upset he was because of his failure, how she had always shared all his joys and sorrows, etc. "A hard case," the principal said to himself. He had already realized that the old woman was a remarkable bore, and thought that it had been very foolish of the secretary to let her in.

The first moment she stopped to take breath, he took advantage of the situation and hurriedly began:

"You see, an actor must act. In the proper sense of the word acting means turning into another person, which I think is beyond ..."

He didn't finish his sentence, for the "old lady" took off her hat together with the gray wig (парик) and the glasses, and through the cleverly put on make-up the principal could see the familiar boyish feaiures which could not be called exactly ugly but were ordinary, quite ordinary...

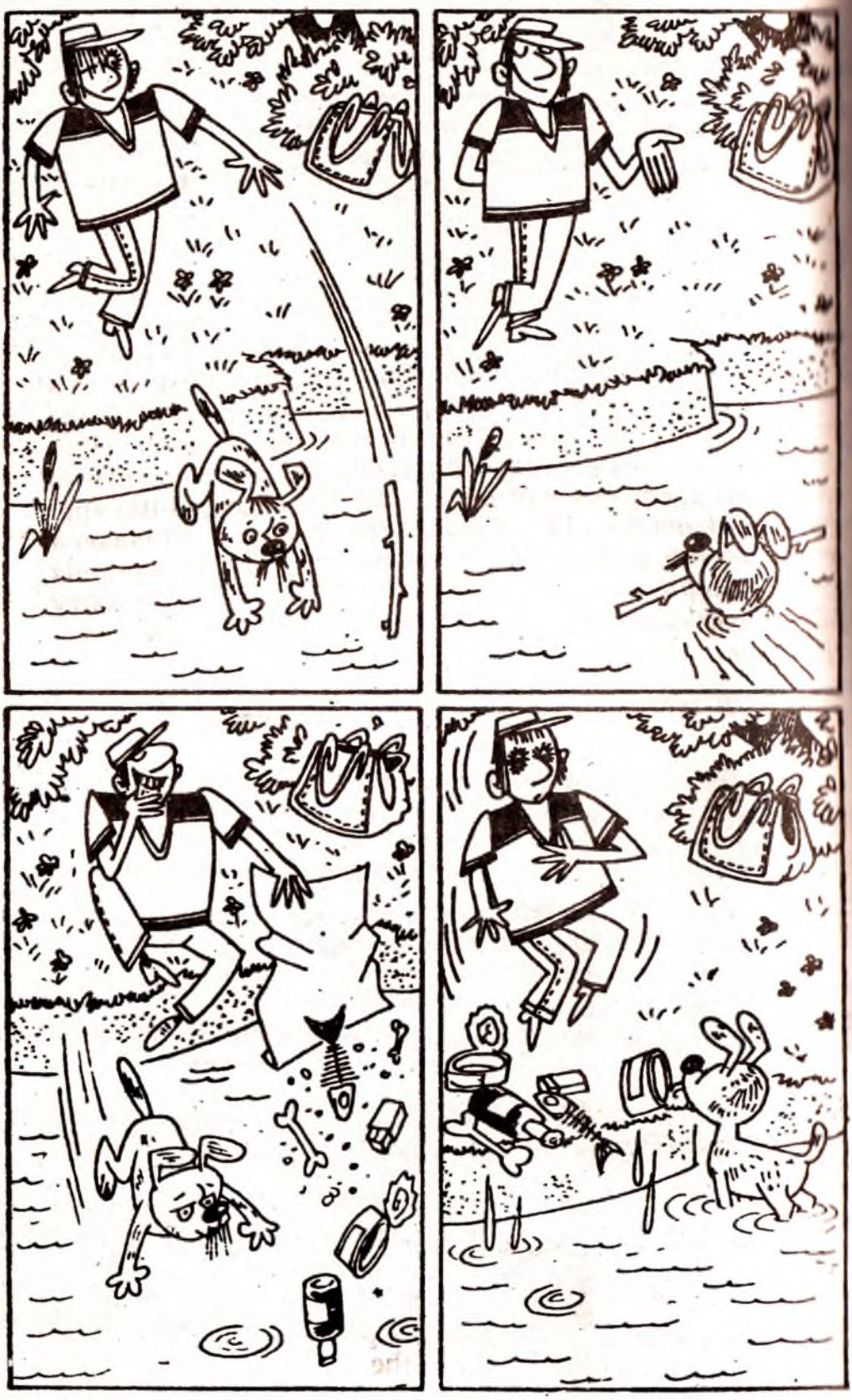
VIII. *Make up a story about the future life of the young man who the above text is about.*

REVISION

1. *Look at the pictures and ask each other questions about it. Use the words given below.*

an incident, plenty of, to train, to practise, patiently, exactly, to get out

words you may need: a stick палка, a bone кость, a tin консервная банка



DIALOGUE

(to be learnt by heart)

My 'Friend 'Goes A↘broad

A. 'Here we ↘are at ↗last.| 'What 'time does your ↑plane ↑take ↘off?|

B. '9. ↘30, we've 'plenty of ↗time yet.| I'll 'go and 'have my 'luggage 'weighed ↘now.|

A. 'How 'much are you al'lowed to 'take ↘with you?|

B. I 'travel ↘tourist class,| so it's about '20 ↘kilos.| I 'don't 'think my 'luggage 'weighs ↑more than ↘that.|

A. 'Will it 'take you 'long to ↑go 'through the ↗customs?|

B. ↘No,| it'll be 'just a for↘mality.| I've 'nothing to de↘clare.|

A. 'When are you 'due in ↘London?|

B. It's a 'non-stop↘flight| so I'll be 'there ↑long be'fore ↘lunch.|

A. ↘Oh,|'that's ↘wonderful,| you 'won't even have 'time to get ↘air-sick.|

B. I 'never ↘do,| though. I'm a 'poor ↘sailor.|

A. Then you can 'look 'forward to a ↑pleasant ↘journey.|

ACTIVE WORDS AND WORD COMBINATIONS

abroad
from abroad
to take off
to take for
to take over
to take to
to take pictures
to weigh
to weigh one's words
to weigh up
a non-stop flight
to get air- (sea-, car-) sick

(See Vocabulary for Lesson 17, p. 445)

EXERCISES

1. *Practise the sound combinations given below, then read the dialogue aloud, paying attention to pronunciation and intonation.*

'what 'time? 'will it 'take you....? I 'don't 'think al'lowed to 'take a 'pleasant ↘journey

II. *Find English equivalents for the following (See Text).*

вот мы и приехали; я пойду и взвешу багаж; я еду вторым (туристским) классом; я думаю, у меня будет не больше этого; мы приедем задолго до обеда; я плохо переношу путешествие морем

III. *Activate the following words and word combinations.*

to take off, to take for, to take over, to take to, to take after, to take pictures (to have one's picture taken)

a) *Translate and use in situations of your own.*

1. You should have taken your luggage to the station beforehand. 2. Will you take everything off the table? 3. You might find out when the plane takes off. 4. We saw him take off his coat. 5. I took the girl for your sister. 6. I wonder who'll take over the job. 7. After Dr Petrov retired on a pension, Dr Lavrov took over. 8. I'm sure he'll take to his new teacher.

b) *Complete.*

1. I wouldn't have taken him for the manager if ... 2. If the two girls weren't so much alike... 3. The young teacher wouldn't have taken over... 4. If Comrade Smirnov hadn't got the new appointment... 5. If the plane weren't due to take off in five minutes... 6. I wouldn't worry... 7. If they hadn't encouraged him...

c) *Make up situations, using the English equivalents of the following.*

этот поезд довезет меня до ...; сколько времени мне потребуется ...; ехать поездом; внести вещи в вагон; занятое место

внезапно заболеть, не обращать внимания, принимать лекарства, проходить курс лечения, проявлять интерес, принимать во внимание, принять меры, воспользоваться случаем, воспользоваться преимуществом, сфотографироваться, снять шляпу, принять кого-л. за кого-л. другого, сфотографировать еще раз, не проявлять интереса к чему-л., взять на себя ответственность, полюбить (пристраститься)

IV. *Answer the following questions and make up stories on the basis of the answers.*

a) 1. When did you last travel abroad?
2. You had to go through the customs, didn't you? Did you have your luggage weighed?

3. Did you travel first class or tourist class?
4. Did your plane touch down anywhere on the way, or was it a non-stop flight?
5. What was the weather like during the flight? Did you get air-sick?

b) 1. What means (средства) of transport would you prefer if you were going to Great Britain in the summer?
2. Would you decide unhesitatingly to take a plane, or would you first weigh the advantages of going by sea?
3. Would you get sea-sick if you travelled by sea in fine weather?
4. Do you get sea-sick easily?
5. Does sea-sickness tell on a person for some time after the voyage or do people get over it quickly as a rule?

c) 1. Why did George decide to go abroad after leaving his master?
2. Do you think he weighed all his chances before taking the decision? (What was there to weigh?)
3. Would he have succeeded in running away if his master's men hadn't taken him for a white man?

V. *Make a written translation, using the active vocabulary of the lesson.*

В порту

А. Вот мы, наконец, и в порту. Когда *отплывает* твой пароход?

В. Ровно в 10 часов, но мне нужно еще пройти таможенный досмотр.

А. Это не отнимет много времени. Где твои вещи?

В. Вон там, около прилавка. Мне их нужно *взвесить?*

А. Нет. Ты едешь первым классом?

В. Да, вот мой билет. Давай зайдем в ресторан закусить.

А. Очень хорошо, это помогает при (it's good for) *морской болезни.*

В. Правда? Я очень плохо переношу путешествие морем.

На таможне

Таможенный чиновник. Это ваши вещи?

А. Да. Открыть чемодан?

Т. чин. Нет, не нужно. Вы заполнили декларацию?

А. Да, вот она.

Т. чин. У вас есть что-нибудь для предъявления?

А. Нет. Я заплатил пошлину за эти сигары.

VI. *Retell the dialogue in indirect speech.*

VII. *Make up dialogues on the basis of the following stories.*

At Home

At supper Comrade Petrov told his wife that he was going away on business. His wife said she was sorry he was leaving on the eve of International Women's Day because she would feel lonely on the holiday. She asked him how long he intended to stay away. He answered that he didn't intend to be away for long, and mentioned that all the necessary arrangements had been made, and a ticket for a TU-114 plane had been booked for him.

His wife asked what she should put into his suitcase, and he answered that he didn't want to have a lot of luggage, and a few things would do. Then they got down to the business of packing.

At the Airport

The plane was due to take off at 7 a. m., so Comrade Petrov and his wife were at the airport at exactly six. Comrade Petrov told his wife that he didn't expect any of his friends to come to see him off. As a matter of fact, he had asked them not to come as he hated bothering people at such an early hour. Comrade Petrov's wife asked whether it was a non-stop flight. She knew that her husband got air-sick easily. He said she shouldn't worry, it was a non-stop flight, and in addition, the plane was very comfortable and people seldom got air-sick in it. Comrade Petrov asked his wife to wait till he had had his luggage weighed. Soon Comrade Petrov was through with all the formalities. His wife wished him a happy journey and he got on the plane.

VIII. *Ask one of your fellow-students questions about a trip he has made abroad. Use the active vocabulary of the lesson. Make up a story on the basis of the answers.*

IX. *Write two letters describing*: a) *a journey to a foreign country*, b) *a stay in a foreign country (town).*

X. *Make up dialogues on the basis of the letters (See Ex. IX).*

XI. *Retell these stories, using the words and word combinations following each.*

Both Mistaken

Once a well-dressed man travelling in a train discovered that his cigarette-case was missing, and said he would take the man next to him to police at the next station.

Looking down, however, the well-dressed man found his cigarette-case lying under the seat. He apologized to the other passenger, saying he was sorry he had thought badly of him.

"Never mind," said the passenger. "You thought I was a thief (вор), and I thought you were a gentleman, and we were both mistaken."

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to pick up, to take one person for another, to admit

Their Advantages

The bus pulled up at the stop, but to the disappointment of the people waiting there, there wasn't room for everybody. So a thin, nervous man, who was the last to get in, thought he was lucky to get the only vacant seat that was left. Soon, however, he felt very uncomfortable. The passenger sitting next to him was so stout that he nearly pushed the poor little fellow off his seat. In an angry tone the thin man asked his stout neighbour to move up, but the latter refused to do so.

"If I were managing the city transport," the thin man then said, "I would take fares according to (в соответствии с) the passenger's weight."

"If that were so, my man," the stout man immediately replied, "no conductor would allow you on the bus."

---

to pick up, to remark, bad manners

XII. *Describe situations, illustrating the use of the following sentences.*

Let me see!
...if you like.
As far as I know...
Can I borrow your...?
Can I trouble you for a...?
Can you tell me the way to...?
Can I help you?
What can I do for you?

LESSON 18

Text: The Last Leaf (by *O'Henry*)
Grammar: 1. Модальный глагол **can (could)** (§ 20, p. 486)
2. Сослагательное II в придаточных дополнительных после **wish** (§ 21, p. 487)
Revision: **Tense-forms and Voice** (Table 7, p. 500)

THE LAST LEAF

(by *O'Henry*)

At the top of an old brick house in New York two young painters Sue and Johnsy had their studio. They had met in a cheap restaurant and soon discovered that though their characters **differed**, their views on life and art were the same. Some time later they found a room that was **suitable** for a studio and began to live even more economically than before.

That was in May. In November a cold, unseen stranger, whom the doctors called Pneumonia, went from place to place in the district where they lived, touching people here and there with his icy fingers. Mr Pneumonia was not what you would call a kind old gentleman. It was hardly fair of him to **pick out** a little woman like Johnsy who was **obviously unfit** to **stand** the **strain** of the **suffering**, but he did, and she lay on her narrow bed, with no **strength** to move, looking at the next brick house.

After examining Johnsy one morning the doctor called Sue out of the room and gave her a **prescription**, saying: "I don't want to **frighten** you, but **at present** she has one chance in, let us say, ten, and that chance is for her to want to live. But your little lady has made up her mind that she isn't going to get well, and if a patient loses interest in life, it takes away 50 per cent from the power of medicine. If you could **somehow** get her to ask one question about the new winter styles in hats, I would promise you a one-in-five chance for her."

After the doctor had gone, Sue went out into the hall and cried. As soon as she could manage to **check** her tears

walked gaily back into the room, whistling a merry tune. Johnsy lay with her eyes towards the window. Thinking that Johnsy was asleep, Sue stopped whistling. She arranged her drawing board and began working. Soon she heard a low sound, several times repeated. She went quickly to the bedside. Johnsy's eyes were wide open. She was looking out of the window and counting — counting backward. "Twelve," she said, and a little later, "eleven;" then "ten" and "nine," and then "eight" and "seven" almost together.

Sue looked out of the window. What was there to count? There was only the blank side of the brick house twenty feet away. An old grape-vine climbed half way up the brick wall. The cold autumn winds had blown off its leaves until it was almost bare.

"What is it, dear?" asked Sue.

"Six," said Johnsy almost in a whisper. "They're falling faster now, I can hardly keep up with them. There goes another one. There are only five left now."

"Five what, darling? Tell me."

"Leaves. On the grape-vine. When the last one goes, I must go, too. I've known that for three days. Didn't the doctor tell you?"

"How can the doctor have told me this nonsense?" Sue said, trying to control her voice. "He told me this morning your chances were ten to one. Anyhow, let me finish my drawing so that I can sell it and buy some port wine for you."

"You needn't buy any more wine," said Johnsy with her eyes still on the window. "There goes another. That leaves just four. I want to see the last one fall before it gets dark. Then I'll go, too."

"Johnsy, dear," said Sue, bending over her. "I must go and call Behrman to be my model. Will you promise me to keep your eyes closed and not look at those leaves until I come back? I'll be back in a minute."

"Tell me when I may open my eyes," Johnsy said, "because I want to see the last one fall. I'm tired of waiting. I want to go sailing down like one of those poor tired leaves."

Old Behrman was a painter who lived on the ground floor below them. He was past sixty and had been a painter for forty years, but he hadn't achieved anything in art. However, he wasn't disappointed, and hoped he would some day paint a masterpiece. Meantime he earned his living by doing various jobs, often serving as a model to those young painters who could not pay the price of a professional. He sincerely thought it his duty to protect the two girls upstairs.

Sue found Behrman in his poorly-lighted room and told him of Johnsy's fancy, and that she didn't know how to handle the situation.

"I can't keep her from looking at those leaves! I just can't!" she cried out. "And I can't draw the curtains in the daytime. I need the light for my work!"

"What!" the old man shouted. "Why do you allow such silly ideas to come into her head? No, I won't pose for you! Oh, that poor little Miss Johnsy!"

"Very well, Mr Behrman," Sue said. "If you don't want to pose for me, you needn't. I wish I hadn't asked you. But I think you're a nasty old — old —" And she walked towards the door with her chin in the air.

"Who said I wouldn't pose?" shouted Behrman. "I'm coming with you. This isn't a place for Miss Johnsy to be ill in! Some day I'll paint a masterpiece, and we'll all go away!"

Johnsy was asleep when they went upstairs. Sue and Behrman looked out of the window at the grape-vine. Then they looked at each other without speaking. A cold rain was falling, mixed with snow. They started working...

When Sue woke up next morning, she found Johnsy looking at the drawn curtains with wide-open eyes.

"Open the curtains; I want to see!" she commanded in a whisper.

Sue obeyed.

The rain was beating against the windows and a strong wind was blowing, but one leaf still stood out against the brick wall. It was the last on the vine. It hung bravely from a branch about twenty feet above the ground.

The day wore away, and even through the twilight they could see the lonely leaf on its branch against the wall. And then with the coming of the night the north wind blew again with greater force, and the rain still beat against the windows.

When it was light enough, Johnsy ordered Sue to open the curtains. The vine leaf was still there.

Johnsy lay for a long time looking at it and then said:

"I've been a bad girl, Sue. I wish I hadn't been so wicked. Something has made that last leaf stay there to show me how wicked I was when I wanted to die. You may bring me a little soup now and some milk with a little port wine in it, and — no, bring me a hand-mirror first and pack some pillows about me, I want to sit and watch you cook."

The doctor came in the afternoon and said Johnsy was out of danger. "And now I must see another patient downstairs," he added. "His name's Behrman — some kind of

artist, I believe. He's a weak old man and there's obviously no hope for him."

Next day Sue came to the bed where Johnsy lay and put one arm around her.

"I've something to tell you, white mouse," she said "I got a note this morning. Mr Behrman died of pneumonia in hospital. He was only ill two days, so he didn't suffer long. The janitor found him in the morning of the first day in his room helpless with pain. His shoes and clothes were wet through and icy cold. They couldn't imagine where he had been on such a terrible night. And then they found a lantern still lighted, and a ladder that had been taken from its place, and some brushes lying here and there, and green and yellow, paint, and — look out of the window, dear, at the last leaf on the wall. Didn't you wonder why it never moved when the wind blew? Ah, darling, it's Behrman's masterpiece — he painted it there the night the last leaf fell."

ACTIVE WORDS AND WORD COMBINATIONS

to differ
to suit
suitable (unsuitable)
to pick out
to elect
to pick up
obvious (obviously)
fit (unfit)
to feel fit
to fit
to stand smth.
a strain
to strain
to suffer (from)
strength
force
a prescription
to prescribe smth. for smb.
to frighten
to be frightened
at present (at the present time)
for the present
somehow
to check
to control
to keep up with
to keep up
to keep smb. from doing smth.
anyhow
to achieve
an achievement
to be disappointed in (at)
disappointment
to one's disappointment
various
to vary
a variety
sincere (sincerely)
to handle
a note
to make a note of smth.
to imagine

(See Vocabulary for Lesson 18, p. 446)

PROPER NAMES

Sue [su:] Сью
Johnsy ['dʒɔ:nsi] Джонси
Behrman ['bə:mən] Берман

GRAMMAR EXERCISES

I. *Translate into Russian. Explain the use of the infinitive forms after the modal verb* can (could) *(§ 20, p. 486).*

1. The book can't be interesting to the boy, it's much too difficult. 2. Ann is very obedient to her parents. She can't have done anything against her father's will, I'm sure. 3. Can the boy's ambition still be to become a pilot? He's short-sighted and will never be admitted to a flying school. 4. I know he is very careful. He couldn't have mixed up the figures. 5. Can he have done the translation without making a single mistake? Somebody must have helped him, he's still rather inexperienced in this kind of work. 6. Can he still remember me? We've been out of touch for years.

II. *Practise aloud.*

1. It can't be true. 2. They can't have left. 3. He couldn't have lost the key. 4. Can it be that late?

III. *Use the modal verb* can (could) *with the necessary form of the Infinitive instead of the italicized parts of the sentences.*

Models: 1. *It's impossible for* Comrade Zotov *to know* what's wrong with me.
Comrade Zotov can't (couldn't) know what's wrong with me.

2. *I'm sure that* Comrade Petrov *did not see to* the matter himself. He was engaged at the conference the whole day.
Comrade Petrov can't have seen to the matter himself; he was engaged at the conference the whole day.

1. *I'm quite sure that* your friend *was not kept* at the office. Something unexpected must have happened to him. 2. *I doubt whether* he's *persuaded* her to give up her hobby. I tried to do so myself several times but couldn't. 3. *Is it possible that* Dr Ivanov *is still attending* to your father? I heard that he'd retired and a new doctor had taken over. 4. *I don't believe* she's impatient with children. I've often heard people praise her for being so nice to her pupils. 5. *It's hardly possible that* they *are* still *making* preparations for the experiment. The preparatory work must have been under way for a fortnight already. 6. *I don't believe that* the work *is* still under way. They started it a week ago and promised to get through it in two days. 7. *I don't believe* he *took over* the job. He is quite unskilled in this field. 8. *I don't believe* Peter *has declined*

invitation because he doesn't want to meet you. He must have done so because of some previous engagement. 9. *I don't think* that pianist *is* still *touring* (гастролировать) abroad. His concert was announced here a week ago. 10. *I can't believe* she *is* just an ordinary singer. Her concerts attract large audiences.

IV. *Translate into English, using the modal verb* can (could).

1. Не может быть, чтобы они уже сделали эту работу. Они приступили к ней только вчера. 2. Не может быть, что он все еще делает эту работу. Его часть работы (доля) была очень незначительной. 3. Неужели он так равнодушен к этому изобретению? 4. Неужели он был так нетерпелив с ребенком? Он работает с детьми уже 10 лет. 5. Не может быть, чтобы он выбрал эту профессию против своей воли. 6. Вряд ли это серьезный случай. У мальчика просто небольшая простуда. 7. Не может быть, чтобы они уже приехали, самолет должен прибыть в 8 часов. 8. Неужели эта книга такая скучная? А я слышал, что романы этого писателя привлекают всеобщее внимание. 9. Не может быть, чтобы он плохо перенес путешествие. Он был когда-то моряком. 10. Неужели он уже овладел этим труднейшим искусством? Он, должно быть, очень терпелив.

V. *Make up sentences, using the modal verb* can (could) *with different forms of the Infinitive; use the words and word combinations given below.*

to be under way, to be boring, to be alive, to get through, to weigh one's luggage, to take off, to invent, to give up the habit, to advertise, to practise, to share, to complain, to argue, to hold up

VI. *Answer the teacher's questions, using the modal verb* can. *Give your reasons.**

Models: 1. *A.* Is Comrade Petrov here?
B. He can't be here. I saw him leaving the building.
2. *A.* Has he finished the work?
B. He can't have finished it, he only started an hour ago.

VII. *Correct the following statements, using the modal verb* could. *Give your reasons.*

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* Рекомендуется выполнять это упражнение на основании реальных событий, известных данной группе.

Model: *A.* Miss Linda disliked Porcharlester.

B. That is not true. Linda couldn't have disliked him. On the contrary, she must have been fond of the young man. If she hadn't been fond of him she wouldn't have invited him to her house.

1. Mark Twain was very popular as a writer with the railway officials at Salamanca.
2. Uncle Seneca disliked young Frank after the first talk they had.
3. Miss Linda hated Colonel Green.
4. After Linda married Colonel Green, she still cared for Porcharlester.
5. Miss Bradley only went to Italy to see her sister.
6. Mr Balchin found Miss Bradley a remarkably interesting companion.
7. George was quite pleased with his life in the United States.
8. Mr Wilson was quite indifferent to George's future.

VIII. *Translate into Russian. Pay particular attention to the use of Subjunctive II (§ 21, p. 487).*

1. I wish the child were not so restless. She can hardly sit quiet for a moment. 2. I wish she hadn't been so nervous at the exam. She couldn't answer a single question. 3. I wish she hadn't picked up a man like that for a friend. 4. I wish I could travel long distances without getting car-sick. 5. I wish the girl cared more for her music. It's so difficult to make her practise the piano. 6. I wish you would take over the job. It's really very interesting.

IX. *Practise aloud.*

1. I wish I knew what's wrong with him. 2. I wish he were responsible for the work. 3. I wish you had taken a picture of the museum. 4. I wish we could make a non-stop flight. 5. I wish you would treat them in a more friendly way. 6. I wish nothing unexpected would happen.

X. *Use a* wish-*clause instead of the italicized parts of the sentences and make any other changes that are necessary.*

1. *It's a pity he is so shy*; he hasn't made friends with anybody here yet. 2. *It's a pity he was not very careful* when he gave his talk. 3. *It would be a good thing if we* could engage two more typists. 4. *It's a pity she was so upset* to hear the news. 5. *It would be a good thing if I* had no engagements this weekend. I could join your camping party. 6. *I'm sorry*

I didn't pick up more useful expressions when I was abroad on that business trip. 7. *It'll be a very good thing if they* get this magazine regularly. It's very interesting. 8. *It would be a very good thing if that doctor* agreed to treat your son. 9. *It's a pity Nick's engaged* in other business now. I'd have asked him to help us. 10. *Please complete* the work as soon as you can. 11. *Will you* turn off the radio, please? 12. *Please leave* me alone: I've got a terrible headache.

XI. *Complete the sentences, using the words, given in brackets.*

1. It's rather difficult to begin learning a foreign language when one is over thirty.

I wish	(to be younger) (to speak English from childhood)

2. I have a slight cold and don't feel like going to the theatre tonight.

I wish	(to go instead of me) (not to book the tickets)

3. It's a pity the rain's keeping us.

I wish	(to stop) (to have raincoats on) (to take an umbrella — зонтик)

4. Don't you find the film boring?

I wish	(to end as soon as possible) (not to come to see it)

5. It's a pity Nick's away on holiday now.

I wish	(to be here) (to come back already)

6. I am so sorry you have a sore throat.

I wish	(to be well) (not to go on that outing)

7. I am so sorry to have hurt you.

I wish	(not to be cross with me) (not to speak in that way)

8. Try to pull yourself together.

I do wish	(can, to help you) (not to tell you the sad news)

XII. *Read the following statements, then express a wish or regret in connection with them. See the models.*

Models: 1. It's raining now. We can't go to the country. I wish it would stop raining. We could go to the country.

2. The weather was cold and windy on Sunday. I caught cold on that outing.
I wish the weather had not been so cold and windy on Sunday. I wouldn't have caught cold then.

1. You didn't clear up the point at once. We have to consider the matter again now. 2. The bus is packed. It won't pick up all the passengers. 3. It's a pity you didn't mention these facts while the subject was being discussed. 4. He always argues about everything. It's hard to work with him. 5. The doctor's very busy now. I'm afraid he won't see the patient. 6. The medicine is very bitter, I can't make the child take it. 7. I haven't booked a return ticket and now I'm afraid it may be difficult to book it for a through train. 8. Nothing interesting happens. I am bored. 9. You're bothering me with questions all the time. I can't finish this work. 10. You find fault with everybody. You're becoming difficult to deal with.

GRAMMAR REVISION

I. *Put the verbs in brackets into the correct mood and tense-forms. After checking the exercise retell the story.*

A Railway Incident

An American lady travelling in England (to get) into a compartment in a smoking carriage where an Englishman (to smoke) a pipe. For a short time she (to sit) quietly, expecting that the Englishman (to stop) smoking. But when the train (to be) under way for half an hour, she (to begin) to cough (кашлять) and sneeze (чихать), trying in this way to show him that she (to object) to the smoke. At last, seeing that all her efforts to attract his attention (to fail), she (to address) him impatiently:

"If you (to be) a gentleman, you (to stop) smoking when a lady (to get) into the carriage."

"If you (to be) a lady," (to reply) the Englishman, "you (not to get) into a smoking carriage."

"If you (to be) my husband," (to say) the American lady angrily, "I (to give) you poison (яд)."

The Englishman (to look) at her for a moment or two.

"Well," he (to say) at last, "If I (to be) your husband, I (to take) it."

VOCABULARY EXERCISES

Stage I

I. *Make up fifteen questions on the text, using the active vocabulary of the lesson.*

II. *Paraphrase the following passages from the text.*

1. at the top of an old brick house 2. ... touching people here and there with his icy fingers. 3. Mr Pneumonia was not what you would call a kind old gentleman. 4. It was hardly fair of him to pick out a little woman like Johnsy. 5. ... who was obviously unfit to stand the strain of the suffering. 6. at present she has one chance in ten 7. ... it takes away 50 per cent from the power of medicine 8. ... I would promise you a one-in-five chance for her. 9. She arranged her drawing board ... 10. I can hardly keep up with them. 11. When the last one goes, I must go, too. 12. And she walked towards the door with her chin in the air.

III. *Find English equivalents for the following (See Text).*

У них были одинаковые взгляды на жизнь и на искусство; комната, пригодная для студии; холодный, невидимый пришелец, называемый докторами Пневмонией; вряд ли было справедливо с его стороны выбрать; не имея сил пошевелиться; у нее один шанс, скажем, из десяти; вбила себе в голову, что она не поправится; если бы вы как-нибудь сумели сделать так, чтобы она поинтересовалась модными зимними шляпками; лежала, уставившись в окно; Что там можно было считать?; По кирпичной стене до ее середины вилась старая виноградная лоза.; осталось всего пять; когда последний лист упадет, я умру; Как мог доктор сказать мне такую ерунду?; во всяком случае дай мне закончить рисунок, чтобы я могла продать его; я скоро вернусь; я устала ждать; жил на первом этаже под ними; ему было за шестьдесят; он искренне считал своим долгом защищать;

я не могу зашторивать окна днем; потом они переглянулись, не говоря ни слова; на фоне кирпичной стены все еще висе-нелся один листок; очевидно, он безнадежен; они не могли себе представить, где он был в такую ужасную ночь; он нарисовал его там ночью, когда упал последний листок.

IV. *Substitute words and word combinations from the text for the italicized parts.*

1. *If a patient is no longer interested in life,* it takes away 50 per cent from the power of medicine. 2. After *the doctor's departure* Sue went out into the hall and *burst into tears.* 3. As soon as Sue *stopped crying,* she walked gaily back into the room, *singing merrily.* 4. The cold autumn winds had blown off its leaves until *there were nearly none on it.* 5. Sue *did as she was asked to.* 6. *At dawn* Johnsy ordered Sue to open the curtains. 7. *I am sorry I was* so wicked. 8. He's a weak old man and *must be beyond hope.* 9. *Weren't you surprised* why the last leaf never moved when the wind blew?

V. *Give the situations in which the following are used (See Text).*

to differ, a strain, a prescription, somehow, to check, to keep up with, to control, to be disappointed, to handle, with force, to suffer, to imagine

Stage II

to suit, suitable

a) *Make up sentences of your own.*

not to suit — to put off; to be suitable — to accept; to suit — (not) to hesitate

b) *Make up as many sentences as you can and give situations in which you might use them.*

The time of the meeting The actor These planes The doctor The armchair The arrangement The plan The hat The place These shoes	to be to prove (to be) to turn out (to be) to seem (to be)	convenient suitable fit comfortable

to pick up, to pick out

a) *Answer these questions.*

1. Can we pick up heavy things or light things?
2. Do you pick up new friends easily?
3. How can you pick up new English words and expressions?
4. Is it possible to pick up a language if you live in the country where it is spoken, or must you study it seriously? Give your reasons.
5. Where do trams and buses usually pick up passengers?

b) *Make up sentences of your own.*

to pick up	to pick out
one's hat	a present
a letter	a journal
passengers	an expression
new friends	a boring book
a foreign language	a dress this shade
a good expression	a plain hat

to elect

a) *Answer these questions.*

1. Who was elected chairman of the last meeting held at your office?
2. Which of your friends has been elected to this year's trade union branch committee?
3. What kind of people do we elect to the Supreme Soviet?

b) *Translate.*

1. Его избрали председателем. 2. Когда Линкольн был избран президентом США? 3. Мы избираем лучших представителей народа нашими депутатами (a deputy). 4. В Верховный Совет выбираются лучшие люди нашей страны.

fit, unfit, to fit

a) *Translate into Russian and give situations in which the following sentences might be used.*

1. The food wasn't fit to eat. 2. He is a fit person to do the job. 3. Is he fit to travel? 4. He is still unfit for work. 5. I'm very sorry the coat doesn't fit me. 6. You're looking very fit after your holiday.

b) *Use a synonym.*

1. He is in no condition to work. 2. These shoes are suitable for autumn wear. 3. He isn't suitable for this job because

of his inexperience. 4. I like the colour of the coat. But it isn't my size. 5. If you want to keep well and strong, do morning exercises.

a strain, to strain

a) *Complete.*

1. She shouldn't strain her eyes when... 2. He shouldn't have strained his voice when... 3. You must have strained yourself when... 4. She wouldn't be short-sighted if... 5. You wouldn't have a sore throat if... 6. He'd be fit for work now if...

b) *Complete these sentences and use them in situations of your own.*

It's a strain	to take this treatment... to argue... to practise... to mark (to correct)...

to suffer

a) *Answer these questions.*

1. Do patients necessarily have to suffer pain during operations nowadays?
2. What would you do if you suffered from frequent headaches?

b) *Translate.*

1. Если бы он обратился к врачу раньше, он бы так не страдал от зубной боли. 2. Должно быть, она много пережила во время войны.

strength, force

a) *Translate.*

1. Can we rely on the strength of the ice? 2. I don't think you'll be able to make the child play the piano by force. 3. The sailors had to row with all their strength against the high waves. 4. How long will the agreement remain in force?

to frighten, to be frightened at (by)

a) *Answer these questions.*

1. Why did George's words frighten Mr Wilson?
2. Was Miss Bradley frightened when the customs officer began speaking to her? Why was she frightened at his questions?

a) *Translate.*

1. Вы испугались? 2. Не пугайтесь. 3. Что вас испугало? 4. Вам следовало бы рассказать все ребенку заранее, чтобы он не испугался. 5. Его, должно быть, испугал внезапный шум.

somehow

a) *Translate and think of situations in which the following sentences might be used.*

1. Somehow I never remember his first name. 2. He somehow managed to prove that he was right. 3. He somehow got over his difficulties all by himself.

to check, to control, to control oneself

a) *Translate and give situations in which the following sentences might be used.*

1. All the figures must have been checked. 2. He couldn't control his anger. 3. You must learn to control yourself. 4. He checked the address before dropping the letter in the box.

b) *Use all possible tenses. Add adverbial modifiers to justify the tense.*

I checked all the figures carefully.

c) *Paraphrase.*

1. Will you look through these words and see whether the spelling is correct? 2. You should have examined his statements to see whether they were true. 3. Before handing the prescription to the patient, the doctor looked it over to make sure it was correct. 4. Jane nearly burst into angry words, but managed to pull herself together in time.

d) *Complete.*

1. Will you...? 2. Shall I...? 3. Do you mind...? 4. Would you mind...? 5. Could you...?

to keep up, to keep up with, to keep somebody from doing something, to keep to the point (subject), to keep away from, to keep together, to keep somebody waiting, to keep one's promise (word), to keep an appointment, to keep doing something, to keep dry

a) *Translate.*

1. There are a lot of ways of keeping up one's knowledge of the language. 2. I hope the boy carries on with his French. It would be a pity not to keep it up. 3. You're a very good skater. I can't keep up with you. 4. Linda always kept up with the latest fashion. 5. Nothing could keep George from fighting for his rights.

b) *Paraphrase.*

1. He reads the medical journals to have an idea of the newest ways of treating illnesses. 2. I wonder how Kate manages to follow world events with a family of four on her hands. 3. You should have persuaded him not to take such a foolish step.

c) *Make up sentences of your own, using the Subjunctive Mood and the modal verbs.*

Model 1: He wouldn't know English so well if he didn't keep it up by reading.
You should keep up with your fellow-students.

to keep up	one's English
to keep up with	the latest achievements
	the latest fashions
	one's knowledge
	one's health
	one's fellow-students
	one's strength

Model 2: You should have kept him from making that mistake.

to keep (from)	one's friend	to argue over something
	one's son	to strain oneself
	one's fellow-worker	to strain one's eyes
		to practise at the expense of one's health

d) *Translate.*

1. Это лекарство следует держать в холодном месте. 2. Вам вернуть эту квитанцию? — Не нужно, можете оставить ее у себя. 3. Как жаль, что у вас не продаются (вы не держите) такие вещи. 4. Поберегите для меня это место, хорошо? Я сейчас же вернусь. 5. Как жаль, что я

вел тогда дневника! 6. Вы можете зайти за книгой в по-дольник. Я оставлю ее для вас. 7. Как жаль, что вы задержали его до моего прихода.

c) *Make up situations, using the English equivalents of the following.*

придерживаться темы, не сдержать слова, продолжать прибывать, держаться в стороне от кого-л., не отставать от товарищей, держаться вместе, (не) прийти вовремя, застать кого-л. ждать, если продержится сухая погода, сдержать обещание, удержать кого-л. от чего-л., продолжать бороться, поддерживать знания

anyhow

a) *Translate.*

1. It's no use asking me to help you, because you'll have to read it all through yourself anyhow. 2. Anyhow, I'll tell him all I think about his attitude towards his work. 3. Anyhow we won't be through with the work till evening.

b) *Use a synonym.*

1. We'll be moving to the country in May, whatever happens. 2. "I suggest that you should have this tooth pulled out at once," said the dentist. "It'll have to come out in any case." 3. I've got a lot of work to do today and I may be late, but I'm coming to your party in spite of it.

to disappoint, to be disappointed (at, in), disappointment, to one's disappointment

a) *Answer these questions.*

1. In what case would you feel disappointed in someone you used to rely on?
2. When would you be disappointed in the results of your work?
3. Would you advise a young man to give up his profession if he were disappointed in it? (Give your reasons.)

b) *Translate.*

1. Вам не следует разочаровываться. Я уверен, положение исправится. 2. Должно быть, врачи разочаровались в этом способе лечения. 3. К моему разочарованию, мальчик не сдал экзамена. 4. Если бы он разочаровался в своей работе, он был бы к ней безразличен. 5. Возможно, он разочаровался в своих друзьях.

to vary, varied, variety, various, to differ, different

a) *Translate.*

1. The subjects of his stories vary, but the style always remains the same. 2. All these dresses are alike. They only vary slightly in colour. 3. English grammar differs greatly from Russian grammar. 4. The number of lectures at our club varies from month to month. 5. The things you can buy at this shop are many and varied, aren't they? 6. These two lamps are quite different.

b) *Substitute the word* variety *for* various, *then use the combinations in sentences of your own.*

various coats, various cars, various food products

c) *Make up sentences of your own.*

advertisement — to vary — to attract; ways of treatment (at this hospital) — to vary — to achieve; to look alike — to differ — to be pleasant (unpleasant) to deal with; to take for — to differ slightly; to need special treatment — quite a different case; various departments — a variety of products — excellent service; to tell on — to become quite a different person

to handle, to treat

a) *Answer these questions.*

1. What kind of things should be handled with care?
2. What would you do if you saw that a matter you are interested in wasn't being handled the right way?

b) *Give all possible combinations and use them in sentences of your own.*

to handle to treat	a bicycle an illness a car a matter a patient a case a newcomer	with care for a long time in a friendly way cleverly lightly seriously

c) *Translate.*

1. С этой машиной следует обращаться осторожно. 2. Как жаль, что девочки еще не научились обращаться со швейной машиной (a sewing ['souiŋ] machine). 3. Если бы вы

...обращаться с велосипедом, он не был бы в таком ...ном состоянии и вам не пришлось бы чинить его так ...го.

a note, to make a note of

a) *Answer these questions.*

1. Are you good at taking notes at lectures?
2. In which case would you have to leave a note for someone?
3. Do you prefer speaking with or without notes at your meetings? Give your reasons.
4. Does your daughter (son) always keep her (his) notes in order?

b) *Use a synonym.*

1. You'd better write it down. 2. The scientist spoke from memory. 3. I'll leave you a message. 4. This is very important. You must keep it in mind.

c) *Make up sentences of your own.*

not to rely on one's memory — to make a note (of); to exchange — notes of lectures; to put off the engagement — to make a note (of); to get interested — to make notes; to mix up — (not) to keep one's notes in order

Stage III

1. *Answer the following questions.*

a) 1. Who usually makes out prescriptions? Can a nurse do it?
2. Would a doctor prescribe a medicine for a patient without examining him?
3. Would he do so if the kind of illness were obvious?

b) 1. How long can you stand toothache without going to a dentist?
2. Why is it not always obvious which of your teeth troubles you?
3. How does a dentist treat his patients? Does he prescribe any medicine for teeth?

c) 1. Why couldn't the author imagine that Miss Bradley was an experienced smuggler (контрабандист)?
2. What would he have done if her intentions had been obvious to him at once?
3. Why did the author decide to travel on the Golden Arrow? Did he feel he could stand a long journey in Miss Bradley's company?

II. *Think of a beginning.*

1. ...they can't have found him unfit for the comp
2. ...the preparations must be under way at the pr
time. 3. ...you should have stood it patiently. 4. ...yo
imagine the picture yourself.

III. *Make as many combinations as you can with the adj*
frank, sincere *and* honest *and the following nouns. T*
late them into Russian.

friendship, a face, a greeting, a letter, a person, an op
nion, work, words, an act, criticism, an attitude, surpri

IV. *Fill in the blanks with prepositions or adverbial pa*
if necessary.

1. I don't want you to check this list now, only m
a note ... it so as not to forget to do it later on. 2. The do
isn't likely to prescribe any special medicine ... your he
aches. 3. Why should you argue ... this mistake when it is
vious ... everybody? 4. ... a long time the doctors could
say exactly what the patient was suffering ... . 5. The ex
were such a strain ... Jane that she began to sleep ba
and as a result was found unfit ... the sports competitio
6. The house would suit ... us perfectly if it weren't so fa
... the centre ... the town. 7. It isn't convenient ... me to
decline ... their invitation. It may be a disappointment
my friend. 8. She's learnt two foreign languages ... rather
a short time and very cleverly manages to keep ... her know
ledge ... listening ... the radio and reading a lot. 9. If yo
hadn't kept Alice ... going on the stage, she might have
made a good actress. 10. During my illness all my fellow-st
dents made so much progress... English that now I find it
a strain to keep ... ... them. 11. Does this method differ ver
much ... the one suggested ... your friend? 12. ... the present
time one cannot imagine a house ... electricity. 13. The me
dicine you prescribed ... the child last time was too bitter
Could you prescribe something else ... her ... this time?
14. He must be very good at languages, he picks ... hundreds
of expressions. 15. Here are some journals ... you. Pick
those which may be useful ... your work. 16. "Your child
must have been frightened ... something!" said the doctor.
"That's probably the reason ... his being so nervous." 17. I
had been looking forward ... seeing the game, but ... my

disappointment the match was cancelled ... ... bad ther. 18. ... first the book seemed thrilling ... me, but read further, I grew more and more disappointed ... the

Choose the correct word.

The young woman didn't want her aunt to feel that was no longer (suitable, convenient, comfortable, fit) work, so she would put a (suitable, convenient, comfort-, fit) chair in a quiet corner of the park from where it (suitable, convenient, comfortable, fit) for her to keep eye on the children playing there. 2. "I'm sure this model r is (suitable, convenient, comfortable, fit) for any road ditions," said the manager. "It (to vary, to differ from) much the type we produced when the factory was just up. It can seat six people (suitably, conveniently, comfort-y) and is very (suitable, convenient, comfortable, fit) parking (to park — поставить машину)." 3. The father wed his boy how (to treat, to handle) the mechanical , and where (to fit, to suit) the key to set the toy moving. "The patient's very nervous. You should be careful in treat, to handle) the case," said the doctor. "It's quite vious that the man (not to have medical treatment, not be handled) before." 5. "It's a lovely room overlooking r river, and it would (to fit, to suit) you perfectly," said old lady. 6. Normally the methods he uses in making periments do not (to differ, to vary) much, but the last ne (to differ, to vary) considerably because of the nature the subject he was treating. 7. The boy lied to the manager out his age because he (to be afraid of, to be frightened) (to , being turned down). 8. Dozens of boys surrounded the anager, all eager to be picked out. Some of them boasted their (strength, power, force) by pushing each other with trength, force). 9. Although the boy realized that his younger rother had no (strength, power, force) to pull the rope, he ied to cheer him up, knowing that the manager would not esitate to throw the poor boy out. 10. You should have (to heck, to control) yourself when he asked you (to check, to ontrol) the information once more. You have to admit that he request was quite reasonable.

VI. *Fill in the blanks with articles wherever necessary. After checking the exercise, retell the stories, avoiding direct speech.*

Effective Treatment

... patient was once complaining to ... doctor that as ... result of ... nervous strain he had grown quite indifferent to everything around him.

"...Doctor," he said, "I would very much appreciate it if you could prescribe ... medicine that would shake me, something that would put ... new strength into me, ... will to live, ... desire to argue! Is there anything like that in ... prescription?"

"No," ... doctor replied calmly, "but you'll find it in ... bill."

An Urgent Call

At about two o'clock on ... cold winter morning, ... doctor drove seven miles in answer to ... telephone call. When he reached ... place, ... man who had called him in said:

"...Doctor, I must have strained myself. I haven't got ... sore throat, I'm not running ... temperature, but I'm suffering from ... terrible feeling that ... death is near."

... doctor felt ... man's pulse, examined him and took his temperature.

"Have you made your will?" he asked at last.

"Why no, doctor," ... man looked frightened. "Oh, doctor, it can't be true, can it? You must prescribe ... medicine for me."

"Have you got any children? Send for them at once. Your father, too, should be called, your ..."

"I say, doctor, do you really think I'm going to die?"

... doctor looked at him carefully.

"No, I don't", he replied. "You are as fit as anything. But I hate to be ... only man you've made a fool of (одурачивать кого-л.) on ... night like this."

VII. *Make a written translation, using the active vocabulary of the lesson.*

1. На вашем месте я постаралась бы отговорить (*удержать*) Пётра *от* участия в лыжных соревнованиях. Он еще недостаточно *здоров* для этого. Кроме того, я уверена, он сделает все возможное, чтобы *не отставать* от других, а это было бы огромным *напряжением* для него. 2. Странно, что результаты его работы значительно *отличаются от* результатов моих опытов. Было бы целесообразно (разумно) *проверить* еще раз все данные. 3. Жаль, что мы

были так невнимательны, когда директор говорил вам о переговорах (talks). Вам следовало бы сразу *отметить* для себя время встречи. 4. «В нашей лаборатории есть *много разнообразных* приборов (instruments), — сказал профессор. — Было бы хорошо, если бы вы научились *обращаться* с ними. Это было бы очень *удобно* в вашей работе, и вы смогли бы *достичь* лучших результатов». 5. Что с тобой? Ты выглядишь очень бледным! — Боюсь, что я простудился, я плохо чувствую себя с субботы. Собственно говоря, вчера у меня была температура. — Тогда тебе следовало бы пойти к врачу. Совершенно *очевидно*, что у тебя грипп. *Во всяком случае*, доктор *пропишет* тебе что-нибудь от простуды и ты оправишься от болезни через день — другой.

VIII. *Make up situations, using the following words and word combinations.*

1. to strain, to suffer from, to be fit (unfit) for, to feel frightened, to be treated, to recover;
2. to feel bad, to stand, to see a doctor, to complain, to prescribe, to be fit;
3. to deal with, a variety of machines, to learn to handle, to keep up with, to achieve results;
4. to keep somebody from doing something, to get angry, to control oneself, to persuade, foolish, sincerely, to imagine, to give in;
5. to be unfit for, to be disappointed, to try to improve, to succeed, to master, to achieve, at the present time

SPEECH EXERCISES

I. *Discuss the following questions.*

1. Where did the two young painters live and why couldn't they get a better place to live in?
2. Why was Johnsy unfit to stand the strain of the suffering?
3. What chance did the doctor say Johnsy had? What was his advice?
4. Why did Sue say that according to the doctor Johnsy's chances were ten to one? Was it true?
5. Why did Johnsy want to see the last leaf fall?
6. Why was Sue leaving Behrman's room with her chin in the air? Why did he change his mind?
7. Why did Sue and Behrman look at each other without speaking when they got back to the girls' room?

8. What did the girls see next morning?
9. What happened when Johnsy saw the lonely leaf hanging bravely from its branch against the brick wall?
10. Why did Sue stress the fact that Mr Behrman didn't suffer long?
11. Who was the first to guess what had happened that night? Why couldn't the janitor or the doctor imagine where Mr Behrman had been on such a terrible night? When do you think Sue guessed what Mr Behrman had done?
12. Why did Sue ask Johnsy, "Didn't you wonder why it never moved when the wind blew"?
13. Why is the story called "The Last Leaf"? What other name could be given to the story?

II. *Retell the text*: a) *without any details (in 2—3minutes)*, b) *as Sue (Johnsy, the doctor, the janitor).*

III. *Describe*: a) *Sue,* b) *Johnsy,* c) *Behrman when he was young,* d) *Behrman as an old painter (at the time of the story),* e) *the doctor.*

IV. *Speak on the life of the two young painters as you imagine it was.*

V. *Make up situations, using the following words and word combinations.*

1. My Friend's Recent Illness

to suffer from, to take one's temperature, to see a doctor, to go into a consulting room, to be frightened, to examine, to prescribe, to take treatment, to recover completely

2. Choosing a Profession

at present, to vary, to imagine, to go to a specialist for advice, to be fit (unfit) for work, to feel disappointed, to find something convenient (inconvenient), to be able to handle, to persuade

3. Discussing a Hobby

to keep up, to find unwise, to keep somebody from doing something, to persuade, for the present, anyhow

VI. *Tell the following story in English.*

Трубка и молоточек
(Stethoscope and tapping hammer)

Той осенью Чехов жил в Крыму...

Было около двенадцати, но писатель все еще сидел за письменным столом. За окном лил дождь, дул сильный ветер, и на море, должно быть, был шторм...

Внезапно внимание Чехова привлек стук в дверь. «Наверное, кто-то незнакомый», — подумал Антон Павлович. Он спустился вниз и отворил дверь, не спросив даже, кто стоит за ней.

Незнакомец насквозь промок, но не делал никаких попыток укрыться от дождя. Не заходя в дом, он стал объяснять, что сын его болен, и ему приходится рисковать жизнью ребенка и везти его в такую погоду в Ялту к врачу.

Чехов никогда не оставался равнодушным в подобных случаях. «Ведите мальчика!» — сказал он.

Когда все они вошли в кабинет, Чехову стало совершенно ясно, что у ребенка высокая температура и что он не может продолжать путешествие.

Удобно устроив мальчика на диване, Чехов извинился перед отцом ребенка и сказал, что сходит за инструментами. Выражение лица и голос Чехова оставались спокойными, и, глядя на него в тот момент, никто бы не подумал, что он сердится на самого себя.

Правда, он давно уже не занимался медицинской практикой, но... «Какой стыд все-таки, — думал он, поднимаясь наверх, чтобы разбудить сестру. — Вы только представьте себе! Врач не знает, где его инструменты! Куда я мог положить трубку и молоточек!»

Мария Павловна сначала испугалась, но когда брат объяснил ей в чем дело, она вспомнила, что видела, как их мать спрятала инструменты в своей комнате.

«Мама, возможно, думала, что тебе они вряд ли когда-нибудь понадобятся», — сказала она...

У мальчика оказалось воспаление легких, и он, по-видимому, очень страдал.

Чехов предложил отцу оставить мальчика на время в его доме, но сам он не решался взяться за лечение. Случай был серьезный. Развитие (the progress) болезни можно было бы остановить только, если бы ребенка положили в больницу.

Выписав рецепт, Чехов несколько минут сидел молча и думал. Наконец он быстро написал записку и отдал ее отцу мальчика вместе с рецептом, сказав, что записку эту

следует отдать в Ялте Сергею Яковлевичу Елпатьевскому, который поместит мальчика в санаторий.

«Это подходящее место для вашего сына, и они ничего не возьмут за лечение», — добавил Чехов, улыбаясь. Он был бледен. Сказывалось напряжение бессонной ночи.

С того дня на письменном столе Чехова рядом с ручками, карандашами и бумагой всегда можно было видеть стетоскоп и молоточек, которые не раз еще (more than once) послужили людям.

Так и лежат они до сих пор в кабинете писателя в его ялтинском доме.

VII. *Discuss this story in class. Use the questions following the story.*

How to Be a Doctor

Certainly the progress of science is a wonderful thing. Naturally one feels proud of it. I must say that I do. Whenever I get talking to anyone — that is, to anyone, who knows even less about it than I do — about the surprising development of electricity for instance, I feel as if I had been personally responsible for it.

However, that is not the point I am going to discuss. What I want to speak about is progress of medicine. There, if you like, is something really surprising.

Just think of it. A hundred years ago there were no bacilli [bə'silai], no diphtheria [dif'θiəriə] and no appendicitis [ə,pendi'saitis]. All of these we have thanks to medical science.

Or consider the achievements of medical science on its practical side. The modern doctor's business is a very simple one. This is the way it is done.

The patient enters the consulting room. "Doctor," he says, "I have a bad pain." "Where is it?" "Here." "Stand up," says the doctor, "and put your arms up above your head." Then the doctor goes behind the patient and strikes him a powerful blow (наносить удар) in the back. "Do you feel that?" he says. "I do," says the patient. Then the doctor turns suddenly and lets him have a left hook (хук, прием в боксе) under the heart. "Can you feel that?" he says, as the patient falls over on the sofa nearly fainting (падать в обморок). "Get up," says the doctor, and counts ten. The patient rises. The doctor looks him over very carefully without speaking, and then walks over to the window and reads the morning paper for a while. Then he turns and begins speaking in a low voice more to himself than to the patient. "Hum!" he says, "there's

a slight anaesthesia [ˌænis'θi:zjə] of the tympanum (['timpənəm] среднее ухо, барабанная перепонка)." "If that so?" says the frightened patient. "What can I do about it, doctor?" "Well," says the doctor, "I want you to keep very quiet; you'll have to go to bed and stay there and keep quiet." In fact the doctor hasn't the least idea what's wrong with the man but he does know that if he goes to bed and keeps quiet, really very quiet, he'll either get quietly well again or else have a quiet death.

"What about diet, doctor?" says the patient, quite frightened.

The answer to this question varies a great deal. It depends on how the doctor is feeling and whether it is a long time since he had a meal himself.

Of course, this treatment in itself would fail to give the patient proper confidence (доверие). But nowadays this element is supplied (*зд.* восполнить) by the work of the analytical laboratory. Whatever is wrong with the patient the doctor insists on cutting off parts and pieces and extracts of him and sending them away to be analysed. He cuts off some of the patient's hair, marks it "Mr Smith's Hair, October, 1910." Then he cuts off the lower part of the ear, and wraps ([ræp] завертывать) it in paper and labels it "Part of Mr Smith's Ear, October, 1910." Then he looks the patient up and down with the scissors in his hand, and if he sees any likely part of him he cuts it off and wraps it up. Now this, strangely enough, is the very thing that fills the patient with that sense of personal importance which is worth paying for. "Imagine," says the bandaged (перевязывать) patient later in the day to a group of friends obviously impressed, "the doctor thinks there may be a slight anaesthesia of the prognosis [prɔg'nouziz], but he's sent my ear to New York and my appendix to Baltimore and some of my hair to the editor of all the medical journals, and meantime I am to keep very quiet and not strain myself." With that he falls back in the armchair quite happy.

And yet, isn't it funny?

You and I and the rest of us — even if we know all this — as soon as we have a pain inside us, run for a doctor as fast as a taxi can take us. Yes, personally, I even prefer an ambulance (['æmbjuləns] карета скорой помощи) with a bell on it. It's more comforting.

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1. Do you think the author believes in medicine? (Give your reasons.)

2. Do the words "a slight anaesthesia of the tympanum" make any sense? Why does the author put these words into the doctor's mouth?
3. Why is the patient frightened by words which obviously don't make any sense?
4. How does the patient describe his visit to the doctor to his friends? Why does he call his illness "a slight anaesthesia of the prognosis?"
5. What makes the patient happy? Why?

REVISION

I. *Book a seat on a plane and ask the booking-clerk for all particulars (подробности) of the flight.*

II. *Tell the customs officer whether you have anything to declare.*

III. *Say a few words to a friend before the plane takes off.*

DIALOGUE

(to be learnt by heart)

'Going to 'See a ↘ Doctor

A. Hal ↘ lo, ↗ Peter! | I 'haven't 'seen you a ↘ round ↗ lately. | 'Where have you ↘ been? |

P. I've been a'way with a ↑ bad ↗ cold | for 'over a ↘ week! | In ↗ fact | I'm 'still **on** ↗ **sick-leave** | though I'm 'no 'longer ↑ **running a** ↘ **temperature.** |

A. ↗ Are you? | ↗ Well, you should 'stay in 'bed until you're **comp** ↑ **letely** ↘ **cured** then. | 'Colds may have ↑ serious **compli** ↘ **cations.** |

P. I ↘ know they may. | But as a 'matter of ↗ fact | I'm 'only 'going to the ↘ outpatients'. | And ↗ then, per'haps I'll 'drop 'in at the ↘ **chemist's.** |

A. 'Who's your ↘ doctor? |

P. 'Doctor Kras ↘ nov has been treating me. 'Do you ↗ know him? |

A. ↘ Yes, | he's a 'very 'good 'man for ↘ heart trouble. | ↗ Well, | 'bye ↗ bye. | I 'wish you a ↑ quick **re** ↗ **covery.** |

P. ↘ Thank you. | 'So ↗ long! |

ACTIVE WORDS AND WORD COMBINATIONS

to be (away) on sick-leave
to put smb. on sick-leave
to give (grant) three days' sick-leave
to run a temperature
to take one's temperature
complete
to cure (of)
a complication
complicated
the chemist's
a recovery
to recover

(See Vocabulary for Lesson 19, p. 454)

EXERCISES

I. *Read the dialogue aloud, paying particular attention to the pronunciation and intonation. Learn it by heart.*

II. *Find English equivalents for the following (See Text).*

что-то тебя здесь не видно в последнее время; я не был на работе больше недели из-за сильной простуды; правда? я иду в амбулаторию; он хорошо лечит сердечные заболевания; желаю тебе быстро поправиться; пока

III. *Activate the following words and word combinations.*

complete, completely

a) *Answer these questions.*

1. Why is it helpful to have the complete works of a writer?
2. Could George hope to be completely out of danger in Canada?
3. Do you think the doctors are completely sincere with their patients? (Why not?)

b) *Translate.*

1. Картина была бы неполной, если бы вы не упомянули об этом происшествии. 2. Совершенно очевидно, что эксперимент полностью провалился. 3. У него полная коллекция (a collection) таких марок.

c) *Make up sentences, using the English equivalents of the following.*

полностью законченный, совершенно здоровый, вполне удовлетворенный

to cure (of), to treat, to have treatment

a) *Answer these questions.*

1. What do you do to cure a cold (a headache, toothache, etc.)?
2. What do you do to cure your child of a bad habit?
3. Could any medicine cure Johnsy if she still didn't want to live?
4. Did the doctor have to treat Mr Behrman for a long time? Why not?
5. Why was Mr Behrman taken to hospital? Would he have been given better treatment there?

b) *Use a synonym.*

1. You must do something to make him stop being so lazy (ленивый). 2. The doctor promised the patient that he would recover his health in a fortnight. 3. The doctor realized that only an immediate injection (вливание, укол) would stop the progress of the illness.

c) *Translate.*

1. Он лечится уже две недели. 2. Ему, должно быть, очень трудно избавиться от этой привычки. 3. Эту болезнь можно легко излечить? 4. Где вы лечились? 5. Это лекарство, возможно, излечит его от головных болей.

a complication, complicated

a) *Answer these questions.*

1. What must we do so as not to have complications after a cold?
2. Are all kinds of complications easily cured?
3. Did the gentleman think that Miss Bradley would get through the customs without any complications?
4. Did the doctor find Johnsy's case simple or complicated? (Give your reasons.)

b) *Translate.*

1. У вас могут быть серьезные осложнения после этой болезни. 2. Вам не следовало осложнять дело (делать его более сложным). 3. Вам следовало обсудить этот вопрос раньше, он ведь несложный.

to recover, recovery

a) *Answer these questions.*

1. Why do doctors insist on patients following their instructions until their recovery is complete?
2. How long does it take you to recover from a cold?
3. Where do we usually go to recover lost property?

b) *Use a synonym.*

1. The old gentleman was grateful to the young man who helped him to get his dog back. 2. Alice hoped to get back her necklace (ожерелье) as soon as she had saved enough money. 3. Bill realized that he would only be able to start training after he had got completely well.

c) *Think of a beginning.*

1. ... Somehow he managed to recover from the strain. 2. ... That helped him to recover quickly. 3. ... And imagine! I recovered the book next day.

IV. *Answer the following questions.*

a) 1. When does one go to see a doctor? Does one do so when one is running a slight temperature?

2. When does a doctor give a patient sick-leave? Does he do so if the patient is suffering from toothache (a headache, heart trouble)? How many days' sick-leave does a doctor usually grant? Does the number of days vary?
3. Can a doctor cure a sore throat within a week? What about heart trouble, pneumonia?
4. Where do we get the medicine which the doctor prescribes for us?
5. In what case does one risk having complications after an illness?

b) 1. Have you been on sick-leave this year?
2. Did you only have a slight cold, or did you have a serious illness?
3. The doctor who treated you cured you completely, didn't he?
4. You didn't have any serious complications, did you? What did the doctor advise you to do to avoid complications?

c) 1. Have you ever been operated on?
2. Was it serious?
3. Who performed the operation?
4. Did you suffer pain after the operation?
5. You recovered without complications, didn't you?

V. *Make a written translation, using the active vocabulary of the lesson.*

1. — Вы не видели Петрова в эти дни?
— Нет, он уже две недели *на бюллетене*. Боюсь, что у него какое-то осложнение. Вряд ли он придет, пока не *поправится полностью*.

2. — Что с вашим ребенком? Он заболел?
— Боюсь, что да. Ему *измерили температуру* в школе и прислали его домой.
— Он на что-нибудь жалуется?
— Да, он говорит, что у него болит горло.
— Ну, он быстро *поправится*. Это лекарство *вылечит* его за два — три дня.

3. — Что вас беспокоит?
— Я, очевидно, очень переутомился за последнее время и теперь страдаю от головных болей. Иногда я едва могу их выдержать. Кроме того, я очень плохо сплю.
— Вы *измеряли температуру*?

— Да, она совершенно нормальная.
— Давайте я посмотрю вас. Вам придется побыть дома. Я дам *вам бюллетень* на три дня и выпишу лекарство. Вот, пожалуйста.

4.

Иваново, 24 июля 1983 г.

Дорогой Борис.

Уже несколько дней я в деревне у родных Петра. Должен признать, что было довольно трудно разыскать их, так как Петр не дал мне точного адреса. Но теперь я наслаждаюсь *полным* отдыхом. Погода стоит сухая, *температура* днем 20—22°. Сначала я вставал поздно, но мои новые друзья *отучили* меня *от* этой привычки, и теперь я бегу на реку в 7 часов утра. На днях со мной произошел такой случай. Я брал на реку твой фотоаппарат (a camera) и, когда возвращался домой, обнаружил, что забыл его. Люди видели, что его подобрал какой-то молодой человек. Я расстроился, потому что думал, что мне не удастся найти этого молодого человека и *вернуть* фотоаппарат. Ты можешь себе представить, как я обрадовался, когда этот молодой человек сам явился к нам вечером с твоим фотоаппаратом.

Вот и все. Жду с нетерпением твоих писем.

Твой Николай.

VI. *Retell the dialogue in indirect speech.*

VII. *Make up dialogues on the basis of the following stories.*

1. Peter Smirnov is Taken Ill

Peter Smirnov went to his office as usual, but in two hours' time Peter's unusual paleness attracted the attention of his fellow-workers. Peter did not describe exactly how he felt, but it was obvious that something was wrong with him. His friends advised him not to risk his health and see a doctor at once.

2. At the Doctor's

The doctor asked Peter what was the matter with him. Peter complained of a headache and a sore throat (Peter had already had his temperature taken, and it proved to be high). Having examined Peter, the doctor found he had a bad cold, made out a prescription and told Peter to go home and stay in bed to avoid complications.

3. A Friend Visiting Peter

On Saturday Peter's friend called Nick went to see him. When he went into the room, Peter was practising English words. His friend thought it was too much of a strain for a sick man, and suggested that he should put off doing his homework until he had completely recovered. Nick asked Peter how he felt, and expressed the hope that he would soon be quite well again. Nick also offered to go to the chemist's, but Peter said it wasn't necessary. The friends discussed a lot of other things, and at last Nick left, wishing Peter a speedy recovery.

VIII. *Give situations, illustrating the use of the following sentences.*

Who's speaking?
Can I speak to Comrade... please?
Hold on, please.
Many happy returns of the day!
My best regards to your...
This way, please!

"I'm tired".
"Are you? (Неужели?)" (Have you, did you, etc.?)
I think so.
I'm afraid not.
What's wrong?
What's happened?

Text: A Cup of Tea (by *Katherine Mansfield*)
Grammar: Придаточное цели с союзом **so that** (§ 22, p. 488)
Придаточное сравнения (сопоставления) с союзами **as if** и **as though** (§ 23, p. 488)
Revision: **The Subjunctive Mood, Modal Verbs, Tense-forms and Voice** (Tables 7, 8 and 10, p. 500, 502, 504)

A CUP OF TEA

(by *Katherine Mansfield*)

Katherine Mansfield, an outstanding English short-story writer of the 20th century, was born in New Zealand in 1888 and died in 1923. She is the author of a number of excellent short stories which deal with human nature and psychology.

At the age of eighteen she decided to become a professional writer. Her first short stories appeared in Melbourne in 1907, but literary fame came to her in London after the publication of a collection of short stories called "In a German Pension".

Katherine Mansfield took a great interest in Russian literature, particularly in the works of Chekhov. In fact, she considered herself to be a pupil of the great Russian writer.

Rosemary Fell was not exactly beautiful. She was young, brilliant, **extremely modern**, well dressed and **amazingly** well read in the newest of the new books. Rosemary had been married two years, and her husband was very fond of her. They were rich, really rich, not just comfortably **well-off**, so if Rosemary wanted to shop, she would go to Paris as you and I would go to Bond Street.

One winter afternoon she went into a small shop to look at a little box which the shopman had been keeping for her. He had shown it to nobody as yet **so that** she might be the first to see it.

"**Charming!**" Rosemary **admired** the box. But how much would he **charge** her for it? For a moment the shopman did not seem to hear. The lady could certainly **afford** a high price. Then his words reached her, "Twenty-eight guineas, * madam."

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* a guinea [ə 'gini] гинея (равняется 21 шиллингу)

"Twenty-eight guineas." Rosemary gave no sign. Even if one is rich... Her voice was dreamy as she answered: "Well, keep it for me, will you? I'll..." The shopman bowed. He would be willing of course, to keep it for her for ever.

Outside rain was falling, there was a cold, bitter taste in the air, and the newly lighted lamps looked sad... At that very moment [1] a young girl, thin, dark, appeared at Rosemary's elbow and a voice, like a sigh, breathed: "Madam, may I speak to you a moment?"

"Speak to me?" Rosemary turned. She saw a little creature, no older than herself who shivered as though she had just come out of the water.

"Madam," came the voice, "would you let me have the price of a cup of tea?"

"A cup of tea?" There was something simple, sincere in that voice; it couldn't be the voice of a beggar.

"Then have you no money at all?" asked Rosemary.

"None, madam", came the answer.

"How unusual!" Rosemary looked at the girl closer.

And suddenly it seemed to her such an adventure. Supposing she took the girl home? Supposing she did one of those things she was always reading about or seeing on the stage? What would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: "I simply took her home with me." And she stepped forward and said to the girl beside her: "Come home to tea with me."

The girl gave a start. "You're — you're not taking me to the police station?" There was pain in her voice.

"The police station!" Rosemary laughed out. "Why should I be so cruel? No, I only want to make you warm and to hear — anything you care to tell me. Come along."

Hungry people are easily led. The footman held the door of the car open, and a moment later they were riding through the dusk.

"There!" cried Rosemary, as they reached her beautiful big bedroom. "Come and sit down," she said, pulling her big chair up to the fire. "Come and get warm. You look so terribly cold."

"I daren't, madam," hesitated the girl.

"Oh, please," — Rosemary ran forward — "you mustn't be frightened, you mustn't, really." And gently she half pushed the thin figure into the chair.

There was a whisper that sounded like "Very good, madam," and the worn hat was taken off.

"And let me help you off with your coat, too," said Rosemary.

The girl stood up. But she held on to the chair with one hand and let Rosemary pull.

Then she said quickly, but so lightly and strangely: "I'm very sorry, madam, but I'm going to faint. I shall fall, madam, if I don't have something."

"Good heavens, how thoughtless I am!" Rosemary rushed to the bell.

"Tea! Tea at once! And some brandy immediately."

The maid was gone and the girl almost burst into tears. She forgot to be shy, forgot everything except that they were both women, and cried out: "I can't go on any longer like this. I can't stand it. I wish I were dead. I really can't stand it!"

"You won't have to. I'll look after you. I'll arrange something. Do stop crying. Please."

The other did stop just in time for Rosemary to get up before the tea came.

And really the effect of that slight meal was amazing. When the tea-table was carried away, a new girl, a light creature with dark lips and deep eyes lay back in the big chair.

At that moment the door-handle turned.

"Rosemary, can I come in?" It was Philip, her husband.

"Of course."

He came in. "Oh, I'm so sorry," he said, as if apologizing, and stopped and stared.

"It's quite all right," said Rosemary, smiling. "This is my friend, Miss —"

"Smith, madam," said the figure in the chair.

"Smith," said Rosemary. "We are going to have a little talk."

Philip smiled his charming smile. "As a matter of fact," he said, "I wanted you to come into the library for a moment. Will Miss Smith excuse us?"

The big eyes were raised to him, but Rosemary answered for her: "Of course she will," and they went out of the room together.

"I say," said Philip, when they were alone. "Explain, who is she? What does it all mean?"

Rosemary, laughing, leaned against the door and said: "I picked her up in the street. Really. She asked me for the price of a cup of tea and I brought her home with me."

"Congratulations!" Philip sounded as though he were joking. "But what on earth are you going to do with her?"

"Be nice to her," said Rosemary quickly, "look after her, I don't know how. We haven't talked yet. Just show her — treat her — make her feel —"

"But," said Philip slowly, and he cut the end of a cigar, "she's so extremely **pretty**. She can't be more than twenty."

"Pretty?" Rosemary was so surprised that she **blushed**. "Do you think so? I — I hadn't thought about it."

"Good Lord!" Philip took a match. "She's absolutely lovely. Look again, my child. But let me know if Miss Smith is going to dine with us!"

"You absurd creature!" said Rosemary, and she went out of the library, but not back to her bedroom. She went to her writing-room and sat down at her desk. Pretty! Absolutely lovely! Her heart beat like a heavy bell. She opened a drawer, took out five pound notes, looked at them, put two back, and holding the three in her hand, went back to her bedroom.

Half an hour later Philip was still in the library, when Rosemary came in.

"I only wanted to tell you," said she, and she leaned against the door again, "Miss Smith won't dine with us tonight."

Philip put down the paper. "Oh, what's happened? Previous engagement?"

Rosemary came over and sat down on his knee. "She insisted on going," she said, "so I gave the poor little thing a present of money. I couldn't keep her against her will, could I?" she added softly.

There was a pause.

Then Rosemary said dreamily: "I saw a wonderful little box today. It cost twenty-eight guineas. Can I have it?"

"You can, little **wasteful** one," said he. "You know I can't **deny** you anything."

But that was not really what Rosemary wanted to say.

"Philip," she whispered, "am I pretty?"

NOTES

1. **at that very moment** *в этот самый момент, как раз в этот момент.* Прилагательное **very** в сочетании с артиклем **the** или с местоимениями **this, that** употребляется перед существительными для усиления их значения.

On the very day of his arrival... Как раз в день его приезда...

That is the very thing I wanted to point out. Это как раз то, что я хотел подчеркнуть.

2. **But what on earth are you going to do with her?** *Что же ты собираешься с ней делать?* Сочетание **on earth** употребляется в вопросительных предложениях как средство усиления и выражает удивление.

ACTIVE WORDS AND WORD COMBINATIONS

extremely
modern
amazing
to be amazed (at)
to be well-off
charming
to admire
to charge
to be in charge
to afford
a sign
to have a bitter, etc. taste
in good (bad) taste
to show taste (in)
to one's taste
to create
to shiver
to do right (wrong)
to have nothing, etc. to do with
to do one's hair (room, etc.)
to do without (with)
to care (I don't care)
to care (for)
to ride in a car (in a train)
to ride a bicycle (a horse)
to have a short, etc. ride
to help in (into), out (out of)
to help smb. on (off) with
to faint
to come to (oneself)
to rush (through)
a rush
(the) rush-hour(s)
to have some, etc. effect (on)
effective
congratulations
to congratulate (on)
pretty
to blush
to waste (time, money, etc.)
to deny smth.
to deny smb. (oneself) smth.

(See Vocabulary for Lesson 20, p. 456)

PROPER NAMES

Katherine Mansfield ['kæθri:n 'mænsfi:ld] Кэтрин Мэнсфилд
Rosemary Fell ['rouzməri 'fel] Розмари Фелл
Bond Street Бонд стрит, одна из центральных улиц Лондона, где расположены наиболее фешенебельные и дорогие магазины ювелирных изделий и других предметов роскоши
Philip ['filip] Филипп
Miss Smith мисс Смит

GRAMMAR EXERCISES

I. *Translate into Russian.*

a) 1. I'll do the packing now, *so that* I'*ll have* time for a snack before the journey. 2. The teacher told the boy to watch the machine at work *so that* he *could learn* to handle it quicker. 3. I advise him to carry on with his lessons *so that* he *will keep up* his English. 4. We must leave home two hours before the plane takes off *so that* we *can get* there without hurrying.

5. Ken had to save part of the money he earned *so that* his brother *could complete* his experiments.

b) 1. Why do you speak *as though* you *were trying* to prove something to me? The case is quite clear. 2. It's no use inviting him to the concert, he'll refuse to join us, I'm sure. It looks *as if* he *didn't care* for this kind of music. 3. The woman only shook her head silently *as though* she *were afraid* to show her real feelings. 4. Mr Wilson stared at the newcomer *as though* he *were surprised* to see him at the hotel. 5. When Jim and Ted met after the conference, they shook hands in a most friendly manner, *as if* they *had* always *got on* well together.

II. *Combine the following sentences, using* so that *and making any other changes that may be necessary.*

1. The boy fetched a stronger bulb. He wanted his friend to examine the collection. 2. The doctor insists on your staying in bed. He wants you to get over your illness quickly. 3. All the boxes must be marked properly. The nurse must find the medicine quickly. 4. They gave him an exact description of the place. They wanted him to find the house without asking anybody to show him the way. 5. The saleswoman showed me a variety of dresses. She wanted to help me to pick out a dress for the happy occasion.

III. *Change the italicized parts, using* as if *or* as though *and Subjunctive II.*

1. Uncle Seneca looked at Frank closely *as if seeing* him for the first time. 2. Mr Wilson walked up to George's room *as if in a dream*. 3. Mr Porcharlester complained that Mrs Linda Green always received him very coldly, *so that you might think they had never met before*. 4. Miss Bradley stood on the platform, looking so helpless *that you might think she had never found herself in a situation like that before*. 5. The young engineer looked at the machine *in a way that gave you the impression he didn't know how to handle it*. 6. "Hurry up, boys," the man cried out, "you are moving about *so slowly that one might think you hadn't had anything to eat for a week*."

IV. *Complete the following sentences, using Subjunctive II.*

1. The young man spoke in a loud voice, as if (as though) he... (to speak to a big audience, to want to prove something, to be proud to declare his views). 2. The girl shivered, as if (as though) she... (to get wet through, not to feel well, to be

unable to stand the sight). 3. He looks as if (as though) he... still to be unable to get over the news, to do something wrong, to be disappointed in something). 4. She speaks of the event as if (as though) she... (to see it herself, to be quite indifferent to it, to find it very boring). 5. She looked pale, as if (as though) she... (to be ill for a long time, to be going to faint, to practise too much indoors, not to recover completely). 6. She shook her head slowly, as if (as though) ... (to hesitate whether to accept the offer, to make up one's mind to deny everything, still not to be obvious).

V. *Make up sentences, using the same structure as in the models.*

1. He stood quietly, as though he were listening to something.
2. She burst out laughing, as if she found the incident very funny.
3. The boy tried to look away, as though he had done something wrong.
4. She looked pale, as if she had been ill for a long time.

VI. *Translate into English, paying particular attention to the use of Subjunctive II.*

1. Он выглядел очень плохо, как будто был тяжело болен. 2. Вы так плохо читаете текст, как будто вы его ни разу не читали. 3. Она говорит так, как будто ей все равно, закончат они работу вовремя или нет. 4. Он ездит верхом так, как будто он занимается этим видом спорта уже несколько лет. 5. Дядя Сенека разговаривал с Фрэнком как со взрослым. 6. Мальчики смотрели друг на друга, как будто были готовы расплакаться.

GRAMMAR REVISION

I. *Say everything you can think of in connection with the situations below; use the modal verbs* can (could), may (might), must, should.

Model: (about the key to your room you can't find)
Where can it be? Can (could) I have left it anywhere? I may not have taken it with me at all. I couldn't have lost it, could I? I must have put it in the drawer (ящик стола, комода и т. д.). I must be more careful next time.

about the book you can't find, about the person you want to find to pass something very important on to him (her), about your friend who hasn't turned up at the appointed

time, about the whereabouts (местонахождение) and the movements of your friend who has gone away for a holiday, about what your child (children) might be doing at the moment.

II. *Translate into English (Tables 8 and 10, p. 502, 504).*

a) *Pay particular attention to the use of* wish-*clauses.*

1. Жаль, что он так равнодушен к спорту. 2. Хорошо бы дождь перестал. 3. Жаль, что вы не оценили его опыта. 4. Жаль, что ты наказала мальчика. 5. Как жаль, что мы разочаровались в этом методе (method). 6. Как жаль, что вы не приняли этого предложения. Оно кажется вполне разумным. 7. Как бы я хотел, чтобы вы смогли убедить свою сестру в том, что она неправа. 8. Жаль, что опыт (experiment) закончился неудачей. Его, должно быть, плохо подготовили. Вам следует готовиться к опытам более тщательно. 9. Мне бы хотелось, чтобы мой сын больше любил музыку. Мне не приходилось бы заставлять его играть на рояле. 10. Жаль, что мы не приступили к работе сразу же, как пришли. 11. Как жаль, что меня не обучали говорить на каком-либо иностранном языке с детства. 12. Жаль, что вы не заказали билеты на беспосадочный рейс. 13. Скорее бы наступило лето. Мне надоело ходить в пальто. 14. Займись-ка ты спортом. Посмотри, как ты растолстел. 15. Хоть бы снегу побольше было. Можно было бы покататься на лыжах.

b) *Pay particular attention to the use of the Subjunctive Mood.*

1. Вашей жене было бы полезно поехать на Балтийское море. Вам следовало бы отговорить ее от поездки на юг. 2. Несчастный случай, должно быть, произошел потому, что он не умел обращаться с этой машиной. 3. Эта книга, возможно, привлекла его внимание, но я не разделяю его мнения: она показалась мне совсем заурядной. 4. Я предлагаю пройти таможенный досмотр как можно скорее. Если бы мы сейчас взвесили вещи, мы могли бы перекусить немного, прежде чем садиться на пароход. Нам следовало бы это сделать, чтобы не страдать от морской болезни. 5. Было бы неплохо, если бы вы смогли проверить эти списки, поскольку вы отвечаете за эту работу. Секретарь могла ошибиться, печатая (to type) их. 6. Я не понимаю, почему вас не устраивает этот план. Вам следовало бы более тщательно обсудить его, прежде чем отказываться от него.

c) *Pay particular attention to the use of the modal verbs* can (could), may, must, should.

1. Неужели Карпов все еще занят на собрании? — Да, они, должно быть, обсуждают последний вопрос. 2. Не следует так нервничать. Если Петров обещал прийти, он сдержит свое слово. На него можно положиться, он никогда не подведет. 3. Вы, должно быть, приняли Петра за его брата. Они так похожи, что их трудно отличить друг от друга. 4. Предложение Семенова, очевидно, было отвергнуто. Я слышал, что многие были против него. 5. Не может быть, чтобы она приняла участие в концерте, она всегда была очень застенчивой. Хотя, возможно, она изменилась за последнее время. 6. Очевидно, результаты последних опытов привлекли всеобщее внимание. Вам следует почитать статьи, напечатанные в последнем номере журнала. 7. Не нужно было так громко кричать! Если бы ты вел себя спокойнее, ты бы не испугал ребенка. 8. Неужели это ее дочь? Я бы никогда не подумала, если бы вы мне не сказали этого. Сколько ей может быть лет? — Судя (judging by) по ее внешности, ей, возможно, лет двадцать. 9. Вряд ли этот роман привлечет его внимание.

III. *Put the verbs in brackets into the correct voice and tense-forms. After checking the exercise, retell the dialogue in indirect speech (Table 7, p. 500).*

A Visit to an Industrial Town

Mr N. is in a small industrial town. He just (to complete) some business and (to think) he can afford to do some sight-seeing before his train (to leave) for London. He (to hear) there (to be) several places of interest in the town which visitors usually (to admire).

Mr N. Excuse me, sir, could you tell me the way to the Picture Gallery? I (to walk) around for half an hour, and I can't find it.

Passer-by. I'm afraid not, I'm a stranger here myself. My friend here may know, though. He (to live) here for two years.

Friend. Yes, you want Castle Street. Go straight down the road till you (to come) to the traffic lights, then turn left. Castle Street (to be) the second turning on the right. You can't miss it. You (to see) a house at the corner which (to pull down).

Mr N. Thank you. Could you tell me of any other places of interest here?

Friend. Well, there's an old catherdral just outside the town. Many people (to find) it interesting. It (to repair) recently and (to look) amazingly impressive.

Mr N. How can I get there? (to be) it a long way off?

Friend. No, it's only a four-penny ride. A number 10 bus (to get) you there in ten minutes. The conductor (to tell) you where to get off.

Mr N. I (to go) to the Picture Gallery first. What time (to close) they? (to have got) I time to look around?

Friend. Oh, yes. Today's Thursday. They (to close) late and admission (to be) free.

Mr N. Thank you very much for your help.

Friend. Not at all.

VOCABULARY EXERCISES

Stage I

I. *Make up fifteen questions on the text, using the active vocabulary of the lesson.*

II. *Paraphrase the following passages from the text.*

1. They were ... not just comfortably well-off. 2. Rosemary gave no sign. 3. At this very moment a young girl ... appeared at Rosemary's elbow and a voice like a sigh breathed ... 4. ... to hear anything you care to tell me. 5. Hungry people are easily led. 6. They were riding through the dusk. 7. And let me help you off with your coat. 8. I picked her up in the street. 9. Previous engagement?

III. *Substitute words and word combinations from the text for the italicized parts.*

1. Rosemary *felt delighted at the sight of* the box. 2. Rosemary *did not show what she thought.* 3. She saw a little creature no older than herself, who *trembled with cold...* 4. ... and a moment later *the car was taking them home* through the dusk. 5. "And let me *help you take off* your coat, too," said Rosemary. 6. Rosemary *quickly ran to* the bell. 7. And really *what that slight meal had done to her* was amazing. 8. She's so *surprisingly good-looking.* 9. Rosemary was so surprised that she *turned red.* 10. You know I can't *say "no" to anything you ask.*

IV. *Find English equivalents for the following (See Text).*

очень начитана; оставьте ее для меня, хорошо?; в этот самый момент; мадам, можно с вами поговорить?; пойдемте;

вот!» — воскликнула Розмари; подойдите и согрей-
у нас такой вид, как будто вы очень замерзли; разре-
мне помочь вам раздеться; если я не съем что-нибудь;
могу больше так жить; вам и не придется, я позабочусь
вас; я что-нибудь устрою; — Извините. — Ничего; по-
комься с моей приятельницей; вы извините нас, мисс
?; ей не больше двадцати; дай мне знать; что случилось?
уже приглашена?

Give the situations in which the following are used (See Text).

mazingly, well-off, to admire, a taste, to shiver, amaze-
t, to care, to ride, to help off, to faint, to rush, effect,
gratulations, to blush, pretty, to deny

Correct the following statements, using modal verbs wherever possible.

1. Rosemary Fell was a middle-aged woman, plain in appearance and old-fashioned in every way. She came from a poor family and had to choose the cheapest places when she went shopping.
2. Seeing that Rosemary did not admire the box, the shopman tried to get her interested in it, but the price frightened her away, and she said at once that she could not afford it.
3. When Rosemary turned to answer the question, she saw an ugly creature of about forty who spoke in a loud voice and looked like a beggar. So Rosemary had no wish to help her out of her difficulties.
4. The girl felt quite at home in Rosemary's big bedroom, so she took a seat in the big chair without being invited to do so, and took off her worn coat and hat.
5. When Philip entered the room, he did not apologize to his wife and her visitor, but said that he would like to join in their conversation.
6. Philip found the girl extremely unattractive and thought she looked much older than she really was, so he suggested that Rosemary should send her away as soon as possible.
7. After the conversation with her husband, Rosemary realized that she was really sorry for the girl, and she offered the poor creature all the money she had at the moment.
8. When Rosemary saw her husband half an hour later, her heart was still full of sorrow, and her only wish was to talk about the girl, though Philip did not mention the subject at all.

Stage II

to amaze, amazing, to be amazed at

a) *Paraphrase the sentences, using the adjective instead of the verb.*

Model: I was amazed at the sight of the building.
I found the building amazing.

1. I am amazed at his knowledge of the language. 2. My brother was amazed at the beauty of the town. 3. I was amazed at the results of his experiments. 4. The visitors were amazed at the variety of exhibits (экспонаты).

b) *Complete.*

1. I was amazed to learn... 2. He was amazed to see... 3. She was amazed to find... 4. We were amazed to discover...

c) *Translate.*

1. Г-н Вильсон был поражен переменой в манерах и поведении Джорджа. 2. Г-н Болчин с изумлением узнал, что таможенный чиновник нашел более сорока часов в чемодане его спутницы. 3. Все нашли, что игра Хайсмита была просто изумительна. 4. Должно быть, это изумительная картина. О ней много говорят.

to charge (money), to be in charge of

a) *Use a synonymous expression.*

1. The porter can't have asked much for only putting the suitcases on the train. 2. They don't take any money for these services. 3. How much do you pay your dressmaker? 4. Such a young nurse can't be responsible for many children. 5. Who is head of this department? 6. What price did they ask for the car?

b) *Translate.*

1. Сколько они берут за одинарный номер? 2. Сколько эта мастерская берет за услуги? 3. Он, должно быть, уже давно возглавляет этот отдел.

a taste, in good (bad) taste, to one's taste, to show (little, poor, good) taste (in), to have a bitter, etc. taste

a) *Answer these questions.*

1. How would you describe a person of taste?
2. Would a woman of taste always follow the latest fashion?

3. Did Linda show good taste in music? What about Colonel Green?

b) *Think of a beginning.*

1. ... It has a bitter taste! 2. ... They are not to my taste. 3. ... She should have shown better taste in her choice.

c) *Translate.*

1. Все хвалили ее вкус. 2. Такие песни не в моем вкусе. 3. Он, очевидно, человек с хорошим вкусом. 4. Тебе не кажется, что у молока несколько неприятный вкус? 5. Это дело вкуса.

to create

a) *Answer these questions.*

1. What helps a writer create characters that are true to life?
2. Which new republics have been created on the African continent lately?

b) *Give as many word combinations as you can with* to do, to create, to make *and the nouns given below. Translate them into Russian and use them in sentences of your own.*

difficulties, some work, a friendly atmosphere, a mistake, a role, one's duties, an exercise, a note of, a dangerous situation, an operation, an invention, a good (bad) impression, an analysis, the talking, a report, a remark, a wonderful character

to do right (wrong) in doing something, to have something (nothing) to do with, to do with, to do without, to do one's hair (room, etc.), to do good (harm), to be doing well, it will do (won't do)

a) *Explain the meaning of the verb* to do *in each sentence by using one of the verbs in the margin.*

1. Will you do the flowers while I do the window?
2. The car was doing sixty miles an hour.
3. We did the journey in five hours.
4. The young actor did Hamlet very well.
5. His stay in the Caucasus did him a lot of good.

to travel at
to complete
to arrange
to suit
to see
to hurt
to clean
to play
to have a good effect on

6. A double room will do us very well.
7. Did you do the British museum when you were in London?
8. Don't be frightened. The doctor won't do anything to you.

b) *Give as many combinations as you can with the verbs* to do *and* to make *and use them in sentences of your own.*

a piece of work, a discovery, lessons, a remark, arrangements, one's share, a mark, an announcement, one's job

c) *Complete.*

1. He did right	in... when...
2. He must have done wrong	in... when...

3. I wonder why he recommended that journal to me. It... (to have nothing to do). 4. If I were you I'd share the books with them. You can... (to do with). 5. You may certainly stay away till Monday; we... (to do without).

d) *Use a synonymous expression.*

1. My talk does not deal with the article. 2. Will you manage if I take away the dictionary? 3. I don't see any connection between your arguments and the facts mentioned in the report.

e) *Make up sentences, using the English equivalents of the following.*

причесаться, убрать комнату, правильно (неправильно) поступить, иметь (не иметь) отношение(я) к чему-либо, обойтись чем-либо, обойтись без чего-либо, принести кому-либо пользу (вред), преуспевать, подойдет, не подойдет

to care, to care for

a) *Translate.*

1. Jack wasn't given the leading part in the amateur performance, but I don't think he cares very much. 2. I'm so angry with John, I don't care what happens to him. 3. Would you care to go for a walk? 4. I don't care for sweets.

b) *Complete.*

1. I don't care	what...	2. Do you really care	who...?
	whether...		what...?
	when...		when...?
	who...	3. I don't care for...	
	whose...		

c) *Use a synonym.*

1. It's all the same to me which day you choose for our party. 2. It doesn't matter to them whether we stay in town or go to the country. 3. I wonder why he doesn't like these books. 4. I sometimes go to the skating-rink, though I am a bad skater. It doesn't bother me what people think or say.

to ride, a ride, to have a ride, to go for a ride

a) *Answer these questions.*

1. Can you ride a bicycle (a horse)?
2. In what kind of weather would you like to go for a ride in the countryside?
3. Have you ever had or seen any accidents while riding in a car? If so, describe them.

b) *Make up sentences of your own.*

to be due to leave (a train) — to ride a bicycle; to risk — to ride a horse; to care — to ride in a car

to help in (into), to help out (out of), to help somebody on (off) with

a) *Translate into Russian and think of situations where these sentences might be used.*

1. Can I help you on with your coat? 2. This medicine isn't likely to help much. 3. He helped her out of the train.

b) *Translate.*

1. Вам следовало бы помочь женщине выйти из машины. 2. Должно быть, лечение ему помогло. 3. Вряд ли эти меры помогут. 4. Разрешите помочь вам снять пальто.

to rush (through), a rush, (the) rush-hour

a) *Translate into Russian and think of situations where these sentences might be used,*

1. The soldiers rushed forward. 2. The dog must have rushed at the old woman and frightened her. 3. They aren't likely

to rush the matter. 4. I wish you hadn't rushed into the room like that. 5. You needn't rush through your work. 6. Don't rush him.

b) *Use a synonym.*

1. I shouldn't like you to consider the matter in a hurry. 2. I don't want you to have the work done too quickly. 3. If you are coming to our place with the children, try not to leave the house when people are going home from work.

c) *Translate.*

1. Если бы ты не делал работу в спешке, у тебя было бы меньше ошибок. 2. Вам не следовало бы торопить ее. 3. Я видел, как кто-то стремительно выбежал из комнаты. 4. Должно быть, перевод сделан в страшной спешке. В нем очень много ошибок. 5. На вокзале была такая сутолока, что можно было легко потеряться.

to have an (not ... much, little, no) effect on, to have a good effect on, effective

a) *Translate.*

1. This course of treatment will have a good effect, I'm sure. 2. No wonder what you said had little effect on him! He's rather difficult to deal with. 3. There are a lot of effective ways of learning a foreign language.

b) *Use a synonym.*

1. I'm afraid our arguments did not convince him. 2. Are you sure a month in the Crimea will improve his health? 3. The steps taken by the teacher must have produced good results. 4. Do you think this treatment will prove to be helpful?

c) *Translate.*

1. Ваши слова, должно быть, почти на него не повлияли. 2. Если бы вы начали принимать это лекарство раньше, оно бы дало лучший результат. 3. Я разделяю мнение тех, кто считает это изобретение очень эффективным. 4. Новый метод оказался очень эффективным.

to congratulate (on), congratulations (on)

a) *Answer these questions.*

1. On what occasions do people congratulate their friends?
2. Would you congratulate a student on passing an examination if his marks were just satisfactory? (Give your reasons.)
3. What do you say to people on their birthday?

Make up sentences of your own.

In connection with — to congratulate; to leave a message — to accept a person's congratulations; to call on — to congratulate; to mark an occasion — to exchange congratulations

Translate.

1. Поздравляю с днем рождения! 2. Поздравляю с Новым годом! 3. Поздравляю с праздником 1-го Мая! 4. Поздравляю вас с женитьбой! 5. Он поздравил меня с Новым годом. 6. Он поздравил ее с рождением сына.

to waste

a) *Translate.*

1. Если бы вы придерживались темы, мы бы не потеряли напрасно столько времени. 2. Мать не хотела, чтобы он зря тратил столько денег. 3. Не нужно было тратить столько времени на обсуждение этих вопросов.

b) *Complete the following sentences, using the verb* to waste.

1. You shouldn't... 2. Can they have... 3. I wish we ... 4. They must have... 5. I'm afraid, you may...

to deny

a) *Think of situations in which these sentences might be used.*

1. He denied that he was to blame. 2. He denied that he was in charge of the work. 3. Why did he deny that? 4. You shouldn't deny yourself fresh air.

b) *Make up sentences of your own.*

to deny somebody's statement (accusation) — to use strong arguments; to deny that — to fail to prove, to have no effect on...; to have treatment — to deny oneself sweet things; to be under way — to deny oneself the pleasure of going to the cinema

Stage III

1. *Answer the following questions.*

a) 1. What kind of novels do you find extremely interesting (boring)?
2. Do you admire modern painting (sculpture)?
3. Would you admire an actress just because she was charming?

b) 1. What makes people faint?
2. What are the signs of fainting?

3. What should be done to bring a person round when he has fainted?
4. Does a person come round quickly in a hot room?

c) 1. Would you say that one wastes one's time when one goes camping? Why not?
2. Would you go camping if there were signs of bad weather?
3. Could you enjoy camping and admire the scenery if the weather were rainy?

II. *Think of a beginning.*

1. ...you wouldn't have wasted so much time. 2. ...and made her blush. 3. ...I just can't afford it. 4. ...As a matter of fact they were really well off. 5. ...She must be a very pretty girl. 6. ... He is shivering with cold. 7. ...I wonder what they charge for it now.

III. *Choose the correct word and use it in the right form.*

1. The doctor tried to cheer up the woman by saying that her son (to be cured, to be treated) by the best specialists, and the illness soon (to be cured, to be treated) completely. 2. As the plan was very carefully worked out, it (to be taken, to be accepted, to be received, to be adopted) without much discussion. 3. "You must follow all my instructions," the doctor said angrily. "There can be no excuse for not (to take, to accept, to receive, to adopt) the medicine regularly." 4. When the servant announced the arrival of Sir Richard, Lady Cheswill (to excuse oneself to apologize) to the guests and hurried to the door (to take, to accept, to receive, to adopt) the new arrival.

IV. *Fill in the blanks with prepositions or adverbial particles if necessary.*

1. Everybody was amazed ... the taste which the young woman showed ... clothes. 2. I admire the painter's manner. Everything he does is ... perfect taste. 3. I'm afraid they didn't show much taste ... choosing the pictures ... their house. 4. Have some ... these sweets. I'm sure you'll find them ... your taste. 5. If I were you, I'd learn to ride ... a bicycle. 6. Let me help you ... the bus. 7. You can go ... Mary ... advice. She's a skilled nurse and will certainly help you ... ... the difficulty. 8. She must have fainted because it s so stuffy (душно) here. Don't worry, she'll come ... ... no time. 9. If you hadn't rushed ... your translation, you wouldn't have made so many mistakes. 10. The work is extremely

carelessly done. It must have been done ... a terrible rush. 11. The treatment isn't likely to have much effect ... you if you don't keep to a diet ... a month or so. 12. It was evident that the girl did not care much ... clothes; the sight ... the beautiful dress left her quite indifferent. 13. Will you tell Comrade Petrov to attend ... this matter? The cable is addressed ... the office he is ... charge ... .

V. *Fill in articles if necessary and retell the text.*

In ... first quarter of ... last century ... whole world was shaken by ... so called "incident in Russia." One of ... veterans of ... First Patriotic War published some "Notes," which ... readers found extremely interesting not only because ... book was obviously ... piece of interesting reading matter, but mainly due to ... fact that ... writer, ...courageous officer of... 1812 campaign, turned out to be ... woman.

Nadezhda Durova (for that was ... author's real name) came from ... old Russian family which was not exactly rich, but was quite well-off. Being ... daughter of ... officer, she had for nurse ... hussar (rycap) who taught her to ride ... horse and to shoot.

Nadezhda's ambition had always been to serve her country. So when she grew up, she made up her mind to leave her home town secretly with ... idea of joining ... Russian Army.

One night, when everyone in ... house had gone to ... bed, Nadezhda cut off her hair, put on ... man's clothes and rode in ... direction of ... village where she knew ... military unit had stopped for ... rest. She reached ... place safely and became ... officer without any complications. Neither ... general nor ... officers ever guessed that ... newcomer was ... girl, for Nadezhda now looked quite ... different creature from what she used to be at home. Everybody found ... young fellow quite fit to be ... officer and admired his manner of riding and his slim figure. That was ... beginning of Nadezhda Durova's military career [kə'riə]. Later Durova took ... active part in ... war against Napoleon.

She courageously stood all ... difficulties of that remarkable campaign, sharing all ... dangers and risks with ... men without ... word of complaint. Twice ... heroine was badly wounded. Once, during ... fierce battle, she saved ... life of ... fellow-officer.

Nadezhda Durova retired from active service in ... army long after ... 1812 campaign was over.

Besides her "Notes," which were first published by Pushkin, Durova wrote several stories which show that she

was amazingly well read and was ... person of ... creative mind, fine taste and considerable literary talent.

VI. *Make up situations, using the following words and word combinations.*

1. to be well-off, to afford, to waste, to one's taste, to admire;
2. extremely, to care for, modern, to be amazed at, in bad taste;
3. to go by car, the rush hour, to have an accident, to help into (out of), to faint, to come round;
4. to rush, to deny oneself, to tell on, to try to convince, to have no effect on

VII. *Make a written translation, using the active vocabulary of the lesson.*

1. *A.* Что ты собираешься делать в эту субботу и воскресенье?

B. Я еще не решил. А что ты предлагаешь?

A. Я бы предложил *съездить* за город *на машине.* Было бы очень хорошо *съездить* на озеро. Ты ведь бывал там, да?

B. Да, собственно говоря, я был там в прошлое воскресенье. Меня всегда *поражает* красота озера, но дворец (palace) мне не нравится. Такая архитектура (architecture) *не в моем вкусе.*

A. Тогда мы могли бы выбрать что-нибудь другое. Во всяком случае, это прекрасная мысль. Только нам следовало бы отправиться часа в два — три, чтобы избежать *часа пик.*

B. Встретимся завтра и договоримся обо всем. Хорошо?

A. Хорошо.

2. *A.* Здравствуй, Анна. Куда ты так торопишься?

B. Домой. Сегодня день рождения мамы. Я только что купила ей подарок. Хочешь посмотреть?

A. Конечно. Какая *очаровательная* вещь! Я никогда не видела таких шкатулок.

B. Надеюсь, она придется маме *по вкусу.* Я очень долго искала ей что-нибудь подходящее. Это оригинальная вещь, правда?

A. Шкатулка очень *(чрезвычайно) хорошенькая.* Я уверена, все будут хвалить твой вкус.

B. Я очень рада. Кстати, что ты делаешь сегодня вечером? Приходи к нам. Я уверена, что мама пригласила бы тебя, если бы знала, что ты уже вернулась.

A. Спасибо, но я обещала навестить свою подругу. Она уже неделю больна. У нее небольшое осложнение после гриппа.

B. Жаль. Ну, я должна идти. Мне еще надо *причесаться*, до свиданья.

A. Пока. Встретимся завтра в институте.

3. — Здравствуйте, что вы здесь делаете?

— Как вы меня *напугали*, я не заметила, как вы подошли. Я должна встретиться здесь с Анной и жду ее уже двадцать минут. Не понимаю (интересно), что может ее задерживать.

— Не волнуйтесь. Мы ведь давно знаем Анну, она никогда не была точной. Кстати, когда я подошел, я видел, что вы что-то читаете.

— Это очень интересная книга. Я ее почти закончила. *Осталось* около пяти страниц. Но где же Анна? Не может быть, чтобы она забыла о нашем свидании.

— Я предлагаю позвонить ей по телефону.

SPEECH EXERCISES

I. *Discuss the following questions.*

1. Why does the author mention Bond Street in describing Rosemary Fell's position in society?
2. Why didn't the shopman answer Rosemary's question at once? Would he have charged so much for the box if he hadn't known that Mrs Fell was extremely rich? Why not?
3. Why did Rosemary show no emotion on hearing the price?
4. Why did the girl stumble over her words when she spoke to Rosemary? Would she have approached Rosemary if she hadn't felt terribly hungry?
5. Would Rosemary have taken the girl home if the girl had been a beggar? What would she have done in that case?
6. Why did the girl forget to be shy when she was in Rosemary's bedroom? What made her forget?
7. Why did Philip ask Rosemary to let him know whether the girl was going to dine with them?
8. Why did Rosemary's heart beat like a heavy bell when she went to her writing-room?

9. Why didn't Rosemary give her husband her true reason for sending the girl away?
10. Why did Rosemary ask her husband whether she was pretty?
11. What would have happened to the girl if she hadn't had a cup of tea?
12. What would Rosemary have done if her husband hadn't said that the girl she had picked up was extremely pretty?

II. *Retell the text*: a) *without details in 2 — 3 minutes,* b) *as Mr Fell (Mrs Fell, the shopman, Miss Smith, the footman).*

III. *Dramatize the following episodes.*

1. Rosemary speaking to the shopman.
2. Rosemary speaking to the girl in the street and at home.
3. Rosemary speaking to her husband in her bedroom and in the library.

IV. *Describe (the appearance, character, clothes, way of life)*:

a) Rosemary Fell (well-off, to speak several languages, pretty, blue-eyed, modern, slender, to do one's hair, in the latest fashion, to have nothing to do with, extremely, amazingly, to show good taste, to care for, to afford, to waste, (not) to deny oneself)
b) Miss Smith (slim, pretty, regular features, dark-haired, dark-eyed, straight little nose, shabby clothes, old-fashioned, to rush, to do without, to have an effect on, to tell on, to deny oneself, to stand, to be unable to control oneself)
c) Philip (well-built, tall, handsome, to wear, fashionable, strong-willed, gay, a sense of humour, intelligent, well-off, to ride in a car, to afford, to spend, to admire, pretty, to be in charge of)

V. *Speak on the following topics.*

1. Philip and Rosemary Get to Know Each Other

to play tennis, to train for a competition, (not) to take notice of, to attract one's attention, a sign of good nature, to find charming, to admire, to care for, a convenient moment, to share opinions, to fall in love, to announce an engagement (помолвка), to get married, to send greetings, to congratulate

2. The Fells' Wedding Party

to announce, to send out invitations, on the occasion of, to accept, to wear, to turn up, to set the tables, in perfect taste, to congratulate, to propose a toast, to wish happiness, amazing, extremely, to enjoy

3. Philip's Business Day

to run a business, to be in charge of, to handle, to represent, to deal with, to have business connections, to get in touch with, to attend to, to check, various, to settle matters, to make (to have, to keep) an appointment, to keep (to call off) one's engagements, to make arrangements, to hold a conference, to exchange, to consider, to rely, most of

4. Rosemary's Day

to mix with, to make friends, plenty of, extremely modern, to keep up with the fashion, to be indifferent to, to afford, to care for, to ride a horse, to go shopping, not to deny oneself, to be chairman (chairwoman) of a committee, well-off, to go out frequently

VI. *Describe the life of Miss Smith.*

VII. *Tell the following story in English.*

Случай на мосту

Это чрезвычайно странное происшествие я видел собственными глазами.

Дело происходило в Лондоне, не помню точно, когда — кажется, в начале осени. Я приехал в столицу Англии в качестве делегата спортивного конгресса и остановился в небольшой гостинице на берегу Темзы. Я привык гулять по утрам, и вот однажды, уже накануне отъезда, я вышел на свою обычную прогулку. Гулял я долго и, наконец, очутился около моста через Темзу. Впереди меня в утреннем тумане (mist) шли два полисмена.

Внезапно я услышал странный шум и увидел, как по мосту с другого берега мчался какой-то человек. Метрах в тридцати за ним бежал другой человек — молодой парень, а дальше следовала толпа.

С удивительной быстротой (speed) оба полисмена тоже побежали к мосту, преграждая вору путь (blocking the thief's way).

Когда я подошел к мосту, вор стоял, прислонясь спиной к перилам (the railings) моста. Было ясно, что у него не было никаких шансов убежать. Толпа это знала, знали полицейские, знал, наверное, и он сам. Но лучше всех все знал, несомненно, маленький худой человек с блокнотом в руках. «Сейчас его схватят, — говорил он торопливо. — Я успею дать материал в вечернюю газету (edition)».

Один из полисменов уже вытаскивал наручники (handcuffs). Но в эту минуту вор вскочил на перила моста и прыгнул (dived into) в воду. Когда толпа пришла в себя от удивления, вор уже был далеко, полицейские бежали вдоль берега, а парень, у которого украли деньги, спрыгнул в маленькую лодку, стоявшую поблизости, греб (to row) по направлению к вору. И вдруг лодка опрокинулась. Послышался громкий крик. Парень пытался ухватиться за лодку, но ему это не удавалось сделать. Он тонул (to be drowning).

Вор сначала продолжал плыть, ничего не видя и не слыша. Наконец крики привлекли его внимание. Он оглянулся и сразу понял, что произошло. Он колебался лишь мгновение. Быстро повернув, он поплыл к утопающему...

Вскоре и вор и спасенный им владелец кошелька (wallet) были на берегу. Придя в себя, парень, все еще дрожавший от холода, подошел к вору и пожал ему руку. Но тут к ним подскочил маленький репортер. Это была великая минута в его жизни; он, наверное, ждал ее долгие годы. Узнав имя и фамилию владельца кошелька, а также и то, что в кошельке было всего пять фунтов, он повернулся к вору. «Ваша фамилия Инглс (Inglls)? Знаменитый прыгун с вышки (diver)?»

«Да».

«Вы стали профессионалом, ездили в США, прыгали там с двадцати и тридцати метров в цирке...»

Инглс ни разу не сделал попытки что-либо отрицать, но здесь он неожиданно прервал репортера и крикнул:

«Да, да! А потом заболел! А потом вернулся домой! А потом без работы ходил! А потом украл пять фунтов! Все!»

Но его слова не подействовали на репортера.

«Нет, не все. Последний вопрос: почему вы спасли его?»

Инглс больше не кричал. Он даже сделал попытку улыбнуться: «Почему спас? Да, видите ли, спорт, даже профессиональный, учит нас помогать товарищу...»

«А воровать (to steal) он не учит — ваш профессиональный спорт?» — спросил репортер. Мгновение Инглс молчал, потом негромко ответил:

«Нет, не учит, но иногда вынуждает».

Через несколько минут Инглса увезли в полицейский участок (police station). Владелец кошелька настоял на том, чтобы ему тоже разрешили поехать.

«Я скажу им, что я восхищен вашим поведением и что я не считаю вас виновным», — повторил он.

Туман все еще был густым (dense), но там и сям сквозь него были теперь видны золотистые лучи осеннего солнца.

REVISION

I. *Try to persuade your friend to give up smoking.*

II. *Express your wishes to your friend* a) *on his birthday,* b) *on the New Year,* c) *on May Day and congratulate him on getting an interesting job.*

III. *Tell the doctor what troubles you.*

IV. *Ask a friend of yours who has been ill for some time how he is. Say a few encouraging words to him.*

V. *Express your appreciation of somebody's kindness, way of talking, sense of humour, talent, knowledge, manners, attitude to his work.*

VI. *Look at the pictures carefully and ask each other questions about them. Use modal verbs and the words and expressions given below.*

at the sight of, to get frightened, to ask, to insist, without hesitation, to discover, to repair

VII. *Look at the pictures carefully, ask each other questions and make a story, using the Complex Object and the words and expressions given below.*

to cheer up, to feel encouraged, shouldn't, to fail to get smb. on the phone, to lose patience, to faint

Words you may need: a receiver телефонная трубка, to stamp one's foot топать ногой





















VOCABULARY

adj adjective	имя прилагательное
adv adverb	наречие
adv part adverbial particle	частица
Art article	артикль
conj conjunction	союз
mod. w. modal word	модальное слово
n noun	имя существительное
p. I & II participles I & II	причастия I и II
pl plural	множественное число
prp preposition	предлог
v verb	глагол
W. comb. word combination	словосочетание
Gr. grammar	грамматическая структура
Ant. antonym	антоним
Syn. synonym	синоним
Am. American	употребляется в английском языке в Америке
Brit. British	употребляется в английском языке в Англии
coll. colloquial	разговорный стиль
fig. figurative	употребляется в переносном значении
lit. literary	литературный стиль

Светлым шрифтом напечатаны слова, не предназначенные для активного усвоения. Звездочкой обозначаются уже известные слушателям из первой части учебника слова, которые повторяются или систематизируются.

LESSON 1

particularly [pə'tikjuiəli] *adv*	особенно, очень, чрезвычайно, в особенности (particular — особый, особенный)
Syn. especially	особенно, в особенности
W. comb. particularly well	особенно хорошо
particularly easy	особенно легкий
e. g. The last story seemed particularly (especially) interesting to me.	Последний рассказ показался мне особенно интересным.
shake (shook, shaken) *v*	1. трясти, встряхивать, вытряхивать
W. comb. to shake a table-cloth	вытряхнуть скатерть (встряхнуть плащ и т. д.)
(a raincoat, etc.)	
to shake one's head	качать головой (*для выражения отказа*)

to shake hands (with)
to shake one's hand
пожать руку (обменяться рукопожатием)

e. g. The wind was so strong that it shook the windows.
Ветер был таким сильным, что дрожали стекла.

I only shook my head in answer to his question.
Я только покачал головой в ответ на его вопрос.

The two friends shook hands and parted.
Друзья пожали друг другу руки и расстались.

He shook hands with everybody.
Он пожал всем руки.

2. дрожать, трястись

Syn. to tremble with nervousness, fear
дрожать от волнения, страха

W. comb. to shake with fear (excitement, cold)
дрожать от страха (волнения, холода)

e. g. She was shaking with fear.
Она дрожала от страха.

3. потрясать, поражать

e. g. The news shook her.
Новость потрясла ее.

shaky *adj*
нетвердый, шаткий, неустойчивый *(о вещах)*

take after (took, taken) *v*
походить на кого-л. *(из родителей)*, пойти в кого-л. как по внутренним качествам, так и по внешним данным

Compare:

He takes after his mother in character and his father in looks.	Он пошел в мать характером и в отца внешностью.
He looks like his elder brother.	Он похож на своего старшего брата (внешне).

nature ['neitʃə] *n*
1. природа
2. натура, сущность, характер

W. comb. by nature
по натуре, от рождения

e. g. He is very kind by nature.
Он очень добр по натуре.

good-natured *adj*
добродушный

Ant. ill-natured *(lit.)*
с плохим характером, злой

natural ['nætʃərəl] *adj*
натуральный, естественный

W. comb. natural good manners
естественные манеры

a natural colour
естественный цвет

natural flowers
живые цветы

Gr. to be natural
быть естественным

e. g. It's quite natural for him to do so.
Вполне естественно, что он так поступает.

a university degree
звание, получаемое при окончании университета, университетский диплом

demand [di'ma:nd] *n*
1. требование

W. comb. the workers' demands
требования рабочих

2. спрос

Prp. demand for
спрос на

e. g. The demand for seats was so great that all the tickets were sold out as soon as the box-office opened.
Спрос на билеты был настолько велик, что они были распроданы, как только открылась касса.

W. comb. to be in (great, little, small) demand — пользоваться (большим, слабым) спросом *(о товаре)*
supply and demand — спрос и предложение
e. g. Books are in great demand in our country. — В нашей стране книги пользуются большим спросом.
Winter coats are not much in demand in summer. — Летом на зимние пальто небольшой спрос.

poem ['pouim] *n* — поэма, стихотворение
journalist ['dʒə:nəlist] *n* — журналист
experience [iks'piəriəns] *n* — жизненный опыт, практика

Note the prepositions:

to know smth. by (from) experience — знать что-л. по опыту
to have a wide (little) experience in smth. or in doing smth. — иметь много (мало) опыта в чем-л.
e. g. We learn a lot by experience. — Мы многое узнаем из (личного) опыта.
He has had a wide experience in teaching French. — У него большой опыт в преподавании французского языка.

experienced *adj* — опытный
Syn. skilled — квалифицированный, умелый, опытный
Ant. inexperienced — неопытный
W. comb. an experienced speaker, traveller, chairman, etc. — опытный оратор, путешественник, председатель и т. д. *(имеющий большой опыт, знания в данной области)*
a skilled worker, teacher, pianist, surgeon, etc. — квалифицированный, опытный рабочий, учитель, пианист, хирург и т. д. *(имеющий практические навыки в данной области)*

experiences — впечатления от чего-либо пережитого, испытанного, познанного

gain [gein] *v* — 1. выигрывать 2. приобретать (получать, накапливать)
Syn. to win
Ant. to lose — терять
e. g. He has gained a lot by reading. — Чтение ему очень много дало.
W. comb. to gain experience (knowledge, etc.) — приобретать опыт (знания и т. д.)
e. g. The young scientist gained very much from his trip to the North of our country. — Поездка на север нашей страны очень много дала молодому ученому.

close [klous] *adj, adv* — 1. близкий, близко *(во времени и пространстве)*
Syn. near — близкий, близко

W. comb. a close friend — близкий друг
to stand close to smb., smth. — стоять близко от кого-л., чего-л.

e. g. Come closer to us! — Подойди ближе к нам!
2. тщательный

W. comb. a close examination — тщательный осмотр

closely ['klousli] *adv* — внимательно, тщательно, пристально

W. comb. watch smth. closely — внимательно наблюдать за чем-л.
to look at smb. closely — пристально посмотреть на кого-л.

get to know — познакомиться, узнать

e. g. As the work went on we got to know each other better. — В процессе работы мы ближе познакомились друг с другом.

You will get to know the subject better if you work hard at it. — Вы глубже изучите этот предмет, если будете много над ним работать.

strike *n* — забастовка, стачка

W. comb. to go on strike — объявить забастовку
to be on strike — бастовать
a general strike — всеобщая забастовка

striker *n* — забастовщик

turn into *v* — превращать(ся) во что-л., в кого-л.

area ['eəriə] *n* — район, зона, область, площадь, пространство *(не имеет точно определенных границ в отличие от официальной административной единицы типа городского района)*

W. comb. a farming (industrial, small, large) area — сельскохозяйственный (индустриальный, мелкий, крупный) район

e. g. Manchester is the centre of a large industrial area. — Манчестер — центр крупного промышленного района.

racial discrimination — расовая дискриминация

justice ['dʒʌstis] *n* — справедливость

in spite of [in'spait əv] *prp* — несмотря на, невзирая на

W. comb. in spite of (the) danger (bad weather, difficulties, etc.) — несмотря на опасность (плохую погоду, трудности и т. д.)

Gr. In spite of the fact that... (= although, though) — несмотря на то, что...

e. g. In spite of the fact that the report was short, it covered the subject completely. — Несмотря на то, что доклад был кратким, он полностью охватил тему.

cruel ['kruəl] *adj* — жестокий

cruelty ['kruəlti] *n* — жестокость

expose [iks'pouz] *v* — разоблачать

e. g. The article exposes the policy of racial discrimination in the U.S.A. — В статье разоблачается политика расовой дискриминации в США.

unleash [ʌn'li:ʃ] *v* — развязывать, начинать *(о войне)*

increase [in'kri:s] *v* — увеличивать(ся) *(в размере, количестве, степени)*

e.g. The factory has increased production.
As they went on up into the mountains, their difficulties increased.

Завод увеличил выпуск продукции.
По мере того, как они поднимались все выше в горы, им становилось все труднее.

profit ['prɔfit] *n*

прибыль, выгода

W. comb. to make a profit (profits)
to increase profits

получать прибыль, наживать(ся)
увеличить прибыли

e.g. The owner of the store made a large profit out of the sales.
The capitalists increase their profits by exploiting the workers.

Владелец магазина получил большую прибыль от этой продажи.
Эксплуатируя трудящихся, капиталисты увеличивают свои прибыли.

expense [iks'pens] *n*

трата, расход *(часто во мн. числе)*

W. comb. travelling expenses
monthly expenses
at the expense of one's health
at the expense of smb. (at smb.'s expense)

путевые расходы (издержки)
расходы за месяц
в ущерб здоровью
за чей-л. счет

e.g. His travelling expenses, which came to thirty pounds were covered by the firm.

Его путевые расходы, составившие 30 фунтов, были оплачены фирмой.

expensive [iks'pensiv] *adj*

дорогой, дорогостоящий

Syn. dear

anti-war [ænti'wɔ:] *adj*

антивоенный

spread (spread, spread) [spred] *v*

1. растянуть, расстелить, расправить

W. comb. to spread a cloth on the table

расстелить скатерть на столе

2. распространять(ся), разноситься *(о новостях, болезнях и т. д.)*.

e.g. The news spread quickly all over the village.
Flies spread infection.

Новость быстро распространилась по всей деревне.
Мухи разносят заразу.

court [kɔ:t] *n*

суд *(место)*

impress [im'pres] *v*

поражать, производить впечатление на кого-л.

Syn. to make an impression on smb.

производить впечатление на кого-л.

Remember:

Книга *произвела* на меня большое *впечатление*.

The book impressed me very much.
I was very much impressed by the book.
The book made a great impression on me.

guilty ['gilti] *adj*
Prp. to be guilty of smth.

W. comb. to look guilty
to be found guilty (not guilty)
e. g. He looked guilty.
He had a guilty look.
He felt guilty.
The court found the man not guilty.

stay *n*
e. g. Did you enjoy your stay in Leningrad?
During my stay in Leningrad I was taken ill and was laid up for a week.
W. comb. a short (long) stay
a pleasant (unpleasant) stay
to go (come) for a long (short) stay
e. g. We went for a long stay with our grandmother.

stay *v*

e. g. Stay where you are!
Will you stay to dinner?

Prp. to stay at a place
to stay with smb.
e. g. Did you stay at a hotel or with friends when you were in Leningrad?

victory ['viktəri] *n*
W. comb. Victory Day — V/D
to gain (win) a victory over the enemy

organize ['ɔ:gənaiz] *v*
organization [ˌɔ:gənai'zeiʃn] *n*
arrest [ə'rest] *v*
event [i'vent] *n*
e. g. The Great October Socialist Revolution was an event of historical importance.
His first day at school was a great event for the boy.

work *n*
W. comb. a work of art
forward ['fɔ:wəd] *adv*
W. comb. to go (run, etc.) forward
international *adj*

(the) International [intə'næʃənəl] *n*

виновный; виноватый *(в виде)*
быть виновным в совершении чего-л.
выглядеть виноватым
быть признанным виновным (невиновным)
Он выглядел виноватым.
У него был виноватый вид.
Он чувствовал себя виноватым.
Суд признал этого человека невиновным.
пребывание
Вы получили удовольствие от пребывания в Ленинграде?
Во время моего пребывания в Ленинграде я заболел и пролежал неделю.
короткое (долгое) пребывание
приятный (неприятный) визит

поехать (приехать) куда-л. на долгое (короткое) время
Мы надолго уехали к бабушке.

1. оставаться *(в том же самом положении или месте)*
Оставайтесь на месте!
Вы останетесь пообедать?
2. останавливаться *(жить, гостить)*
останавливаться где-л.
жить, гостить у кого-л.
Вы останавливались в гостинице или у друзей, когда были в Ленинграде?
победа
День Победы
одержать победу над врагом

организовывать, устраивать
организация
арестовывать
событие, происшествие
Великая Октябрьская социалистическая революция явилась событием исторической важности.
Первый день в школе был целым событием для мальчика.
произведение, сочинение
произведение искусства
вперед, дальше
идти (бежать и т. д.) вперед
международный, интернациональный
Интернационал (организация)

congress ['kɔŋgres] *n* — конгресс, съезд
Congress *(Am.)* — Конгресс США
typhus ['taifəs] *n* — сыпной тиф
bury ['beri] *v* — хоронить

LESSON 2

identity [ai'dentiti] *n* — тождественность, идентичность, подлинность личности

pen-name ['penneim] *n* — литературный псевдоним
humour ['hju:mə] *n* — юмор
humourist *n* — юморист
lawyer ['lɔ:jə] *n* — адвокат, юрист
printshop ['printʃɔp] *n (Am.)* — типография
frog [frɔg] *n* — лягушка
number ['nʌmbə] *n* — число, количество
W. comb. a number of (stories, etc.) — ряд (рассказов и т. д.)
sparkle ['spa:kl] *v* — искриться, сверкать
advance [əd'va:ns] *v* — продвигаться вперед, развиваться
W. comb. to advance in years *(lit.)* — стареть
evil ['i:vl] *n* — зло
obvious ['ɔbviəs] *adj* — очевидный, явный, ясный
pessimistic [ˌpesi'mistik] *adj* — пессимистический
sleeper ['sli:pə] *n* — спальный вагон; поезд дальнего следования

Syn. a sleeping-car — спальный вагон
a sleeper train — поезд дальнего следования
W. comb. a first-class sleeper — вагон первого класса
a second-class sleeper — мягкий спальный вагон
a third-class sleeper — жесткий спальный вагон
car *n* — вагон *(железнодорожный)*, автомобиль, трамвай *(Am.)*, автомобиль *(Brit.)*

Syn. a carriage ['kæridʒ], a coach [koutʃ] — вагон *(Brit.)*
a street car — трамвай *(Am.)*
dining-car ['dainiŋka:] *n* — вагон-ресторан
Syn. a diner *(coll.)* — вагон-ресторан
platform ['plætfɔ:m] *n* — платформа, перрон, трибуна
office *n* — учреждение, контора, кабинет
W. comb. a box-office — касса *(театральная)*
an enquiry-office — справочное бюро
a booking-office — билетная касса *(железнодорожная, реже театральная)*
berth [bə:θ] *n* — полка, спальное место *(в поезде, на пароходе)*
W. comb. an upper (lower) berth — верхнее (нижнее) место (полка)
official [ə'fiʃəl] *n* — служебное или должностное лицо, чиновник
hurt (hurt, hurt) [hə:t] *v* — 1. причинять боль, ушибать
e. g. She hurt her arm when she fell. — Она ушибла руку при падении.

Did you hurt yourself?

e. g. I didn't mean to hurt you (= to hurt your feelings).
He looked hurt.

e. g. My finger hurts.

companion [kəm'pænjən] *n*

nonsense ['nɔnsəns] *n*

put up with *v*

e. g. The workers at the Ford factory refused to put up with the working conditions any longer and went on strike.
How can you put up with that noise? Why don't you tell the children to be quiet?

improve [im'pru:v] *v*

e. g. He has improved his English lately.

I hope the weather will improve.
My daughter has improved since she went to school.

improvement *n*

condition [kən'diʃn] *n*

W. comb. the condition of one's health (the house, etc.)
living (working) conditions

Gr. to be in good (bad, poor) condition

e. g. All these books are in good condition.

Prp. under, in... conditions

W. comb. in good (bad, favourable, unfavourable) conditions

e. g. Under the conditions I can't manage the job.
For many years Dickens lived in bad conditions.

porter ['pɔ:tə] *n*

Вы не ушиблись?
2. обижать
Я не хотел обидеть вас.

Он выглядел обиженным (= у него был обиженный вид).
3. болеть
У меня болит палец.
спутник, сосед по вагону, компаньон, товарищ, собеседник
бессмыслица, вздор, ерунда
примириться с чем-л., довольствоваться чем-л.
Рабочие фордовского завода не захотели больше мириться с условиями работы и объявили забастовку.

Как это вы терпите такой шум? Почему вы не скажете детям, чтобы они вели себя тихо?

улучшать(ся), совершенствовать(ся), исправить(ся)
Его знания английского языка улучшились за последнее время.
Надеюсь, погода улучшится.

Моя дочь изменилась в лучшую сторону, с тех пор как пошла в школу.
улучшение, усовершенствование
условие, состояние, положение
состояние здоровья (жилища и т. д.)

жилищные условия (условия работы и т. д.)
быть в хорошем (плохом) состоянии
Все эти книги в хорошем состоянии.
при обстоятельствах, в условиях
при хороших (плохих, благоприятных, неблагоприятных) обстоятельствах, условиях
При таких обстоятельствах я не могу справиться с работой.
В течение многих лет Диккенс жил в плохих условиях.
1. носильщик; 2. проводник спального вагона (*Am.*); 3. привратник, швейцар, портье (*в школе, гостинице и т. д.*)

conductor [kən'dʌktə] *n*

Syn. attendant [ə'tendənt]

1. кондуктор *(в автобусе, трамвае)* *(Brit.)*; ж.-д. проводник *(Am.)* проводник *(Brit.)*
2. дирижер

point [pɔint] *v*

Prp. to point to smb., smth.

e. g. He pointed to the seat next to him and asked me to sit down.

указывать, показывать
указывать *(показывать движением руки)* на кого-л., что-л.
Он указал на место рядом с собой и пригласил меня сесть.

point out *v*

e. g. Will you point out the books you would like to have?

указывать, отмечать, обращать внимание
Укажите, пожалуйста, книги, которые вы хотели бы взять.

Gr. to point out that...

отметить, что ..., обратить внимание на то, что ...

Prp. to point smth. out to smb.

e. g. The teacher pointed out that there was still time to improve.

указывать кому-л. на что-л.
Преподаватель отметил, что еще не поздно исправиться.

service ['sə:vis] *n*

1. служба

W. comb. military service

служба в армии

length of service

стаж работы

2. обслуживание

W. comb. service at hotels; the bus, railway service

обслуживание в гостиницах; сеть автобусных линий, сеть железных дорог

medical service

медицинское обслуживание

e. g. The service at the hotel is excellent.

Обслуживание в этой гостинице отличное.

e. g. Can I be of any service to you?

3. услуга
Чем могу быть вам полезен?

serve [sə:v] *v*

1. служить *(быть полезным)*

e. g. He served his country well.

Он хорошо послужил своей стране.

He served in the army for 20 years.

Он прослужил в армии двадцать лет.

e. g. Are you being served yet?

2. обслуживать
Вас уже обслуживают?

do *v*

1. делать

e. g. I have nothing (a lot) to do today.

Мне сегодня нечего делать. (У меня сегодня много дел.)

There is nothing to be done.

Ничего не поделаешь.

2. быть достаточным, подходить, годиться

e. g. That'll do.

1. Достаточно
2. Это подойдет.

That won't do.

Это не пойдет, не годится. *(или:* Этого не достаточно.)

Any pen will do.

Любая ручка подойдет.

compartment [kəm'pa:tmənt] *n*

W. comb. a first-class (second-class) compartment

купе
купе первого (второго) класса

couple ['kʌpl] *n* — пара
W. comb. a couple of books — пара книг
a married couple — супружеская пара
e. g. I'll go and see him in a couple of days. — Я навещу его дня через два.

Compare:

I've bought a pair of gloves. — Я купил пару перчаток.
(речь идет о двух парных предметах)

He'll be back in a couple of hours. — Он вернется часа через два.
(речь идет только о количестве)

entirely [in'taiəli] *adv* — всецело, совершенно, исключительно

disposal [dis'pouzəl] *n* — распоряжение
W. comb. at one's disposal — в чьем-л. распоряжении
e. g. These books are entirely at your disposal. — Эти книги в вашем полном распоряжении.

aboard [ə'bɔ:d] *adv* — на пароход(е), на борт(у) самолета, в вагон(е) и т. д. *(Ам.)*

move [mu:v] *v* — 1. двигаться
W. comb. to move about — двигаться *(не стоять на месте)*
to move along — продвигаться, идти дальше *(вдоль чего-л.)*
to move up — пододвинуть, подвинуться, продвинуться
e. g. "Move along, please," said the bus conductor. — «Проходите вперед, пожалуйста», — сказал кондуктор автобуса.
2. переезжать
e. g. They moved to another town. — Они переехали в другой город.
W. comb. to move in — въехать *(в квартиру)*
to move out — выехать, съезжать *(с квартиры)*

movement *n* — движение

make *v* — делать
W. comb. to make smb. comfortable — удобно устроить кого-л.
to make oneself comfortable — удобно устроиться
e. g. The conductor made us comfortable in the compartment. — Проводник удобно устроил нас в купе.
Make yourself comfortable in the armchair. — Устраивайтесь поудобнее в кресле.
He made himself comfortable on the sofa and soon fell asleep. — Он удобно устроился на диване и вскоре заснул.

hang (**hung, hung**) [hæŋ, hʌŋ] *v* — висеть, вешать, повесить что-л.
e. g. You can hang the picture over there. — Ты можешь повесить картину вон там.

The picture is hung too low.

Картина висит слишком низко.

W. comb. to hang up a coat (a hat, etc.)

повесить пальто (шляпу и т. д.)

e. g. Hang up your coat over there

Повесьте свое пальто вон там.

above [ə'bʌv] *prp.*

над

Ant. below [bi'lou]

под

fix [fiks] *v*

1. прикрепить, укрепить, установить

Syn. to put up *(Brit.)*

e. g. Shall I fix the shelf on this wall?

Прикрепить полку к этой стене?

2. назначить, установить *(срок, время, цену и т. д.)*

e. g. All the prices have already been fixed.

Все цены уже установлены.

Prp. to fix the date for smth.

назначить срок чего-л.

to fix a meeting (a conference, etc.) for a certain date

назначить собрание (конференцию и т. д.) на какое-л. число

e. g. Let's fix the date for our meeting at once.

Давайте назначим (установим) день нашего собрания сейчас же.

The meeting is fixed for tomorrow, isn't it?

Собрание назначено на завтра, не так ли?

3. починить, наладить, привести в порядок *(Am.)*

Syn. to mend, to repair, to see to

W. comb. to repair a TV set, one's car (bicycle etc.)

наладить телевизор, починить машину (велосипед и т. д.) *(Brit.)*

e. g. Can you come and repair my radio set?

Ты не можешь прийти наладить мне приемник?

Don't worry, I'll repair everything.

Не беспокойтесь, я все налажу.

luggage ['lʌgidʒ] *n*

багаж, вещи

W. comb. a lot of luggage

много багажа (много вещей)

hand luggage; heavy luggage (= big luggage)

ручной багаж; тяжелые места

e. g. I'll see to the luggage.

Я позабочусь о багаже.

W. comb. a left-luggage office = the left-luggage

камера хранения *(на вокзале)*

a luggage rack (= a rack)

сетка, полка *(для багажа)*

a luggage van (= a van)

багажный вагон

e. g. I'd like my luggage to go in the van.

Я хотела бы отправить свои вещи багажом.

Will you please put this suitcase on the rack?

Пожалуйста, положите этот чемодан в сетку (на полку).

W. comb. to leave one's luggage in the left-luggage office

сдать вещи в камеру хранения

to collect one's luggage — взять багаж из камеры хранения

to have one's luggage labelled — прикрепить ярлыки *(т. е. сдать вещи в багаж для перевозок вместе с владельцем)*

to have one's luggage registered — сдать вещи в багаж для перевозки отдельно от владельца

burn (burnt, burnt) [bə.n, bə:nt] *v* — жечь, гореть

inside [in'said] *n* — внутренняя сторона, изнанка

W. comb. inside out [in'said 'aut] — наизнанку

to turn smth. inside out — вывернуть наизнанку

attitude ['ætitju:d] *n* — отношение

Prp. one's attitude towards (to) smth., smb. — чье-л. отношение к чему-л., кому-л.

e. g. What's your attitude towards (to) this question? — Каково ваше отношение к этому вопросу?

result [ri'zʌlt] *n* — результат

e. g. What is the result? — Каков результат?

W. comb. as a result — в результате

e. g. My son was ill for two months. As a result he couldn't take his exam together with his friends. — Мой сын проболел два месяца, в результате он не смог сдавать экзамены вместе со своими друзьями.

fare [feə] *n* — плата за проезд

W. comb. to pay the fare(s) — заплатить за проезд, брать билет(ы)

e. g. Don't bother! I'll pay all the fares. — Не беспокойтесь. Я всем возьму билеты.

"Fares, please," said the conductor. — «Платите за проезд, пожалуйста», — сказал кондуктор.

tip *n* — чаевые

tip *v* — давать на «чай»

mayor [meə] *n* — мэр

LESSON 3

book [buk] *v* — заказывать, брать заранее

W. comb. to book a room (a single room, a double room) — заказывать номер (одинарный, двойной)

to book a ticket (a single ticket, a return ticket) — купить билет (билет на поездку в одном направлении, билет «туда и обратно»)

to book on a slow, fast, express, through train — заказать билет на почтовый, скорый поезд, на поезд-экспресс, поезд прямого сообщения

e. g. I booked a seat on the Red Arrow. — Я купил билет на Красную Стрелу.

I've booked two seats for "Three Sisters" at the Art Theatre. — Я взял два билета на «Три сестры» в Художественный театр.

(the) reception desk — место дежурного администратора в гостинице или учреждении

clerk [klɑ:k] *n* — клерк, чиновник, мелкий служащий; *эд.* дежурный администратор

including [in'klu:diŋ] *prp.* — включая, в том числе

surname ['sə:neim] *n* — фамилия

first name — имя

Syn. name, Christian ['kristjən] name

nationality [ˌnæʃə'næliti] *n* — 1. национальность; 2. гражданство, подданство

permanent address ['pə:mənənt ə'dres] — постоянный адрес

date *n* — дата, число

W. comb. date of birth — дата рождения

e. g. What's the date today? — Какое сегодня число?

signature ['signətʃə] *n* — подпись

sign [sain] *v* — подписывать, ставить свою подпись

W. comb. to sign a letter (a document, a contract, etc.) — подписывать письмо (документ, контракт и т. д.)

e. g. Has the contract been signed yet? — Договор уже подписан?

show *v* — показывать

W. comb. to show smb. up — проводить кого-л. наверх

to show smb. in (out) — проводить кого-л. в здание (из здания)

to show smb. into a room (out of the room) — проводить кого-л. в комнату (из комнаты)

to show smb. round the house — показывать кому-л. дом (*провести по дому*)

to show smb. to the door — проводить кого-л. до двери

e. g. Show them in, please. — Проведите их сюда, пожалуйста.

He showed me out. — Он проводил меня. (*из помещения*)

LESSON 4

creative [kri'eitiv] *adj* — творческий, созидательный

impulse ['impʌls] *n* — порыв

encourage [in'kʌridʒ] *v* — поощрять

give up ['giv 'ʌp] *v* — отказываться, бросать

detective story [di'tektiv] — детективный рассказ

respectable [ris'pektəbl] *adj* — уважаемый

number ['nʌmbə] *n* — число, количество

considerable [kən'sidərəbl] *adj* — значительный, большой

W. comb. a considerable sum (distance, increase, etc.) — значительная сумма (расстояние, увеличение и т. д.)

considerable expenses (changes, etc.) — значительные расходы (изменения и т. д.)

consider [kən'sidə] *v* — 1. рассматривать, обсуждать

e. g. Did they consider the matter carefully? — Тщательно ли они обсудили этот вопрос?

We must consider whether this will be an interesting subject for your talk.

Мы должны обсудить (подумать), явится ли это интересной темой для вашего доклада.

Syn. to find

2. полагать, считать

Gr. to consider smb. (to be) clever (fair, kind, cruel, etc.)

находить, считать

считать кого-л. способным (справедливым, добрым, жестоким и т. д.)

to consider smth. (to be) interesting, etc.

считать что-л. интересным и т. п.

e. g. He considered himself very important.

Он считал себя важной персоной.

Everybody finds this book interesting.

Все считают эту книгу интересной.

Gr. to be considered (to be) difficult (easy, fair, clever, etc.)

считаться трудным (легким, справедливым, способным и т. д.)

e. g. This grammar rule is considered (to be) difficult.

Это грамматическое правило считается трудным.

consideration [kən,sidə'reiʃn] *n*

рассмотрение, обсуждение, обдумывание

e. g. After a long consideration we agreed on the original plan.

После долгого обсуждения мы остановились на первоначальном плане.

W. comb. to give smth. careful consideration

уделить чему-л. много внимания, тщательно рассмотреть что-л.

to be under consideration

рассматриваться, находиться на рассмотрении

to take smth. into consideration

принимать что-л. во внимание

Syn. to consider

принимать во внимание, учитывать

undiscovered *p. II*

нераскрытый, необнаруженный

discover [dis'kʌvə] *v*

1. открывать (делать открытие)

e. g. America was discovered by Columbus.

Америку открыл Колумб.

2. обнаружить, найти

e. g. We suddenly discovered that we had lost our way.

Мы вдруг обнаружили, что заблудились.

He discovered the letter he was looking for in a book.

Он обнаружил (нашел) письмо, которое искал, в книге.

discovery [dis'kʌvəri] *n*

открытие

W. comb. to make a discovery

сделать открытие

ordinary ['ɔ:dinəri] *adj*

обычный, заурядный

reason ['ri:zn] *n*

причина, повод, основание; довод, мотив

Gr. (one's) reason for doing smth.

причина чего-л.

(one's) reason to do smth.

основание сделать что-л.

e. g. What are your reasons for not going there?

Какие у вас причины (для того, чтобы) не ходить туда?

Do you have good reason to think so?

У вас есть достаточно оснований так думать?

There is every reason to believe that this discovery will be an event in science.

Есть все основания полагать, что это открытие будет событием в науке.

reasonable ['ri:zənəbl] *adj*

благоразумный, приемлемый, разумный, обоснованный; доступный

Ant. unreasonable
неприемлемый, неразумный

W. comb. a reasonable price
приемлемая, умеренная цена

a reasonable excuse [iks'kju:s]
благовидный предлог

e. g. It isn't reasonable to criticise the book if you haven't read it to the end.
Неблагоразумно критиковать книгу, если вы ее не дочитали.

praise [preiz] *v*
хвалить

politics ['pɔlitiks] *n*
политика

parliament ['pa:ləmənt] *n*
парламент

choose (chose, chosen) [tʃu:z, tʃouz, tʃouzn] *v*
выбирать *(не голосовать)*

W. comb. to choose a book, a present, a friend, etc.
выбирать книгу, подарок, друга и т. д.

spoil [spoil] *v*
портить

bore [bɔ:] *n*
скучный человек

philatelist [fi'lætəlist] *n*
филателист

wear (wore, worn) [weə, wɔ:, wɔ:n] *v*
носить *(одежду, обувь и т. д.)*, носиться *(об одежде)*

W. comb. to wear a hat (shoes, dress, a ring, glasses, etc.)
носить шляпу (туфли, платье, кольцо, очки и т. д.)

to wear one's hair long (short)
иметь длинные (короткие) волосы

e. g. He wore a black suit at the party.
Он был на вечере в черном костюме.

How do these clothes wear?
Как носится эта одежда (как она в носке)?

W. comb. worn clothes (shoes, etc.)
поношенная одежда (обувь и т. д.)

Syn. shabby

e. g. That's a well worn suit.
Это изрядно поношенный костюм.

wear *n*
ношение, носка

W. comb. clothes for every day wear (for summer, winter, spring wear)
одежда для каждого дня (для лета, зимы, весны)

gloomy ['glu:mi] *adj*
мрачный, угрюмый

W. comb. a gloomy room (look, day, etc.)
мрачная комната (взгляд, день и т. д.)

worth [wə:θ] *adj*
стоящий, заслуживающий чего-л.

Gr. to be worth smth. (doing smth.)
стоить, заслуживать чего-л.

e. g. I think the circus is worth a visit once a year.
Я думаю, что в цирк стоит сходить раз в год.

This book is worth reading.
Эту книгу стоит почитать.

It is hardly worth speaking about.
Об этом вряд ли стоит говорить.

put to shame
пристыдить

shame *n*
1. стыд *(чувство стыда)*
2. стыд *(постыдное дело, поступок)*

W. comb. It's a shame!
Жалы

What a shame!

Как досадно!

shameful *adj*
ashamed *p. II*

постыдный
пристыженный *(употребляется только как предикатив)*

Prp. Gr. to be (to feel) ashamed of smth. or smb. (doing smth.)
to do smth.
to be (to feel) ashamed of oneself

стыдиться своих собственных поступков

e. g. Aren't you ashamed of what you did?

Вы не стыдитесь того, что сделали?

Are you ashamed to say that it's true?

Вам стыдно сказать, что это правда?

She was ashamed of herself for having failed her exam.

Ей было стыдно, потому что она провалилась на экзамене.

make fun (of)

высменвать, зло шутить

e. g. He likes to make fun of other people.

Он любит высменвать других.

fun *n*

веселье, забава

W. comb. to have fun

веселиться

e. g. We had a lot of fun at the party.

Мы хорошо повеселились на вечере.

Prp. in (for) fun

в шутку

e. g. Did he only say it in fun?

Он сказал это только в шутку?

funny *adj*

забавный, смешной, странный

presence ['prezəns] *n*

присутствие

influence ['influəns] *n*

влияние

activity [ək'tiviti] (often *pl*) *n*

деятельность, активность

e. g. Pavlov's scientific activities are known to the whole world.

Научная деятельность Павлова известна всему миру.

circle ['sə:kl] *n*

круг

time *n*

1. время

e. g. It's time to start working.

Пора начинать работать.

W. comb. in no time

моментально, мигом

from time to time

время от времени

e. g. I'll fetch your book in no time.

Я мигом сбегаю за вашей книгой.

2. раз

sound [saund] *n*

звук

cook [kuk] *n*

повар, повариха

responsibility [ris,pɔnsi'biliti] *n*

ответственность

e. g. I don't think we can give him this job, he has no sense of responsibility.

Я думаю, мы не можем поручить ему эту работу, у него нет чувства ответственности.

responsible [ris'pɔnsibl] *adj*

ответственный

Prp. Gr. to be responsible to smb. for smth.

быть ответственным (отвечать) перед кем-л. за что-л.

e. g. Who is responsible for this work?

Кто отвечает за эту работу?

Who is responsible for the mistake?

Кто несет ответственность за эту ошибку (по чьей вине она произошла)?

W. comb. a responsible position (job, task, etc.) — ответственный пост (работа, задача и т. д.)

sight *n* — 1. вид, зрелище; поле зрения

e. g. It was a pleasant sight to see the girl dancing. — Приятно было смотреть, как девочка танцует.

W. comb. to lose sight of smth., smb. — потерять из виду что-л., кого-л.

at first sight — с первого взгляда *(обычно о любви)*

at the sight of smth., smb. — при виде чего-л., кого-л.

e. g. Soon we lost sight of him in the crowd. — Вскоре мы потеряли его из виду в толпе.

They fell in love at first sight. — Они полюбили друг друга с первого взгляда.

At the sight of the New Year tree the children jumped with joy. — При виде новогодней елки дети запрыгали от радости.

sight (= eyesight) *n* — 2. зрение

W. comb. to have good (poor) eyesight — иметь хорошее (плохое) зрение

e. g. Have you good eyesight? — У вас хорошее зрение?

W. comb. to be short-sighted *(physically and fig.)* — быть близоруким

to be long-sighted *(physically)* — быть дальнозорким

to be far-sighted *(fig.)* — быть прозорливым

punish ['pʌniʃ] *v* — наказывать

e. g. The boy was punished for coming home late. — Мальчика наказали за то, что он пришел домой поздно.

punishment ['pʌniʃmənt] *n* — наказание

fair [feə] *adj* — 1. справедливый, благоприятный

Ant. unfair — несправедливый

W. comb. a fair mark (decision) — справедливая оценка (решение)

a fair price — сходная цена

fair weather — благоприятная погода

e. g. She was not quite fair to him. — Она была не совсем справедлива к нему.

That isn't fair! — Это несправедливо!

It was unfair of him to be cross with me. — С его стороны было несправедливо сердиться на меня.

W. comb. a fair-haired boy — 2. белокурый

a fair-haired boy — белокурый мальчик

agent ['eidʒənt] *n* — агент

tired *adj* — усталый, утомленный

Gr. to be tired of smth. or smb. — надоесть (часто to be sick and tired of smth.)

to be tired of doing smth.

to get tired of doing smth.

e. g. I am tired of this monotonous music. — Мне надоела эта монотонная музыка.

Aren't you tired of watching TV? — Тебе не надоело смотреть телевизор?

I'm sick and tired of this noise. — Мне до смерти надоел этот шум.

divorce [di'vɔ:s] *v* — разводиться

be willing ['wiliŋ] (to do smth.) — хотеть, желать (делать что-л.)

hire [haiə] *v* — 1. нанимать кого-л. для личных услуг *(для физической работы)*

W. comb. to hire a porter (a taxi) *(Am.)* — нанять носильщика (взять такси)

Gr. to be hired — быть нанятым

Syn. to take a porter *(Brit.)* — 2. брать что-л. напрокат
to hail a taxi *(Brit.)* — взять носильщика
to hire a car (a bicycle, a boat, etc.) — взять такси
e. g. Let's hire a boat and go down the river. — взять напрокат автомобиль (велосипед, лодку и т. д.)
Давайте возьмем напрокат лодку и отправимся вниз по реке.

hire purchase — покупка в рассрочку (в кредит)

instead of *prp.* — вместо кого-л., чего-л.
e. g. Petrov is speaking instead of Ivanov today. — Петров будет сегодня выступать вместо Иванова.
Gr. instead of doing smth. — вместо того, чтобы сделать что-л.
e. g. Why are you still playing instead of working? — Почему ты все еще играешь, вместо того чтобы заниматься?

instead [in'sted] *adv* — вместо, взамен
e. g. What can you offer instead? — Что вы можете предложить взамен?

get back *v* — вернуть

as long as *conj* — пока

do smb. harm — приносить кому-л. вред
e. g. Read the story again, it won't do you any harm. — Прочитайте рассказ еще раз, это вам не повредит.
Ant. do smb. good — приносить кому-л. пользу
e. g. Take a walk before going to bed, it'll do you good. — Прогуляйся перед сном, это будет тебе полезно.
W. comb. to do (to be doing) well — иметь успех в каком-л. деле, преуспевать
e. g. The doctor says the boy is doing very well. — Доктор говорит, что мальчик хорошо поправляется.
Although the young actor was very nervous before his first performance, everybody was sure that he would do well. — Хотя молодой актер очень волновался перед своим первым представлением, все были уверены, что он хорошо справится с ролью.

finally *adv* — наконец, в конце концов

Syn. at last — наконец
e. g. She tried on a lot of hats and finally chose the one she had tried on first. — Она примерила много шляп и, наконец, выбрала ту, которую она примеряла первой.

final ['fainəl] *adj* — конечный, заключительный, окончательный

W. comb. the final chapter — последняя глава
a final decision (answer, price, result, etc.) — окончательное решение (ответ, цена, результат и т. д.)

finals *n* — 1. выпускные экзамены
2. финальные спортивные соревнования

set out *v* — отправляться

set (set, set, setting) *v*	1. заходить *(о луне, солнце)* 2. ставить, расставлять, устанавливать
W. comb. to set the table (for two)	накрывать стол (на двоих)
to set smb. free	освободить кого-л.
to set smb. an example	подавать кому-л. пример
to set up a monument to smb.	поставить памятник кому-л.
to set up a committee (a school, a museum, a hospital, etc.)	организовать (создать) комитет (открыть школу, музей, больницу и т. д.)
journey ['dʒə:ni] *n*	путешествие (главным образом по суше, обычно на значительное расстояние)
e. g. It was a three days' journey.	Это было трехдневное путешествие.
W. comb. to go on a journey	отправиться в путешествие
to make a journey	совершить путешествие
e. g. He has gone on a journey to the Far East.	Он отправился в путешествие на Дальний Восток.
They made the journey from Leningrad to Sebastopol in three days.	Они совершили путешествие от Ленинграда до Севастополя за три дня.

Remember:

Did you have a pleasant journey?	Вы хорошо доехали?
A happy (pleasant) journey (to you). *(informal)*	Счастливого пути!
I wish you a pleasant journey. *(formal)*	
I hope you have a pleasant journey. *(informal)*	

Compare:

The journey across Europe from Calais to Warsaw took him about six days.	Ему потребовалось около шести дней для переезда через Европу из Кале в Варшаву.
(прямой длительный переезд к пункту назначения)	
Is he back from his travels yet?	Он уже вернулся из своего путешествия?
He likes travel stories.	Он любит книги о путешествиях.
(путешествие от одного места к другому, без определенного пункта назначения; странствия)	
Last week-end they took a trip to Klin.	В прошлую субботу они совершили поездку в Клин на выходной день.

Only a few newspapers wrote favourably of the results of the President's trip to Turkey.	Только некоторые газеты положительно высказались о результатах поездки президента в Турцию.

(короткое, прямое путешествие, поездка, обычно по делам службы или с целью развлечения; в современном языке, особенно газетном, часто употребляется также и для обозначения длительных поездок)

They had an unpleasant voyage from New York to Liverpool because of the storm.	Их путешествие из Нью-Йорка в Ливерпуль было неприятным из-за шторма.

(путешествие по воде, преимущественно морем)

ring the bell — позвонить (в дверь дома)

LESSON 5

hesitate ['heziteit] *v* — колебаться (не решаться)
Prp. to hesitate **about** smth. — колебаться в отношении чего-л.
to hesitate **about** doing smth. — не решаться сделать что-л.
e.g. Are you still hesitating about joining our excursion? — Вы все еще не решаетесь, поехать ли с нами на экскурсию?
Gr. to hesitate whether to do smth. or not — колебаться, сделать ли что-л. или нет
hesitation *n* — колебание
hold [hould] (**held, held**) *v** — 1. держать
W. comb. to hold smth. out (a hand, a document, etc.) — протягивать что-л. (руку, документ и т. д.)
to hold up — выставлять, показывать (*держать что-л. вверху*)
2. проводить
W. comb. to hold a meeting (a conversation) — проводить собрание (вести разговор)
Gr. to be held — проводиться
e.g. Where will our examination be held? — Где будет проводиться наш экзамен?
hold *n* — захват
W. comb. to catch hold of smth.* — схватить что-л.
to get hold of smth. — схватить, ухватиться; найти, застать, достать
e.g. I need this book badly, but I can't get hold of it. — Мне очень нужна эта книга, но я не могу ее достать.
I've been trying to speak to him about it, but I can't get hold of him. — Я пытался поговорить с ним по этому вопросу, но не могу застать его.
hold up (smth., smb.) *v* — задержать (кого-л., что-л.)
e.g. I am sure something has held him up. — Я уверен, что его что-то задержало.

the fire — камин

lean (leant, leant) — наклоняться
[li:n], [lent] *v*

W. comb. to lean on smth. — опираться на что-л. (стол, стул, чью-л. руку и т. д.)
(a table, a chair, smb.'s arm, etc.)
to lean against smth. — прислониться к чему-л. (стене, двери и т. д.)
(a wall, a door, etc.)
to lean forward — наклониться вперед
to lean back — откинуться назад
to lean over — наклоняться над чем-л.

cheerfully *adv* — бодро, весело, жизнерадостно

e. g. "Everything's good," he said and smiled cheerfully. — «Все хорошо», — сказал он и весело улыбнулся.

cheerful ['tʃiəful] *adj* — бодрый, веселый, жизнерадостный; яркий, светлый

W. comb. a cheerful person (face, conversation etc.) — веселый человек (лицо, разговор и т. д.)
a cheerful room — веселенькая комната
a cheerful song — бодрая песня

Ant. cheerless — унылый, мрачный

cheer up *v* — подбодрить(ся), развеселить(ся)

e. g. I am sorry I could not cheer Ann up. — Мне так жаль, что мне не удалось подбодрить Анну.
Why do you look so gloomy? Cheer up. — Почему ты такой мрачный? Подбодрись.

put aside *v* — отложить (в сторону)

keep (kept, kept) *v** — держать (не отдавать), хранить, сохранять

e. g. I'd like to keep all my books in a book-case, but there is no room for one. — Мне бы хотелось хранить (держать) все книги в книжном шкафу, но для него нет места.
My hands were cold, and I kept them in my pockets. — У меня замерзли руки, и я держал их в карманах.
Please keep this seat for me. — Посмотрите, пожалуйста, чтобы мое место не заняли.
"Shall I give you back the magazine?" — — Вернуть вам журнал?
"No, keep it." — — Нет, пусть он останется у вас.

W. comb. to keep one's promise*(= to keep one's word) * — держать обещание (слово)
to keep silent (silence) — хранить молчание, молчать
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to keep smb. waiting * — заставлять кого-л. ждать
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Compare:

Он держал мою книгу в руках. (имел ее в руках)	He **held** my book in his hands.
Он держал (не отдавал, не возвращал) мою книгу очень долго.	He **kept** my book for a long time.

because of *prp.* — из-за
W. comb. because of smb. or smth. (the bad weather, the noise, etc.) — из-за кого-л. или чего-л. (из-за плохой погоды, шума и т. д.)
e. g. We went back home because of the rain. — Мы вернулись домой из-за дождя.

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He was found **guilty** of stealing the books.	Его признали виновным в краже книг.
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W. comb. to find fault with smb., smth. — придираться к кому-л., чему-л.; находить недостатки в ком-л., чем-л.

e. g. Don't take any notice of her. She is always finding fault (with things.).
Why does he so often find fault with her work?

Не обращайте на нее внимание. Она всегда ко всему придирается.
Почему он так часто придирается к ее работе?

faulty *adj*

имеющий дефекты, недоброкачественный, поврежденный

W. comb. faulty goods (materials, machines, etc.)

недоброкачественные товары (материалы, машины и т. д.)

waste *v*

даром тратить (*время, усилия и т. д.*)

literary *adj*

литературный; начитанный

artistic [a:'tistik] *adj*

художественный, артистический

power ['pauə] *n*

1. сила, власть

e. g. It was not in the doctor's power to save the child's life.
He'll do everything in his power to help us.

Врач был не в состоянии спасти жизнь ребенка.

Он сделает все, что сможет (все, что в его силах), чтобы помочь нам.

2. сила, энергия

a power-station

электростанция

3. держава, государство

W. comb. the Great Powers

великие державы

powerful *adj*

мощный, могучий, могущественный, сильный

W. comb. a powerful man

могущественный человек, сильный (физически) человек

a powerful machine

мощная машина

a powerful voice

могучий голос

Ant. powerless

бессильный

surround [sə'raund] *v*

окружать, обступать

Gr. Prp. to be surrounded by

быть окруженным кем-л. или чем-л.

e. g. Old castles are often surrounded by high walls.

Старые замки часто бывают окружены высокими стенами.

secret ['si:krit] *n*

секрет

figure ['figə] *n*

фигура

partner ['pa:tnə] *n*

партнер

settle *v*

решить, урегулировать

nicely *adv*

хорошо, отлично

e. g. You did it very nicely.

Вы очень тактично (мило) это сделали.

nice *adj*

приятный, хороший, милый

e. g. It was very nice of you to help them.

С вашей стороны было очень мило помочь им.

Compare:

a nice boy (girl, man)	милый (хороший) мальчик (девочка, человек)
a good book	хорошая книга
a pleasant conversation	приятный разговор
good manners	хорошие манеры
a nice day	хороший день
nice warm weather	хорошая теплая погода

income ['inkəm] *n* — доход
argument ['a:gjumənt] *n* — аргумент, довод
nearly ['niəli] *adv* — почти, чуть не
Syn. almost
e. g. I nearly made a mistake. — Я чуть не сделал ошибку.
It is nearly evening (morning, etc.). — Уже почти вечер (утро и т. д.).
W. comb. nearly ready (finished, written, etc.) — почти готовый (законченный, написанный и т. д.)
to burst (burst, burst) [bə:st] *v* — взорваться, лопнуть; разразиться
e. g. Don't put all these things in the bag, it will burst. — Не клади все эти вещи в сумку, она может разорваться.
W. comb. to burst into a room (a carriage, etc.) — ворваться в комнату (в вагон и т. д.)
to burst out crying — расплакаться
to burst out laughing — рассмеяться
burst *n* — взрыв
W. comb. a burst of laughter (of applause) — взрыв смеха (аплодисментов)
exclaim [iks'kleim] *v* — воскликать
wild [waild] *adj* — дикий
masses ['ma:siz] *n* — массы
prefer [pri'fə:] *v* — предпочитать
personality [pə:sə'næliti] *n* — личность
gold [gould] *adj* — золотой
watch chain — цепочка для часов
dead [ded] *adj* — мертвый
Hyde Park ['haid 'pa:k] — Гайд-парк
murder ['mə:də] *n* — убийство
murderer ['mə:dərə] *n* — убийца
unless [ʌn'les] *conj* — если только не
e. g. We'll go to the country on Sunday unless the weather changes. — Мы поедем за город в воскресенье, если только не изменится погода.
I shan't come tomorrow unless you ring me up. — Я завтра не приду, если только ты не позвонишь мне.
shut (shut, shut, shutting) [ʃʌt] *v* — запирать, закрывать
W. comb. to shut a door (a window, a journal, a book, etc.) — закрывать, запирать, захлопнуть дверь (окно, журнал, книгу и т. д.)
e. g. All the shops were shut, and we couldn't buy anything. — Все магазины были закрыты, и мы ничего не могли купить.
run (ran, run, running) *v** — 1. бегать,
2. ходить *(об автобусах, трамваях и т. д.)*
e. g. The trams run every three minutes here. — Здесь трамваи ходят каждые три минуты.
3. вести *(дело, предприятие)*, управлять
W. comb. to run a hotel (a factory, etc.) — управлять гостиницей (заводом и т. д.)
to run a newspaper — издавать газету
e. g. He runs everything here. — Он здесь всем ведает.
run into smth., smb. *v* — натолкнуться на что-л., кого-л., столкнуться с чем-л., с кем-л., наскочить на кого-л.

e. g. I ran into an old friend at the exhibition the other day.

На днях я случайно встретил своего старого товарища на выставке. (столкнулся с ним)

kindly *adv*
приятно, любезно

alike [ə'laik] *adj*
одинаковый, похожий *(употребляется только как предикатив)*

Gr. to be alike
быть похожими друг на друга

Compare:

Both my brother and sister look like my father.	Мои брат и сестра похожи на отца.
My brother and sister are alike in character.	Мои брат и сестра похожи друг на друга по характеру.

compare [kəm'pɛə] *v*
сравнивать

Prp. to compare one thing with another
сравнивать одну вещь с другой

e. g. The teacher compared Peter's translation with mine.
Преподаватель сравнил перевод Петра с моим.

comparison [kəm'pærisn] *n*
сравнение

in comparison with *prp.*
по сравнению с, в сравнении с

rise (rose, risen) *v*
подниматься

hobby *n*
хобби

pull [pul]* *v*
тянуть, тащить (на себя)

W. comb. to pull the door open [shut]*
потянуть и открыть (закрыть) дверь

to pull smth. or smb. up (down)*
потянуть что-л. или кого-л. вверх (вниз)

to pull smth. out*
вытянуть что-л.

to have a tooth pulled out*
выдернуть зуб

to pull up (at)
останавливаться около *(о транспорте)*

to pull down a house
снести дом

e. g. A car pulled up at the entrance and a tall young man got out.
У подъезда остановился автомобиль, и из него вышел высокий молодой человек.

They were pulling down the house when we arrived at the place.
Когда мы приехали сюда, дом сносили.

W. comb. to pull oneself together
взять себя в руки

start *v*
вздрагивать

describe *v*
описывать

beat (beat, beaten) *v*
1. бить, колотить *(палкой и т. п.)*

e. g. Jim's stepmother often beat him.
Мачеха часто била Джима.

2. биться *(о сердце)*

e. g. He felt his heart beating fast with excitement.
Он почувствовал, как его сердце сильно забилось от волнения.

3. победить, нанести поражение в спорте и т. п.

e. g. "Torpedo" beat "Dynamo" 3 — 1 (three one).
My favorite team was beaten 2 — 3.

«Торпедо» выиграло матч у «Динамо» со счетом 3 : 1.
Моя любимая команда проиграла со счетом 2 : 3.

LESSON 6

fact *n*
e. g. The fact is I'll be busy at the time.
W. comb. as a matter of fact
in fact
e. g. The post-office is not far from here, as a matter of fact it's just round the corner.
The fish was very big, in fact it was the largest I had ever seen.

факт
Дело в том, что в это время я буду занят.
собственно говоря
собственно говоря, фактически
Почта недалеко отсюда, собственно говоря, она прямо за углом.

Рыба была очень большая; собственно говоря, это была самая большая рыба, которую я когда-либо видел.

prefer (preferred, preferring) [pri'fə:] *v*
Syn. would rather ... than
Prp. Gr. to prefer smb., smth. to smb., smth. else
to prefer to do smth.
to prefer doing smth.
e. g. "Would you like tea or coffee?"
"I prefer coffee (to tea.)" (= "I would rather have coffee.")
"Which of the two dresses would you prefer?"
"I prefer the black one."
She would prefer to stay here for the night.
Usually I prefer the theatre, but tonight I would prefer a concert.
I would rather stay here for the night than set out in this weather.

предпочитать
лучше (скорее) ..., чем
предпочесть кого-л., что-л., кому-л., чему-л. еще
предпочесть сделать что-л.
— Вам чаю или кофе?
— Я предпочитаю кофе (чаю). (= Я лучше выпью кофе.)
— Какое из этих двух платьев вы предпочитаете?
— Я предпочитаю черное.
Она предпочла бы остаться на ночь здесь.
Вообще я больше люблю театр, но сегодня я предпочитаю пойти на концерт.
Я лучше останусь ночевать здесь, чем пойду в такую погоду.

plot *n*
familiar [fə'miljə] *adj*
Prp. to be familiar with smth.
W. comb. a familiar sight (voice, fact, etc.)
e. g. His face seemed familiar to me.

содержание, сюжет
знакомый, привычный
быть знакомым с чем-л.
знакомый вид (голос, факт и т. д.)
Его лицо показалось мне знакомым.

screen *n*
opinion [ə'pinjən] *n*
Prp. in one's opinion
W. comb. to have a good (high, poor, favourable,

экран
мнение
по чьему-л. мнению
быть хорошего (высокого, плохого, положительного и т. д.

etc.) opinion of a person or a thing

e. g. What's your opinion of it?
In my opinion this film is well worth seeing.
The manager has a high opinion of your work.

version *n*
W. comb. a screen version

excellent ['eksələnt] *adj*
W. comb. excellent marks
an excellent play

praise [preiz] *v*
e. g. The mother praised the child for being very helpful.

look at *v**
look through *v**

Syn. to go through

look for *v**
look like *v**
look after *v**
look forward to smth. or doing smth.
e. g. I am looking forward to my holiday.
She is looking forward to seeing her brother.

look around *v*
e. g. When he went into the cinema he looked around to see if any of his friends had come.

look up *v**
e. g. Look that word up in the dictionary.

look upon *v*
e. g. He looked upon me as his brother.

мнения о человеке или вещи

Каково ваше мнение об этом?
По-моему, этот фильм очень стоит посмотреть.
Директор высокого мнения о вашей работе.

вариант, интерпретация
экранизация

отличный, превосходный
отличные оценки
превосходная пьеса

хвалить
Мать похвалила ребенка за то, что он помог ей.

смотреть (на)
1. смотреть через *(окно, очки и т. п.)*
2. просматривать *(книги, журналы)*

искать
быть похожим, выглядеть как...
заботиться, присматривать
ожидать, предвкушать что-л.

Я с нетерпением ожидаю отпуска.
Она с нетерпением ждет встречи с братом.

оглядываться вокруг, осматриваться
Войдя в зал кинотеатра, он посмотрел вокруг, ища кого-либо из своих друзей.

1. взглянуть вверх
2. смотреть что-л. в справочнике, словаре и т. д.
Посмотрите это слово в словаре.

рассматривать что-л., смотреть на кого-л. как на..., считать, иметь мнение о ком-л., чем-л.
Он относился ко мне как к брату.

LESSON 7

overdo (overdid, overdone) [ouvə'du:] *v*
rathskeller ['ra:tskelə] *n*
provincial [prə'vinʃəl] *adj*
false [fɔ:ls] *adj*

заходить слишком далеко, утрировать, переигрывать
пивная, кабачок, погребок
провинциальный, местный
ложный, ошибочный, неправильный

charge [tʃa:dʒ] *n* обвинение
Prp. on a charge of по обвинению в
steal (stole, stolen) ['v] воровать, красть
bank *n* банк
professional [prə'feʃənəl] *adj* профессиональный
traditional [trə'diʃənəl] *adj* традиционный
height [hait] *n* высота, вышина
W. comb. at the height of в зените (славы)
(one's fame)

critic *n* критик
star (starred, starring) [sta:, исполнять главную роль
'sta:riŋ] *v*

partner ['pa:tnə] *n* участник, партнер
partner *v* быть чьим-л. партнером
trouble ['trʌbl] *n* 1. беспокойство, волнение, волнения; неприятности

e. g. He managed to do everything without much trouble. Ему удалось все сделать без особых усилий (трудностей).

W. comb. to be in trouble иметь неприятности
e. g. I hear your friend is in great trouble. Я слышал, у вашего друга большие неприятности.
W. comb. to have trouble with испытывать затруднения, неприятности, иметь хлопоты

e. g. I'm afraid you'll have a lot of trouble with that boy. Боюсь, этот мальчик доставит вам массу хлопот (неприятностей).
"You will have no trouble with the machine," said the engineer. «У вас не будет хлопот с этой машиной», — сказал инженер.
W. comb. to get in (into) trouble попасть в беду
e. g. Stop behaving badly or you'll get into trouble. Перестань так себя вести, иначе ты попадешь в беду.

2. затруднения, заботы, неприятности

e. g. She says she's had a lot of troubles lately. Она говорит, у нее много неприятностей последнее время.
I understand the article, the trouble is I can't translate it properly. Я понимаю содержание статьи; беда в том, что я не могу как следует перевести ее.

suggestion [sə'dʒestʃn] *n* предложение, совет
Syn. proposal предложение *(официального характера)*; предложение о женитьбе

e. g. We'll have our meeting tomorrow then. Have you any other suggestions? Мы назначим собрание на завтра. У вас есть еще какие-либо предложения?

turn down ['tə:n 'daun] *v* отвергать
W. comb. to turn down a suggestion (a plan, etc.) отвергать предложение (план и т. д.)
to turn smb. down отвергнуть кого-л. (чью-л. кандидатуру)

e. g. He asked Mary to be his wife but she turned him down. Он просил Мери быть его женой, но она отвергла его предложение.

turn out *v*
e. g. The young girl turned out to be an excellent pianist.
As it turned out, the play was worth seeing.
W. comb. to turn out well
e. g. I hope everything turns out well.
imitator ['imiteitə] *n*

fellow ['felou] *n*
e. g. Well dear fellows, let's get down to business.
fellow traveller (= fellow-passenger) *n*
fellow worker *n*
bring up (brought up, brought up) *v*
e. g. My sister has brought up four children.
She was brought up in the family of a worker.
W. comb. to be brought up to do smth.

e. g. He was brought up to respect his elders.
deceive [di'si:v] *v*

e. g. Don't try to deceive me.

I was deceived by his appearance.
She tried to deceive herself by telling everybody that she felt quite all right.
straw [strɔ:] *n*
convince [kənvins] *v*

Gr. Prp. to convince smb. | that... / of smth.

e. g. We could not convince him that he was mistaken.
We could not convince him of the necessity for this step.
W. comb. to try to convince
e. g. The doctors tried to convince her that she would strain her heart if she swam too much.
convincing *adj*
W. comb. convincing arguments (speech, words, etc.)

оказаться
Молодая девушка оказалась прекрасной пианисткой.
Как оказалось, пьесу стоило посмотреть.
сойти благополучно
Я надеюсь, все сойдет благополучно.
подражатель

человек, парень, товарищ
Ну, дорогие мои (друзья), давайте приниматься за дело.
спутник, попутчик

сослуживец
воспитывать

Моя сестра воспитала четверых детей.
Она воспитывалась в семье рабочего.
быть воспитанным в каком-то духе, с какой-то целью с детства
Он воспитан в духе уважения к старшим.
обманывать, вводить в заблуждение
Не пытайтесь меня обмануть (ввести в заблуждение).
Меня обманула его внешность.

Она пыталась обмануть себя, говоря всем, что вполне хорошо себя чувствует.

соломинка
убедить, довести до сознания
убедить кого-л. в том, что
убедить кого-л. в чем-л.
Мы не могли убедить его в том, что он ошибается.
Мы не могли убедить его в необходимости этого шага.

убеждать *(стараться убедить)*
Врачи старались убедить ее в том, что она испортит себе сердце, если будет слишком много плавать.
убедительный
убедительные доводы (речь, слова и т. д.)

e. g. He spoke for a long time, but his words were not convincing.

Он говорил долго, но его слова были неубедительными.

persuade [pəs'weid] *v*

1. убедить

Syn. to convince

Gr. Prp. to persuade smb. | that... / of smth.

убедить кого-л. в чем-л.

e. g. He managed to persuade (to convince) everybody that he was innocent (= of his innocence).

Ему удалось убедить всех в том, что он невиновен (в своей невиновности).

2. убедить, склонить, уговорить *(что-л. сделать)*

Gr. to persuade smb. to do smth.

уговорить кого-л. сделать что-л.

e. g. We persuaded him to see the doctor at once.

Мы уговорили его немедленно пойти к врачу.

We persuaded her not to wear a black dress to the party.

Мы уговорили ее не одевать черное платье на этот вечер.

permission [pə'miʃn] *n*

разрешение

e. g. He had no permission to do it.

У него не было на это разрешения.

Why did you do it without permission?

Почему ты это сделал без разрешения?

Did the manager give you permission to stay away from work?

Директор разрешил вам не приходить на работу?

W. comb. to ask (for) permission

просить разрешения

e. g. If you want to join the group ask (for) permission first.

Если вы хотите заниматься в этой группе, спросите сначала разрешение на это.

permit [pə'mit] *v*

разрешать

Syn. to allow

permit ['pə:mit] *n*

письменное разрешение

distant ['distənt] *adj*

дальний, далекий, отдаленный

W. comb. a distant village (relative, etc.)

дальняя деревня (родственник и т. д.)

distant music (sounds, etc.)

далекая *(доносящаяся издалека)* музыка (звуки и т. д.)

e. g. When my brother was fifteen, he dreamt of travelling to distant countries.

Когда моему брату было 15 лет, он мечтал о путешествиях в дальние страны.

shy [ʃai] *adj*

застенчивый

W. comb. a shy person (smile, etc.)

застенчивый человек (улыбка и т. д.)

shyly *adv*

застенчиво

awkward ['ɔ:kwəd] *adj*

1. неуклюжий, неловкий

W. comb. an awkward skater (dancer, etc.)

неумелый конькобежец (танцор и т. д.)

e. g. He was sitting in an awkward position and his back began to ache.

Он сидел в неловком положении и у него заболела спина.

The doctor was shy and awkward in company, but

Доктор был застенчивым и неловким в обществе, но в боль-

at the hospital he seemed quite another man.

W. comb. to feel awkward
to find oneself in an awkward situation (position)

e. g. When Mr Winkle was asked to skate, he found himself in an awkward position.

fetch [fetʃ] *v*

W. comb. to fetch a thing (a chair, a hat, etc.)
to fetch a person (a doctor, a porter, etc.)

e. g. "Shall I fetch you a glass of water?"
"Yes, please."

beer [biə] *n*

grow (grew, grown) [grou, gru:, groun] *v*

e. g. Where do these flowers grow?

Gr. to grow old*
to grow pale*
to grow dark*

e. g. I am growing very short-sighted. I must wear glasses.

grow up *v*

grown-up *adj*

e. g. He has a grown-up son.

grown-up (*pl.* **grown-ups**) *n*

e. g. Will there be any grown-ups at the New Year party or only children?

stout [staut] *adj*

Ant. thin

e. g. He's grown too stout.

нице он казался совсем другим человеком.

2. неудобный, затруднительный

чувствовать себя неловко

очутиться в затруднительном (неловком) положении

Когда мистера Уинкля пригласили кататься на коньках, он оказался в затруднительном положении.

сходить за чем-л. (*принести что-л.*), сходить за кем-л. (*привести кого-л.*)

принести какую-л. вещь (стул, шляпу и т. д.)

сходить за кем-л. (за врачом, носильщиком и т. д.)

— Принести вам стакан воды?

— Да, пожалуйста.

пиво

1. расти; выращивать

Где растут такие цветы?

2. становиться (*глагол-связка*)

стареть

бледнеть

темнеть

Я становлюсь близоруким. Мне нужно носить очки.

становиться взрослым

взрослый (*прилагательное*)

У него взрослый сын.

взрослый (*существительное*)

Будет ли кто-нибудь из взрослых или только дети на новогодней елке?

полный, упитанный, грузный (*о людях*)

худой, тонкий

Он слишком располнел.

Compare:

толстый (полный) человек	a **stout** person
толстый журнал (книга и т. д.)	a **thick** magazine (book, etc.)

plain [plein] *adj*

Syn. clear, simple

e. g. The meaning of his words was quite plain.

1. простой, ясный

Смысл его слов был совершенно ясен.

W. comb. in plain English (Russian, etc.) — просто, ясно

e. g. Will you explain it in plain English? — Объясни, пожалуйста, все просто и ясно.

2. простой, несложный; обыкновенный, невзрачный

W. comb. plain food — простая *(грубая)* пища
a plain face — простое *(некрасивое)* лицо
a plain woman — некрасивая женщина
a plain dress — простое *(просто сшитое)* платье

gossip ['gɔsip] *n* — болтун, сплетник, сплетница

innocent ['inəsənt] *adj* — 1. невинный, невиновный

Ant. guilty — виновный

e. g. He was innocent of the crime. — Он был невиновен в преступлении.

2. невинный *(не имеющий жизненного опыта)*, простодушный

W. comb. an innocent child (smile, look, etc.) — невинное дитя (улыбка, вид и т. д.)

people *n* — *ед.* родственники, товарищи по работе

W. comb. young people — молодежь

ability [ə'biliti] *n* — способность, умение, дарование

tragic ['trædʒik] *adj* — трагический, трагедийный

road [roud] *n* — дорога, путь, шоссе; улица

Syn. way — путь

e. g. Are they making a new road? — Они строят новую дорогу?

Do we cross the road on the way there? — Нам надо будет переходить дорогу (улицу) по пути туда?

Compare:

Where shall we get to if we go along this road? — Куда мы попадем, если пойдем по этой дороге?

The road is very muddy. — Дорога очень грязная.

(road — полотно, лента дороги)

I'm not sure of the way. — Я не уверен, правильно ли мы идем.

Does our way lie (go) through the forest? — Наш путь лежит через лес?

(way — направление движения)

Remember:

to know the way (from ... to ...) — знать дорогу от (из) ... в (к) ...

to ask the way — узнать, как пройти

to find the way — найти дорогу

to tell smb. the way — рассказать, как пройти

Which is the shortest way to the station? — Как скорее дойти до станции?

Can you tell me the way to...? — Как пройти к ...?

sensible ['sensibl] *adj* — разумный, благоразумный
W. comb. a sensible man — разумный человек
a sensible idea — разумная мысль

sense [sens] *n* — 1. чувство, понимание
W. comb. a sense of humour (responsibility, duty, proportion) — чувство юмора (ответственности, долга, меры)
e. g. The boy has no sense of duty. — У мальчика нет чувства долга.
2. разум, благоразумие
e. g. You should show your good sense by taking better care of your health. — Вам следует быть более благоразумным и больше заботиться о своем здоровье.
W. comb. to make sense — иметь смысл
common sense — здравый смысл
e. g. I think there's a mistake here, the sentence doesn't make sense. — Я думаю, здесь какая-то ошибка, предложение бессмысленно.

guess [ges] *v* — 1. угадать, отгадать, догадаться
e. g. Can you guess his age? — Вы можете определить (угадать) его возраст?
You guessed right (wrong). — Вы угадали (не угадали).
2. предполагать, полагать, считать *(Am.)*
Syn. to think, to believe
e. g. You are right, I guess. — Я думаю, вы правы.

make-up ['meikʌp] *n* — грим, косметика

feel *v** — чувствовать, испытывать, чувствовать себя
Gr. to feel cold * — чувствовать холод
to feel { uncomfortable* / awkward } — чувствовать себя неловко
to feel sad* — грустить
to feel happy* — чувствовать себя счастливым
to feel angry* — сердиться
W. comb. to feel pity for smb. — сожалеть, испытывать чувство жалости к кому-л.
to feel like doing smth. — быть склонным сделать что-л., иметь желание сделать что-л.
e. g. I don't feel like going to the theatre today. — Я не расположен идти сегодня в театр.

feeling *n* — 1. чувство, ощущение
W. comb. a feeling of pain (hunger, joy, etc.) — чувство боли (голода, радости и т. д.)
to have a feeling (that) ... — иметь (такое) чувство (что) ...
e. g. I have a feeling that my brother will arrive today. — У меня такое чувство, что брат сегодня приедет.

Compare:

His sense of humour is wonderful.	У него удивительное чувство юмора.

(sense — чувство абстрактного, восприятие чего-либо, присущее человеку вообще)

He had an unpleasant **feeling** that somebody was watching him,	У него было неприятное чувство, что кто-то за ним наблюдает.

(**feeling** — конкретное проявление чувства, ощущение в данный момент)

	2. чувство, привязанность
W., comb. a deep feeling	глубокое чувство
handsome ['hænsəm] *adj*	красивый *(обычно о мужчине)*
W. comb. a handsome fellow (man, boy)	красивый парень (мужчина, мальчик)
fashion [fæʃn] *n*	мода
W. comb. in the latest fashion	по последней моде
to be in fashion	быть в моде
to be out of fashion	выйти из моды
e. g. This hair style is in fashion now.	Эта прическа сейчас в моде.
fashionable *adj*	модный
W. comb. a fashionable dress (clothes, etc.)	модное платье (одежда и т. д.)
card *n*	визитная карточка
cancel (cancelled) ['kænsl] *v*	аннулировать, отменять, погашать, расторгать
W. comb. to cancel a meeting (a match, etc.)	отменять собрание (матч и т. д.)
engage [in'geidʒ] *v*	1. занимать *(о времени)*
Gr. Prp. to be engaged	**in** smth. — быть занятым чем-л. **in** doing smth. **with** smb. — » с кем-л. **at** a meeting, etc. — » где-л.
e. g. He was engaged in writing letters when I went in.	Он писал письма, когда я вошел.
"Where's the manager?"	— Где управляющий?
"He's engaged with Mr Smith (at the conference)."	— Он занят с господином Смитом. (Он на конференции.)
	2. нанимать, принимать на работу *(служащих; людей, имеющих профессиональное образование)*
e. g. We engaged a new economist lately.	Мы недавно приняли на работу нового экономиста.
Syn. to hire	нанимать для услуг *(для выполнения физической работы на короткое время)*

Compare:

The other day a new engineer **was engaged** (to work) at our factory.	На днях на наш завод принят на работу новый инженер.
Have you hired a gardener yet?	Вы уже наняли садовника?

engagement [in'geidʒmənt] *n* — обязательство, договоренность, занятость чем-л.

W. comb. to keep one's engagements — выполнять обязательства
to cancel (to call off) one's engagements — аннулировать обязательства (договоренность)

e. g. "Mr Green can't accept your invitation because of a previous engagement," said the secretary. — «Господин Грин не может принять ваше приглашение, так как он занят в это время», — сказал секретарь.

LESSON 8

financier [fai'nænsiə] *n* — финансист
aware [ə'weə] *adj* — знающий, осведомленный *(употребляется только как предикатив)*

Prp. to be aware of smth. — знать, осознавать
mainly ['meinli] *adv* — главным образом
brick *n* — кирпич
W. comb. a brick house — кирпичный дом
marble ['ma:bl] *n* — мрамор
W. comb. a marble step — мраморная ступенька
step *n* — 1. шаг
W. comb. to take a step — сделать шаг
step by step — шаг за шагом
e. g. We took a few steps and then one of us suddenly stopped. — Мы сделали несколько шагов, и вдруг один из нас остановился.

2. шаг, мера
e. g. What's your next step? — Что вы намерены дальше предпринять?

W. comb. to take steps — принимать меры
e. g. You must take steps to improve the position. — Вы должны принять меры, чтобы улучшить положение.

3. ступень, ступенька *(с наружной стороны здания)*, подножка
e. g. We went up the steps to the door. — Мы поднялись по ступенькам к двери.
It is dangerous to stand on the step of a moving tram. — Опасно стоять на подножке движущегося трамвая.

teller *n* — кассир *(в банке)*
as *conj, adv* — 1. так как; 2. по мере того, как; 3. как, в качестве

e. g. As his knowledge increased he grew more and more interested in the subject. — По мере того, как знания его расширялись, его интерес к предмету все более возрастал.
position [pə'ziʃn] *n* — 1. место *(работа)*
Syn. job — работа
e. g. The young doctor was very pleased to get the position of assistant. — Молодой врач был очень рад получить место ассистента.
e. g. She sat in a very uncomfortable position. — 2. положение
Она сидела в очень неудобном положении.

W. comb. to find oneself in an awkward position — очутиться в неловком положении

connection [kə'nekʃn] *n* — связь

e. g. What's the connection between these ideas? — Какая связь между этими мыслями?

W. comb. in connection with smth. — в связи с чем-л.

one's business connections — деловые связи

connect [kə'nekt] *v* — соединять(ся), связывать(ся) *(в прямом смысле)*

e. g. Are these towns connected by a railway? — Есть ли железнодорожная связь между этими городами?

number *n* — число, количество

Compare:

The number of people attending Prof. Petrov's lectures is increasing. — Число людей, посещающих лекции проф. Петрова, увеличивается.

(**the number** означает общее число, количество)

There are **a number** of pages missing in the book. — В книге не хватает нескольких страниц.

There were a large (great) **number** of people there. — Там было много людей (= там было большое количество людей).

(**a number** означает *несколько, ряд, какое-то (большое или малое) количество*; синонимично словам several, a few)

deal (dealt, dealt) with [di:l, delt] *v* — иметь (вести дело с кем-л., заниматься чем-л.), рассматривать *(проблему и т. д.)*

e. g. I hope we'll never have to deal with these problems again. — Надеюсь, нам никогда больше не придется заниматься такими проблемами.

Matters of this kind are not dealt with at our office. — Наше учреждение не занимается такими вопросами.

What does this book deal with? — О чем идет речь в этой книге? *(т. е. какая тема, проблема рассматривается)*

She's easy (difficult, impossible) to deal with. — С ней легко (трудно, невозможно) иметь дело.

broker ['broukə] *n* — брокер, маклер, комиссионер

represent [repri'zent] *v* — представлять

e. g. Which country does he represent? — Какую страну он представляет?

Almost all the nations of the world were represented at the Moscow Youth Festival. — Почти все народы мира были представлены на фестивале молодежи в Москве.

representative [repri'zentətiv] *n* — представитель, уполномоченный

(the) House of Representatives — Палата представителей *(нижняя палата Конгресса США)*

reliable [ri'laiəbl] *adj*
надежный, достоверный
W. comb. a reliable person
надежный человек
reliable news (information, etc.)
достоверные новости (данные и т. д.)

rely [ri'lai] *v*
полагаться, надеяться *(на кого-л.)*, быть уверенным *(в ком-л.)*

Prp. to rely upon(on) | smb. / smth. / smb. doing smth.
полагаться | на кого-л. / на что-л. / на то, что кто-л. сделает что-л.

e. g. I rely on your doing it.
Я полагаюсь на вас (я уверен, вы это сделаете).

interest ['intrist] *n**
интерес
Prp. with great interest*
с большим интересом
W. comb. to take an (no, great, not .., much) interest in smth.
проявлять интерес (никакого, большой, некоторый) к чему-л.

Syn. to be interested in | smth. / doing smth.
интересоваться (заинтересоваться) чем-л.

e. g. He takes no interest in music.
Он не проявляет интереса к музыке.
I am interested in getting the information for my report.
Я заинтересован в том, чтобы получить эти данные для своего доклада.

Gr. to be of great (considerable) interest to
представлять большой (значительный) интерес для
e. g. That's a matter of considerable interest to everybody.
Этот вопрос представляет значительный интерес для всех.

exchange [iks'tʃeindʒ] *n*
1. обмен
e. g. The company suggested an exchange of films between the two countries.
Компания предложила (организовать) обмен фильмами между обеими странами.
W. comb. an exchange of ideas (things, tourists, delegations, etc.)
обмен мыслями (вещами, туристами, делегациями и т. д.)
in exchange for
в обмен на
e. g. I'll give you English lessons in exchange for German lessons.
Я буду давать вам уроки английского языка в обмен на уроки немецкого (языка).

W. comb. the Stock Exchange
2. биржа
foreign exchange
фондовая биржа
валюта

exchange *v*
обменивать
W. comb. to exchange things (rooms, impressions, opinions, etc.)
обменивать вещи (комнаты, обмениваться впечатлениями, мнениями и т. д.)
Prp. to exchange one thing for another
обменять что-л. на что-л. еще
e. g. Can you exchange this dress for a larger size?
Можете ли вы обменять это платье на платье большего размера?

bill *n*
1. счет *(за услугу, обслуживание, купленные товары)*

W. comb. to pay the hotel (the restaurant) bill
e. g. Can I have the bill, please?
Our electricity bill came to one rouble last month.

John was always angry when he had to pay his wife's bills, as she spent a lot of money on clothes.

Syn. a note, a banknote
W. comb. a five (ten) dollar bill

financial [fai'nænʃəl] *adj*
financially [fai'nænʃəli] *adv*
stock *n*
bond *n*
face value
adventure [əd'ventʃə] *n*

honest ['ɔnist] *adj*
Ant. dishonest
Prp. to be honest with smb.
e. g. I'll be quite honest with you.
honesty ['ɔnisti] *n*
risky *adj*
uncle [ʌ!]kl] *n*
arrival [ə'raivl] *n*
e. g. His arrival on that day was quite unexpected.
relative ['relətiv] *n*
W. comb. a distant relative
for *conj*
take notice (of)*
Syn. to pay attention (to)
notice ['noutis] *n*
e. g. The notice said that only passengers were allowed in that room.

W. comb. (at) a week's (two weeks', a month's) notice
to give (get) a week's (a month's) notice
e. g. The office was closing down and the manager

уплатить по счету в гостинице (в ресторане)
Дайте мне счет, пожалуйста.

В прошлом месяце наш счет за электричество составил один рубль.
Джон всегда сердился, когда ему приходилось платить по счетам жены, так как она тратила много денег на платья.
2. банкнота

банкнота достоинством в пять (десять) долларов
3. вексель
финансовый
в финансовом отношении
акционерный капитал
облигация
номинальная стоимость
смелое предприятие, авантюра, риск
честный, правдивый, искренний
нечестный
быть искренним с кем-л.
Я буду говорить с вами прямо.

честность
рискованный
дядя
прибытие
Его приезд в тот день был совершенно неожиданным.
родственник, родственница
дальний родственник
ибо, поскольку, так как
обращать внимание, замечать

1. объявление *(письменное)*
В объявлении говорилось, что в этот зал разрешается входить только пассажирам (отъезжающим).
2. извещение, уведомление *(предупредительного характера, о прекращении действия какой-л. договоренности, об увольнении и т. д.)*
(с уведомлением) за неделю вперед (за две недели, за месяц)

дать (получить) уведомление за неделю (за месяц) вперед
Контора закрывалась, и управляющий выдал всем служащим

gave all the clerks two weeks' notice.
уведомление за две недели вперед.

planter ['pla:ntə] *n*
плантатор

frank [fræŋk] *adj*
откровенный, искренний

Gr. Prp. to be frank with smb.
быть откровенным, искренним с кем-л.

e. g. I'll be quite frank with you.
Я буду совершенно откровенен с вами.

smart *adj*
остроумный, находчивый, ловкий

brother-in-law ['brʌðərin'lɔ:] *n*
зд. шурин

frequent ['fri:kwənt] *adj*
частый *(часто повторяющийся или встречающийся)*

W. comb. a frequent visitor, etc.
частый посетитель и т. д.

frequent rains, etc.
частые дожди и т. д.

frequently *adv*
часто

touch [tʌtʃ] *n*
контакт, соприкосновение, связь

W. comb. to keep in touch (with)
держать связь с кем-л.

Syn. to be in touch (with)
поддерживать связь с кем-л.

Ant. to be out of touch (with)
не иметь связи с кем-л.

e. g. Keep in touch with me. I'll let you know if anything happens.
Держите со мной постоянную связь. Я дам вам знать, если что-либо случится.

I've been out of touch with Comrade Serov lately and don't know what he's been doing.
Последнее время я не поддерживаю связи с товарищем Серовым и не знаю, чем он занимается.

W. comb. to get in touch with
наладить (установить) связь с кем-л., связаться с кем-л.

e. g. If you want the information, get in touch with our manager.
Если вы хотите получить эти сведения, свяжитесь с нашим директором.

most (of) [moust] *n*
большинство, большая часть чего-л.

e. g. Comrade Batov has been away on business for most of the month.
Товарищ Батов был в командировке большую часть месяца.

"Most of your mistakes are the result of carelessness," said the teacher.
«Большинство ваших ошибок является следствием небрежности», — сказал преподаватель.

most *adj*
большинство

e. g. Most people prefer to have their holiday in summer.
Большинство людей предпочитает отдыхать (идти в отпуск) летом.

Compare:

Most of the children wore funny costumes.	Большинство детей было одето в смешные костюмы.
Music takes most of my free time.	Музыка занимает большую часть моего свободного времени.

(most — субстантивированное существительное, означает *основная, большая часть, большинство* и употребляется перед другим существительным в единственном или во множественном числе, при котором стоит определенный артикль, притяжательное или указательное местоимение)

Most children like sweets. — **Большинство детей** любит сладости.

(most — прилагательное, означает *большинство* и употребляется как определение перед существительным во множественном числе)

book-keeping *n* — **счетоводство**
book-keeper *n* — **счетовод**
mathematics [ˌmæθi'mætiks] *n* — **математика**
fast *adj* — **скорый, быстрый**
Syn. quick — **быстрый**
Ant. slow — **медленный**
W. comb. a fast train — **скорый поезд**
to be fast* — **спешить** *(о часах)*
fast *adv* — **быстро, скоро**
Syn. quickly
Ant. slowly
W. comb. to run (walk, drive, speak, etc.) fast — **бегать (идти, ездить, говорить и т. д.) быстро**
behave [bi'heiv] *v* — **поступать, вести себя**
W. comb. to behave well (badly) — **вести себя хорошо (плохо и т. д.)**
e. g. The child behaved well. — **Ребенок вел себя хорошо.**
Behave yourself! — **Веди себя как следует!**
Make this boy behave! — **Заставьте этого мальчика вести себя как следует.**
behaviour [bi'heivjə] *n* — **поведение**
train [trein] *v* — **тренировать(ся); обучать, готовить**
Prp. to train for a competition — **тренировать(ся) к соревнованиям**
e. g. The team is training for the finals. — **Команда тренируется к финальным играм.**
Gr. to be trained to be (or to do) smth. — **специально обучаться какому-л. делу (профессии)**
e. g. She was trained to be a teacher. — **Она получила специальность преподавателя.**
training ['treiniŋ] *n* — **обучение; тренировка**
W. comb. to get (have) training — **получить (иметь) подготовку; обучаться**
e. g. One must get a lot of training in order to become a good specialist. — **Нужно много учиться, чтобы стать хорошим специалистом.**
Has she had special training as a translator? — **Обучалась ли она специально, чтобы стать переводчиком?**
meantime ['mi:n'taim] *adv* — **тем временем**
bank-account (= account) [ə'kaunt] *n* — **счет в банке**

diary ['daiəri] *n* — записная книжка в форме календаря, дневник

Syn. an engagement book

appointment [ə'pɔintmənt] *n* — 1. деловое свидание, условленная встреча

W. comb. to make an appointment — назначить встречу, договориться о встрече

to have an appointment — иметь встречу

to keep an appointment — прийти в назначенное время

to cancel an appointment — отменить встречу

Prp. to have an appointment with smb. (for) today, tomorrow, etc.

at (for) three o'clock, etc.

to make an appointment with smb.

for tomorrow three o'clock, etc.

e. g. When have you got an appointment with your doctor? — Когда (на какое время) вы записались к врачу?

2. назначение

e. g. He's got a new appointment. — Он получил новое назначение.

appoint *v* — назначать

Art. Gr. to be appointed director, president, etc. — быть назначенным директором, председателем и т. д.

e. g. Who's been appointed manager of the factory? — Кто назначен директором завода?

appointed *p. II* — назначенный

e. g. The representatives came at the appointed time. — Представители явились в назначенное время.

arrange [ə'reindʒ] *v* — 1. расположить по порядку

W. comb. to arrange books, flowers, etc. — расставить книги, цветы и т. д.

2. устроить, условиться, договориться

e. g. Everything had been arranged long before we set out. — Мы договорились обо всем задолго до того, как отправились в путь.

Gr. to arrange to do smth. — договориться о том (устроить так), чтобы сделать что-л.

to arrange for smb. to do smth. — договориться о том (устроить так), чтобы кто-л. сделал что-л.

e. g. Can you arrange to be here at ten? — Можете вы устроить так, чтобы быть здесь в 10 часов?

We arranged for the sick man to be taken to hospital. — Мы договорились о том, чтобы больного положили в больницу.

Prp. to arrange about smth. — договориться о чем-л.

to arrange smth. for smb. (smth.) — устроить что-л. для кого-л. или чего-л.

e. g. I'll arrange about the tickets. — Я договорюсь о билетах.

arrangement [ə'reindʒmənt] *n* — договоренность, соглашение

W. comb. to make arrangements — условиться, договориться

Prp. to make arrangements with someone about smth. — условиться, договориться с кем-л. о чем-л. (относительно чего-л.)

to make arrangements for smth. — все устроить для чего-л.

e. g. Have you made arrangements for your journey yet? — Вы уже все устроили (обо всем договорились) для поездки?

phone (= to telephone) [foun] *v* — звонить по телефону

e. g. I'll phone you tonight. — Я позвоню вам сегодня вечером.

telephone (= phone) *n* — телефон

e. g. Can I use your telephone? — Разрешите позвонить (по вашему телефону).

W. comb. to be on the phone *(coll.)* (= on the telephone) — разговаривать по телефону; иметь телефон *(в квартире)*

to get smb. on the phone *(coll.)* — дозвониться кому-л.

e. g. It's very difficult to get him on the phone. — Ему очень трудно дозвониться.

Are you on the phone? — У вас есть телефон?

straight [streit] *adv* — прямо, сразу

Syn. right away *(Am. coll.)* — сразу, без промедления

W. comb. straight away — немедленно, тотчас же

e. g. Do you want me to do it straight away? — Вы хотите, чтобы я сразу же сделал это?

attend [ə'tend] *v* — 1. посещать, присутствовать *(часто в страдательном залоге)*

W. comb. to attend lectures (meetings, school, etc.) — посещать лекции (собрания, школу и т. д.)

e. g. The meeting was attended by some fifteen hundred people. — На собрании присутствовало около полутора тысяч человек.

Prp. to attend to smth., smb. — 2. уделять внимание чему-л., кому-л.; проследить за чем-л., заняться чем-л.

Syn. to see to smth.

e. g. "Who will attend to this?" — — Кто займется этим?

"I think I'll attend to it myself." — — Думаю, я сам займусь этим.

message ['mesidʒ] *n* — сообщение *(устное или письменное)*, записка, депеша

e. g. "Are there any messages for me?" — — Передавали ли что-нибудь для меня?

"Yes, there's a telephone message for you." — — Да, вам звонили и просили передать кое-что.

Can I take a message for him? — Ему передать что-либо?

W. comb. to leave a message for smb. with smb. — попросить кого-л. передать кому-л. что-то на словах или в записке

e. g. Can I leave a message for Petrov with you? — Я прошу вас передать это (эту записку) Петрову.

messenger *n* — посыльный

call *v** — звать, называть

W. comb. to call on smb. / to call at someone's place — заходить к кому-л.

to call at a place — заходить куда-л.

LESSON 10

serenade [ˌseri'neid] *n* — серенада

playwright ['pleirait] *n* — писатель, драматург

Fabian society ['feibiən sə'saiəti] — фабианское общество *(основано в 1884 г.)*

petty bourgeois ['buəʒwa:] — мелкобуржуазный

intellectual [inti'lektjuəl] *n* — *эд.* интеллигент

attempt [ə'tempt] *n* — попытка

satire ['sætaiə] *n* — сатира

put (put, put, putting) *v** — 1. класть, ставить

e. g. Put your name here, please. — Поставьте здесь вашу фамилию, пожалуйста.

Put a mark against this word. — Отметьте это слово (поставьте пометку).

2. выразить

e. g. Can you put this idea in simpler words? — Вы можете выразить эту мысль более простыми словами?

I don't know how to put that into English. — Я не знаю, как выразить это по-английски.

put up *v* — 1. повесить

e. g. Shall I put up the notice here? — Повесить объявление здесь?

2. остановиться *(в гостинице и т. д.)*

Syn. to stay — остановиться

e. g. Where will you put up? — Где вы остановитесь?

put on ['put 'ɔn] *v* — 1. надевать

2. ставить *(о пьесе)*

put off ['put 'ɔf] *v* — отложить (во времени)

e. g. Never put off till tomorrow what you can do today. *(proverb)* — Никогда не откладывайте на завтра то, что можно сделать сегодня. *(пословица)*

Gr. to put off doing smth. — отложить выполнение чего-л.

put down *v* — записать; положить

e. g. Put down his telephone number before you forget it. — Запишите его телефон, пока вы его не забыли.

Put down your exercise-books and listen to me. — Положите тетради и слушайте меня.

put smth. down to smb., smth. *v* — отнести за счет кого-л., чего-л., приписывать чему-л.

e. g. I put it down to his lack of experience. — Я могу отнести это за счет его неопытности (недостатка опыта).

amateur ['æmətə:] *n* — любитель *(не профессионал)*

W. comb. an amateur theatre (performance, etc.) — любительский театр (спектакль и т. д.)
an amateur painter (photographer, etc.) — художник-любитель (фотограф-любитель и т. д.)
an amateur show — концерт самодеятельности

feature ['fi:tʃə] *n* — черта *(лица, характера)*; характерная особенность

e. g. This girl has regular features. — У этой девушки правильные черты лица.

horn [hɔ:n] *n* — труба *(духовой инструмент)*

W. comb. a French horn — валторна

so as (to) ['souəztə] *conj* — для того чтобы; с тем чтобы

advantage [əd'va:ntidʒ] *n* — преимущество

e. g. Everybody realizes the advantage of knowing foreign languages. — Все понимают преимущество знания иностранных языков.

W. comb. to have an advantage over smb., smth. — иметь преимущество перед кем-л., чем-л.
to take advantage of the situation — воспользоваться создавшимся положением
to give smb. an advantage over smb. else — дать кому-л. преимущество перед кем-л. другим

apology [ə'pɔlədʒi] *n* — извинение

apologize [ə'pɔlədʒaiz] *v* — извиняться, приносить извинения

Prp. to apologize to smb. — извиняться перед кем-л.

Compare:

The boy apologized to his teacher for being rude. — Мальчик извинился перед преподавателем за грубость.

(to apologize — непереходный глагол, характерный для повествования)

Excuse me for being late. — Простите, я опоздал.
Excuse my interrupting you. — Извините, что я вас прерываю.

(to excuse — переходный глагол, характерный для диалогической речи)

colonel ['kə:nəl] *n* — полковник

hate *v* — ненавидеть

Syn. dislike — не любить

Gr. to hate
- smb., smth. — ненавидеть кого-л., что-л.
- to do smth. — очень не хотеть (не любить) делать что-л.
- doing smth. — не любить делать что-л.

e. g. Mrs Reed hated Jane for being proud. — Миссис Рид ненавидела Джейн за ее гордость.
I hate to bother you with a question, but it's urgent. — Мне не хочется беспокоить вас вопросами, но это очень срочно.

I hate interrupting people when they are engaged in conversation.

Я очень не люблю (терпеть не могу) прерывать людей, когда они заняты разговором.

mention [menʃn] *v*

упоминать

e. g. His father was mentioned in the article.

О его отце упоминали в статье.

"Thank you for your help!" "Don't mention it!"

— Спасибо за помощь! — Не стоит.

Prp. to mention smb. (smth.) to smb.

упомянуть о ком-л. (чем-л.) в разговоре с кем-л.

e. g. I hope you mentioned the fact to her.

Я надеюсь, вы упомянули об этом факте в разговоре с ней.

Compare:

Он упомянул о нашей работе, Он упомянул их имена. (предлог может употребляться)	He mentioned our work. He mentioned their names. (предлог никогда не употребляется)

(the) above-mentioned (= the above) *adj*

вышеупомянутый

avoid [ə'vɔid] *v*

избегать

Syn. to keep away from

Gr. to avoid | smth., smb. / doing smth.

держаться в стороне от

избегать чего-л., кого-л.

стараться не делать чего-л.

e. g. He seems to avoid me.

Он, кажется, избегает меня.

Why do you avoid meeting him?

Почему вы избегаете встречаться с ним?

W. comb. to avoid danger (a mistake, etc.)

избежать опасности (ошибки и т. д.)

turn up *v*

появиться; подвернуться, найтись

Syn. to come, to appear, to be found

e. g. My friend promised to come at five, but he hasn't turned up yet.

Мой друг обещал прийти в пять, но еще не появился.

I've left the book somewhere. I hope it turns up some time.

Я где-то оставил книгу. Надеюсь, она найдется.

John was waiting for a good job to turn up.

Джон ждал, когда подвернется хорошая работа.

fail *v*

1. потерпеть неудачу, провалиться

W. comb. to fail in smth.

потерпеть неудачу в чем-л.

to fail an exam

провалиться на экзамене

to fail to do smth.

не суметь сделать что-л.

e. g. Why did the secretary fail to deliver the message in time?

Почему секретарь не передал вовремя сообщение?

He tried to convince her but failed.

Он пытался убедить ее, но не сумел.

2. подводить

e. g. I hope you won't fail me and the work will be finished in time.
Надеюсь, вы меня не подведете и работа будет закончена в срок.

Is your sight beginning to fail you?
У вас зрение начинает ухудшаться (подводить вас)?

W. comb. without fail
обязательно

e. g. I'll do it without fail.
Я обязательно это сделаю.

failure ['feiljə] *n*
неудача, провал; неудачник

W. comb. failure in an exam
провал на экзамене

to be a failure
потерпеть неудачу, быть неудачником

e. g. The show was a failure.
Спектакль провалился.

spoil (spoilt, spoilt) *v*
портить(ся)

e. g. Don't spoil the book by writing on it.
Не пиши на книге — испортишь ее.

If you keep fruit a long time, it spoils.
Если вы будете долго хранить фрукты, они испортятся.

Their holidays were spoilt by rainy weather.
Дождливая погода испортила им каникулы.

W. comb. spoilt (unspoilt) child
избалованный (неизбалованный) ребенок

signal ['signəl] *n*
сигнал

mix up *v*
спутать, перепутать

e. g. Your papers are all mixed up.
Все твои бумаги перепутаны.

Some people mix up the words "to borrow" and "to lend".
Часто путают слова to borrow и to lend.

mix *v*
1. смешивать, перемешивать *(какие-л. вещества)*
2. обращаться, вращаться *(в обществе)*

W. comb. to mix with a crowd
смешаться с толпой (с группой людей), затеряться в толпе

beyond [bi'jɔnd] *prp.*
1. за, по ту сторону

W. comb. beyond the river (the hill, the house, etc.)
за рекой (холмом, домом и т. д.)

e. g. Don't go beyond the last house.
Не ходите дальше последнего дома.

2. вне; сверх, выше

W. comb. beyond the doctor's help
выше сил врача

beyond comparison
вне сравнения

beyond control
вне контроля

beyond one's reach
недосягаем *(физически)*

beyond hope
безнадежный

beyond one's understanding
beyond somebody
выше чьего-л. понимания

e. g. It's quite beyond me (= beyond my understanding).
Это выше (сверх) моего понимания.

That shelf is beyond my reach.
Я не могу дотянуться до той полки.

within *prp.*
в, в пределах, внутри

W. comb. within a few miles of here (of the house)
в нескольких милях отсюда (от дома)

within an hour (of) — в течение часа, в пределах часа (от)

e. g. Within an hour of his death everyone knew of it. — Уже через час после его смерти все узнали об этом.

Compare:

I'll go away on business for two weeks, and I intend to visit three factories within that period. — Я поеду в командировку на две недели и собираюсь посетить три завода за это время.

"All right," said the student. "I'll come in half an hour, that is, at 10.30." — «Хорошо, — сказал студент. — Я приду через полчаса, т. е. в 10.30».

shoot (shot, shot) [ʃu:t, ʃɔt] *v* — стрелять

but *adv* — только, лишь только

deafen ['defn] *v* — оглушать

peg *n* — *ед.* крючок *(для верхней одежды)*

press *v* — 1. нажимать

W. comb. to press a button — нажимать кнопку

2. гладить, утюжить

W. comb. to press clothes — гладить одежду

to have smth. pressed — отдать что-л. погладить

e. g. I'd like to have my trousers pressed. — Я бы хотел погладить (отдать погладить) брюки.

3. торопить кого-л., что-л.

e. g. They are pressing me for an answer. — Они торопят меня с ответом.

It's no good pressing him, he hates to be hurried. — Бесполезно торопить его, он этого терпеть не может.

I'd like you to press the matter. — Мне хотелось бы, чтобы вы ускорили рассмотрение (разрешение) этого вопроса.

pressing *adj (lit.)* — неотложный, требующий безотлагательного внимания

Syn. urgent ['ə:dʒənt] — срочный

e. g. I want you to see to this straight away. It's urgent. — Я хочу, чтобы вы занялись этим вопросом немедленно. Это срочно.

It's an urgent cable, — Это срочная телеграмма.

stairs [steəz] *n* — лестница *(внутри здания)*

human ['hju:mən] *adj* — человеческий

complaint [kəm'pleint] *n* — жалоба, недовольство

e. g. Have you any complaints to make? — У вас есть какие-нибудь жалобы?

There is no real reason for complaint. — Для недовольства нет оснований.

complain [kəm'plein] *v* — жаловаться, выражать недовольство

e. g. I hate people who are always complaining. — Я терпеть не могу людей, которые вечно жалуются.

Prp. to complain to smb. of (about) smth. — жаловаться кому-л. на что-л.

W. *comb.* to complain of a pain (toothache, a difficulty, etc.)

e. g. She complains of frequent headaches.

private ['praivit] *adj*

W. *comb.* private property ['prɔpəti] (business, factories, schools, etc.)
a private letter
a private lesson
a private room
one's private life
in private (= secretly, alone)

e. g. I'd like to speak to him in private.

personal ['pə:sənəl] *adj*

W. *comb.* a personal opinion (attitude, etc.)
a personal matter

personally *adv*

think (thought, thought) *v**

Prp. to think about smth., smb.

e. g. "Do you think he's wrong?" "Yes, I think so." ("No, I don't think so.")

think smth. over *v*

e. g. Let me think over your suggestion first.

think of smb., smth. *v*

Syn. to think about

e. g. Think of (about) the exam.
What are you thinking of (about)?

e. g. Will you think of another sentence?
Which of you can think of a better plan for our holidays?

Gr. to think of doing smth.

e. g. When Carrie took part in the amateur performance, she did not think of becoming an actress.
I am thinking of going to the South for my summer holiday.

жаловаться на боль (зубную боль, трудности и т. д.)

Она жалуется на частые головные боли.

частный, личный *(не государственный и не общественный)*
частная собственность (предприятия, заводы и фабрики, школы и т. д.)

личное *(не служебное)* письмо
частный урок
служебный кабинет
личная жизнь
без свидетелей, с глазу на глаз

Я хотел бы поговорить с ним наедине.

личный, свой *(относящийся к данному лицу)*
личное мнение (отношение и т. д.)

личное дело *(никого не касающееся)*
лично

1. думать
думать о чем-л., о ком-л.
2. полагать, считать
— Вы полагаете, он неправ?
— Я думаю, да (Я думаю, нет.)

обдумывать что-л.
Разрешите мне сначала обдумать ваше предложение.

1, думать о ком-л., о чем-л.

Подумай об экзамене.
О чем ты думаешь?

2. придумать
Придумайте другое предложение, пожалуйста.
Кто из вас может предложить лучший план на каникулы?

3. намереваться, собираться

Когда Кэри выступила в любительском спектакле, она не думала (не намеревалась) стать актрисой.
Летом я собираюсь поехать в отпуск на юг.

4. думать, иметь мнение *(в этом значении не употребляется в форме Continuous)*

W. comb. to think (highly, well, little, etc.) of smb., smth. — быть какого-л. мнения (высокого, хорошего, невысокого и т. д.) о ком-л., чем-л.

e.g. "What do you think of the concert?" — — Что вы думаете о концерте (как вам понравился концерт?)

"I don't think much of it." — — Мне он не очень понравился.

She thinks too highly of herself. — Она слишком высокого мнения о себе.

stare [steə] *v* — смотреть пристально, уставиться

Prp. to stare at smb., smth. — уставиться на кого-л., что-л.

e.g. What are you staring at? — На что вы так пристально смотрите?

insist [in'sist] *v* — настаивать

Gr. Prp. to insist on { smth. / doing smth. } — настаивать { на чем-л. / на том, чтобы сделать что-л. }

e.g. He insisted on an immediate decision. — Он настаивал на немедленном решении.

Why do you insist on my going this week? — Почему вы настаиваете на том, чтобы я поехал на этой неделе?

give in (gave, given) *v* — уступить, сдаться

e.g. Why don't you want to give in? Don't you see that you are wrong? — Почему вы не хотите уступить? Неужели вы не видите, что вы неправы?

LESSON 11

succeed [sək'si:d] *v* — преуспевать, достигать цели; удаваться

Syn. to manage — справляться; удаваться

Ant. to fail — потерпеть неудачу; не исполнить, не сделать

e.g. She succeeded as a teacher. — С работой преподавателя она успешно справлялась.

If you try again, I am sure you will succeed. — Если вы попытаетесь еще раз, я уверен, что вам удастся это сделать.

Gr. Prp. to succeed in doing smth. — удаваться что-л. сделать

e.g. After many years of training he succeeded in setting a record. — После многих лет тренировки ему удалось установить рекорд.

Compare:

Nick Petrov gained a lot of experience working at a factory. As a result he succeeded in entering the institute he was eager to get to. — Николай Петров приобрел большой опыт, работая на заводе. В результате ему удалось поступить в тот институт, о котором он мечтал.

How did you manage to get this book? — Как тебе удалось достать эту книгу?

discourage [dis'kʌridʒ] *v* — обескураживать, расхолаживать, отбивать охоту

e.g. Let us have another try! Don't let failures discourage us! — Давайте попробуем еще раз! Пусть неудачи нас не обескураживают!

Gr. Prp. to discourage smb. from doing smth. — расхолаживать, отбивать охоту сделать что-л.

e.g. The rainy weather discouraged people from going to the stadium. — Дождливая погода отбила у всех охоту пойти на стадион.

Ant. to encourage [in'kʌridʒ] — поощрять, ободрять

Gr. Prp. to encourage | smth. — подперживать, поощрять что-л.

Gr. Prp. to encourage | smb. to do smth. — поддерживать кого-л. в намерении сделать что-л.

to be (feel) encouraged by smth. — быть (чувствовать себя) ободренным чем-л.

e.g. Seneca Davis gave Frank a ten dollar gold piece to encourage his interest in money. — Сенека Дэвис дал Фрэнку золотую десятидолларовую монету, чтобы поощрить его интерес к деньгам.

The producer encouraged the young actor to take the new role. — Режиссер поддержал молодого актера в его намерении взять новую роль.

The actor felt encouraged by the talk with the producer. — Актер почувствовал себя ободренным беседой с режиссером.

courage ['kʌridʒ] *n* — храбрость, мужество

W. comb. to have the courage to do smth. — осмелиться (иметь смелость) сделать что-л.

e.g. Only William Tell had the courage not to obey the tyrant. — Только Вильгельм Телль имел мужество не повиноваться тирану.

courageous [kə'reidʒəs] *adj* — мужественный, храбрый

Syn. brave — храбрый, смелый

tune *n* — мотив, напев

situated *p. II* — расположенный

e.g. My native village is situated on the bank of a river. — Деревня, в которой я родился, расположена на берегу реки.

situation *n* — ситуация, положение, обстановка

W. comb. the international situation — международное положение

Syn. a position — положение, место, позиция

e.g. Andrew's position was shaky because the situation at the hospital had become unpleasant. — Положение Эндрю было ненадежным, так как в больнице создалась неприятная обстановка.

bribe *v* — подкупать, давать взятку

attempt [ə'temt] *n* — попытка

W. comb. to make an attempt — сделать попытку

e.g. He made several attempts to get into a flying school, — Он сделал несколько попыток поступить в летную школу,

but failed because of poor health.

но не был принят из-за плохого здоровья.

convenient [kən'vi:njənt] *adj*

удобный, подходящий

W. comb. a convenient place (time, etc.)

удобное (подходящее) место (время и т. д.)

Compare:

Сядьте в кресло. Оно очень удобное.	Sit down in this armchair. It is very comfortable.
Встретимся в пять часов у выхода из здания, если время и место вам удобны (вас устраивают).	Meet me at five o'clock outside the building if the time and place are convenient (for you).

part *v*

расставаться

shadow ['ʃædou] *n*

тень (*имеющая определенные очертания, форму; отбрасываемая конкретными предметами*)

e.g. Was he afraid of his own shadow?

Он испугался собственной тени?

The shadows grew longer and longer as evening fell.

Тени становились все длиннее и длиннее с наступлением темноты.

shade *n*

1. тень (*вообще, безотносительно к форме*)

e.g. We couldn't find shade anywhere.

Мы нигде не могли найти тени.

W. comb. to sit (be, lie, stand, keep) in the shade

сидеть (лежать, стоять, держаться) в тени

e.g. Keep in the shade if you have frequent headaches.

Держитесь в тени, если у вас часто болит голова.

Compare:

It was hot even in the shade.	Было жарко даже в тени.
The little boy wondered why his shadow was so long.	Мальчуган задумался над тем, почему его тень такая длинная.

2. оттенок (*цвета, значения*)

W. comb. different shades of green (blue, red, etc.)

различные оттенки зеленого (голубого, красного и т. д.)

e.g. That's a different shade of meaning.

Это другой оттенок значения.

hold out (held, held) *v*

разг. выдержать, выстоять

perhaps [pə'hæps] *mod. w.*

может быть, возможно

Syn. maybe (*Am.*)

forgive (forgave, forgiven) *v*

прощать

Gr. to forgive	smb. (smth.)	простить	кому-л. (что-л.)
	smth.		что-л.
	smb 's doing smth.		кого-л. за что-л.
	smb. for doing smth.		кого-л. за что-л.

e.g. Will you forgive him? — Вы простите его?
You must forgive him the mistake. — Вы должны простить ему эту ошибку.
Forgive (= excuse) my troubling you (= me for troubling you). — Простите за беспокойство.

note *n* — *эд.* нота *(музыкальная)*
start [sta:t] *v* — вздрогнуть
stiff [stif] *adj* — 1. тугой *(негибкий)*, негнущийся, жесткий
2. натянутый, принужденный, чопорный

fairly ['fɛəli] *adv* — довольно *(наречие степени)*
respect [ri'spekt] *v* — уважать
e.g. Children must respect their parents. — Дети должны уважать своих родителей.
This man is respected by everybody. — Этого человека все уважают.
throat [θrout] *n* — горло
W. comb. to have a sore [sɔ:] throat — болеть *(о горле)*, болеть ангиной
e.g. I've had a sore throat for a week. — У меня уже неделю болит горло. (У меня уже неделю ангина.)
produce [prə'dju:s] *v* — 1. предъявлять, достать и показать
Syn. to show — показывать
W. comb. to produce a ticket (a document, a pass, etc.) — предъявлять билет (документ, пропуск и т. д.)
W. comb. to produce machines, etc. — 2. производить, выпускать
to produce a film — производить машины и т. д.
поставить фильм
production [prə'dʌkʃn] *n* — производство, выпуск
useless *adj* — бесполезный
Ant. useful — полезный
e.g. It's useless to insist on it. — Бесполезно настаивать на этом.
use [ju:s] *n* — применение, польза
W. comb. the use of electricity (of a medicine, etc.) — применение электричества (какого-л. лекарства и т. д.)
to make use of smth. — воспользоваться чем-л. (найти применение чему-л.)
e.g. Do you make good use of your time? — Хорошо ли (правильно ли) вы используете свое время?
Can you make use of this thing? — Можете ли вы найти применение этой вещи?
W. comb. What's the use of doing...? — Какой смысл делать...?
It's no use doing... — Нет смысла делать...
e.g. It's no use trying to convince her. — Нет смысла пытаться убедить ее.
What's the use of putting the appointment off? — Какой смысл откладывать встречу?
use [ju:z] *v** — пользоваться, употреблять
e.g. What's this thing used for? — Для чего употребляется эта вещь?

Are you using this dictionary now? — Вы пользуетесь сейчас этим словарем?

Can I use your telephone? — Можно поговорить по вашему телефону?

give *v** — давать

W. comb. to give smb. an answer — давать кому-л. ответ на что-л.

to give a description of smth. — давать описание чего-л.

to give attention to smth. — уделять внимание чему-л.

give in *v* — уступить

give up | smth., smb. / doing smth. — бросить (прекратить) | что-л., кого-л. / делать что-л.

e. g. When will you give up smoking? — Когда ты бросишь курить?

They were so late that we nearly gave them up. — Они так задержались, что мы почти потеряли надежду на то, что они придут.

give away *v* — выдать (обнаружить), предать

e. g. Why have you given away my secret? — Почему вы выдали мой секрет?

He looked like an Englishman, but his German accent gave him away. — Он был похож на англичанина, но его выдавал немецкий акцент.

refuse [ri'fju:z] *v* — отказываться от чего-л.

Gr. to refuse | smth. / to do smth. — отказываться от чего-л. / отказываться сделать что-л.

W. comb. to refuse money (a present, one's help, etc.) — отказываться от денег (подарка, чьей-л. помощи и т. д.)

e. g. He refused our help. — Он отказался от нашей помощи.

He was refused a visa. — Ему отказали в визе.

He refused to take the money. — Он отказался взять деньги (он отказался от денег)

Compare:

Он *отказался от денег* (*помощи* и т. д.). — He refused the money (help, etc.). (предлог никогда не употребляется)

Compare:

I like the idea and won't give it up. — Мне нравится эта мысль, и я от нее не откажусь.

He gave up music (playing the piano, etc.). — Он бросил музыку (играть на рояле и т. д.).

(to give up — отказаться от мысли, попытки и т. п.; бросить, отступиться от чего-л. или кого-л.; употребляется с последующим существительным, местоимением или герундием)

He refused the money. — Он отказался от денег.

He refused to come. — Он отказался прийти.

(to refuse — отказаться от чего-л. предложенного, отказаться что-л. сделать; употребляется с последующим существительным, местоимением или инфинитивом)

refusal [ri'fju:zl] *n* — отказ

LESSON 12

dry [drai] *adj* — сухой
W. comb. dry clothes (wood, weather, etc.) — сухая одежда (дерево, погода и т. д.)
to keep dry — оставаться сухим
to keep smth. dry — сохранить что-л. в сухом виде
Ant. wet — сырой, мокрый
e. g. The girl's face was wet with tears. — Лицо девушки было мокрым от слез.
W. comb. a wet road — мокрая дорога
wet clothes — промокшая одежда
wet weather (day, summer, etc.) — сырая погода (день, лето и т. д.)
to get wet — промокнуть
e. g. Did you get wet? — Вы промокли?
The children were caught in the rain and by the time they reached home, they were wet through. — Дети попали под дождь и к тому времени, когда добрались до дому, промокли до нитки.

forecast ['fɔ:ka:st] *n* — предсказание
W. comb. the weather forecast — прогноз погоды

occasional [ə'keiʒnəl] *adj* — случающийся время от времени, иногда
e. g. She makes an occasional mistake, but she is very reliable. — Она иногда делает ошибки, но на нее можно положиться.
W. comb. an occasional letter (visit, etc.) — случайное (редкое) письмо (посещение и т. д.)
occasional rain (showers) — кратковременные дожди

occasionally *adv* — иногда, время от времени, от случая к случаю
e. g. He came to see us occasionally. — Он иногда заходил к нам.

occasion *n* — случай, обстоятельство, повод, событие
W. comb. a good (favourable, sad, etc.) occasion — хороший повод (благоприятный случай, печальное событие и т. д.)
on (for) this (that) occasion — по этому случаю (поводу)
on the occasion of... — по случаю...
e. g. A party was going to be held at the office and Mary had a new dress made for the occasion. — На работе должен был состояться вечер, и Мери сшила новое платье по этому случаю.

drizzle *n* — моросящий дождь
drizzle *v* — моросить
settle *v* — 1. решать, разрешать
Syn. to decide
e. g. That settles the matter. — Это решает дело.
We couldn't settle the matter ourselves. — Мы не могли решить этот вопрос сами.

Nothing is settled yet.

e. g. His sister went to Siberia and settled (down) there.

Ничего еще не решено.

2. поселиться; устроиться

Его сестра поехала в Сибирь и поселилась там.

settled *p. II*

устойчивый, определенный, постоянный, решенный

Ant. unsettled

неустойчивый, неопределенный, непостоянный, нерешенный

e. g. Everything is still very unsettled.

Все еще так неопределенно.

settlement *n*

урегулирование; поселение

awful ['ɔ:ful] *adj*

ужасный *(разг.)*

Syn. terrible

e. g. The weather's awful today.

He's an awful skater.

Погода сегодня ужасная.

Он ужасно катается на коньках.

awfully ['ɔ:fli] *adv*

1. ужасно

2. крайне, очень, ужасно *(разг.)*

e. g. I'm awfully sorry.

Я крайне сожалею.

clear up *v*

1. выяснить(ся), распутывать *(дело)*

e. g. I'd like to clear it up before the meeting.

Don't worry, everything will be cleared up soon.

Я бы хотел это выяснить до собрания.

Не беспокойтесь, все скоро выяснится.

2. проясниться *(о погоде)*

e. g. The weather cleared up.

Погода прояснилась.

outing *n*

поездка за город, загородная прогулка

e. g. Would you like to join the outing?

Не хотите ли принять участие в прогулке?

W. comb. to go for an outing

поехать за город, совершить загородную прогулку

suggest [sə'dʒest] *v*

предлагать *(подать мысль о чем-л.)*

camping *n*

туризм, туристические походы

W. comb. to go camping

заниматься туризмом; поехать (пойти) в туристический поход

hobby *n*

любимое занятие *(в свободное от работы время)*

e. g. Peter has taken up photography as a hobby.

Любимым занятием Петра стала фотография.

Is gardening your hobby now?

Ты теперь увлекаешься садоводством?

W. comb. a hobby group

кружок самодеятельности

suppose [sə'pouz] *v*

предполагать, допускать, полагать

Syn. to think, to believe

e. g. I suppose he's quite happy now.

Он, наверное, вполне счастлив теперь.

"Will she come?"

"I suppose so!" ("No, I don't suppose so.")

— Она придет?

— Вероятно (должно быть). (Пожалуй, нет.)

I don't suppose I'll be back soon.

Я думаю, что вернусь не скоро.

Let us suppose for a moment that the information is really true.

Предположим на минуту, что сведения в самом деле верные.

LESSON 13

career [kə'riə] *n* — карьера
castle ['ka:sl] *n* — за́мок
theology [θi'ɔlədʒi] *n* — теология
parson ['pa:sn] *n* — пастор, священник
devote [di'vout] *v* — посвящать

e.g. His son devotes all his time to his studies. — Его сын все свое время посвящает занятиям.
She devoted herself to her children. — Она посвятила себя детям.
His whole life was devoted to the cause of the revolution. — Вся его жизнь была посвящена делу революции.

devoted [di'voutid] *adj, p. II* — 1. преданный

W. comb. a devoted friend (mother, son, etc.) — преданный друг (мать, сын и т. д.)

2. посвященный

e.g. Among his poems there were several devoted to his mother. — Среди его стихотворений было несколько, посвященных его матери.

(one's) will *n* — 1. воля *(употребляется только в ед. числе)*

W. comb. to have a strong (weak) will — иметь сильную (слабую) волю
against one's will — против чьей-л. воли
of one's own (free) will — по своей (доброй) воле

e.g. You have no will of your own. — У тебя нет воли.
He did it against his will. — Он сделал это против воли.
Did you choose this Institute of your own will? — Вы пошли в этот институт по своей воле?

2. завещание

strong-willed ['strɔŋ'wild] *adj* — с сильной волей
weak-willed ['wi:k'wild] *adj* — слабовольный
account [ə'kaunt] *n* — *эд.* рассказ
bell *n* — звонок
call *v** — 1. звать, позвать, созвать

e.g. She called for help. — Она звала на помощь.
I heard somebody calling me. — Я услышал, что меня зовут.
Why was the meeting called? — Почему созвали собрание?

2. звать, называть

e.g. What's this called? — Как это называется?
What do you call it?
"What did they call the baby?" — — Как они назвали ребенка?
"They called him Peter after his grandfather." — — Они назвали его Петром в честь деда.
Do you know a girl called Helen Smith? — — Вы знаете девушку по имени Эллен Смит?

She went to a place called Kraskovo.

Она уехала в одно место, которое называется Красково.

3. призывать

Gr. Prp. to call on (upon) smb. to do smth. (= to call for smth.)

призывать кого-л. к чему-л.

e. g. The speaker called on (upon) those present to increase production.

Докладчик призвал присутствующих увеличить выпуск продукции.

The speaker called for an increase in production.

Докладчик призвал увеличить выпуск продукции.

4. заходить

Prp. to call on smb.

зайти к кому-л.

to call at a place

зайти куда-л.

to call for smth., smb.

зайти за чем-л., кем-л.

e. g. This ship calls at Odessa.

Этот пароход заходит в Одессу.

Shall we call for her?

Зайти за ней?

To be left till called for (= to be called for)

До востребования

call smb. up (= to ring smb. up, to phone smb.) *v*

звонить кому-л.

e. g. Shall I call him up?

Позвонить ему?

away *adv part*

прочь

W. comb. to be away

отсутствовать *(долгое время)*

to be far away

находиться далеко

e. g. The director has been away on business for a fortnight.

Директора нет уже две недели, он в командировке.

How long will she be away?

Сколько времени ее не будет?

He is away on holiday.

Он уехал в отпуск.

For four days she was away from work with a bad cold.

Ее не было на работе четыре дня, так как она сильно простудилась.

W. comb. to go (walk) away

уходить (прочь)

to drive away

уезжать *(в машине)*

to sail away

уплывать *(о лодке, пароходе, и т. д.)*

to run away

убегать

to swim away

уплывать *(о человеке, рыбе и т. д.)*

to move away

удаляться

to look away

отвернуться *(смотреть в сторону)*

to put away

отложить, убрать, спрятать

to take away

отобрать, убрать, отнять

to throw away

выбрасывать

to keep away

держаться в стороне, не подходить

to hurry away

торопиться прочь

offer ['ɔfə] *v*

предлагать

W. comb. to offer smb. smth. (a cup of tea, money, advice, help, etc.)

предлагать кому-л. что-л. (чашку чая, деньги, совет, помощь и т. д.)

e. g. We offered her our help, but she refused it.

Мы предложили ей свою помощь, но она отказалась от нее.

Gr. to offer to do smth. — предложить свои услуги (вызваться что-л. сделать)

suggest [sə'dʒest] *v* — предлагать *(подавать мысль о чем-л.) (coll.)*

Gr. to suggest | smth. / doing smth. / that smth. (should) be done — предлагать | что-л. / сделать что-л. / чтобы что-л. было сделано

Syn. to propose — предлагать *(подавать мысль о чем-л.) (lit.)*

Gr. to propose | smth. / doing smth. / that smth. (should) be done — предлагать | что-л. / сделать что-л. / чтобы что-л. было сделано

e. g. The Soviet Union proposed an immediate stop to all atomic tests. / The Soviet Union proposed stopping all atomic tests immediately. — Советский Союз предложил немедленно прекратить испытания атомного оружия.

The representative of the delegation proposed that all the countries should sign the declaration. — Представитель делегации предложил, чтобы все страны подписали декларацию.

But:

They propose to go there Monday morning. — Они собираются поехать туда в понедельник утром.

Compare:

I **offered** him an interesting book to read.	Я предложил (дал) ему интересную книгу.
He **offered** me his help (= to help me).	Он предложил мне свою помощь (помочь мне).
He **offered** to get tickets for everybody.	Он вызвался купить всем билеты.
He **suggested** a visit to the theatre (= going to the theatre).	Он предложил пойти в театр.
We **suggested** that he (should) come round.	Мы предложили (выдвинули идею) ему прийти к нам.
The Soviet Government **proposed** an exchange of delegations in the current year.	Советское правительство предложило (организовать) обмен делегациями в текущем году.

offer *n* — предложение услуг или конкретных вещей, в т. ч. товара

e. g. Thank you for your kind offer of help (= for your offer to help me). — Благодарю вас за ваше любезное предложение помочь мне.

W. comb. to accept an offer — принять предложение

to send an offer — послать предложение

to turn down an offer — отклонить предложение *(разг.)*
a good offer — хорошее предложение

Compare:

We shall consider this offer carefully before accepting it. — Мы должны тщательно рассмотреть это предложение, прежде чем принимать его.
Did he accept her offer of help? — Он принял ее предложение помочь ему?

(offer — предложение помощи, денег или других конкретных вещей)

Have you got any suggestions to make? — У вас есть какие-либо предложения (соображения)?

(suggestion — соображение, идея, предложение общего характера)

The peace proposals of the Soviet Union are well known all over the world. — Мирные предложения Советского Союза известны всему миру.

(proposal — официальное предложение)

lonely ['lounli] *adj* — одинокий, уединенный
W. comb. a lonely person (traveller, etc.) — одинокий человек (путник и т. д.)
a lonely house (place, etc.) — уединенный дом (место и т. д.)
to be (feel) lonely — быть (чувствовать себя) одиноким
e. g. Aren't you lonely without your children now? — Не чувствуете ли вы себя одиноким без детей?

pause [pɔ:z] *v* — сделать паузу

exclaim [iks'kleim] *v* — воскликнуть

remove [ri'mu:v] *v* — удалить, убрать
Prp. to remove smth. from a place — убрать что-л. откуда-л.
e. g. I decided to remove the picture from the wall. — Я решил убрать эту картину со стены.

mark [ma:k] *v* — отмечать, обозначать, делать пометки
e. g. Shall I mark the place we are going to on the map? — Отметить на карте место, куда мы идем?
Some of the students were marked absent. — Некоторые студенты были отмечены как отсутствующие.

mark *n* — отметка, пометка
e. g. You will find the word easily, I made a mark (marked it) on the page. — Вы легко найдете это слово, я сделала пометку (отметила его) на странице.
W. comb. to be up to the mark *(coll.)* — быть вполне удовлетворительным, отвечать гребованиям
e. g. His work is quite up to the mark. — Его работа вполне отвечает требованиям.

reserve [ri'zə:v] *v* — резервировать, забронировать, заранее заказать

W. comb. to reserve a room at a hotel (a seat in a train, a table at a restaurant, etc.)

забронировать комнату в гостинице (место в поезде, столик в ресторане и т. д.)

reserve *n*

запас, резерв

reserved [ri'zə:vd] *p. II*

1. заказанный заранее, забронированный, зарезервированный

e. g. This seat (table, room) is reserved.

Это место (столик, комната) занято.

2. сдержанный

W. comb. a reserved person

сдержанный человек

protest ['proutest] *n*

протест

Prp. in protest

в знак протеста, протестуя

argue ['a:gju] *v*

спорить

Prp. to argue with smb. about or over smth.

спорить с кем-л. о чем-л.

e. g. We argued about the plans for our holidays.

Мы спорили о наших планах на каникулы.

She argued that it was better for me to wear green.

Она спорила (доказывала), что мне лучше носить зеленое.

argument ['a:gjumənt] *n*

1. спор

e. g. They used to spend hours in argument.

Они, бывало, спорили часами.

2. довод, аргумент

W. comb. a strong (poor, convincing, etc.) argument

веский (слабый, убедительный и т. д.) довод

Prp. an argument against smth. or for smth.

довод против чего-л. или в пользу чего-л.

e. g. He put forward several arguments against going there (for going there).

Он привел ряд доводов против того, чтобы туда пойти (за то, чтобы туда пойти).

manner ['mænə] *n*

1. способ, метод, манера, образ

Syn. way

способ, путь

W. comb. in (this, that, a different) manner

(таким, тем, другим) способом, образом

2. манера

W. comb. one's manner of speech

манера разговаривать

a strange (pleasant, etc.) manner of doing smth. (laughing, speaking, etc.)

странная (приятная и т. д.) манера что-л. делать (смеяться, говорить и т. д.)

e. g. Everybody likes his pleasant manner.

Всем нравится его приятная манера держаться (обходиться с людьми).

What a strange manner of dancing!

Какая странная манера танцевать!

3. манера, поведение *(обычно употребляется во мн. числе)*

e. g. She has no manners.

Она не умеет себя вести.

The child has no table manners.

Ребенок не умеет себя вести за столом.

(the) menu-card ['menju:ka:d] *n* (= the menu)

меню

inspection *n* — осмотр, *эд.* изучение
steak [steik] *n* — бифштекс
cheese *n* — сыр
tell *v** — 1. рассказывать 2. сказываться

Prp. to tell **on** smb., smth. — сказаться на ком-л., чем-л.
e.g. The hard work is telling on his health. — Эта тяжелая работа сказывается на его здоровье.

Prp. to tell smb. (smth.) **from** another person (thing) by smth. — 3. отличать *(в этом значении часто употребляется с модальным глаголом* can) отличать кого-л. (что-л.) от кого-л. (чего-л.) по какому-л. признаку
e.g. These two boys are very much alike. I can't tell one from the other. — Эти два мальчика очень похожи. Я не могу отличить одного от другого.

glance [gla:ns] *n* — взгляд
planter *n* — плантатор
widow ['widou] *n* — вдова
habit ['hæbit] *n* — привычка
e.g. He doesn't think that smoking is a bad habit. — Он считает, что курение не является дурной привычкой.
W. comb. to have a (funny, strange, bad, etc.) habit of doing smth. — иметь (смешную, странную, плохую и т. д.) привычку что-л. делать
to get into the habit of doing smth. — приобрести привычку что-л. делать
to give up the habit of doing smth. — избавиться от привычки что-л. делать
e.g. She has a habit of interrupting people when they are talking. — У нее привычка прерывать людей, когда они разговаривают.

remark [ri'ma:k] *n* — замечание *(высказывание)*
W. comb. to make a remark about, on smth. — сделать замечание по поводу чего-л.
e.g. When he went into the office he would make a remark about the weather and then start work. — Входя в свое учреждение, он обычно говорил что-нибудь по поводу погоды, а потом начинал работать.

remark *v* — заметить, сделать замечание
Prp. to remark **on** smth. — сделать замечание по поводу чего-л.

Gr. He remarked that... — Он заметил, что...
e.g. He remarked that he was going away. — Он заметил (сказал), что уезжает.

remarkable [ri'ma:kəbl] *adj* — замечательный, удивительный
W. comb. a remarkable event (film, book, etc.) — выдающееся событие (фильм, книга и т. д.)

as if *conj* — как будто

appreciate [ə'pri:ʃieit] *v* — оценивать, высоко ценить *(всегда какое-л. качество)*

W. comb. to appreciate one's kindness, one's sense of humour, good music, etc. — ценить чью-л. доброту, чувство юмора, хорошую музыку и т. д.

e. g. You would appreciate the humour in the novel if you knew the language better.
Вы бы оценили (по достоинству) юмор этой книги, если бы лучше знали язык.

We would appreciate it if you could help us in this matter
Мы были бы очень признательны, если бы вы смогли помочь нам в этом вопросе.

appreciation [ə,pri:ʃi'eiʃn] *n* оценка, понимание
indeed [in'di:d] *adv* *зд.* в самом деле
energetic [,enə'dʒetik] *adj* активный, энергичный

LESSON 14

snack *n* легкая закуска *(бутерброды и т. д.)*
W. comb. to have a snack перекусить
to go somewhere for a snack пойти куда-л. перекусить
proper meal ['prɔpə 'mi:l] полный обед *(завтрак, ужин)*
department [di'pa:tmənt] *n* отдел
W. comb. a department store универсальный магазин
the food department продуктовый отдел
the shoe department обувной отдел
self-service ['self'sə:vis] *n* самообслуживание
W. comb. a self-service department отдел самообслуживания
hors d'oeuvre [ɔ:'də:vr] *n* вакуска *(подаваемая до или в начале обеда)*
(the) main course основное блюдо обеда
change [tʃeindʒ] *n* перемена
W. comb. a change in the weather перемена погоды
a change for the better (for the worse) перемена к лучшему (к худшему)
for a change для разнообразия
e. g. This summer we'll go to the Ukraine for a change. Этим летом мы поедем для разнообразия на Украину.

Names of some dishes

Breakfast

juice [dʒu:s] (orange, grape-fruit, apple, tomato) сок (апельсиновый, грейпфрут, яблочный, томатный)
tea чай
coffee (black, white) кофе (черный, с молоком)
toast [toust] поджаренный ломоть хлеба, гренок
eggs (hard-boiled, soft-boiled) яйца (сваренные вкрутую, всмятку)
eggs and bacon ['egz ən(d) 'beikən] яичница с корейкой
herring ['heriŋ] селедка
sausages and tomatoes ['sɔ:sidʒiz ənd tə'ma:touz] (жареные) сосиски с помидорами
porridge ['pɔridʒ] каша *(овсяная)*

corn-flakes (with milk) ['kɔ:nfleiks]	кукурузные хлопья (с молоком)
a vegetable salad ['vedʒitəbl]	салат из овощей
jam [dʒæm]	конфитюр

Lunch

juice (fruit, tomato)	сок (фруктовый, томатный)
cabbage soup ['kæbidʒ]	суп из капусты
ox-tail soup ['ɔksteil]	традиционное английское блюдо типа мясного бульона (из бычьего хвоста)
chicken soup ['tʃikin]	куриный бульон
fish and chips (or mashed potatoes)	(жареная) рыба с жареным картофелем (или с пюре)
roast chicken [roust]	жареная курица
steak [steik]	бифштекс
roast veal [vi:l]	жареная телятина
lamb [læm]	баранина
lamb (pork) chops	отбивные котлеты из баранины (свинины)
(the) sweet	сладкое
cheese and biscuits ['biskits]	сыр с соленым печеньем
tea	чай
coffee	кофе
fruit-salad	фруктовый салат
fruit-salad and ice-cream	фруктовый салат с мороженым
beer [biə]	пиво

LESSON 15

clergyman ['klə:dʒimən] *n*	священник
labour ['leibə] *n*	тяжелый труд
plantation [plæn'teiʃn] *n*	плантация
provide [prə'vaid] *v*	снабжать, обеспечивать
slavery ['sleivəri] *n*	рабство
slave *n*	раб
fate *n*	судьба
honourable ['ɔnərəbl] *adj*	почетный
advertisement [ə'dvə:tismənt] *n*	1. объявление *(чаще всего о купле, продаже чего-л., о найме рабочей силы)*
e. g. When workers are wanted, an advertisement is sometimes placed in a newspaper.	Когда требуются рабочие, в газете иногда помещается объявление.
There is an advertisement page in nearly every English newspaper.	Почти в любой английской газете есть страница для объявлений.
Prp. an advertisement for workers (teachers, etc.)	объявление о найме рабочих (преподавателей и т. д.)
	2. реклама
advertise ['ædvətaiz] *v*	1. давать объявления *(главным образом в газете; чаще всего о купле, продаже чего-л.; о найме рабочей силы)*

Prp. to advertise for workers (house helps, secretaries, etc)

давать объявление о найме рабочих (домашних работниц, секретарей и т. д.)

W. comb. to advertise various things

2. рекламировать рекламировать различные вещи

announce [ə'nauns] *v* объявлять

Compare:

It was announced that the meeting had been arranged for Friday.

Было объявлено, что собрание назначено на пятницу.

The news was announced on the radio.

Новости были переданы (объявлены) по радио.

(to announce — объявить что-л., т. е. довести до сведения, сделать известным; обычно в устной форме)

The products had been advertised for some time before they were put on sale.

Эти товары рекламировались в течение некоторого времени до того, как началась распродажа.

The company are advertising for building workers.

Компания поместила объявление о найме строительных рабочих.

(to advertise — давать объявления рекламного характера, а также объявления о найме, купле, продаже, в газете или по радио

announcement [ə'naunsmənt] *n* объявление

Compare:

There's an announcement in today's paper stating that a famous English singer is coming to Moscow on a three-day visit.

В сегодняшней газете имеется объявление о том, что знаменитый английский певец приезжает сегодня в Москву на три дня.

(announcement — объявление общего характера, устное или письменное)

If old John Brick wants to sell his farm quickly, the best way is to place an advertisement in the local paper.

Если старый Джон Брик хочет быстро продать свою ферму, лучше всего ему поместить объявление в местной газете.

I wonder why Jane hasn't found a job yet. I hear there are several advertisements for typists.

Удивляюсь, почему Джейн не нашла еще работу. Я слышал, что есть несколько объявлений о том, что требуются машинистки.

(advertisement — объявление рекламного характера о продаже, купле, пропаже и т. д., а также о найме или предложении рабочей силы)

Be careful! The notice says, "Wet paint."	Осторожно! Здесь надпись: "Окрашено".

(notice — объявление, которое вывешивается с целью уведомления, извещения или предупреждения о чем-л.)

nigger ['nigə] *n*	негр *(презрительная кличка)*
for *conj*	так как, ибо
foot (*pl* feet) *n*	*вд.* фут *(мера длины, около 30,5 см)*
mulatto [mju'lætou] *n*	мулат, метис
curly ['kə:li] *adj*	кудрявый
intelligent [in'telidʒənt] *adj*	умный, смышленый, сообразительный, понятливый
brand [brænd] *v*	клеймить, ставить клеймо
alive [ə'laiv] *adj*	живой *(употребляется только как предикатив)*
Gr. to be alive	быть живым
to remain alive	остаться в живых
Ant. to be dead	быть мертвым
proof [pru:f] *n*	доказательство
W. comb. to give smb. (a) proof (proofs)	представлять кому-л. доказательства, доказать
e. g. Can you give me any proof that it's true?	Вы можете мне доказать, что это действительно так?
The proof of the pudding is in the eating. *(an English proverb)*	О пудинге можно судить, только попробовав его. *(английская поговорка)*
prove [pru:v] *v*	1. доказывать
Gr. to prove smth.	доказать что-л.
Gr. to prove that...	доказать, что...
Prp. to prove to smb.	доказать кому-л.
e. g. Who can prove it (his innocence)?	Кто может доказать это (его невиновность)?
Can you prove to me that he is wrong?	Вы можете доказать мне, что он неправ?
	2. оказаться
e. g. The material proved to be faulty.	Оказалось, что материал был недоброкачественным (= материал оказался недоброкачественным).
The newcomer proved to be a skilled doctor.	Новичок оказался опытным врачом.
hand *n*	*вд.* рабочий
invent [in'vent] *v*	изобретать, придумывать
W. comb. to invent a machine (a new way of doing smth., etc.)	изобрести машину (новый способ выполнения чего-л. и т. д.)
to invent an excuse (an explanation, etc.)	придумать оправдание (объяснение и т. д.)
e. g. Do you know who invented the steam engine?	Знаете ли вы, кто изобрел паровой двигатель?
Don't believe him, he always invents things.	Не верьте ему, он вечно придумывает что-нибудь.
inventor [in'ventə] *n*	изобретатель

invention [in'venʃn] *n* — изобретение
valuable ['væljuəbl] *adj* — ценный
W. comb. a valuable picture (book, information, help, etc.) — ценная картина (книга, сведения, помощь и т. д.)
e. g. This dictionary didn't cost much, but it's very valuable to me. — Этот словарь стоил совсем недорого, но для меня он очень ценен.
value ['vælju:] *n* — 1. ценность, значение
W. comb. the value of education (of good books, etc.) — значение образования (хороших книг и т. д.)
to be of (some, any, great, little) value to smb. — представлять (некоторую, большую, почти не представлять) ценность для кого-л.
to be of no value to anybody — не представлять никакой ценности ни для кого
e. g. It was my mother who gave me this, and it's of great value to me. — Эту вещь дала мне моя мать, и она представляет для меня большую ценность.
e. g. Lester did not want to sell the picture; he expected that its value would increase with time and he would get a better price for it. — 2. ценность, стоимость
Лестер не хотел продавать картину; он полагал, что ее ценность со временем возрастет и он продаст ее по более высокой цене.
master ['ma:stə] *n* — 1. хозяин, владелец
2. капитан торгового судна
master *v* — овладеть
W. comb. to master a subject (a foreign language, etc.) — овладеть каким-л. предметом (иностранным языком и т. д.)
e. g. In what way can one master English? — Каким образом можно овладеть английским языком?
patent ['peitənt] *n* — патент
complexion [kəm'plekʃn] *n* — цвет лица
bar [ba:] *n* — стойка *(буфетная)*
county ['kaunti] *n* — графство, округ
indifferent [in'difrənt] *adj* — равнодушный, безразличный
Gr. Prp. to be (to remain, to grow) indifferent to smb., smth. — быть (оставаться, становиться) равнодушным к кому-л., чему-л.; не обращать внимания на кого-л., что-л.
e. g. Are you indifferent whether we go or stay? — Вам безразлично, идем ли мы или остаемся?
I wonder how she manages to remain indifferent to this terrible noise. — Удивляюсь, как ей удается не обращать внимания на этот ужасный шум.
air [eə] *n* — вид *(выражение лица, поза)*
lock *v* — запирать, запираться *(на замок, на ключ)*
Ant. to unlock — отпирать, отпираться
W. comb. to lock the door (a box, a suit-case, a gate, a car, etc.) — запереть дверь (ящик, чемодан, ворота, автомобиль и т. д.)

disguise [dis'gaiz] *v* переодеть, замаскировать
dye [dai] *v* красить *(волосы, материал)*
opposition [ˌɔpə'ziʃn] *n* оппозиция
law [lɔ:] *n* 1. закон
W. comb. to keep the law соблюдать закон
to break the law нарушать закон
the laws of a country законы страны
Prp. a law against smth. закон против чего-л.
2. право, юриспруденция
W. comb. to study law изучать право
lawful ['lɔ:fəl] *adj* законный
lawyer ['lɔ:jə] *n* юрист
bitterness ['bitənis] *n* горечь
bitter *adj* 1. горький *(на вкус)*
e. g. This beer is bitter. Это пиво горькое.
2. горький *(в переносном смысле)*; жестокий, злейший
W. comb. (a) bitter disappointment горькое разочарование
bitter words жестокие слова
a bitter enemy злейший враг
bitter cold пронизывающий холод
bitter tears горькие слезы
a bitter smile горькая улыбка
risk *n* риск
W. comb. at the risk of failure рискуя потерпеть неудачу
at the risk of one's life с риском для жизни
at the risk of one's health рискуя здоровьем
e. g. Is there any risk of catching cold in this weather? Есть ли опасность (риск) простудиться в такую погоду?
risk *v* рисковать
W. comb. to risk smth. (doing smth.) рискнуть чем-л. (что-л. сделать)
to risk one's happiness (one's money, one's life, etc.) рисковать своим счастьем (своими деньгами, своей жизнью и пр.)
e. g. I wouldn't risk missing the 9 o'clock train, there isn't a train until 9.45. Я бы не рискнул опоздать на девятичасовой поезд, следующий отходит только в 9.45.
risky *adj* рискованный
horse *n* лошадь
admit [əd'mit] *v* 1. впускать
Syn. to let in
2. принимать *(lit.)*
e. g. Thousands of young men and girls are admitted to the institutes of our country every year. Тысячи юношей и девушек принимаются ежегодно в высшие учебные заведения нашей страны.
He was admitted to hospital. Его положили в больницу.
3. признавать, допускать
e. g. I dislike people who will never admit that they are wrong. Я не люблю людей, которые никогда не могут признать, что они неправы.

admission [əd'miʃn] *n*
e. g. The notice says: "Admission free."

1. допуск, разрешение войти
В объявлении говорится: «Вход свободный».

treat [tri:t] *v*

2. прием

W. comb. to treat smb. well (badly, kindly, as a child, etc.)
to treat smth. lightly (seriously, as a joke, etc.)

1. относиться к кому-л., чему-л., обходиться, обращаться с кем-л.
обращаться с кем-л. хорошо (плохо, ласково, как с ребенком и т. д.)
относиться к чему-л. легкомысленно (серьезно, как к шутке и т. д.)

e. g. She treats everybody alike.

Она ко всем относится одинаково.

Prp. to treat smb. for an illness

2. лечить
лечить кого-л. от какой-л. болезни

e. g. Doctor Panov treats people for heart-trouble.

Доктор Панов лечит сердечные заболевания.

W. comb. to treat an illness

лечить какую-л. болезнь

e. g. I don't think you should treat your illness yourself.

Я считаю, что вы не должны лечить свою болезнь сами.

Prp. to treat smb. to smth.

3. угощать (за свой счет) кого-л. чем-л.

e. g. She treated the child to an ice-cream.

Она угостила ребенка мороженым.

treatment ['tri:tmənt] *n*

W. comb. cruel (kind) treatment

1. обращение, отношение
жестокое (хорошее) отношение

W. comb. medical treatment
a new treatment
to take treatment

2. лечение, способ лечения
лечение *(медицинское)*
новый способ лечения
лечиться, проходить курс лечения

Prp. treatment for an illness

лечение *(способ лечения)* от какой-л. болезни

e. g. Have you heard of the new treatment for pneumonia?

Вы слышали о новом способе лечения воспаления легких?

He'll never be well without medical treatment.

Он никогда не поправится без врачебной помощи.

He's been under treatment for two months.

Он лечится уже два месяца.

breath [breθ] *n*

дыхание

breathe [bri:ð] *v*

дышать

friendly ['frendli] *adj*

дружественный, дружелюбный *(употребляется в функции определения и предикатива)*

Ant. unfriendly

недружелюбный

W. comb. a friendly person

дружелюбно настроенный человек

a friendly smile

дружеская улыбка

a friendly nation

дружественная страна

to be friendly with smb.	дружелюбно относиться к кому-л.
to act (behave) in a friendly way	поступать по-дружески
to have friendly relations with a country (with one's neighbour, etc.)	иметь дружеские отношения с какой-л. страной (с соседом и т. д.)

LESSON 16

customs ['kʌstəmz] *n* — 1. пошлины
Syn. duties (duty) ['dju:tiz] — пошлины (пошлина)
W. comb. to pay duty on smth. — платить пошлину за что-л.
duty free — без обложения пошлиной *(коммерч.)*
2. таможня *(таможенное обслуживание; учреждение)*
e. g. How long did it take you to get your luggage through the customs? — Сколько времени занял у вас таможенный досмотр?
(the) **custom-house** *n* — таможня *(здание)*
incident ['insidənt] *n* — случай, происшествие, инцидент
e. g. A funny incident happened in the street the other day. — На днях на улице произошел забавный случай.
W. comb. a street incident — случай (происшествие) на улице
a border incident — пограничный инцидент
incidentally [ˌinsi'dentəli] *adv* — между прочим
Syn. by the way
accident ['æksidənt] *n* — несчастный случай
e. g. Was anybody killed in the accident? — Кто-нибудь погиб во время катастрофы?
W. comb. a railway accident — несчастный случай на железной дороге
a car (road) accident — автомобильная катастрофа
e. g. My sister is still in bed, she had an accident last week. — Моя сестра все еще в постели, на прошлой неделе с ней произошел несчастный случай.
accidentally [ˌæksi'dentəli] *adv* — случайно
Syn. by chance
case [keis] *n* — случай, дело *(судебное, медицинское и т. д.)*
W. comb. a special (difficult, different, etc.) case — особый (трудный, иной и т. д.) случай
in what case...? — в каком случае...?
in these cases — в подобных случаях
in this (that) case — в этом (таком) случае
in any case — во всяком (любом) случае

Compare:

Let me tell you about an **incident** that happened yesterday.	Давай я расскажу тебе о случае, который произошел вчера.
Road **accidents** are more frequent in rainy weather.	Несчастные случаи на дорогах чаще происходят в дождливую погоду.

"It's the most interesting case I've ever come across," said the doctor.	«Это самый интересный случай, с которым я когда-либо сталкивался», — сказал врач.
They got married last week. I sent them a telegram of congratulation on the occasion.	Они поженились на прошлой неделе. Я послал им поздравительную телеграмму по этому случаю.

in case *conj*
e.g. Take an umbrella in case it rains.
на тот случай, если
Возьмите с собой зонт: вдруг пойдет дождь.

in case of *prp*
W. comb. in case of illness (absence, necessity, etc.)
в случае
в случае болезни (отсутствия, необходимости и т. д.)

screen-script *n*
сценарий

certain ['sə:tən] *adj*
некий, определенный

dozen ['dʌzn] *n*
дюжина
e.g. Eggs are 30 p. a dozen,
Яйца стоят 30 пенсов за дюжину.
two dozen bottles
две дюжины бутылок
three dozen books
три дюжины книг
Prp. in dozens
в русском языке соответствует «десятками»

acquaintance [ə'kweintəns] *n*
знакомство

initiative [i'niʃiətiv] *n*
инициатива

plenty ['plenti] *n*
много, достаточное количество, вдоволь
Prp. plenty of
много, вполне достаточно
W. comb. plenty of time (money, food, water, air, etc.)
вполне достаточно времени (денег, пищи, воды, воздуха и т. д.)

Compare:

There is plenty of paper in the drawer.	В ящике стола полно бумаги.
(с неисчисляемыми существительными глагол в единственном числе)	
There are plenty of exercise-books in the bookcase.	В шкафу много тетрадей.
(с исчисляемыми существительными глагол во множественном числе)	

slight [slait] *adj*
небольшой, незначительный
W. comb. a slight difficulty (difference, headache, etc.)
небольшая трудность (разница, головная боль и т. д.)
e.g. You have a slight cold.
У вас легкая простуда.
The difference was so slight that no one could see it.
Разница была настолько незначительной, что никто и не заметил.

The slightest noise bothered him. — Малейший шум беспокоил его.

I haven't the slightest idea. — Я не имею ни малейшего представления об этом.

slightly *adv* — слегка, несколько

W. comb. slightly different (worried, etc.) — немного отличающийся (несколько обеспокоенный и т. д.)

to attract [ə'trækt] *v* — 1. притягивать, привлекать

e. g. A magnet attracts iron. — Магнит притягивает железо.

A bright light attracts moths. — Яркий свет привлекает мотыльков.

His lectures attract large audiences. — Его лекция привлекает много слушателей.

W. comb. to attract someone's attention — привлекать чье-л. внимание

e. g. His strange manners attracted our attention. — Его странное поведение привлекло наше внимание

attractive [ə'træktiv] *adj* — привлекательный

Syn. good-looking

e. g. She's not beautiful but she's very attractive. — Она не красива, но очень привлекательна.

ugly ['ʌgli] *adj* — безобразный, некрасивый

barrow ['bærou] *n* — тачка

W. comb. a porter's barrow — тележка носильщика

enthusiasm [in'θju:ziæzm] *n* — энтузиазм

ferry ['feri] *n* — паром

way [wei] *n* — ход, процесс

W. comb. to be under way — продвигаться; быть в процессе выполнения

e. g. The ship had been under way for two hours when something went wrong in the engine-room. — Пароход находился в пути два часа, когда в машинном отделении что-то случилось.

This campaign has been under way for two weeks. — Эта кампания проводится уже две недели.

Preparations for the conference are under way. — Проводится подготовительная работа к конференции.

bore [bɔ:] *v* — надоедать

e. g. That book bores me. — Эта книга наводит на меня скуку.

He bored me to death. — Он надоел (наскучил) мне до смерти.

boring ['bɔ:riŋ] *adj* — нудный, скучный, надоедливый

W. comb. a boring person (story, book, film, etc.) — скучный человек (рассказ, книга, фильм и т. д.)

e. g. Your friend is very boring. (= Your friend is a bore.) — Ваш друг — очень скучный человек.

fortnight ['fɔ:tnait] *n* — две недели

ordinary ['ɔ:dinəri] *adj* — обычный *(ничем не выделяющийся)*

W. comb. an ordinary dress (case, thing, etc.) — обычное платье (случай, дело и т. д.)

in the/an ordinary way (manner) — обычным путем (образом)

e. g. These are ordinary working conditions. — Это обычные условия работы.

normally ['nɔ:məli] *adv* — обычно, как правило

Syn. usually

get *v** 1. получить, достать, купить

e. g. You can get this book quite easily. Вы легко можете достать эту книгу.

What shall we get for dinner today? Что мы возьмем сегодня на обед?

2. стать (становиться)

e. g. It's getting dark. Темнеет.

Don't worry! The child is getting better. Не беспокойтесь, ребенок поправляется.

Why did you get angry? Почему вы рассердились?

get ready* (прн)готовить(ся)

e. g. Get your things ready, we are starting soon. Приготовьте все вещи, мы скоро отправляемся.

We were told to get ready as soon as we could. Нам велели собраться как можно скорее.

get to *v** добраться до

e. g. How can I get to the museum? Как дойти (добраться) до музея?

get out (of) *v** выйти, выбраться

e. g. The car stopped and two men got out. Машина остановилась, и из нее вышли два человека.

How did he get out of this difficulty? Как он вышел из этого трудного положения?

get in (into) *v** войти, попасть внутрь

e. g. I forgot my key and had to get in through the window. Я забыл ключ и вынужден был влезть в комнату через окно.

Get in quickly, the car's starting! Садись скорее, машина отправляется.

get on *v** 1. садиться *(в трамвай, автобус, поезд)*

e. g. You can get on the bus here. Вы можете здесь сесть на автобус.

2. продвигаться вперед *(делать успехи)*

e. g. How are you getting on (along) with your work? Каковы ваши успехи в работе?

How are you getting on? Как вы поживаете?

3. дружно жить (работать) вместе, ладить

e. g. He's a good-natured man, we get on very well. У него хороший характер, мы прекрасно ладим.

get over *v* 1. пережить что-л.

W. comb. to get over an illness (a shock, bad news, etc.) оправиться после болезни (потрясения, плохих новостей и т. д.)

e. g. The news was so terrible that the poor woman could not get over it for several weeks. Новость была настолько ужасной, что бедная женщина несколько недель не могла после нее оправиться.

2. преодолеть что-л., справиться с чем-л.

e. g. There are a number of difficulties here, but he'll get over them, I'm sure. Здесь есть ряд трудностей, но я уверен, он их преодолеет.

get through *v*
e.g. It won't take you long to get through the customs.

вд. пройти *(досмотр)*
Вам не потребуется много времени, чтобы пройти таможенный досмотр.

get down (to) *v (coll.)*
e.g. Let's get down to business (work, the discussion) at once.

приступить, заняться
Давайте приступим к делу (работе, обсуждению) сейчас же.

counter ['kauntə] *n*

прилавок *(в магазине или учреждении)*

e.g. The shop-girl put a few more hats on the counter.

Продавщица положила еще несколько шляп на прилавок.

due [dju:] *adj*

1. подлежащий *(оплате)*, причитающийся

e.g. When is the payment for the gas and electricity due?

Когда нужно платить за газ и электричество?

Our salary is due the day after tomorrow.

Зарплата должна выплачиваться послезавтра.

2. ожидаемый *(по расписанию)*,

e.g. When is the train due in Glasgow?

Когда поезд прибывает в Глазго?

The train is due to leave in five minutes.

Поезд должен отправиться через пять минут.

W. comb. in due course

своевременно, в должное время

due to *prp.*

вследствие, из-за, по причине *(употребляется в середине предложения)*

Syn. because of

X-rays ['eks'reiz] *n*

рентгеновские лучи

x-ray *v*

сделать просвечивание рентгеновскими лучами

practise ['præktis] *v*

упражняться, тренироваться

W. comb. to practise tennis (the piano, the violin, one's English, etc.)

тренироваться в игре в теннис (упражняться в игре на рояле, скрипке; практиковаться в разговоре на английском языке и т. д.)

to practise jumping (running, etc.)

тренироваться в прыжках (в беге и т. д.)

Compare:

My friend is being **trained** as a teacher.

Мой друг готовится (обучается) стать преподавателем.

(**to train** выражает более широкое понятие, означает *готовиться, обучаться* для приобретения квалификации в области различных практических умений)

He **practises** the piano every day.

Он упражняется на рояле каждый день.

He is **practising** the piano now.

Он сейчас упражняется на рояле.

(**to practise** означает *упражняться в чем-либо, практиковаться, тренироваться* для приобретения навыков)

foolishly ['fu:liʃli] *adv* глупо
patient ['peiʃənt] *adj* терпеливый
Ant. impatient нетерпеливый
Prp. to be patient with smb. быть терпеливым с кем-л.
e.g. You should be more patient with him. Вы должны быть более терпеливым с ним.
patience ['peiʃəns] *n* терпение
Ant. impatience нетерпение
joint [dʒɔint] *adj* объединенный, совместный, общий

W. comb. joint responsibility общая ответственность
a joint production совместное производство (коммюнике, заявление и т. д.)
(communiqué, statement, etc.)
by joint effort совместными (общими) усилиями

exact [ig'zækt] *adj* точный
W. comb. exact time точное время
an exact description точное описание (ответ, сумма, адрес и т. д.)
(answer, sum, address etc.)
e.g. What's the exact time? Сколько сейчас времени точно?
His work is very exact. Его работа очень точная.
This is an exact copy. Это точная копия.
Ant. inexact неточный
exactly *adv* точно; именно
e.g. He came at exactly five. Он пришел точно в пять.
(= He came at exactly five o'clock.)
That's exactly what we want. Это как раз то, что нам нужно.
"I suppose you were nervous?" — Вы, наверное, волновались?
"Exactly" ("Not exactly.") — Конечно. (Не очень.)
share *v* (по)делить, делиться, владеть чем-л. сообща; разделять *(мнения, взгляды и т. д.)*

W. comb. to share a room жить вместе в одной комнате
to share a book, a dictionary, etc.) (совместно пользоваться книгой, словарем и т. д.)
to share someone's opinion разделять чье-л. мнение
to share difficulties разделять трудности
e.g. Do you mind sharing the desk with Petrov for a while? Вы не возражаете, если Петров будет некоторое время пользоваться этим письменным столом вместе с вами?
You must share the sweets with your brother, Tom. Ты должен поделиться конфетами с братом, Том.
share *n* 1. доля, часть
e.g. This is your share of the work (expenses). Это ваша доля работы (расходов).
2. акция
divide [di'vaid] *v* делить, разделять
e.g. The river divides the city into two parts. Река делит город на две части.

Children must divide their time between work and play.
Дети должны делить свое время между занятиями и игрой.

The boy divided the apple into three parts.
Мальчик разделил яблоко на три части.

Compare:

The girl **divided** the water-melon into four parts.
Девочка разделила арбуз на четыре части.

She **shared** her slice with her little sister.
Она поделилась своим ломтиком с младшей сестрой.

declare [di'kleə] *v*
1. объявлять
W. comb. to declare war on (upon) to declare a meeting open
объявить войну
объявить собрание открытым

2. заявлять, публично провозглашать
e. g. John Reed declared in court that it was his duty to fight for the revolution.
Джон Рид заявил на суде, что он считает своим долгом бороться за революцию.

3. предъявлять вещи, облагаемые пошлиной *(на таможне)*
e. g. Have you anything to declare?
У вас есть что-нибудь для предъявления таможенным властям?

Compare:

The inventor **declared** that the new method would help to increase production.
Изобретатель заявил, что новый метод поможет увеличить выпуск продукции.

The final results of the championship will be **announced** later.
Окончательные результаты первенства будут объявлены позднее.

The new washing-machine is **widely advertised.**
Новая стиральная машина широко рекламируется.

Experienced interpreters are **advertised** for in the Evening Standard.
В газете «Ивнинг Стандард» имеется объявление о том, что требуются квалифицированные переводчики.

declaration [ˌdeklə'reiʃn] *n*
1. заявление, декларация
2. декларация *(документ, заполняемый в таможне)*

to one's **rescue** ['reskju:]
кому-л. на помощь

effort ['efət] *n*
усилие
W. comb. to make an effort
делать (прилагать) усилия
joint effort
общие усилия
without effort
без усилий
e. g. You need to make a great effort of will to give up smoking.
Требуется большое усилие воли, чтобы бросить курить.

He makes every effort to help us.	Он прилагает все усилия, чтобы помочь нам.
Your success was worth the effort you made.	Ваш успех стоил тех усилий, которые вы приложили.
The porter lifted the heavy suit-case without effort.	Носильщик без труда поднял тяжелый чемодан.

LESSON 17

abroad [ə'brɔ:d] *adj*	за границей; за границу
W. comb. to go abroad	поехать за границу
to come from abroad	приехать из-за границы
to be (live, travel) abroad	находиться (жить, путешествовать) за границей
take *v**	1. брать, взять
e. g. The mother took the little boy by the hand.	Мать взяла мальчика за руку.
	2. отнести, отвести, отвезти
e. g. Who will take the children home?	Кто отведет детей домой?
Take the letter to the post-office, will you?	Отнесите, пожалуйста, письмо на почту.
take after smb.*	пойти в кого-л.
take care of*	заботиться о, быть осторожным (внимательным)
take notice of*	замечать, обращать внимание на
take pictures	фотографировать
take photos (snapshots)	фотографировать
e. g. The tourists took a lot of pictures of the city.	Туристы сделали много снимков города.
You should have your photo taken.	Вам нужно сфотографироваться.
take off *v*	1. снимать *(об одежде)*, убрать *(о какой-л. вещи)*
	2. взлететь *(о самолете)*
Ant. to touch down, to land	приземлиться
e. g. What time does the plane take off?	Когда вылетает самолет?
take smb. (smth.) for smb. (smth.) else *v*	принять кого-л. или что-л. за кого-л. или за что-л. другое
e. g. Sorry, I took you for a friend of mine.	Извините, я вас принял за своего приятеля.
take over *v*	принять должность вместо кого-л., взять ответственность на себя вместо кого-л.
e. g. After Comrade Dymov retires, his assistant will probably take over (the job).	После того, как товарищ Дымов уйдет на пенсию (в отставку), его место, очевидно, займет его помощник.
take to *v*	привыкнуть к чему-л. или кому-л.; пристраститься, проявить симпатию, привязаться
e. g. I don't take to new places (food, etc.) quickly.	Я не могу быстро привыкать к новым местам (пище и т. д.).
The child took to his music teacher at once.	Ребенок сразу привязался к своему учителю музыки.

weigh [wei] *v*

1. взвешивать *(в прямом и в переносном смысле)*

e. g. Has your luggage been weighed yet?

Ваш багаж уже взвесили?

W. comb. to weigh one's words

взвешивать свои слова

e. g. You must weigh everything very carefully before taking serious steps.

Нужно всегда все взвешивать, прежде чем принимать серьезные меры.

2. весить

e. g. How much does this suitcase weigh?

Сколько весит этот чемодан?

weigh up *v*

оценить человека, смерить оценивающим взглядом

e. g. He looked at me as though weighing me up.

Он взглянул на меня, как бы оценивая.

formality [fɔ:'mæliti] *n*

формальность

fly (flew, flown) [flai, flu:, floun] *v*

летать

flight [flait] *n*

полет, перелет, рейс

W. comb. a non-stop flight

беспосадочный рейс

sick *adj*

больной

Gr. to be sick

1. испытывать тошноту *(Brit.)*
2. болеть *(Am.)*

W. comb. to be (get) sea-sick

страдать морской болезнью

to be (get) air-sick

плохо переносить путешествие на самолете

to be (get) car-sick

плохо переносить езду в автомобиле

LESSON 18

leaf (leaves) *n*

лист (листья)

brick *n*

кирпич

W. comb. a brick house

кирпичный дом

differ ['difə] *v*

отличаться *(иметь другие качества)*

vary ['vɛəri] *v*

разниться, расходиться, меняться *(быть разнообразным)*

Compare:

The number of students at our Institute does not **vary** much from year to year.	Число студентов в нашем институте почти не меняется из года в год.
The three boys were brought up together, but they **differ** greatly.	Эти три мальчика воспитывались вместе, но они совершенно разные.

various ['vɛəriəs] *adj*

различный, разнообразный

Syn. different

различный, другой, отличающийся

W. comb. various things (people, sorts, kinds, examples, reasons, etc.)

различные *(разнообразные)* вещи (люди, сорта, виды, примеры, причины и т. д.)

Compare:

There are **various (different)** kinds of fruit in our garden.	В нашем саду есть различные фрукты.
But:	
This fruit looks like an apple, but it has quite a **different** taste.	Эти фрукты похожи на яблоки, но у них совсем другой вкус.

variety [və'raiəti] *n* разнообразие, множество
W. comb. a variety of examples (dresses, etc.) разнообразные примеры (платья и т. д.)
e. g. They showed us a variety of experiments. Они показали нам разнообразные опыты.
W. comb. a variety theatre эстрадный театр
suit [sju:t] *v* 1. подходить, устраивать
e. g. Does this plan suit you? Этот план вам подходит?
The arrangement will suit everybody quite well. Это (такая договоренность) всех устроит.
2. идти, быть к лицу
e. g. Don't buy that hat. It doesn't suit you. Не покупайте эту шляпу. Она вам не идет.
Blue suits me very well. Мне очень идет голубой цвет.
suitable ['sju:təbl] *adj* подходящий, удовлетворяющий требованиям
Ant. unsuitable неподходящий
W. comb. a suitable house (present, etc.) подходящий дом (подарок и т. д.)
Prp. to be suitable (unsuitable) for smb. (for smth.) годиться, подходить, быть подходящим для кого-л. (чего-л.)
e. g. These clothes are unsuitable for cold weather. Эта одежда не годится для холодной погоды.
That is quite a suitable present for a boy of six. Этот подарок вполне подходит для мальчика шести лет.
pneumonia [nju:'mounjə] *n* воспаление легких, пневмония
finger *n* палец *(руки, перчатки)*
pick out *v* выбирать
Syn. to choose
e. g. He picked out the books he wanted to read. Он выбрал книги, которые хотел прочитать.
The commander picked out two soldiers to go with him. Командир выбрал двух солдат, которые должны были идти с ним.
elect [i'lekt] *v* выбирать, избирать

Compare:

The shop-girl put some fountain-pens on the counter, and Mary picked out (chose) a blue one.	Продавщица положила на прилавок несколько авторучек, и Мэри выбрала голубую.
Every young man has the right to choose a profession.	Каждый молодой человек имеет право выбирать себе профессию.
Who was elected secretary of the commission?	Кто был избран секретарем комиссии?

pick up *v*

1. поднимать, подбирать, забирать

e. g. Will you please pick up the letter?
Будьте любезны, поднимите письмо.

The bus didn't pick up all the passengers.
Автобус не забрал всех пассажиров.

2. приобретать *(знания, друзей)*

e. g. When I was on holiday, I picked up some new friends.
Когда я был в отпуске, я приобрел несколько новых друзей.

He didn't learn the language systematically, he picked it up when he was travelling about the USA.
Он не изучал язык систематически, он научился ему (сам), когда путешествовал по США.

obvious ['ɔbviəs] *adj*
очевидный, явный

Syn. plain, clear

e. g. There's no need to argue about it. The mistake (reason, fact, etc.) is quite obvious.
Не надо об этом спорить. Ошибка (причина, факт и т. д.) совершенно очевидна.

obviously *adj*
очевидно, явно

fit *adj*
1. подходящий, годный

Gr. Prp. to be fit (unfit) for work (one's job, etc.)
быть годным (негодным) для работы и т. д., подходить (не подходить)

e. g. The book isn't fit to be published.
Эта книга не заслуживает опубликования.

The story isn't fit for young ears.
Этот рассказ не для детских ушей.

Compare:

Peter isn't fit to take part in the events. He's been out of practice for a long time.
Петр не годится для участия в этих соревнованиях. Он уже давно не тренируется.

Is 3 o'clock a **suitable** (= convenient) time to call on him?
В 3 часа удобно навестить его?

The underground is a very **convenient** means of transport, but it does not suit me, because I live a long way from the station.
Метро — очень удобный вид транспорта, но он не подходит мне, так как я живу далеко от станции.

These shoes are not fashionable, but they are very **comfortable** to wear.
Эти туфли не модные, но они очень удобны.

2. сильный, здоровый

W. comb. to be (feel, keep, look) fit
быть (выглядеть) бодрым и здоровым

e. g. Her father is 80, but he feels quite fit.
Ее отцу 80 лет, но он чувствует себя бодрым и здоровым.

unfit [ʌn'fit] *adj*
неподходящий, негодный

fit (fitted, fitting) *v*

подходить *(по размеру)*, быть впору

e.g. Your suit fits well.
I don't think this coat fits you.

Этот костюм вам впору.
Я думаю, это пальто вам не по размеру.

Compare:

These shoes would **suit** me nicely, but they don't **fit**.	Эти туфли подошли бы мне *(по фасону, цвету и т. д.)*, но они мне не подходят по размеру.

tand [stænd] *v*

выдерживать, выносить *(обычно употребляется с модальным глаголом* can*)*

e.g. I can't stand this noise (pain, etc.) any longer.

Я не могу больше выносить этого шума (боли и т. д.)

strain [strein] *n*

напряжение, натяжение

e.g. The rope broke under the strain.

Веревка лопнула от натяжения.

Sleepless nights are a strain on the nerves.

Бессонные ночи вредно сказываются на нервной системе.

strain *v*

натягивать, напрягать

W. comb. to strain oneself
to strain one's eyes (one's voice, etc.)

переутомляться
напрягать зрение (перетруждать голос и т. д.)

e.g. Why should you strain your eyes? Turn on the light.

Зачем вы напрягаете зрение? Зажгите свет.

suffer ['sʌfə] *v*

страдать; переносить, испытывать, переживать

e.g. She had to suffer a lot during the war.

Ей пришлось много выстрадать во время войны.

W. comb. to suffer pain (the strain of smth., etc.)

испытывать (переносить) боль (напряжение от чего-л. и т. д.)

e.g. "You won't suffer any pain," said the doctor.

«Вы не почувствуете (не испытаете) боли», — сказал доктор.

Prp. to suffer from smth.

страдать от чего-л.

e.g. "What's the matter with his mother?"
"She suffers from frequent headaches."

— Что такое с его матерью?
— Она страдает частыми головными болями.

suffering *(usually pl) n*

страдание, переживание

strength [streŋθ] *n*

1. сила *(физическая и духовная)*, мощь

e.g. His strength is really surprising.

Он человек поистине поразительной силы.

W. comb. to gain strength
the strength of feeling (thought, an argument, etc.)

набраться сил
сила чувства (мысли, довода и т. д.)

2. прочность, крепость

W. comb. the strength of ice (a bridge, etc.) — прочность льда (моста и т. д.)
the strength of one's position — прочность чьего-л. положения

strengthen ['streŋθən] *v* — усиливать, укреплять

force [fɔ:s] *n* — сила *(в действии)*
W. comb. to use force — применять силу
to do smth. by force — сделать что-л. (добиться чего-л.) силой
to remain in force — оставаться в силе

forces *n* — войска, вооруженные силы

Compare:

V. Hugo describes Jean Valjean as a man of great strength.

В. Гюго описывает Жана Вальжана как человека большой *(физической и моральной)* силы.

Being a man of great strength Jean could push the heavy stone with great force.

Будучи человеком большой физической силы, Жан смог с силой столкнуть тяжелый камень.

Jean could not save the dying woman, but he knew it was within his power to help her child.

Жан не мог спасти умирающую женщину, но он знал, что в его силах *(в его власти)* было помочь ее ребенку.

prescription [pris'kripʃn] *n* — рецепт
e. g. Can I have this medicine without a prescription? — Я могу купить это лекарство без рецепта?
Prp. a prescription for... — рецепт на *(лекарство)*
e. g. The doctor gave me a prescription for the 'flu. — Врач выписал мне лекарство от гриппа.
W. comb. to make out a prescription (a document) — выписать рецепт (документ)

prescribe [pris'kraib] *v* — прописывать *(лекарство, лечение)*
Prp. to prescribe smth. for smb. — прописать что-л. кому-л.
to prescribe smth. for some illness — прописать что-л. от какой-л. болезни
e. g. What has the doctor prescribed (for you)? — Что вам прописал врач?
What has the doctor prescribed for the 'flu? — Что доктор прописал от гриппа?

frighten ['fraitn] *v* — испугать
Gr. Prp. to be frightened of (at) — быть испуганным (испугаться)
e. g. A sudden noise frightened the child. (= The child was frightened at the noise.) — Внезапный шум испугал ребенка.

Why are you frightened? — Почему ты испугался?
You frightened him. (= He was frightened of you.) — Он испугался вас.

Compare:

The sailors were not afraid to go out to sea in spite of the storm. — Несмотря на шторм, моряки не побоялись выйти в море.

When he saw the toy crocodile, the little boy was frightened and burst out crying. — Увидев игрушечного крокодила, маленький мальчик испугался и расплакался.

present ['prezənt] *n* — настоящее *(время)*

W. comb. at the present time — в настоящее время
at the present moment — в настоящий момент
in the present conditions — при существующих условиях
at present — в настоящее время
for the present — пока, на настоящее время

Syn. for the time being

e. g. My sister is at present on holiday. — Сейчас моя сестра в отпуске.

somehow ['sʌmhau] *adj* — каким-то образом, так или иначе; любым путем, уж как-нибудь

e. g. I thought I'd remember the address but somehow I forgot it. — Я думал, что запомню адрес, но каким-то образом я его забыл.

Somehow he never manages to come in time. — Он как-то никогда не может прийти вовремя.

It will be difficult to do the work, but we'll manage it somehow. — Сделать работу будет трудно, но уж как-нибудь мы с ней справимся.

check [tʃek] *v* — 1. проверить, сверить, выверить

e. g. I've checked all these figures. — Я проверил все эти цифры.

This document must be checked carefully. — Этот документ нужно тщательно выверить.

Compare:

Have you checked these facts? — Вы проверили эти факты?
Have you marked (corrected) our papers? — Вы проверили наши работы?

W. comb. to check the progress of... — 2. сдержать, приостановить
приостановить ход, развитие чего-л., сдержать *(какие-л. проявления чувства, например гнев и т. д.)*

Syn. to control
to control oneself
сдержаться

e. g. The doctors succeeded in checking the progress of the illness.
Врачам удалось приостановить развитие болезни.

Couldn't you have controlled yourself?
Неужели вы не могли сдержать себя?

He couldn't control his anger.
Он не мог сдержать свой гнев.

whistle *v* свистеть, насвистывать *(мотив)*
blank *adj* *зд.* глухая сторона (стена) дома
grape-vine *n* виноградная лоза
bare *adj* голый, пустой, лишенный чего-л.
keep *v** держать, хранить, сохранять
keep up *v* продолжать; поддерживать *(в хорошем состоянии)*

e. g. Keep up your courage!
Не падайте духом!

You can keep up your English by reading.
Вы можете поддерживать свои знания английского языка чтением.

keep up with не отставать, идти в ногу с...

e. g. You walk too fast. I can't keep up with you.
Вы идете слишком быстро. Я не поспеваю за вами.

You should read these journals to keep up with the newest achievements in this field.
Вам следует читать эти журналы, чтобы не отставать от новейших достижений в этой области.

keep smb. from doing smth. помешать кому-л. сделать что-л., удержать кого-л. от чего-л.

Syn. to stop smb. from doing smth.

e. g. Try to keep him from doing such a foolish thing.
Постарайся удержать его от этой глупой затеи.

Nothing could keep Helen from joining the hikers.
Ничто не могло помешать Елене принять участие в турпоходе.

nonsense *n* вздор, ерунда, чепуха; глупости, чушь

anyhow ['enihau] *adv* в любом (всяком) случае, все равно, что бы то ни было, так или иначе

e. g. We'll go and speak to her about it anyhow (= whether she likes it or not).
Мы пойдем поговорить с ней об этом в любом случае.

It may rain tomorrow, but we'll go to the country anyhow (= all the same).
Завтра, возможно, будет дождь, но мы все равно поедем за город.

Anyhow, we shan't catch the 10 o'clock train now.
Во всяком случае сейчас мы не успеем на десятичасовой поезд.

port wine *n* портвейн
bend (bent, bent) over smb. *v* наклоняться над кем-л.
achieve [ə'tʃi:v] *v* достигать, успешно выполнять

e. g. We have achieved all that we expected.
Мы достигли всего, на что рассчитывали.

W. comb. to achieve results (success, etc.)
достичь результатов (успеха и т. д.)

Compare:

They achieved a lot as a result of the experiments.	В результате опытов они многого достигли.
They **reached** the railway station before the rain began.	Они добрались до станции, прежде чем начался дождь.

achieve.ment [ə'tʃi:vmənt] *n* — достижение
W. comb. scientific achievements — научные достижения
achievements in national economy (industry, trade, etc.) — достижения народного хозяйства (промышленности, торговли и т. д.)
disappointment [ˌdisə'pɔintmənt] *n* — разочарование, огорчение
e. g. Her voice gave away the disappointment she felt. — В ее голосе прозвучало разочарование.
Prp. to one's disappointment — к чьему-л. огорчению
e. g. To our great disappointment the weather last Sunday was rainy — К нашему великому огорчению, в прошлое воскресенье был дождь.
disappoint [ˌdisə'pɔint] *v* — разочаровывать, огорчать
e. g. I don't want to disappoint you but I must tell you this. — Не хочу огорчать вас, но я должен сказать вам это.
Did the book disappoint you? — Вас разочаровала книга?
disappointed *p. II* — разочарованный, огорченный
Gr. Prp. to be disappointed in smb. at or in smth. — разочароваться в ком-л. или чем-л.
e. g. I was disappointed in the man; he failed me several times. — Я разочаровался в этом человеке, он несколько раз подвел меня.
He was disappointed in his work. — Он разочаровался в своей работе.
She was disappointed at the news. — Ее огорчили эти новости.
disappointing *adj* — неутешительный, разочаровывающий
W. comb. disappointing news (results, etc.) — неутешительные новости (результаты и т. д.)
e. g. The book (film, etc.) was disappointing. — Книга (фильм и т. д.) не оправдала надежд.
masterpiece *n* — шедевр
sincere [sin'siə] *adj* — искренний
W. comb. a sincere person (act, etc.) — искренний человек (поступок и т. д.)
sincere feelings (words, etc.) — искренние чувства (слова и т. д.)
e. g. Her words seemed sincere enough. — Казалось, она говорила довольно искренно.
sincerely *adv* — искренне
e. g. Yours sincerely, Brown. — Искренне ваш, Браун. *(заключительные слова письма)*
fancy *n* — фантазия, причуда

handle [hændl] *v* — обращаться с чем-л. *(чаще с неодушевленными предметами)*

e. g. I don't know how to handle this machine. — Я не знаю, как обращаться с этой машиной.
The problem should be handled in a different way. — К этой проблеме следует подойти иначе.
She can't handle children. (= She doesn't understand them.) — Она не умеет обращаться с детьми.

pose *v* — позировать
nasty *adj* — отвратительный, мерзкий, противный

chin *n* — подбородок
wear away (wore, worn) *v* — медленно тянуться *(о времени)*, приближаться к концу

twilight *n* — сумерки
wicked *adj* — злой, нехороший, противный
hand-mirror *n* — ручное зеркальце
pillow *n* — подушка
mouse (mice) *n* — мышь, мышка (мыши)
note *n* — записка, запись

e. g. She spoke without notes. — Она говорила без записок.
W. comb. to make a note of smth. — записать что-л., отметить что-л., запомнить что-л.
to give out a note for absence from work — выдать справку об освобождении от работы
e. g. Please make a note of that, will you? — Пожалуйста, заметьте себе это (запишите или запомните, примите к сведению).

janitor *n* — дворник; сторож, привратник
imagine [i'mædʒin] *v* — представить себе, вообразить, иметь представление

e. g. Can you imagine what she looks like? — Вы представляете себе, как она выглядит?
e. g. Now one cannot imagine life without gas, electricity and other modern conveniences. — Теперь нельзя вообразить себе жизнь без газа, электричества и других современных удобств.
Just imagine! — Вы только представьте себе!
lantern *n* — фонарь
ladder *n* — приставная лестница

LESSON 19

sick-leave ['sikli:v] *n* — отпуск по болезни
W. comb. to be (away) on sick-leave — быть на бюллетене *(в отпуске по болезни)*
to put smb. on sick-leave *(lit.)* — выдать кому-л. бюллетень *(отпуск по болезни)*
Syn. to give (grant) smb. sick-leave *(coll.)* — дать кому-л. бюллетень

e. g. Comrade Markov can't be at work today. He was only given three days sick-leave yesterday. — Не может быть, чтобы товарищ Марков пришел сегодня на работу. Он только вчера получил бюллетень на три дня.

Compare:

Are you still on **sick-leave**?	Вы все еще на бюллетене *(т. е. в отпуске по болезни)*?
The doctor gave me a **certificate of ill-health** and a prescription and called in the next patient.	Врач дал мне бюллетень *(т. е. документ)* и рецепт и вызвал следующего больного.

temperature ['temp(ə)ritʃə] *n*°
W. comb. to have (to run) a temperature
to take one's temperature
e. g. You should take your temperature at exactly the same time every day.
Did you have your temperature taken?

температура
иметь повышенную температуру
измерять температуру
Вы должны измерять температуру каждый день в одно и то же время.
Вам измерили температуру?

complete [kəm'pli:t] *adj*
W. comb. the complete story
the complete works of a writer
a complete success (failure, etc.)
e. g. The report would not be complete if these figures were left out.
Ant. incomplete

полный
весь рассказ
полное собрание сочинений писателя
полный успех (неудача и т. д.)
Отчет был бы неполным, если бы эти цифры были выпущены.
неполный

completely *adj*
W. comb. completely cured
completely filled
completely finished

полностью, вполне
совершенно выздоровевший, вполне здоровый
целиком заполненный
полностью законченный

complete [kəm'pli:t] *v*
cure [kjuə] *v*
W. comb. to cure a patient
to cure an illness (a headache, etc.)
e. g. A lot of illnesses can be cured completely if treatment is started in time.
Prp. to cure smb. of smth.
e. g. You should help him cure himself of the habit.

закончить, завершить
излечить, вылечить
вылечить больного
излечить болезнь (головную боль и т. д.)
Многие болезни можно полностью излечить, если своевременно начать лечение.
излечить кого-л. от чего-л.
Вы должны помочь ему излечиться от этой привычки.

Compare;

He had been **having treatment** for two months before he was finally **cured**.	Он *лечился* два месяца, прежде чем окончательно *вылечился*.

complication [ˌkɔmpli'keiʃn]

осложнение *(часто употребляется во мн. числе)*

e. g. My daughter had serious complications after the 'flu.

После гриппа у моей дочери были серьезные осложнения.

complicated [ˌkɔmpli'keitid] *adj*

сложный

e. g. It's a complicated matter.

Это сложный вопрос.

(the) outpatients' (department) ['aut'peiʃənts] *n*

отделение для приходящих больных, амбулатория

chemist ['kemist] *(Brit.) n*

Syn. druggist *(Am.)*

аптекарь

chemist's (shop) *n (Brit.)*

Syn. drugstore *(Am.)*

аптека

e. g. I must drop in at the chemist's to have my prescription made up.

Я должен забежать в аптеку заказать лекарство.

recovery [ri'kʌvəri] *n*

выздоровление

e. g. He should go to the South to complete his recovery.

Ему следует поехать на юг для полного выздоровления.

recover [ri'kʌvə] *v*

1. выздоравливать
2. получить обратно

e. g. The woman was glad to recover her bag, which she thought was lost.

Женщина думала, что ее сумка потерялась, и была рада получить ее.

Additional vocabulary

a (slight, bad) cold	(легкая, сильная) простуда, насморк
a cold in the head	насморк
(the) 'flu (influenza) *n*	грипп
a sore throat	ангина
pneumonia [nju:'mounjə] *n*	воспаление легких
heart-trouble	заболевание сердца
stomach trouble ['stʌmək]	заболевание желудка
a headache *n*	головная боль
toothache *n*	зубная боль
high (low) blood pressure [blʌd]	повышенное (пониженное) кровяное давление

LESSON 20

extremely [iks'tri:mli] *adv*

чрезвычайно

Syn. very

очень

e. g. I find the book extremely interesting.

Я нахожу эту книгу чрезвычайно интересной.

modern ['mɔdən] *adj*

современный *(относящийся к настоящему времени)*

W. comb. modern inventions (discoveries, ideas, languages, music, art, literature, etc.)

современные изобретения (открытия, идеи, языки, музыка, искусство, литература и т. д.)

e. g. This factory is quite modern.

Этот завод вполне современен.

Modern methods of work have been introduced here lately.

Здесь недавно были внедрены современные методы работы.

amazing [ə'meiziŋ] *adj*
удивительный, поразительный

e. g. His progress in music is really amazing.
Его успехи в музыке поистине поразительны.

It was a sight of amazing beauty.
Это было зрелище поразительной красоты.

amaze [ə'meiz] *v*
поражать, удивлять

Gr. Prp. to be amazed at smth., smb.
быть пораженным чем-л. *(обычно чем-л. положительным)*, кем-л.

e. g. We were amazed at the size and beauty of the new University building.
Мы были поражены размерами и красотой нового здания университета.

amazement [ə'meizmənt] *n*
крайнее удивление

well-off ['wel'ɔf] *adj*
зажиточный *(употребляется как предикатив)*

Gr. to be well-off
быть зажиточным

e. g. The Browns were not rich but they were quite well-off.
Брауны не были богатыми, но вполне зажиточными.

charming ['tʃa:miŋ] *adj*
очаровательный

W. comb. a charming girl (smile, thing, etc.)
очаровательная девушка (улыбка, вещица и т. д.)

admire [əd'maiə] *v*
любоваться, восхищаться

e. g. Everybody admired the man's courage.
Все восхищались мужеством этого человека.

Visitors to the Caucasus always admire its beautiful mountains.
Люди, путешествующие по Кавказу, всегда восхищаются его прекрасными горами.

admiration [ædmi'reiʃn] *n*
восхищение, восторг

charge [tʃa:dʒ] *v*
брать плату за что-л., взимать деньги

e. g. How much does Doctor Watson charge for a visit?
Сколько доктор Уотсон берет за визит?

charge *n*
забота, попечение, ответственность

Gr. Prp. to be in charge of
отвечать за; возглавлять, руководить

Syn. to be responsible for

e. g. Who is in charge of this department?
Кто руководит этим отделом?

afford [ə'fɔ:d] *v*
позволить себе *(употребляется с модальным глаголом* can *и модальным сочетанием* to be able to)

Gr. to afford | smth. / to do smth.
позволить себе | что-л. / сделать что-л.

e. g. I should like to buy a new car but I can't afford it now.
Мне хотелось бы купить новую машину, но я не могу позволить себе этого сейчас.

It's a pity he couldn't afford to spend more time on this work.
Очень жаль, что он не смог позволить себе потратить больше времени на эту работу.

sign [sain] *n*
1. знак *(условный знак, обозначение)*

e. g. The signs used in arithmetic are + (plus), — (minus), etc.
Знаками, применяющимися в арифметике, являются +, — и т. д.

2. знак *(признак, примета, симптом)*

e. g. A dark cloud is a sign of rain.
Темная туча — предвестник дождя.

He showed no signs of interest.
Он не проявлял ни малейшего интереса.

taste [teist] *n*
1. вкус *(пищи)*

e. g. I like the taste of this soup.
Мне нравится вкус этого супа.

W. comb. to have a pleasant (unpleasant, bitter, etc.) taste
иметь приятный (неприятный горький и т. д.) вкус

2. вкус *(способность судить о качестве, красоте и т. д.; обычно употребляется как неисчисляемое существительное)*

e. g. That's a matter of taste.
Это дело вкуса.

He's a man of taste.
Он человек с хорошим вкусом.

W. comb. in good (bad) taste
со вкусом (безвкусно)

to show (good, poor, etc.) taste in smth.
обнаруживать (хороший, плохой и т. д.) вкус в чем-л.

e. g. Everything in your friend's house is in good taste.
Все в доме вашего друга выдержано в хорошем вкусе.

It's pleasant when a person shows good taste in clothes.
Приятно, когда человек одевается со вкусом.

That girl has rather poor taste.
У этой девушки довольно плохой вкус.

Her sister showed great taste in her choice of furniture for their new flat.
Ее сестра обнаружила много вкуса в выборе мебели для новой квартиры. (Ее сестра с большим вкусом выбрала мебель.)

W. comb. to be to one's taste
быть в чьем-л. вкусе

e. g. This dress is not quite to my taste.
Это платье не совсем в моем вкусе.

tasty ['teisti] *adj*
вкусный (о соленой или острой пище)

taste (smth.) *v*
1. пробовать на вкус
2. иметь какой-л. вкус

elbow ['elbou] *n*
локоть

sigh [sai] *n*
вздох

creature ['kri:tʃə] *n*
существо, создание

create [kri'eit] *v*
создавать

e. g. Dickens created a lot of wonderful characters in his novels.
В своих романах Диккенс создал много замечательных образов.

W. comb. to create difficulties (a friendly atmosphere, etc.)
создавать трудности (дружескую атмосферу и т. д.)

to create great interest
вызывать большой интерес

creative [kri'eitiv] *adj*
созидательный, творческий

shiver ['ʃivə] *v* — дрожать, трястись *(чаще всего от холода)*

Syn. to tremble

W. comb. to shiver with cold — дрожать от холода

beggar ['begə] *n* — нищий, нищая

do *v** — 1. делать, выполнять

e. g. What's done cannot be undone. — Сделанного не воротишь. *(пословица)*

W. comb. to do good* — приносить пользу

to do harm* — приносить вред

to do (be doing) well* — преуспевать, делать успехи

to do right | in doing smth. when... — поступать правильно, сделав что-л.

Ant. to do wrong | in doing smth. when... — поступать неправильно, сделав что-л.

W. comb. to have something (nothing) to do with — (не) иметь отношение(я) к чему-л., кому-л.; иметь дело с чем-л.

e. g. Your father has something to do with medicine, hasn't he? — Ваш отец имеет какое-то отношение к медицине, не правда ли?

What has that to do with me? — Какое это имеет отношение ко мне?

That has nothing to do with what we are interested in. — Это не имеет никакого отношения к интересующему нас вопросу.

W. comb. to do one's hair — 2. причесываться, делать прическу

to do the room — убирать комнату

do without *v* — обходиться без чего-л.

e. g. We can't do without the dictionary. — Мы не можем обойтись без словаря.

do with *v* — обходиться, удовлетворяться

e. g. I can easily do with one sheet of paper. — Я вполне обойдусь одним листом бумаги.

afterwards ['a:ftəwədz] *adv* — потом, впоследствии

care [keə] *v* — любить, нравиться *(преимущественно в отрицательных и вопросительных предложениях)*

e. g. I don't care whether we stay in tonight or go out. — Мне все равно, останемся ли мы сегодня дома или поедем куда-нибудь.

Prp. to care for — любить что-л., кого-л.; не быть равнодушным

e. g. I'm sure he cares for her. — Я уверена, что он любит ее.

Do you care for this kind of books? — Тебе нравятся такие книги?

footman ['futmən] *n* — лакей

ride (rode, ridden) *v* — ездить *(на лошади, велосипеде, в автомобиле, поезде и т. д.)*

W. comb. to ride a horse (a bicycle, etc.) — ездить на лошади (на велосипеде и т. д.)

to ride in a train (a car, etc.) — ездить в поезде (на автомобиле и т. д.)

ride *n* — прогулка верхом, на велосипеде, поездка *(в автомобиле, поезде)*

W. comb. to have a ride, to go for a ride
a short (long, pleasant, unpleasant, etc.) ride

проехаться *(в автомобиле, верхом и т. д.)*
короткая (длительная, приятная, неприятная и т. д.) поездка *(в автомобиле, верхом и т. д.)*

dusk [dʌsk] *n*
сумерки

gently ['dʒentli] *adv*
нежно, мягко, осторожно

figure ['figə] *n*
1. цифра
2. фигура

help *v**
1. помогать

W. comb. to help smb. in (into), out (out of)
to help smb. on (off) with one's coat

помочь кому-л. войти, выйти

помочь кому-л. надеть (снять) пальто

e. g. He helped the woman into (out of) the car.
He helped me out of the difficulty.

Он помог женщине сесть в машину (выйти из машины).
Он помог мне выйти из затруднения.

2. угощать

faint [feint] *v*
падать в обморок, терять сознание

Ant. to come round *(coll.)*, to come to (oneself)

приходить в себя

e. g. The woman fainted at hearing the sad news, but she soon came round.

Услышав печальную новость, женщина потеряла сознание, но скоро пришла в себя.

heavens ['hevənz] *n*
небеса

e. g. Good Heavens!

Боже мой! *(для выражения удивления, протеста и т. д.)*

rush [rʌʃ] *v*
1. бросаться, мчаться, нестись

e. g. He rushed into (out of) the room.
Don't rush through your work. Do it carefully.

Он ворвался в комнату (стремительно выбежал из комнаты).
Не делай работу в спешке. Сделай ее тщательно.

2. торопить кого-л.; ускорить что-л.

e. g. I shouldn't like to rush you.

Я не хотел бы вас торопить.

rush *n*
спешка

e. g. You shouldn't do things in a rush.
There was a terrible rush at the station when I got there.

Не следует ничего делать в спешке.
Когда я пришел на станцию, там была ужасная сутолока.

(the) rush-hour(s) *n*
часы «пик»

e. g. I don't like to travel in the rush-hour.

Я не люблю ездить в часы «пик».

bell *n*
звонок

brandy ['brændi] *n*
коньяк, бренди

effect [i'fekt] *n*
следствие, результат, действие

W. comb. to have an (great, not much, no) effect on smb.

оказать некоторое (сильное) действие на кого-л. (почти не оказывать действия на кого-л., не оказывать никакого действия на кого-л.)

to have a good effect on smb. — дать хороший результат, положительно повлиять

e. g. Do you think the medicine will have any effect (a good effect)? — Вы думаете, что лекарство окажет какое-либо действие (даст хороший результат)?

Our arguments had no effect on him. — Наши доводы на него не подействовали.

effective *adj* — эффективный

W. comb. to prove effective — оказаться эффективным

door handle ['dɔ:hændl] *n* — дверная ручка

congratulation [kən,grætju'leiʃn] *(usually pl) n* — поздравление

e. g. You've got into the institute! Congratulations! — Вы поступили в институт! Поздравляю!

congratulate [kən'grætiuleit] *v* — поздравлять

W. comb. to congratulate smb. on a success (one's marriage, getting a good job, etc.) — поздравлять кого-л. с успехом (женитьбой, получением хорошей работы и т. д.)

e. g. I congratulated him on passing the exam. — Я поздравил его со сдачей экзамена.

Compare:

He congratulated her on her new success.	Он поздравил ее с новыми успехами.
I sent him birthday (New Year) greetings.	Я поздравил его (почтой) с днем рождения (Новым годом).
	(описательный стиль)
Happy New Year!	Поздравляю (вас) с Новым годом!
Happy holiday (to you)!	Поздравляю (вас) с праздником!
But:	
Congratulations (on your marriage, etc.)!	Поздравляю вас (с женитьбой и т. д.)!
	(разговорный стиль)

pretty ['priti] *adj* — хорошенький, красивый, приятный

W. comb. a pretty house (girl, dress, flower, voice, etc.) — хорошенький домик (девушка, платье, цветок, приятный голос и т. д.)

blush *v* — краснеть *(от стыда, радости и т. д.)*

Syn. to turn red

e. g. The girl blushed when I asked how she was getting on in her music. — Девушка покраснела, когда я спросил ее о ее успехах в музыке.

Good Lord! — Боже мой!

absolutely ['æbsəlu:tli] *adv* — совершенно, абсолютно

absurd [əb'sə:d] *adj*
drawer ['drɔ:ə] *n*
knee [ni:] *n*
pause [pɔ:z] *n*
wasteful ['weistfəl] *adj*
waste [weist] *v*
W. comb. to waste one's time
to waste one's money
e. g. How much effort was wasted!
waste *n*
W. comb. a waste-paper basket
deny [di'nai] *v*
e. g. He denied all knowledge of the event.
I deny the truth of the statement.

It cannot be denied that the latest discoveries made at the Institute are of great value to medicine.

e. g. She can deny her son nothing.
W. comb. to deny oneself smth.
e. g. She couldn't deny herself the pleasure of driving to the country.

смешной, нелепый
ящик (*выдвижной*)
колено
пауза
расточительный
напрасно тратить
терять время
напрасно тратить деньги
Как много усилий было потрачено зря!
отходы
корзина для бумаги
1. отрицать
Он отрицал, что что-либо знает об этом событии.
Я отрицаю, что это заявление соответствует действительности.
Нельзя отрицать, что последние открытия, сделанные в этом институте, представляют большую ценность для медицины.
2. отказать кому-л. в чем-л.
Она ни в чем не может отказать своему сыну,
отказать себе в чем-л.
Она не могла отказать себе в удовольствии поехать за город на машине.

GRAMMAR NOTES

LESSON 1

§ 1. Причастие I перфектное (Participle I Perfect). Причастие I перфектное образуется из причастия I вспомогательного глагола to have — **having** и причастия II смыслового глагола (**translated, done** и т. д.)

having translated переведя
having done сделав

Отрицательная форма причастия образуется путем постановки отрицательной частицы **not** перед перфектным причастием.

having translated переведя — not having translated не переведя
having done сделав — not having done не сделав

В английском языке причастие I может выражать относительное время.

Так, причастие I простое (reading, writing) показывает, что выражаемое им действие происходит одновременно с действием глагола-сказуемого. Причастие I перфектное (having read, having written) показывает, что выражаемое им действие произошло ранее действия, выраженного сказуемым предложения.

В отличие от причастия I простого, употребляющегося как в функции определения, так и в функции обстоятельства, причастие I перфектное может выполнять в предложении только функцию обстоятельства, т. е. соответствовать русскому деепричастию совершенного вида.

Так, от глагола to translate могут быть образованы причастия действительного залога.

Participle I Simple *

translating
(одновременность)
- переводящий (определение)
- переводя (обстоятельство)

Participle I Perfect

having translated переведя

(обстоятельство)
(предшествование)

Participle I Perfect (having written, having read, etc.) может употребляться в функции обстоятельства причины и времени.

Having lost the key, the boy couldn't get into the house. Потеряв ключ, мальчик не мог попасть в дом.

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* Подробно см. ч. 1, стр. 621, § 82 и стр. 623, § 83.

Having graduated from the University, he decided to go to the Far East. Окончив университет, он решил поехать на Дальний Восток.

Следует отметить, что причастие I перфектное употребляется главным образом в функции обстоятельства причины.

В функции обстоятельства времени причастие I перфектное употребляется лишь в тех случаях, когда говорящий хочет подчеркнуть предшествование действию сказуемого или наличие разрыва во времени между двумя действиями.

Having looked through a lot of journals and papers, Comrade Semenov began to write his report. Просмотрев много журналов и газет, товарищ Семенов начал писать свой доклад.

З а п о м н и т е: Русским деепричастиям *сказав*, *подумав* соответствуют английские причастия I простые.

Товарищ Петров вышел из комнаты, *сказав*, что он торопится. Comrade Petrov left the room saying that he was in a hurry.

Подумав, что он занят, я решил зайти к нему позднее. Thinking that he was busy, I decided to call on him later.

П р и м е ч а н и я:

1. Вместо причастия I перфектного в функции обстоятельства времени часто употребляется герундий с предлогом времени **after**.

After leaving (= having left) school, John Reed went to Harvard University. По окончании средней школы Джон Рид поступил в Гарвардский университет.

Если же действия следуют непосредственно одно за другим, то обычно употребляется герундий с предлогом **on**, который на русский язык переводится деепричастием совершенного вида.

On entering the room, he went straight to his seat. *Войдя* в зал, он сразу пошел к своему месту.

On hearing the news, the woman suddenly turned pale. *Услышав* эту новость, женщина вдруг побледнела.

On arriving at the town, they went straight to the hotel. *Приехав* в город, они пошли прямо в гостиницу.

On hearing the news, he decided to ring up his friend at once. *Узнав* эти новости, он решил сразу же позвонить своему другу.

2. Причастие I перфектное в функции обстоятельства, а также герундий с предлогами **after** и **on** свойственны книжному языку; в разговорной речи в таких случаях употребляются соответствующие придаточные предложения.

When he came into the conference hall, he went straight to his seat. Когда он вошел в конференц-зал, он сразу же пошел к своему месту.

3. Причастие I перфектное помимо формы действительного залога имеет также форму страдательного залога (**having been written**), которая является литературной и употребляется сравнительно редко.

This book is rather out-of-date, **having been written** in 1940. Эта книга очень устарела: она была написана в 1940 году.

§ 2. Притяжательный падеж с неодушевленными существительными. Притяжательный падеж в английском языке кроме существи-

тельных одушевленных употребляется также с некоторыми неодушевленными существительными, как-то:

а) с существительными, обозначающими названия стран, городов:

Harvard is one of America's most famous universities. Гарвард — один из наиболее известных университетов Америки.

б) с существительными, обозначающими время: a year, a month, a week и др., а также с наречиями today, tomorrow, yesterday:

after a year's absence после годичного отсутствия
for a week's holiday в недельный отпуск
in yesterday's *Pravda* во вчерашнем номере «Правды»
for tomorrow's performance на завтрашнее представление

в) иногда с существительными ship, boat, city, country, world:

this ship's crew команда этого корабля
our country's trade торговля нашей страны

Однако существительные, обозначающие названия городов, а также существительное world употребляются также в функции определения в общем падеже.

a matter of world importance вопрос мирового значения
the Moscow underground Московское метро
the world production of coal мировая добыча угля

LESSON 2

§ 3. Времена группы Continuous страдательного залога. Continuous Passive образуется при помощи глагола to be в соответствующем времени и лице и причастия II смыслового глагола.

I	am	being spoken about.
He (she, it)	is	
You (we, they)	are	
I (he, she, it)	was	
You (we, they)	were	

Our work was being discussed when I went into the room. Когда я вошел в зал, обсуждалась наша работа.

What's being built here now? Что здесь строится сейчас?

В вопросительной форме перед подлежащим ставится только первый вспомогательный глагол.

Were the letters still being signed when you went in? Когда вы вошли, письма все еще подписывали?

В отрицательной форме частица not ставится после первого вспомогательного глагола.

The letters were not being signed when I went in. Когда я вошел, письма не подписывались.

Настоящее и прошедшее времена группы Continuous страдательного залога употребляются в тех же случаях, что и соответствующие времена действительного залога. Формы будущего времени группы Continuous в страдательном залоге не существует. Вместо нее употребляется форма будущего времени группы Indefinite.

LESSON 5

§ 4. Времена группы Perfect Continuous. Времена группы Perfect Continuous образуются при помощи глагола to be в соответствующем времени группы Perfect и причастия I смыслового глагола.

I	have	been waiting	Я жду.
He	has		Он ждет.
We	shall (will) have		Мы будем ждать (прождем).
They	will have		Они будут ждать (прождут).

I (he, she, we, you, they) had been waiting Я (...) ждал (прождал).

В разговорной речи первый вспомогательный глагол, сливаясь с подлежащим, выраженным местоимением, образует формы: I've been waiting, he's been waiting, we'd been waiting, we'll have been waiting, they'll have been waiting.

Первый ударный слог падает на смысловой глагол.

I've been ˈwaiting an ˏhour for him.

Для образования вопросительной формы первый вспомогательный глагол (have, has, had, shall, will) ставится перед подлежащим.

Have you **been waiting** long? Вы долго ждете?

Will they **have been waiting** for another hour? Будут ли они ждать еще час?

Для образования отрицательной формы отрицательная частица **not** ставится после первого вспомогательного глагола.

He **has not (hasn't) been waiting** long. Он недолго ждет.

We **shall (will) not (shan't, won't) have been waiting** long. Мы не будем долго ждать.

Как показывает название данной группы времен, они сочетают значение Continuous — протяженности, протекания действия и значение Perfect — предшествования.

Времена группы Perfect Continuous обозначают действие, которое началось в указанный момент и совершается (или совершалось) некоторое время, включая другой указанный момент (или вплоть до него).

Времена группы Perfect Continuous употребляются:

а) когда в предложении обозначен период времени, в течение которого действие происходило до данного момента и (или) включая его; этот период времени обозначается обычно обстоятельством времени с предлогом **for**.

He had been working **for two hours** by the time I came back (= when I came back). Он работал уже два часа до того времени, когда я вернулся.

You'll have been discussing this problem **for half an hour** by the time I get there. Вы будете обсуждать этот вопрос уже полчаса к тому времени, когда я приду сюда.

I've been waiting **half an hour** for you. Я жду вас уже полчаса.

б) когда в предложении обозначен момент, с которого начинается действие; этот момент обозначается обстоятельством времени с предлогом **since** *с*, придаточным предложением времени с союзом **since** *с тех пор, как* или наречием **since** *с тех пор*.

I've been translating the article **since 9 o'clock**. Я перевожу эту статью с 9 часов.

What have you been doing since you came to Moscow? Что ты поделываешь с тех пор, как приехал в Москву?

Mary went to the skating-rink two hours ago and has been skating ever since. Мария пошла на каток два часа тому назад и с тех пор все еще катается.

Период времени или его начало могут иногда подразумеваться или выражаться контекстом.

Here's the translation I've been working on. Вот перевод, над которым я работаю (все это время).

Примечания:

1. Глаголы, не имеющие формы Continuous, в перечисленных случаях употребляются в форме Perfect, а не Perfect Continuous (см. ч. 1, § 25, п. 3 прим. 2, стр. 544).

I have known him since 1945. Я знаю его с 1945 года.

We haven't seen him since he left for Leningrad. Мы не виделись с ним с тех пор, как он уехал в Ленинград.

How long have you been here? Сколько времени вы находитесь здесь?

2. Будущее время группы Perfect Continuous употребляется довольно редко, в основном в книжно-письменной речи.

3. Формы Perfect Continuous Passive не существует. В соответствующих случаях употребляются предложения в действительном залоге с подлежащим they или используются различные лексические средства.

They have been discussing this problem since last year.
This problem has been under discussion since last year.
} Эта проблема обсуждается с прошлого года.

4. Past Perfect Continuous употребляется только в том случае, когда указан точный момент, до которого происходило выраженное им действие. Этот момент обычно выражается другим действием. Если действие, происходившее в течение некоторого времени в прошлом, не ограничено точным указанием момента, выраженного другим действием, то употребляется Past Indefinite или Past Perfect.

Сравните:

We had been working for two hours when Comrade Petrov joined us. Мы работали уже два часа, когда к нам присоединился товарищ Петров.

The new engineer said that he had worked at a factory for five years. Новый инженер сказал, что он пять лет проработал на заводе.

This writer worked on his book for ten years. Этот писатель работал над своей книгой десять лет.

Сравнение временных форм Continuous, Perfect и Perfect Continuous. Форма Continuous подчеркивает протекание действия в данный момент независимо от того, когда данное действие началось, и переводится на русский язык глаголом несовершенного вида.

Форма Perfect подчеркивает завершенность действия к данному моменту, его законченность, но не показывает, когда происходило действие или когда оно началось, за исключением случаев, когда она употребляется в значении Perfect Continuous с глаголами, не имеющими формы Continuous. Эта форма переводится на русский язык глаголом совершенного вида.

Форма Perfect Continuous показывает, что действие началось (начнется) в указанный момент и происходило (будет происходить) некоторое время вплоть до другого указанного момента или включая его. Эта форма времени переводится на русский язык глаголом несовершенного вида, причем часто добавляется наречие *уже*. Present Perfect Continuous обычно переводится настоящим временем.

Сравните:

Here is the book I am **reading** now. Вот книга, которую я сейчас *читаю*.

Here is the book I **have just read**. Вот книга, которую я только что *прочитал*.

Here is the book I **have been reading** since yesterday. Вот книга, которую я *читаю* со вчерашнего дня.

It **was snowing** heavily when we left our house. Когда мы вышли из дому, *шел* сильный снег.

It **had snowed** heavily and we couldn't get to the village. *Выпал* сильный снег, и мы не могли добраться до деревни.

It **had been snowing** heavily for two hours or so when we left our house. Сильный снег *шел* уже около двух часов, когда мы вышли из дому.

LESSON 7

§ 5. **Субстантивация прилагательных и причастий.** Субстантивацией называется уподобление различных частей речи существительному (по форме, значению и употреблению).

Основными признаками существительного в английском языке являются:

а) употребление определенного и неопределенного артиклей;

б) наличие форм единственного и множественного числа (окончание **s**);

в) способность употребляться в притяжательном падеже (суффикс **'s**);

г) возможность иметь при себе определения, выраженные прилагательными, указательными местоимениями и числительными.

Если прилагательное или причастие имеет один или несколько таких признаков, оно называется субстантивированным.

Существуют следующие случаи субстантивации прилагательных и причастий:

а) Прилагательное или причастие, употребленное с определенным артиклем (и не имеющее других признаков существительного), обозначает всех представителей данной категории (данного класса) людей, то есть имеет значение существительного во множественном числе.

The young should help the old. Молодые должны помогать старым.

The number of the unemployed in capitalist countries is increasing. Количество безработных в капиталистических странах растет.

Для обозначения одного или нескольких представителей данной категории людей следует употреблять существительные **man (men)** и **woman (women)** или другие подходящие по смыслу существительные.

an old man старик
a rich man богач
a poor man бедняк
a wounded man (soldier, etc.) раненый
an unemployed man безработный
a lot of wounded men (people) много раненых
two unemployed men (workers) двое безработных

К этой же группе субстантивированных прилагательных относятся прилагательные, обозначающие национальную принадлежность и оканчивающиеся на ch и sh:

the French французы
the Spanish испанцы
the Dutch голландцы
the English (= the British) англичане
the Irish ирландцы

In what country do the English live? В какой стране живут англичане?

Такие субстантивированные прилагательные обозначают нацию в целом. Для обозначения отдельных представителей нации эти прилагательные с существительными man и woman образуют сложные слова.

an Englishman (an Englishwoman) англичанин (англичанка)
a Frenchman (a Frenchwoman) француз (француженка)
a Dutchman (a Dutchwoman) голландец (голландка)
a Scotsman (a Scot) (a Scotswoman) шотландец (шотландка)
an Irishman (an Irishwoman) ирландец (ирландка)

Но:

a Spaniard испанец (испанка)

б) Прилагательные, обозначающие национальную принадлежность и оканчивающиеся на -ese и -ss, могут употребляться с определенным артиклем для обозначения всей нации в целом, а также с неопределенным артиклем для обозначения отдельных представителей нации. Они могут также иметь при себе определения, выраженные прилагательным, указательным местоимением или числительным. Однако они не имеют других признаков существительного, т. е. они не могут принимать ни окончания множественного числа, ни суффикса притяжательного падежа.

the Japanese японцы
a Japanese японец
two young Japanese два молодых японца

К этой группе относятся прилагательные: Swiss *швейцарский*, Chinese *китайский*, Portuguese [ˌpɔ:tju'gi:z] *португальский*, Burmese *бирманский* и др.

Примечания:

1. В современном английском языке слова, обозначающие национальную принадлежность и оканчивающиеся на -an, -ian, могут быть как прилагательными, так и существительными (т. е. иметь все признаки этой части речи).

an American book американская книга
an American американец
the Americans американцы
several Americans несколько американцев
that American's speech речь того американца

2. В качестве предикатива для обозначения национальности преимущественно употребляются прилагательные.

I am not English, I am Russian. Я не англичанин, я русский.

Предложения такого типа более употребительны, чем предложения типа: I am not an Englishman, I am a Russian.

§ 6. **Used to и would для выражения повторяющихся действий в прошлом.**

1. Для выражения повторяющихся действий или состояния в прошлом употребляется сочетание **used to** ['ju:stə] с инфинитивом, при этом оно служит для противопоставления прошлого настоящему.

People **used to think** that the earth was not round. Раньше люди думали, что земля не круглая.

The singer doesn't sing as he **used to** any more. Этот певец не поет теперь, как певал раньше.

Life in the North is not so difficult now as it **used to be**. Жизнь на севере сейчас не так трудна, как прежде.

Вопросительная и отрицательная формы употребляются довольно редко.

2. Для выражения повторяющихся действий в прошлом употребляется также сочетание глагола **would** с инфинитивом без частицы **to**, которое, в отличие от сочетания с **used to**, обозначает действие, происходившее время от времени, без противопоставления его настоящему моменту. **Would** не употребляется для выражения состояния в прошлом (т. е. не сочетается с глаголом **to be**).

She **would walk** to the station when the weather was fine. Она, бывало, ходила на станцию пешком, когда погода была хорошая.

Как видно из примеров, значения, выражаемые **used to** и **would**, в русском языке могут передаваться контекстом или такими словами, как *бывало. раньше, иногда.*

LESSON 8

§ 7. **Имена существительные, употребляющиеся только в единственном или только во множественном числе.**

1. В английском языке есть ряд существительных, которые, в отличие от соответствующих существительных в русском языке, употребляются только в единственном числе: **advice** *совет, советы*; **information** *информация, сведения*; **knowledge** *знание, знания*; **progress** *успех, успехи*; **money** *деньги*; **hair** *волосы*; **fruit** *фрукты* и др. Эти существительные не употребляются с неопределенными артиклем, могут определяться местоимениями **much** *много*, **little** *мало*, **this** в значении *этот* и *эти* и заменяются местоимением **it**. Глагол-сказуемое после этих существительных всегда стоит в единственном числе. К этой же группе относится существительное **news** *новость, новости*.

Did she give you **much good advice**? Did you follow it? Она дала вам много хороших советов? Вы воспользовались ими?

This information is very useful. Эти сведения очень кстати (полезны).

Have you heard the **news**? **It's** very interesting. Вы слышали эти новости? Они очень интересны.

Названия наук, оканчивающиеся на **-ics**: **mathematics** *математика*, **physics** ['fiziks] *физика* и др., имеют форму множественного числа, но употребляются с глаголом-сказуемым в единственном числе.

Mathematics is my favourite subject. Математика — мой любимый предмет.

Примечания.

1. Если слово **knowledge** имеет при себе описательное определение, то оно употребляется с неопределенным артиклем, например: **an excellent knowledge of the subject.**

2. Слово hair с неопределенным артиклем (a hair) имеет значение (*один*) *волосок* (множественное число — hairs).

3. Слово fruit во множественном числе (fruits) малоупотребительно и имеет значение *различные виды фруктов*.

Do you eat much fruit? Вы едите много фруктов?
A fruit salad is made of various fruits. Фруктовый салат делается из различных фруктов.

2. В английском языке есть также существительные, употребляющиеся только во множественном числе. Сюда относятся существительные clothes [klouðz] *одежда*, goods *товар*, *товары* и некоторые другие. Глагол-сказуемое с такими существительными стоит во множественном числе.

His clothes are always tidy. Его одежда всегда опрятна.
The goods have arrived at the port. Товар прибыл в порт.

Существительные clothes и goods никогда не употребляются с числительными.

К этой же группе относятся существительные, обозначающие парные предметы: trousers *брюки*, scissors ['sizəz] *ножницы*, spectacles (= glasses) *очки* и другие.

Where are my grandfather's spectacles? Где дедушкины очки?

Эти существительные часто употребляются в словосочетаниях типа: a pair of trousers, a pair of spectacles и т. д.

§ 8. Герундий. Герундий — одна из неличных форм глагола (см. учебник ч. I, § 86, стр. 627). Герундий имеет, кроме глагольных свойств, свойства имени существительного. Соответствующей формы в русском языке не существует; по значению к герундию близки такие русские отглагольные существительные, как *хождение*, *ожидание*, *восхождение* и т. п.

1. *Образование герундия*. Герундий, как и причастие I, образуется с помощью окончания -ing, прибавляемого с соответствующими орфографическими изменениями к инфинитиву любого глагола.

to run — running
to live — living

Отрицательная форма герундия образуется при помощи отрицательной частицы not, которая ставится перед формой герундия.

for coming in time за то, что пришел вовремя
for not coming in time за то, что не пришел вовремя

2. *Перевод герундия на русский язык*. Поскольку формы герундия в русском языке нет, его значение может передаваться существительным, инфинитивом, деепричастием, глаголом в личной форме в придаточным предложением.

Reading English books every day will improve your knowledge of the language. Ежедневное *чтение* английских книг улучшит ваше знание языка.

Does your son like skating? Ваш сын любит *кататься* на коньках?

He left the room without saying good-bye or looking at us. Он вышел из комнаты, не *простившись* и не *взглянув* на нас.

I remember hearing this song in my childhood. Я помню, что *слышал* эту песню в детстве.

The patient's quick recovery depends on his following the doctor's advice. Быстрое выздоровление больного зависит от того, *будет ли* он *следовать* советам врача.

3. Глагольные свойства герундия.

а) Герундий имеет две грамматические категории глагола: залог (действительный и страдательный) и относительное время.

Формы герундия непереходного глагола

Voice / Tense	Active
Non-Perfect	going
Perfect	having gone

Формы герундия переходного глагола

Voice / Tense	Active	Passive
Non-Perfect	writing	being written
Perfect	having written	having been written

Сравните:

I am looking forward to sending my children to the country for the holidays. Я с нетерпением жду (того времени), когда отправлю своих детей на каникулы за город.

(герундий действительного залога)

I am looking forward to being sent to Leningrad on business. Я с нетерпением жду, когда меня пошлют в командировку в Ленинград.

(герундий страдательного залога)

Сравните:

I am surprised at his missing his lessons so often. Меня удивляет то, что он так часто пропускает уроки.

(Неперфектные формы герундия обозначают одновременность.)

I am surprised at your having missed so many lessons this term. Я удивлен, что вы пропустили так много уроков в этом семестре. (Перфектные формы герундия обозначают предшествование и употребляются довольно редко).

б) Герундий переходного глагола употребляется с прямым дополнением в отличие от существительного, после которого следует предложный оборот с предлогом of.

Сравните:

I am fond of translating articles like this. Я люблю переводить такие статьи.

The translation of the article is rather good. Перевод этой статьи довольно хороший.

в) Герундий может определяться наречием в отличие от существительного, которое определяется прилагательным.

I was frightened by his opening the door so suddenly. Я испугался, когда он так неожиданно открыл дверь.

I was frightened by his sudden appearance. Я был испуган его неожиданным появлением.

г) Являясь глагольной формой, герундий обозначает действие. Действие, выражаемое герундием, может относиться либо к подлежащему предложения (иногда к дополнению), либо к другому лицу, обозначенному притяжательным местоимением или существительным в притяжательном или общем падеже, которые стоят перед герундием.

Сравните:

I don't mind going there. Я не возражаю против того, чтобы пойти туда.

(действие, выраженное герундием, относится к подлежащему)

I don't mind your going there. Я не возражаю, если вы пойдете туда.

(действие, выраженное герундием, относится к лицу, обозначенному местоимением your)

I don't mind Peter('s) going there. Я не возражаю, если Петр пойдет туда.

Everything depends on the documents being sent straight away. Все зависит от того, будут ли документы отправлены немедленно.

(действие, выраженное герундием, относится к существительным Peter и documents)

Следует отметить, что в современном английском языке существительное, употребляющееся перед герундием, обычно стоит в общем, а не в притяжательном падеже.

Примечание. Действие, выраженное герундием, может также относиться к прямому дополнению.

Thank you for reminding me about it. Благодарю вас за то, что вы мне об этом напомнили.

4. *Свойства существительного.*

а) Герундий, как и существительное, может выполнять в предложении все функции, кроме функции глагольного сказуемого (см. примеры п. 5).

б) Перед герундием, так же как и перед существительным, может стоять притяжательное местоимение или существительное в притяжательном или общем падеже (см. примеры выше).

в) Перед герундием, так же как и перед существительным, может стоять предлог.

Сравните:

Thank you for doing this work for me. Благодарю вас за то, что вы сделали для меня эту работу.

Thank you for your help. Благодарю вас за помощь.

Примечание. В отличие от существительного, герундий не употребляется с артиклем и не имеет формы множественного числа.

5. *Функции герундия в предложении.* Герундий употребляется в предложении как подлежащее, предикатив, часть сказуемого, прямое и предложное дополнение, определение и обстоятельство.

Reading means gaining knowledge. Читать — значит приобретать знания.

(подлежащее, предикатив)

Do you like dancing? Вы любите танцевать?

(прямое дополнение)

I don't understand your way of doing it. Я не понимаю, каким образом вы это делаете.

(определение)

Will you ring up Comrade Petrov before seeing to the matter? Позвоните, пожалуйста, товарищу Петрову до того, как займетесь этим вопросом.

(обстоятельство)

а) Герундий как прямое дополнение употребляется после таких глаголов и выражений, как: to like *нравиться*, to need *нуждаться*, to prefer *предпочитать*, to remember *помнить*, to enjoy *получать удовольствие от чего-л.*, to mind *возражать*, to be busy *быть занятым*, to excuse *извинять*, to be worth *стоить* и других.

Excuse my interrupting you. Извините, что я прерываю вас.

His suggestion needs considering first. Его предложение нужно сначала обсудить.

Do you remember taking your final exam? Вы помните, как вы сдавали выпускной экзамен?

He is busy looking up the figures for the report. Он занят: он подбирает цифры к докладу.

Примечание. После глаголов to like и to prefer употребляется также и инфинитив.

I like to read before I go to sleep. Я люблю читать перед сном.
I like reading. Я люблю чтение (вообще).

б) Герундий как предложное дополнение может употребляться после любого глагола или прилагательного, требующего предлога: to depend on *зависеть от*, to rely on *полагаться на*, to object to *возражать против*, to blame ... for *винить за*, to thank ... for *благодарить за*, to praise ... for *хвалить за*, to be responsible for *отвечать за*, to be interested in *интересоваться*, to be engaged in *быть занятым*, to be fond of *любить что-л., кого-л.*, to be tired of *устать от*, to be afraid of *бояться как бы не*, to look forward to *с нетерпением ожидать*, to feel like *быть склонным* и др.

Примечание. После сочетания to be afraid могут употребляться инфинитив, герундий и придаточное предложение. Герундий употребляется, когда выражается опасение:

She is afraid of falling. Она боится, как бы не упасть.

Инфинитив употребляется, когда выражается нерешимость.

He was afraid to say a word. Он не решался сказать и слово.

Придаточное предложение употребляется, когда to be afraid не выражает опасения и имеет значение глагола to think, а также, когда в главном и придаточном предложениях разные подлежащие.

I am afraid (= I think) I am mistaken. Боюсь, что я ошибся.
I am afraid he will miss the train. Боюсь, что он опоздает на поезд.

а) Герундий как определение всегда стоит с предлогом и может употребляться после таких абстрактных существительных, как: opportunity (of) *возможность*, idea (of) *мысль*, chance (of) *возможность, шанс*, importance (of) *важность*, hope (of) *надежда*, way (of) *способ*, experience (in) *опыт*, interest (in) *интерес*, reason (for) *причина, основание* и др.

The idea of taking up painting came to him when he was middle-aged. Мысль о занятии живописью пришла к нему, когда он был в летах.

Примечание. После таких существительных, как opportunity, chance, way, употребляется также и инфинитив.

I see no other way of doing it. Я не вижу другого способа сделать это.

This is the only way to do it. Это можно сделать только таким образом.

г) Герундий как обстоятельство употребляется всегда с предлогом. Герундий может употребляться в функции обстоятельства времени с предлогами времени after, before, on и в функции обстоятельства образа действия или сопутствующего действия с предлогами by, without, instead of, besides.

On seeing his father, the boy ran up to him. Увидев своего отца, мальчик подбежал к нему.

After training for a long time, he decided to take part in the sports competition. После длительной тренировки он решил принять участие в соревнованиях.

Предлог on в отличие от предлога after употребляется для обозначения быстро следующих одного за другим действий.

We learn a lot by reading. Читая, мы многое познаем.

You can't leave without saying good-bye to them. Вы не можете уехать не попрощавшись с ними.

The boy would sit and look around him instead of doing his lessons. Мальчик сидел и смотрел по сторонам вместо того, чтобы делать уроки.

Besides taking part in amateur performances, he goes in for all kinds of sports. Помимо того, что он принимает участие в концертах самодеятельности, он занимается всеми видами спорта.

Примечания.

1. Если русский деепричастный оборот типа *не зная, не прочитав* и т. п. является обстоятельством причины (отвечает на вопрос *почему?*), он обычно переводится на английский язык причастием в отрицательной форме. Если такой деепричастный оборот является обстоятельством образа действия (отвечает на вопросы *как?, каким образом?*), он обычно переводится на английский язык герундием с предлогом without. Сравните:

Not knowing her address, we couldn't go to see her. *Не зная* ее адреса, мы не могли навестить ее.

I wonder why he left without saying good-bye. Интересно, почему он ушел, *не попрощавшись*.

2. Герундий в функции обстоятельства времени с предлогами времени after, before, on свойственен книжному языку; в разговорной речи употребляются придаточные предложения времени с соответствующими союзами.

As soon as the boy saw his father, he ran up to him. Как только мальчик увидел своего отца, он подбежал к нему.

After he had trained for a long time he decided to take part in the competition. После длительной тренировки он решил принять участие в соревнованиях

д) Герундий как часть сказуемого употребляется после глаголов **to stop** *прекращать*, **to finish** *кончать*, **to continue, to go on, to keep on** *продолжать*, **to begin, to start** *начинать*.

Will you start reading, please? Начинайте читать, пожалуйста.
The conference hall was packed, but people kept on coming. Зал был полон, а люди продолжали прибывать.

Перед герундием как частью сказуемого никогда не употребляется притяжательное местоимение.

Примечания.

1. После глаголов **to begin, to start, to continue** употребляется также инфинитив, при этом он обозначает более конкретное действие.

He began to write a letter. Он начал писать письмо.
He began writing his books in 1950. Он начал писать книги в 1950 году.

2. После глагола **to stop** также может употребляться инфинитив, но употребление инфинитива в этом случае меняет смысл высказывания.

Сравните:

The young man stopped reading the notices and asked me a question. Молодой человек *перестал читать* объявления и обратился ко мне с вопросом.

The young man stopped to read a notice. Молодой человек *остановился для того, чтобы прочитать* объявление.

LESSON 10

§ 9. Наклонение в английском языке. В английском языке, так же как и в русском, существуют три наклонения:

а) Повелительное наклонение (the Imperative Mood), которое выражает побуждение к действию (просьбу или приказание).

Go at once! Идите тотчас же!
Don't be late. Не опаздывайте.

б) Изъявительное наклонение (the Indicative Mood), которое выражает реальность действий в настоящем, прошедшем или будущем.

I worked at a factory at the time. Тогда я работал на заводе.
We have never heard of it. Мы никогда и не слышали об этом.
I am going away on business shortly. Я скоро поеду в командировку.

Глагол в изъявительном наклонении в английском языке имеет четыре группы времен: Indefinite, Continuous, Perfect, Perfect Continuous (см. табл. 7, стр. 500).

в) Сослагательное наклонение (the Subjunctive Mood), которое выражает возможность, предположительность или нереальность действия.

В английском языке существуют две формы сослагательного наклонения: сослагательное I (Subjunctive I), которое употребляется в простом предложении и в главном предложении сложноподчиненного предложения, и сослагательное II (Subjunctive II), которое употребляется в придаточном предложении.

§ 10. Сослагательное I (Subjunctive I). Если высказывание относится к настоящему или будущему времени, форма сослагательного I совпадает с формой Future in the Past.

should/would + простой инфинитив без частицы to — для первого лица would + простой инфинитив без частицы to — для второго и третьего лица

I (we) should (would) do
He (she, you) would do

It's a pity you can't come tomorrow. Peter would help you. Жаль, что вы не можете прийти завтра. Петр помог бы вам.

Следует отметить, что в современном английском языке имеется тенденция употреблять глагол would также и для первого лица, иногда с оттенком желательности.

Если высказывание относится к предшествующему периоду, то форма сослагательного I совпадает с формой Future Perfect in the Past.

should/would + перфектный инфинитив без частицы to — для первого лица would + перфектный инфинитив без частицы to — для второго и третьего лица

I (we) should (would) have done
He (she, you) would have done

I am so sorry I had no money with me yesterday. I would have bought that dress. Очень жаль, что у меня не было с собой денег вчера. Я бы купила себе это платье.

Why didn't you phone him yesterday? He would have helped you. Почему вы не позвонили ему вчера? Он бы помог вам.

Как видно из примеров, сослагательное I употребляется в простых предложениях для обозначения нереального действия, т. е. действия, которое, по мнению говорящего, могло бы произойти при определенных обстоятельствах в настоящем, прошедшем или будущем.

Примечание. Сослагательное I употребляется также в главном предложении сложноподчиненного предложения с условным придаточным, выражающим нереальное условие (см. § 12, стр. 478).

LESSON 11

§ 11. Сослагательное II (Subjunctive II).

1. Форма сослагательного II совпадает с формой Past Indefinite, если высказывание относится к настоящему или будущему времени, и с формой Past Perfect, если высказывание относится к предшествующему периоду.

If I had any free time now or tomorrow, I should do the work myself. Если бы у меня было свободное время сейчас или завтра, я бы сделал эту работу сам.

If I had had any free time yesterday, I should have done the work myself. Если бы у меня было свободное время вчера, я бы сделал эту работу сам.

Сослагательное II употребляется в придаточных предложениях для выражения нереального условия.

Примечание. Сослагательное II употребляется также для выражения нереального сопоставления и невыполненного пожелания (см. §§ 21, 23, стр. 487, 488).

2. Глагол to be в сослагательном II имеет форму were для всех лиц в случае, если высказывание относится к настоящему или будущему времени.

If I were in Leningrad now, I would go to see the new production. Если бы я был в Ленинграде, я бы посмотрел эту новую постановку.

If he were in Moscow next wee , he would come to see us. Если бы он был в Москве на будущей неделе, он бы навестил нас.

Примечание. В современном английском языке наблюдается тенденция употреблять в условных придаточных предложениях в подобных случаях форму was вместо were.

If I was out of touch with my friends, I should be ashamed of myself. Если бы я не поддерживал связи со своими друзьями, мне было бы стыдно.

Если высказывание относится к предшествующему периоду, глагол to be, как и другие глаголы, имеет форму had been.

If I had been there, too, I could have heard the story myself. Если бы я тоже был там, я бы сам услышал этот рассказ.

§ 12. Сослагательное наклонение в сложном предложении с придаточным условия (нереальным).

1. В главном предложении употребляется сослагательное I, в придаточном условия употребляется сослагательное II.

If we had had more time, we should have considered all the suggestions. Если бы у нас было больше времени, мы бы рассмотрели все эти предложения.

It would be a good thing if you didn't smoke. Было бы хорошо, если бы вы не курили.

If I were you, I would try to persuade her not to do so. На вашем месте я бы попытался убедить ее не делать этого.

Как видно из примеров, в отличие от русского языка, формы сослагательного наклонения в английском языке сами, без дополнительного контекста, показывают, к какому периоду времени относится высказывание. Наречия времени now, tomorrow, then, yesterday и другие в английском языке являются лишь дополнительным лексическим средством обозначения периода времени, к которому относится высказывание.

В русском языке форма сослагательного наклонения не показывает, к какому периоду времени относится высказывание (*сделал бы вчера, сделал бы сейчас, сделал бы завтра*). В русском языке наречия *сейчас, завтра, вчера, тогда* и другие являются одним из основных средств, показывающих, к какому времени относится высказывание с глаголом в сослагательном наклонении.

2. *Модальные глаголы в сослагательном наклонении.* Формой сослагательного наклонения модального глагола can является could. Формой сослагательного наклонения модального глагола may является might. Если высказывание относится к предшествующему периоду

времени, после модального глагола употребляется перфектный инфинитив. Эти формы модальных глаголов в сослагательном наклонении употребляются как в главном, так и в придаточном предложении.

I could do it today if I had any free time. Я бы мог сделать это сегодня, если бы у меня было время.

I could have done it yesterday if I had known that the matter was urgent. Я бы смог сделать это вчера, если бы я знал, что дело срочное.

I would go to see you if I could find time. Я бы навестил вас, если бы смог выбрать время.

He would have lent you the book last week if you could have called for it. Он бы дал вам книгу на прошлой неделе, если бы вы смогли тогда за ней зайти.

Примечание. В сложном предложении с придаточным условия главное предложение и придаточное предложение могут относиться к различным периодам времени: придаточное предложение может относиться к предшествующему периоду времени, а главное — к настоящему или будущему времени, и наоборот, придаточное предложение может относиться к настоящему моменту, а главное — к предшествующему периоду.

If the railway station were nearer, we should have got there long ago. Если бы вокзал был ближе, мы бы давно туда добрались.

3. *Бессоюзное присоединение условных придаточных с глаголом-сказуемым в сослагательном наклонении.* Если в условных придаточных предложениях сказуемое в сослагательном наклонении начинается с глаголов were, had, то такие условные придаточные предложения могут присоединяться к главному бессоюзно, причем эти глаголы ставятся перед подлежащим.

Had he had enough time, he would have attended the lectures. Было бы у него достаточно времени, он бы посещал эти лекции.

Were he in Moscow now, he would take part in the discussion. Если бы он был сейчас в Москве, он принял бы участие в обсуждении.

Следует, однако, отметить, что бессоюзное присоединение условных придаточных предложений характерно для книжной письменной речи и в разговорном языке встречается довольно редко.

§ 13. Усилительная конструкция *It is (was)... that...* В английском языке существует особая конструкция It is (was) ... that ... как средство выделения отдельных членов предложения и целых придаточных предложений.

You say Nick's in Kiev now. It was only yesterday that I ran into him in the street. Вы говорите, что Николай сейчас в Киеве. Я только вчера столкнулся с ним на улице.

(выделяется обстоятельство времени)

It was not until I reminded him that he brought me my book. Он принес мне книгу только тогда, когда я напомнил ему об этом.

(выделяется придаточное предложение времени)

Как видно из примеров, в русском языке в подобных случаях употребляются лексические средства усиления: *как раз, именно, только, только тогда* и т. д.

Примечание. Для выделения подлежащего, обозначающего лицо, а не предмет, в конструкции It is ... that ... вместо местоимения that употребляется местоимение who.

Did Ann give a talk yesterday?" "No, it was Nick who gave the talk." Вчера Анна делала сообщение? — Нет, сообщение делал Николай.

It was they who told us the news. Именно они и рассказали нам эту новость.

LESSON 13

§ 14. Инфинитив (систематизация). Инфинитив является одной из неличных форм глагола. Он может иметь прямое дополнение и определяться обстоятельством.

I'd like to settle the matter as soon as possible. Мне бы хотелось разрешить этот вопрос как можно скорее.

1. *Формы инфинитива.* Инфинитив в английском языке имеет формы действительного и страдательного залогов (to do, to be done), может быть перфектным и неперфектным (to do, to have done). Инфинитив — единственная неличная форма глагола, имеющая форму Continuous (to be doing, to have been doing).

Таблица форм инфинитива

Tense / Voice	Non-Perfect		Perfect	
	Indefinite	Continuous	Perfect	Perfect Continuous
Active	to build	to be building	to have built	to have been building
Passive	to be built		to have been built	—

Сравните:

Hullo, how nice to see you. Здравствуй! Рад тебя видеть.

It was nice to have seen you. Good-bye! Рад, что мы повидались с вами. До свидания!

(Перфектная форма обозначает предшествование.)

He seems to be writing something. Он, кажется, что-то пишет сейчас.

(Форма Continuous подчеркивает, что действие, выраженное инфинитивом, происходит в момент действия сказуемого.)

He seemed to have been writing all day. Он, казалось, писал целый день.

(Форма Perfect Continuous подчеркивает, что действие, выраженное инфинитивом, происходило некоторое время в период, предшествующий действию сказуемого.)

Формы Continuous (особенно Perfect Continuous) употребляются сравнительно редко.

Отрицательная форма инфинитива образуется при помощи отрицательной частицы not, которая ставится перед инфинитивом.

The doctor told me not to go out for a week. Врач не велел мне выходить из дому в течение недели.

2. *Употребление инфинитива.* Инфинитив может выполнять функции подлежащего, части сказуемого, прямого дополнения, обстоятельства цели, определения, входить в состав сложного дополнения.

To read a lot is to know a lot. Много читать значит много знать.

(подлежащее, предикатив)

He doesn't seem to be writing anything now. Он, кажется, ничего не пишет сейчас.

(часть сказуемого)

Do you want to go to the lecture? Вы хотите посетить лекцию?

(прямое дополнение)

My brother went to Leningrad to study. Мой брат поехал в Ленинград учиться.

(обстоятельство цели)

Who was the last to come? Кто пришел последним?

(определение)

I want him to deal with it himself. Я хочу, чтобы он сам занялся этим (вопросом).

(сложное дополнение)

§ 15. Сложное дополнение (систематизация).* Сложное дополнение может употребляться в следующих случаях:

а) После глаголов физического восприятия: **to see, to hear, to watch, to notice** и др. Второй элемент сложного дополнения в данном случае может быть выражен инфинитивом без частицы **to** или причастием I простым.

I have never heard him boasting. Я никогда не слышал, чтобы он хвастался.

Have you ever heard him praise anybody's work? Вы когда-нибудь слышали, чтобы он хвалил чью-либо работу?

Однако если дается перечисление действий, употребляется только инфинитив.

I saw the child take a step, then fall. Я видел, как ребенок сделал шаг и упал.

Примечание. После глагола **to see** в значении *понимать* и глагола **to hear** в значении *узнать* употребляется дополнительное придаточное предложение, а не сложное дополнение.

I saw that he was convinced. Я видел (понял), что его убедили.

I heard that the representative of the firm had already arrived. Я слышал (узнал), что представитель фирмы уже прибыл.

б) После глаголов **to want, to expect, to wish** и **should (would) like.** Вторым элементом в этом случае является инфинитив с частицей **to.**

We never expected you to do so much work for us. Мы никак не ожидали, что вы сделаете так много работы для нас.

I'd like you to be frank with me. Я хотел бы, чтобы вы были откровенны со мной.

Примечание. После глагола **to expect** наряду со сложным дополнением употребляется дополнительное придаточное предложение.

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* См. ч. 1 § 84, стр. 625, § 88, стр. 630 и § 90, стр. 634.

We never expected that you would have so much work to do.
Мы никак не ожидали, что у вас будет так много работы.

в) После глаголов умственного восприятия: to find, to consider и др. Вторым элементом в этом случае является инфинитив to be с частицей to, который часто опускается.

Everybody considered him (to be) very clever. Все считали его очень способным.

Everybody considered her (to be) a clever woman. Все считали ее способной женщиной.

He found the book too difficult for him. Он нашел, что книга слишком трудна для него.

Примечание. После глаголов умственного восприятия наряду со сложным дополнением часто употребляется дополнительное придаточное предложение.

I believe (that) he is wrong. Я полагаю, что он неправ.

We found (that) he was gone. Мы обнаружили, что его уже нет там.

г) После глаголов принуждения, приказа, разрешения и просьбы to order, to tell, to allow и др. Вторым элементом в этом случае является инфинитив с частицей to.

The director told his secretary to deliver the message straight away. Директор велел (секретарю) доставить сообщение тотчас же.

Did you allow them to look through your diary? Вы разрешили им просмотреть ваш дневник?

д) После глаголов принуждения: to make, to let, to have. Вторым элементом в этом случае является инфинитив без частицы to.

What made him give up his hobby? Что заставило его бросить свое любимое занятие?

I shall have him come whether he wants to or not. Я заставлю его прийти, хочет он этого или нет.

После глагола to have в качестве второго элемента сложного дополнения часто употребляется причастие II для обозначения действия, выполняемого не подлежащим, а другим лицом причем в разговорной речи глагол to have часто опускается.

I want to have my hair cut. Я хочу подстричь волосы.

Do you want your bad tooth pulled out? Вы хотите удалить больной зуб?

LESSON 15

§ 16. Модальные глаголы. Глаголы may (might), must, can (could), shall, should, will, would и некоторые другие являются модальными.

Модальные глаголы не выражают конкретных процессов (действий), а показывают лишь отношение говорящего к действию, оценку действия то есть возможность, необходимость, предположительность, долженствование, разрешение и т. д.

Сравните:

My son is walking in the garden. Мой сын гуляет в саду.
(действие)

My son can walk now. Мой сын уже умеет ходить.
(способность)

He took my book. Он взял мою книгу.
(действие)
Can I take your book, please? Можно взять вашу книгу?
(разрешение)

Модальные глаголы имеют ряд формальных отличительных особенностей.

а) Модальные глаголы не имеют окончания s в третьем лице ед. ч. настоящего времени группы Indefinite.

б) Модальные глаголы не имеют неличных форм (инфинитива, герундия и причастия) и употребляются только в двух временных формах: в настоящем и прошедшем времени группы Indefinite, а глагол must имеет только одну форму настоящего времени группы Indefinite.

He can paint. Он умеет писать картины.

He could read and write at the age of five. Он (уже) умел писать и читать в возрасте пяти лет.

We must help each other. Мы должны помогать друг другу.

He said he must help his younger brother with his lessons. Он сказал, что он должен помогать своему младшему брату готовить уроки.

в) После модальных глаголов употребляются глаголы в форме инфинитива без частицы to.

г) Вопросительная и отрицательная формы модальных глаголов образуются без вспомогательного глагола to do.

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

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

He should do exercises every morning. Ему следует (следовало бы, он должен был бы) делать зарядку каждое утро.

One shouldn't make such decisions in a hurry. Такие решения не следует принимать поспешно.

What should I do next? Что мне теперь (следует) делать?

С вопросительным словом why модальный глагол should выражает неохоту, нерасположенность, нежелание выполнять указанное действие.

Why should I go there? Почему же я должен (с какой стати мне) идти туда?

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

You should have called on your friend long ago. Вам давно уже следовало (вы давно уже должны были) навестить вашего друга.

The boy shouldn't have gone out without the doctor's permission. Мальчику не следовало (мальчик не должен был бы) выходить из дому без разрешения врача.

Как видно из примеров, модальный глагол should употребляется со всеми лицами единственного и множественного числа.

Примечание. В значении совета, мнения (с простым инфинитивом) и порицания, упрека (с перфектным инфинитивом) употребляется также глагол ought, после которого идет инфинитив смыслового глагола с частицей to.

He is an engineer, and he **ought to know** what's wrong with the machine. Он инженер и должен (ему следовало бы) знать, что случилось с машиной.

He was sorry he had said things which he **ought not to have said**. Он очень сожалел, что сказал то, чего ему тогда не следовало бы говорить.

LESSON 16

§ 18. Модальный глагол ***may (might)***. Он имеет два значения: 1. разрешения:

May I smoke here? — Can I smoke here? Можно здесь курить?

В этом значении глагол may соответствует русскому *можно*, *разрешите* и может употребляться только с простым инфинитивом в утвердительном и вопросительном предложении. Отрицательная форма may not, выражающая запрещение, категорический отказ, употребляется сравнительно редко. Для выражения запрещения употребляются формы mustn't, can't.

"May I open the window?" "No, you mustn't." Можно открыть окно? — Нет, нельзя.

"May I go out today?" "No, you can't." Можно мне выйти сегодня на улицу? — Нет, нельзя.

В прошедшем времени глагол may имеет форму might.

I was told that I might place an advertisement in the newspaper. Мне сказали, что я могу (мне разрешили) поместить объявление в газете.

2. предположения, допускаемой возможности:

He may come any minute now. Он может прийти (возможно, придет) в любую минуту сейчас. (Я допускаю, я предполагаю, что он может прийти в любую минуту.)

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

а) с простым инфинитивом, если предполагаемое действие относится к будущему и, реже, к настоящему времени.

They may arrive tomorrow or the day after. Они, возможно, приедут завтра или послезавтра.

She may know him. Может быть, она его знает.

б) с перфектным инфинитивом, если предполагаемое действие относится к прошедшему времени.

They may have arrived already, I'm not sure. Они, возможно, уже приехали, но я в этом не уверен.

в) с инфинитивом Continuous, если предполагаемое действие происходит в момент речи.

He's in his room. But I'm not sure that he isn't busy. He may be writing letters or reading. Он в своей комнате. Но я не уверен, что он не занят. Он, возможно, пишет письма или читает.

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

They may have been discussing the question for two hours. Возможно, они обсуждают этот вопрос уже два часа.

Модальный глагол **may** в значении предположения, допускаемой возможности употребляется в утвердительных и отрицательных предложениях.

She **may not have** met him before, she **may only have seen** his picture in the newspaper. Возможно, она не встречалась с ним раньше, она, может быть, видела только его фотографию в газете.

Примечания.

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

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

Кроме того, форма **might** может иметь значение упрека; в этом значении **might** переводится на русский язык *мог бы (могли бы...)*.

You **might** pay more attention to your lessons. Ты мог бы уделять больше внимания урокам.

(высказывание относится к настоящему времени)

He **might** come to see me. He knows that I'm ill. Он мог бы навестить меня. Он ведь знает, что я болен.

(высказывание относится к будущему времени)

You **might have gone** to see your sister when she was in trouble. Вы могли бы навестить свою сестру, когда у нее были неприятности.

(высказывание относится к прошедшему времени)

2. Значение предположения, допускаемой возможности может также передаваться модальными словами **perhaps** (*Brit.*), **maybe** (*Am.*) *может быть, возможно*.

Perhaps they've already arrived. (= They **may** already **have arrived**.) Возможно, они уже приехали.

§ 19. Модальный глагол *must*.* Глагол **must** в утвердительном предложении может выражать предположение с большей степенью уверенности в совершении действия, чем глагол **may**.

Сравните:

He **must be** home by now. He left an hour ago. Должно быть, он уже дома, он ушел час тому назад. (Я почти уверен, что он дома, так как ему нужно меньше часа, чтобы добраться до дому.)

He **may be** home by now, but I hardly think so; he left only half an hour ago. Может быть, он и дома, но я в этом вовсе не уверен, он ушел только полчаса тому назад. (Я совсем не уверен, что он дома, так как за полчаса он вряд ли успеет добраться до дому.)

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

а) с простым инфинитивом (глаголов, не употребляющихся в форме Continuous: **to know, to look** и др.), если предполагаемое действие относится к настоящему времени.

It **must be** nine o'clock now. Должно быть, уже девять часов.

You **must know** her. She was in our group when she was a student. Должно быть, вы ее знаете (вы должны ее знать, вы наверняка ее знаете). Она училась в нашей группе.

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* См. ч. 1, § 52, стр. 575.

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

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

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

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

I must have seen you somewhere before. Your face is very familiar (to me). По всей вероятности, я видел вас где-то раньше. (Я определенно вас видел.) Ваше лицо мне очень знакомо.

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

I must have been reading for three hours. It's getting dark. Я читаю уже, наверное, три часа. Уже темнеет.

Глагол must в этом значении не употребляется, если предполагаемое действие относится к будущему времени. В таких случаях употребляются модальные слова probably *вероятно*, (to be) likely *по-видимому, вероятно*, to be unlikely *вероятно не, вряд ли* и другие лексические средства.

They will probably come tomorrow. Они, вероятно, приедут завтра.

It is likely to rain towards evening. К вечеру, вероятно, пойдет дождь.

He is unlikely to come. Он вряд ли придет (по всей вероятности, не придет).

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

Он, должно быть, не узнал меня тогда.

- He can't have recognized me then.
- I'm nearly sure he didn't recognize me then.
- He probably didn't recognize me then.
- I don't think he recognized me then.

Ребенок, должно быть, уже не спит.

- The child is probably not asleep.
- The child must have woken up.
- The child must be awake already.

LESSON 18

§ 20. Модальный глагол *can (could)*.* Глагол can может выражать сомнение, удивление, недоверие.

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

Can it be true? Неужели это правда? (Возможно ли, что это правда?)

Could he be your age? You look much younger. Неужели ему столько же лет, сколько вам? Вы выглядите гораздо моложе.

Примечание. Форма could выражает те же значения, что и can, но в менее категоричной форме. Кроме того, форма could

* См. ч. I, § 48, с. 567.

употребляется, если сомнение выражается в отношении событий, происшедших в прошлом и не имеющих никакой связи с моментом речи, например событий, описанных в литературном произведении, показанных в фильме и т. п.

В значении сомнения, недоверия и т. п. глагол can (could) употребляется, как правило, в отрицательных и, реже, в вопросительных предложениях и соответствует в русском языке словам *не может быть, чтобы ..., вряд ли, неужели.*

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

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

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

Could this information be of use to him? Неужели эти данные пригодятся ему?

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

They can't (cannot) be working in the garden. It's raining hard. Не может быть, чтобы они сейчас работали в саду. Идет сильный дождь.

Can she still be practising the piano? Неужели она все еще играет на рояле?

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

Comrade Petrov can't have got back yet. He only left a couple of days ago. Не может быть, чтобы товарищ Петров уже вернулся. Он уехал только два дня тому назад.

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

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

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

§ 21. Сослагательное II в придаточных дополнительных после глагола *wish хотеть, желать*. В дополнительном придаточном предложении после глагола wish для выражения сожаления, неосуществленного желания употребляются следующие формы сослагательного II:

а) форма, совпадающая с Past Indefinite, для выражения действия или состояния, относящегося к настоящему времени (от глагола to be может употребляться форма were для всех лиц).

I wish it were summer now. (= It's a pity it isn't summer now.) Как бы мне хотелось, чтобы сейчас было лето. (= Жаль, что сейчас не лето.)

I wish I knew where they lived. (= It's a pity I don't know where they live.) Мне бы хотелось знать, где они живут. (Жаль, что я не знаю, где они живут.)

б) форма, совпадающая с Past Perfect, для выражения действия или состояния, относящегося к прошлому.

I wish I had phoned him yesterday. (= It's a pity I didn't phone him yesterday.) Как жаль, что я ему не позвонил вчера.

в) для выражения сожаления в отношении будущего времени в придаточном дополнительном употребляется модальный глагол could.

I wish they could come to see me tomorrow. I shan't be here again till the weekend. (but they can't) Как жаль, что они не смогут прийти ко мне завтра. Потом меня не будет до конца недели.

I wish we could get the job done by the weekend, but I don't think we shall. Как бы мне хотелось, чтобы работа была сделана к концу недели, но я думаю, мы не успеем.

Примечание. В придаточном дополнительном после wish может употребляться модальный глагол would. Со вторым лицом would может выражать вежливую или невежливую просьбу в зависимости от интонации.

I wish you'd (you would) help me with this work. Помогите мне, пожалуйста, сделать эту работу.
I wish you would go away. Скорее бы вы ушли!

С третьим лицом высказывание с глаголом would может выражать пожелание на будущее; оно может быть также восклицанием и выражать раздражение, жалобу.

I wish the music would stop. Когда же, наконец, прекратится эта музыка!
I wish they would come and see me some day. Хоть бы они навестили меня когда-нибудь.

LESSON 20

§ 22. Придаточное цели с союзом *so that*. В придаточном предложении цели с союзом so that могут употребляться модальные глаголы can (could), will (would), а также may (might) и shall (should).

Если сказуемое главного предложения стоит в одном из настоящих времен или в повелительном наклонении, то в придаточном предложении употребляются can, will; если сказуемое главного предложения стоит в одном из прошедших времен, то в придаточном предложении употребляются could, would. Употребление shall (should) в таких предложениях является устаревшим; употребление may (might) характерно для книжно-письменной речи.

Will you speak louder so that everybody can hear! Пожалуйста, говорите громче, чтобы всем было слышно!
I borrowed the book from the library so that you could learn the lesson. Я взял книгу в библиотеке с тем, чтобы ты смог выучить урок.

§ 23. Придаточное сравнения (сопоставления) с союзами *as if* и *as though*. В придаточном сравнения (сопоставления) с союзами as if, as though обычно употребляется сослагательное II (Subjunctive II).

Если сказуемое придаточного предложения выражает действие, одновременное с действием главного предложения, в придаточном предложении употребляется форма, совпадающая с Past Indefinite (от глагола to be форма were).

Если сказуемое придаточного предложения выражает действие, предшествующее действию главного предложения, употребляется форма, совпадающая с Past Perfect.

She talks to me as if I were a child. Она говорит со мной так, как будто я ребенок.
She talks as though she didn't know me. Она говорит так, как будто она меня не знает.

She talked as though she were in a hurry. Она говорила так, как будто она очень торопилась.

She speaks English as if she had been brought up in England. Она говорит по-английски, как будто воспитывалась в Англии.

Примечания.

1. После союза as if (as though) вместо придаточного предложения может также употребляться причастие I.

He looked at her as if trying to remember something. Он посмотрел на нее, как будто стараясь что-то припомнить.

2. В современном английском языке существует тенденция употреблять после as if, as though форму was вместо were в единственном числе.

The little girl held the toy in both hands as though she was afraid of losing it. Девочка держала игрушку обеими руками, как будто боялась потерять ее.

3. Союз as if употребляется, когда сравнение совершенно не соответствует действительности; союз as though — когда вполне возможно, что высказывание соответствует действительности.

GRAMMAR REVISION TABLES

Table 1

THE DEFINITE ARTICLE

г) Перед нарицательными существительными

1. Перед существительным, обозначающим конкретный предмет, о котором даются или выясняются дополнительные сведения	The flat is quite large and comfortable. Where is the book?	Квартира довольно большая и удобная. Где книга?
2. Перед существительным, являющимся единственным в своем роде или в данной обстановке	When we went out, the moon was shining. The manager told you to do it at once. Open the door, please.	Когда мы вышли, светила луна. Директор велел вам сделать это тотчас же. Откройте дверь, пожалуйста.
3. Перед существительным в функции обстоятельства места, если не подчеркивается значение *один из*	They went into the restaurant and sat down at the table by the window. It was very dark in the forest. They are still working in the field.	Они вошли в ресторан и сели за стол у окна. В лесу было очень темно. Они все еще работают в поле.
4. Перед существительным, обозначающим вещество в определенном количестве или в определенном месте в данной обстановке	Pass me the salt, please. The snow is dirty. Where is the water?	Передайте мне, пожалуйста, соль. Снег грязный. Где вода?
5. В приложении при подчеркивании известности лица, к которому оно относится	Dreiser, the famous American writer, joined the Communist Party at the age of 74.	Известный американский писатель Драйзер вступил в коммунистическую партию в возрасте 74 лет.

6. После слов **one of, some of, many of, each of, most of**; обычно после слов **all, both**	Give me **one of the books.** **Some of the mistakes** are very bad. **Most of the stories** are very interesting. **Each of the boys** received a free ticket. I've looked through **all the magazines.**	Дайте мне одну из (этих) книг. Некоторые ошибки очень грубые Большинство рассказов очень интересны. Каждый мальчик получил бесплатный билет. Я проемотрел все (эти) журналы.
7. Перед существительным, имеющим определение, выраженное прилагательным в превосходной степени, перед словами **same, following** и порядковыми числительными, а также словами **next** в значении *следующий по порядку* и **last** в значении *последний*	This is **the most responsible task of all.** He was worried by **the same problem.** Remember **the following rules.** He missed **the first lecture.** **The last week** of the month was full of events. She left school in 1981 and got to the Institute **the next year.**	Это наиболее ответственная задача. Его беспокоил тот же вопрос Запомните следующие правила. Он пропустил первый урок. Последняя неделя месяца была полна событиями Она кончила школу в 1981 г. и на следующий год поступила в институт.
8. Перед субстантивированными прилагательными и причастиями и перед словом **people** в значении *народ*	**The old** don't always understand **the young.** **The Japanese** live on islands. During the war she looked after **the wounded.** **The Soviet people** are fighting for peace.	Старые люди не всегда понимают молодежь. Японцы живут на островах. Во время войны она ухаживала за ранеными. Советский народ борется за мир.
9. Перед существительными, обозначающими социальные классы людей	**the workers** **the bourgeoisie**	рабочие буржуазия

Продолжение

10. Перед существительными в единственном числе, обозначающими целый класс предметов	The dog is a friend of man. *	Собака — друг человека.

б) Перед именами собственными

1. Перед именем собственным, обозначающим целиком всю семью	I haven't met the **Browns** since they returned from London.	Я не встречался с Браунами с тех пор, как они вернулись из Лондона.
2. Перед именами собственными, имеющими ограничивающее определение	He was again the **Charles** she used to know years ago.	Он опять был тем Чарльзом, которого она знала много лет тому назад.
3. Перед названием некоторых стран и местностей	He travelled widely throughout **the United States.**	Он много путешествовал по США.
	Has he gone to **the Ukraine** or to **the Far East?**	Он уехал на Украину или на Дальний Восток?
4. Перед названиями океанов, морей, рек и горных цепей	He travelled twice across **the Pacific** (Ocean).	Он пересек Тихий океан дважды.
	Did you go to **the Black Sea** or to **the Volga** for your holiday?	Вы ездили в отпуск на Черное море или на Волгу?
	The Urals are not very high.	Уральские горы не очень высокие.
5. Перед названиями четырех сторон света	Have you ever been to **the South?**	Вы когда-либо были на юге?
	He has lived in **the North** for 15 years.	Он прожил на севере 15 лет.
6. Перед названиями судов, гостиниц и английских газет	We'll go on board **the Pobeda.**	Мы поедем на пароходе «Победа».
	Would you like to put up at **the Moskva** or at **the National?**	Вам хотелось бы остановиться в гостинице «Москва» или «Националь»?
	He reads **the Morning Star** regularly.	Он регулярно читает «Морнинг стар».

* В таком значении существительные man и woman употребляются без артикля.

Table 2

THE INDEFINITE ARTICLE

1. Для обозначения принадлежности предмета к какому-либо классу предметов (с глаголами to have, to see и др., с оборотом there is, в именной части составного сказуемого) при наличии описательного определения и без него	A man's waiting for you. I've got a son and a daughter. I want a double room with a bathroom. Give me a pencil, please. I've bought a newspaper. I saw a beautiful flower. There's a vacant seat in the third row. He's an engineer. He's an only child in the family.	Вас ждет какой-то человек. У меня сын и дочь. Мне нужен двойной номер с ванной. Дайте мне карандаш, пожалуйста. Я купил газету. Я увидел прекрасный цветок. В третьем ряду есть свободное место. Он инженер. Он единственный ребенок в семье.
2. Перед абстрактным существительным при наличии описательного определения	They lived a quiet life. He has a deep knowledge of the subject.	Они вели спокойную жизнь. У него глубокие знания в этой области.
3. Перед существительным в приложении, если не подчеркивается известность лица, к которому оно относится	Comrade Petrov, an engineer at our factory, spoke at the meeting yesterday.	Товарищ Петров, инженер нашего завода, выступал вчера на собрании.
4. В значении *один* перед исчисляемым существительным, обозначающим время	How many times a month do you go to the theatre? Will you be back in an hour?	Сколько раз в месяц вы ходите в театр? Ты вернешься через час?
5. В восклицательных предложениях после what перед исчисляемыми существительными в единственном числе	What a lovely day!	Какой чудесный день!
6. Перед исчисляемым существительным в единственном числе, определяемым словами such, quite, rather, most (в значении *очень*)	This is such a difficult sentence that I can't translate it. He is quite a young man.	Это такое трудное предложение, что я не могу перевести его. Он совсем ещё молодой человек.

Продолжение

7. Перед существительным, определяемым порядковым числительным в значении *другой, еще один*	This is rather * a difficult article. It's a most interesting book. Suddenly we heard a shot, then a second, and a third.	Это довольно трудная статья. Это очень интересная книга. Внезапно мы услышали выстрел, затем второй (еще один) и третий (еще один).
8. В сочетаниях a little и a few	If I have a little free time today, I'll drop in. I'd like to say a few words.	Если у меня будет немного свободного времени сегодня, я забегу к вам. Мне хотелось бы сказать несколько слов.

* Наречие rather может стоять после определенного артикля. This is a rather difficult article.

Table 3

NO ARTICLE

(Отсутствие артикля)

1. Перед абстрактными существительными; перед названием вещества, если речь не идет о каком-либо конкретном количестве; перед существительными во множественном числе в случаях, перечисленных в табл. 2 пункты 1, 5, 6	The work gives him satisfaction. Snow is white. I like to read English books.	Работа удовлетворяет его. Снег белый. Я люблю читать английские книги.
2. Перед именами собственными	What lovely flowers! The three sisters are all teachers. London is the capital of England. I've been neither to South Africa nor to North America.	Какие чудесные цветы Все три сестры — преподавательницы. Лондон — столица Англии. Я не был ни в Южной Африке, ни в Северной Америке.
3. Перед существительным, определяемым словами next в значении *будущий* и last в значении *прошлый* (если существительное обозначает время) или количественным числительным, следующим за существительным	I went to the Ukraine for my holiday last year, and I am going there next year too. When World War II broke out, I was in Moscow.	В прошлом году я был в отпуске на Украине и поеду туда опять на будущий год. Когда началась вторая мировая война, я был в Москве.

4. После глагола to be и некоторых других глаголов перед предикативом, обозначающим должность, занимаемую единовременно одним лицом	Who is manager * of the office?	Кто директор этого учреждения?
5. Перед существительным, служащим обращением	How old are you, young man?	Сколько вам лет, молодой человек?
6. Перед названиями наук	I like **Literature** and **History**, but I don't like **Mathematics**.	Я люблю литературу и историю, но не люблю математику.
7. Перед существительным в заголовках, объявлениях и телеграммах	**Polish Delegation** Arrives in Moscow. **Great Blow** to Bus Users.	Прибытие польской делегации в Москву. Сильнейший удар по тем, кто пользуется автобусами.
8. Перед существительными **Mother, Father, Uncle, Auntie** и др. в речи членов одной и той же семьи	Has **Mother** come back yet? **Father** wants to speak to you.	Мать уже вернулась? С тобой хочет поговорить отец.
9. Перед существительным, стоящим при именах собственных и обозначающим звание (научное, воинское) или служащим формой обращения	**Academician** N. died several years ago. Can I speak to **Captain** Popov? **Mr** Brown wishes to see **Dr** Smith.	Академик Н. умер несколько лет тому назад. Можно поговорить с капитаном Поповым? М-р Браун хочет видеть д-ра Смита.
10. Перед такими существительными, как **advice, information, money, hair, fruit**, при отсутствии ограничивающего определения	This is important **information**. I need **advice** badly.	Это важная информация. Мне очень нужен совет.
11. В некоторых сочетаниях существительного с предлогом, когда все сочетание носит наречный характер: **in time, at home, at night, by tram (by bus, by train), by heart, by day, from year to year, from head to foot** и др.	You can get there **in time** if you go **by train**.	Вы можете добраться туда вовремя, если поедете поездом.

* В этом случае часто употребляется определенный артикль.

PRONOUNS

1. Личные:	I, you, he, she, it, we, you, they	
2. Притяжательные: а) присоединяемые (к существительным) б) самостоятельные (без существительного)	my, your his, her, its, our, your, their mine, yours, his, hers, its, ours, yours, theirs	
3. Указательные:	this — these, that — those, it, same, such	
4. Вопросительные: who (whom), whose, which, what (в вопросительных предложениях)	"Who's this man?" "It's Zotov." "What is this man?" "He's a doctor." Which of you is a doctor? What time is it? Whose journals are these?	— Кто этот человек? — Это Зотов. — Кто этот человек? — Он врач. Кто из вас врач? Который час? Чьи это журналы?
5. Относительные: who (whom), whose, which, that (в определительных придаточных)	The actress who played the leading part was a great success. The writer whose book we are discussing now has travelled a lot about the country. Here's the letter that (which) I have just got.	Актриса, которая играла главную роль, имела большой успех. Писатель, чью книгу мы сейчас обсуждаем, много путешествовал по нашей стране. Вот письмо, которое я только что получил.
6. Союзные: who (whom), whose, which, what (в дополнительных и других именных придаточных)	Do you know which of them will go on the business trip? I wonder what they are speaking about. He was asked whose lecture they were going to hear	Вы не знаете кто из них поедет в эту командировку? Интересно, о чем они разговаривают. Его спросили, чью лекцию они собираются слушать

Продолжение

7 Возвратные — self-pronouns (myself, etc.) а) как часть глагола б) как часть предложения с) как средство усиления (*сам*)	He woke up to find himself in hospital. Is he angry with himself? Did you see it all yourself? He did it all by himself.	Проснувшись, он увидел, что находится в больнице. Он на себя (самого) рассердился? Ты сам все это видел? Он все это сделал сам.
8. Взаимные: each other, one another	They were angry with each other. "What has happened?" people were asking one another.	Они были сердиты друг на друга. «Что случилось?» — спрашивали друг друга люди.
9. Отрицательные: no, nobody (no one), none, nothing (в отрицательных предложениях)	There are no mistakes in this paper. Nobody has ever seen it. None of them have (has) ever been there.	В этой работе нет ошибок Никто никогда этого не видел. Никто из них никогда не был там.
10. Неопределенные: some, any (и их производные), all, both, each, every (и его производные), other, another, one	If anything unexpected happens, I shall let you know. Would you like some tea? You are both (all) wrong. Each of them did his share (of the work). Every time I see this street I remember my childhood. He takes every opportunity of going to the theatre. What other stories do you know? Here is another story for you	Если случится что-либо неожиданное, я дам тебе знать. Вы хотите чаю? Вы оба (все) неправы. Каждый из них сделал свою долю (работы). Каждый раз, когда я вижу эту улицу я вспоминаю свое детство. Он использует всякую возможность пойти в театр Какие еще рассказы вы знаете? Вот вам еще один рассказ.

DEGREES OF COMPARISON

(adjectives and adverbs)

Положительная степень	Your book's as interesting as mine. His book's not so (as) interesting as hers. He speaks as fast as his mother does. He doesn't speak as fast as you do. That coat is twice as dear as this one.	Ваша книга такая же интересная, как моя. Его книга не такая интересная, как ее. Он говорит так же быстро, как его мать. Он говорит не так быстро, как вы. То пальто в два раза дороже этого.
Сравнительная степень	This room's smaller than that one. This is a more interesting book. He speaks faster than you do. Could you explain it more clearly?	Эта комната меньше той. Это более интересная книга. Он говорит быстрее вас. Не могли бы вы объяснить это яснее?
Превосходная степень	The Lena is the longest river in the Soviet Union. This book's the most interesting I've ever read. He knows it best of all.	Лена — самая большая река Советского Союза. Эта книга самая интересная из всех, которые я когда-либо читал. Он знает это лучше всех.
Образование степеней сравнения от другого корня.	good — better — best bad — worse — worst little — less — least much / many — more — most	
Двойные степени сравнения	His elder brother's two years older than he (is). They went still farther, to the farthest end of the forest. We expect further information tomorrow.	Его старший брат на два года старше, чем он. Они пошли еще дальше, в самый дальний конец леса. Мы ожидаем дальнейшую информацию завтра.

Продолжение

Much (= far), still как средство усиления сравнительной степени	**Today I feel much (far) better than yesterday.** **The second book is much (far) more interesting than the first, and the third is still more interesting.**	**Сегодня я чувствую себя *гораздо* лучше, чем вчера.** **Вторая книга *гораздо* интереснее первой, а третья *еще* интереснее.**

Table 6

NUMERALS

1. Количественные:	2,035,325 words (two million, thirty five thousand, three hundred and twenty-five words)	2.035.325 слов
	1,201 books (one thousand two hundred and one books)	1201 книга
№№ комнат, домов, трамваев и т. д.	to take the 134 bus	ехать автобусом 134
	on page 305 (three hundred and five)	на странице 305.
хронологические даты	in 1900 [in 'nainti:n 'hʌndrid]	в 1900 году
	in 1905 [in 'nainti:n 'ou 'faiv]	в 1905 году
	in 1958 [in 'nainti:n 'fifti 'eit]	в 1958 году
2. Порядковые: даты	the 35th (thirty-fifth) day	35-й день
	16th January, 1958 (the sixteenth of January, nineteen fifty-eight)	16 января 1958 года
	January 16 (16th), 1958 (January the sixteenth, nineteen fifty-eight)	
3. Дробные (простые и десятичные)	1/5 ton (one fifth of a ton)	1/5 тонны
	1/2 kilometre (half a kilometre)	1/2 километра
	1/4 kilometre (quarter of a kilometre)	1/4 километра
	2/5 ton (two fifths of a ton)	2/5 тонны
	0.5 (point five)	0,5
	3.215 (three point two one five)	3,215
	53.75 tons (fifty-three point seven five tons)	53,75 тонны

Table 7

THE VERB TO *SHOW* IN ALL THE TENSE-FORMS. ACTIVE AND PASSIVE VOICES

The Active Voice

Формы / Время	Indefinite (факты, повторяющиеся действия)	Continuous (действие, происходящее в данный момент)	Perfect (предшествование данному моменту, законченность)	Perfect Continuous (действие, начавшееся в какой-либо момент и продолжающееся до другого данного момента, часто включая его)
Present	I show He shows We show	I am / He is / We are } showing	I have / He has / We have } shown	I have / He has / We have } been showing
Past	I / He / We } showed	I / He / We } was / were } showing	I / He / We } had shown	I / He / We } had been showing
Future	I shall (will) / He will / We shall (will) } show	I shall (will) / He will / We shall (will) } be showing	I shall (will) / He will / We shall (will) } have shown	I shall (will) / He will / We shall (will) } have been showing *
Future in the Past	I should (would) / He would / We should (would) } show	I should (would) / He would / We should (would) } be showing	I should (would) / He would / We should (would) } have shown	I should (would) / He would / We should (would) } have been showing *

* Эти формы употребляются редко.

Продолжение

The Passive Voice

Формы / Время	Indefinite	Continuous	Perfect	Perfect Continuous
Present	I am / He is / We are } shown	I am / He is / We are } being shown	I have / He has / We have } been shown	— — —
Past	I / He / We } was / were } shown	I / He / We } was / were } being shown	I / He / We } had been shown	— — —
Future	I shall (will) / He will / We shall (will) } be shown	— — —	I shall (will) / He will / We shall (will) } have been shown	— — —
Future in the Past	I should (would) / He would / We should (would) } be shown	— — —	I should (would) / He would / We should (would) } have been shown	— — —

Table 8

THE SUBJUNCTIVE MOOD

в главном предложении — сослагательное I	в придаточном предложении условия — сослагательное II	
I shouldn't (wouldn't) worry	if they kept in touch with me. if I were you.	к настоящему или будущему времени
He would help you	if he knew how. if he were here now.	
I should (would) have done it long ago	if I had had time.	к прошедшему времени
He wouldn't have bothered you.	if you had explained everything in time.	
в главном предложении — изъявительное наклонение	в дополнительном придаточном и придаточном сопоставления — сослагательное II	
I wish	you knew it. I were you.	к настоящему времени (одновременность)
She speaks	as if she knew them. as if she were afraid.	
I wish She speaks	he had come yesterday. as if she had seen it herself.	к прошедшему времени (предшествование)

Table 9

PARTICIPLES I & II

Причастие I простое — doing выражает одновременность		
Употребляется: 1. как обстоятельство а) времени	(While) travelling about the country, he saw very many interesting things.	*Путешествуя* по стране, он видел много интересного.
б) причины	Knowing the life of the workers well, John Reed helped them in their struggle for their rights.	Хорошо *зная* жизнь рабочих, Джон Рид помогал им в борьбе за их права.

	Not knowing what was the matter, we couldn't help her.	*Не зная*, что с ней, мы не могли ей помочь.
в) образа действия или сопутствующих обстоятельств	He stood **looking** thoughtfully out of the window.	Он стоял, задумчиво *глядя* в окно.
2. как определение	I like films **showing** the life of famous people.	Я люблю фильмы, *показывающие* жизнь знаменитых людей.
	John Reed's speech **exposing** the war made a deep impression on everybody.	Речь Джона Рида, *разоблачавшая* войну, произвела на всех глубокое впечатление.
Причастие I перфектное — having done выражает предшествование		
Употребляется как обстоятельство а) причины	**Having lost** the key, they couldn't get in.	*Потеряв* ключ, они не могли войти в комнату.
б) времени	**Having left** school, he went to work in a factory.	*Окончив* школу, он пошел работать на завод.
Причастие I перфектное не употребляется как определение	Everybody knows the name of the man **who made** that discovery.	Все знают имя человека, *сделавшего* это открытие.
Причастие II — painted, done имеет значение страдательного залога		
Употребляется как определение	We were impressed by the events **described** in this article.	События, *описанные* в статье, произвели на нас большое впечатление.

MODAL VERBS

Модальные глаголы и их значения	Примеры (2-е значение)	Синонимичные слова и выражения (2-е значение)	Возможные переводы на русский язык (2-е значение)	Примечание
may (might) 1. разрешение 2. предположение с оттенком сомнения, допускаемая возможность	He may (might) be here any minute. He may come yet. She may have left. They may still be working.	perhaps, maybe	*возможно, может быть*	Might может выражать упрек. You might have helped her!
must 1. обязанность, приказание; приглашение; необходимость 2. предположение (почти уверенность)	He must be home already. You must know him. They must have forgotten it.	probably, in all probability, I think, I am sure, etc.	*должно быть, очевидно, вероятно, наверно*	1. Во 2-м значении не употребляется в отрицательной форме. I don't think I'm not sure, etc. } he knows it. 2. Не может относиться к действию в будущем. The thing is likely to turn up. He is unlikely to come. He probably won't come.

Продолжение

Модальные глаголы и их значения	Примеры (2-е значение)	Синонимичные слова и выражения (2-е значение)	Возможные переводы на русский язык (2-е значение)	Примечание
can (could) 1. разрешение, возможность, умение, способность 2. сомнение, удивление, недоверие, невероятность	They can't (couldn't) be here. He can't have left. Can she have changed so much?	It's impossible..., I don't believe..., etc.	*не может быть, вряд ли, неужели*	Во 2-м значении употребляется только в вопросительных и отрицательных предложениях
should личный совет, мнение, рекомендация; упрек, порицание	You should make a note of it. He shouldn't smoke so much. She shouldn't have gone there.	I advise you..., I'd like you..., etc.	*следует, следовало, следовало бы, должен был бы, нужно, нужно было бы*	Инфинитив после модального глагола ought (синонима should) употребляется с частицей to. You ought to be more careful.

VOCABULARY INDEX

A

above-mentioned *adj* L. 10
abroad *adv* L. 17
accident *n* L. 16
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achievement *n* L. 18
activity *n* L. 4
admire *v* L. 20
admit *v* L. 15
advantage *n* L. 10
advertise *v* L. 15
advertisement *n* L. 15
afford *v* L. 20
alike *adj* L. 4
alive *adj* L. 15
amateur *adj, n* L. 10
amazing *part. I* L. 20
announce *v* L. 15
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apologize *v* L. 10
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attractive *adj* L. 16
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B

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blush *v* L. 20
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boring *adj* L. 16
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C

call *v* (on, at) L. 9, (for, smb. up) L. 13
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E

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F

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faint *v* L. 20
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G

gain *v* L. 1
get down to smth. (on, over, through) *v* L. 16
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habit *n* L. 13
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invent *v* L. 15
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inventor *n* L. 15

J

joint *adj* L. 16
journey *n* L. 4

K

keep *v* L. 5
keep smb. from doing smth. (up, up with) *v* L. 18
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L

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lean *v* L. 15
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likely *adj* L. 16
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lonely *adj* L. 13
look forward (around, smth. up, upon) *v* L. 6
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M

make smb. (oneself) comfortable *v* L. 2
manner (manners) *n* L. 13
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N

natural *adj* L. 1
nature *n* L. 1
nearly *adv* L. 5
nicely *adv* L. 5
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O

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occasional (-ly) *adj* (*adv*) L. 12
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P

particularly *adv* L. 1
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praise *v* L. 6
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propose *v* L. 13
prove *v* L. 15
pull up at (down, oneself together) *v* L. 5
punish *v* L. 4
punishment *n* L. 4
put (on, down, up, up at a place, smth. down to) *v* L. 10
put up with *v* L. 2

R

reason *n* L. 4
reasonalbe *adj* L. 4
recover *v* L. 19

recovery *n* L. 19
refuse *v* L. 11
reliable *adj* L. 8
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remark *n, v* L. 13
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respect *v* L. 11
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risk *n, v* L. 15
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rush (through) *n, v* L. 20

S

see to smth. *v* L. 9
self-service *adj* L. 14
sense *n* L. 7
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shame *n* L. 5
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sick-leave *n* L. 19
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stand smth. *v* L. 18
stare *v* L. 10
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strike *n* L. 1
strong-willed *adj* L. 13
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suffer *v* L. 18
suggest *v* L. 13
suggestion *n* L. 7
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suitable *adj* L. 18
suppose *v* L. 12
surround *v* L. 5

T

take after *v* L. 1
take for (to, off, over) *v* L. 17
taste *n* L. 20
tell (on, from, by) *v* L. 13
temperature *n* L. 19
think *v* L. 10
throat (a sore throat) *n* L. 11

through (train) *adj* L. 3
time (from time to time, in no time, it's time) *n* L. 4
tired *adj* L. 4
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training *n* L. 8
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treatment *n* L. 15
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turn down (out) *v* L. 7
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U

unemployed (the) *n* L. 7
unfit *adj* L. 18
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urgent *adj* L. 10
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V

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value *n* L. 15
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various *adj* L. 18
vary *v* L. 18
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W

waste *v* L. 20
way (under way) *n* L. 16
weak-willed *adj* L. 13
wear *v* L. 4
weigh *v* L. 17
well-off *adj* L. 20
wet *adj* L. 12
will *n* L. 13
within *prp* L. 10
work *n* L. 1
worth *adj* L. 4
wrong (do wrong) *n* L. 20

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УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА

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