

**НЕКОММЕРЧЕСКОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
УЧЕБНО-НАУЧНО-ПРОИЗВОДСТВЕННЫЙ КОМПЛЕКС
«МЕЖДУНАРОДНЫЙ УНИВЕРСИТЕТ КЫРГЫЗСТАНА»**

СОГЛАСОВАНО

Проректор НОУ УНПК «МУК»
по учебно-административной работе
д.и.н. Муса кызы Алина

_____ (подпись)

«16» 10 2020г.

УТВЕРЖДЕНО

Ректор НОУ УНПК «МУК»
к.т.н., доцент Савченко Е.Ю.

_____ (подпись)

«16» 10 2020г.

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

Название дисциплины: Основной иностранный язык

Название и код направления подготовки: 530800

Квалификация выпускника: Бакалавр

Форма обучения: Очная

Составитель (и): ст.преп. Качаганова Г.А. ст.преп. Сейит кызы Роза ст.преп. Казадаева К.В. ст.преп. Иманалиева Ч.Р.

График проведения модулей

2 Курс 3,4-семестр

неделя	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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«РАССМОТРЕНО»

На заседании кафедры
«Дипломатии и Международного права»
НОУ УНПК «МУК»
Протокол № 3
от «12» 10 2020 г.
и. о. зав. кафедрой,
Борончиева И.О.

Директор Научной библиотеки
НОУ УНПК «МУК»
Асанова Ж.Ш.

«ОДОБРЕНО»

На заседании Учебно-методического
объединения НОУ УНПК «МУК»
Протокол № 5
от «15» октября 2020 г.
Председатель Учебно-методического
объединения
Матвеева Т.В.

Бишкек 2020г.

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5.2 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности

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АННОТАЦИЯ УЧЕБНО-МЕТОДИЧЕСКОГО КОМПЛЕКСА

1. Пояснительная записка

Учебно-методический комплекс содержит рабочую программу по учебной дисциплине «Основной иностранный язык», перечень учебной и методической литературы, перечень раздаточного материала по грамматике и устным темам, перечень учебно-наглядных пособий, перечень дополнительной литературы и интернет ресурсов, рекомендации обучающемуся для самостоятельной внеаудиторной работы, контрольно-измерительные материалы для входного и текущего форм контроля, контрольно-измерительные материалы для промежуточной аттестации.

1.1. Миссия и Стратегия Университета:

Миссия НОУ УНПК «МУК» - подготовить профессионалов к своей будущей деятельности, путем создания новых знаний, способствовать сохранению и приумножению нравственных, культурных и научных ценностей общества»

Стратегия развития НОУ УНПК «МУК» - модернизация образовательной деятельности университета – совершенствование образовательного процесса в соответствии с требованиями Болонского процесса.

1.2. Цели и задачи изучения дисциплины

Дисциплина «Английский язык» направлена на формирование у будущего специалиста иноязычной коммуникативной компетенции, составляющими которой являются лингвистическая (фонологическая, грамматическая, лексическая, семантическая), когнитивная, социокультурная, дискурсивная, а также профессиональной и социокультурной компетенций. Это поможет глубже понять специфику дисциплины, применять знания и возможности в своей дальнейшей деятельности, путем сохранения и приумножения нравственных, культурных и научных ценностей общества, посредством применения знаний и навыков выпускников данной дисциплины в интересах государства и его народа.

Английский язык становится рабочим инструментом, позволяющим выпускнику постоянно совершенствовать свои знания, изучая современную зарубежную литературу по своей специальности. Наличие необходимой коммуникативной компетенции дает возможность выпускнику вести плодотворную деятельность по изучению и

творческому осмыслению зарубежного опыта в профилирующих и смежных областях науки и техники, а также в сфере профессиональной коммуникации.

Дальнейшее развитие умений и навыков, их активное совершенствование достигается одновременным развитием всех видов речевой деятельности в разумном соотношении, с учетом всех видов требований обучений языку. В конечном результате практическое продуктивное владение языком будущими специалистами означает свободное пользование языком в различных ситуациях и в сферах деятельности с некоторыми погрешностями в темпе, правильностями речи.

Выпускник должен знать и уметь:

Говорение

- Делать подготовленное и неподготовленное устное сообщение по знакомой теме.
- Работать в составе группы при решении различных проблем и составлении гипотез, связанных с абстрактными темами.
- Использовать в речи интонационные различия и эмоциональную окраску, уметь частично употреблять идиомы и фразеологические (образные) сочетания;

Чтение

- Узнавать значение слов в результате его морфологической дешифровки.
- Увязывать содержание текста с ранее приобретенными знаниями и опытом.
- Отличать риторическое и функциональное значение отдельного предложения, параграфа или части текста.
- Полностью понимать основную цель и содержание текста, четко различать контекст отдельного предложения, абзаца, параграфа и использовать его продуктивно.

Грамматика

- Знать и хорошо применять общеязыковую лексику:
- Знать методы совершенствования иностранной речи;
- Отлично владеть специальной лексикой (терминами) и успешно применять в беседах, переговорах, в чтении и письме;
- Активно владеть наиболее употребительной (базовой) грамматикой и основными грамматическими явлениями, характерными для профессиональной речи.

1.3. Формируемые компетенции, а также перечень планируемых (ожидаемых) результатов обучения по дисциплине (модулю) (знания, умения владения), сформулированные в компетентностном формате

Компетенции обучающегося, формируемые в результате освоения дисциплины
В результате освоения дисциплины «Английский язык» у студента третьего курса формируются элементы следующих общекультурных и профессиональных компетенций:

- (ОК-1) стремится к саморазвитию, повышению своей квалификации и мастерства
- (ИК-2) готов и умеет вести диалог, переписку, переговоры на английском языке в рамках уровня поставленных задач
 - (ПК-3) способен выполнять письменные и устные переводы материалов и английского языка на кыргызский/русский и с кыргызского/русского на иностранные языки
 - (ИК-4) готов исполнять организационно-технические функции и решать вспомогательные задачи в интересах обеспечения работы коллектива в целом под руководством опытного специалиста с использованием материала на иностранных языках
 - (ПК-5) способен выполнять обязанности младшего и среднего звена исполнителей и использованием иностранных языков в учреждениях системы МИД КР, вести, исполнительную, организационную и административную работу в иных государственных учреждениях, региональных органах государственной власти и управления
 - (ПК-6) умеет вести деловую переписку по вопросам организации международных мероприятий, проведения предварительных обсуждений и участвовать в рабочих переговорах на английском языке в рамках своей компетенции
- (ПК-7) способен участвовать в работе по организации международных переговоров, встреч, конференций и семинаров
- (ПК-8) способен находить профессионально ориентированную информацию при помощи электронных средств

Ожидаемые результаты:

В результате освоения дисциплины обучающийся должен:

Знать:.

- особенности системы изучаемого иностранного языка в его фонетическом,

лексическом и грамматическом аспектах (в сопоставлении с родным языком);

- социокультурные нормы бытового и делового общения, а также правила речевого этикета, позволяющие эффективно использовать иностранный язык как средство общения в современном поликультурном мире;
- историю и культуру стран изучаемого языка.

Уметь:

- читать литературу, опираясь на изученный языковой материал, фоновые страноведческие знания;
- точно и адекватно извлекать основную информацию, содержащуюся в тексте;
- поддерживать и вести беседы;
- развивать стремление к саморазвитию, повышению своей квалификации и мастерства, умение критически оценивать свои достоинства и недостатки, наметить пути и выбрать средства развития достоинств и устранения недостатков, осознание социальной значимости своей будущей профессии, обладание высокой мотивацией к выполнению профессиональной деятельности

Владеть:

- орфографической, лексической и грамматической нормами изучаемого языка и правильно использовать их в видах речевой коммуникации, в форме устного и письменного общения;
- монологической речью
- владеть английским языком на уровне “Intermediate, Upper Intermediate”

1.4. Место дисциплины в основной образовательной программе (ООП)

Изучение данной дисциплины базируется на освоении бакалаврами дисциплин базовой части профессионального цикла направления подготовки 530800 «Международные отношения».

Дисциплина «Английский язык» является основной для дисциплин профессионального и специального цикла, а также дает представление о необходимых навыках и методах исследовательской и практической работы, для продуктивного проведения учебно-исследовательской работы и написания выпускной квалификационной работы. Содержание данной дисциплины является пререквизитом дисциплин профессионального цикла «История и теория международных отношений»,

1	<p>lesson one I.Vocabulary notes and phrases lexical exercises, Comprehension. Key structures and study 1. Conversation lesson: Lesson One (New English File English book)</p> <p>Text: Who is who? Who knows you better?</p> <p>Essential vocabulary: common verb phrases, classroom language</p>	3		8	5	2	Устно и письменно
2	<p>II) Grammar; The Infinitive(contd). Complex subject, with the verbs in Active voice (seem, appear, happen, turn out, to be likely, to be sure, to be unlikely). Complex subject with the verbs in Passive voice. For-Complex mixed bagю1. Conversation lesson:</p> <p>Lesson One (English Textbook by Shevzcova S.V.)</p> <p>Text: Big Business</p> <p>Essential vocabulary, notes, word combinations to the text</p>	3		8	5	2	Опрос в виде теста
3	<p>III) Text : Big- Bussines 1. Conversation lesson: Lesson Two (New English File English book)</p> <p>Text: At the Moulin Rouge, The devil’s dictionary</p> <p>Essential vocabulary: family, personality adjectives, the body</p> <p>Revise and check, completing a form</p>	3		8	5	2	Пересказ
4	<p>IV) Reading and Paragraph writing, Assignments. Employment problem: quintity and quality aspects. Speech and Compositions.1. Conversation lesson:</p> <p>Lesson Two</p> <p>Text: Big Business (English Textbook by Shevzcova S.V.)</p> <p>Essential vocabulary, notes, word combinations to the text.</p> <p>Comprehension check</p>	3		8	5	2	Пересказ и обсуждение

Модуль №1 Устная и письменная работа- (Тест)							
5	Lesson two I) Vocabulary notes and phrases, word combinations. Lexical exercises. Comprehension. Key structures and word study			8	5	2	Устно и письменно
6	II) Grammar; The Participle. Participle I, Participle II, a Complex Object with Participle II, mixed bag			8	5	2	Опрос в виде теста
7	III) Text : " The Citadel" by A.J. Cronin			8	5	2	Пересказ
8	IV) Reading and Paragraph writing. Text " Is your car really necessary?". Assignments. Speech and Composition. On driving, Only children, Safety first, subject for oral composition			8	5	1	Пересказ и обсуждение
Модуль №2 Устная и письменная работа- (Тест)							
9	Lesson three I) Vocabulary notes and phrases, word combinations. Lexical exercises. Comprehension. Key structures and word study Conversation lesson: Lesson Three Text: Citadel (English Textbook by Shevzcova S.V.) Essential vocabulary, notes, word combinations to the text.			8	5	1	Устно и письменно
10	II) Grammar; The Gerund 1) syntactic Functions 2) Foroms of Gerund 3) Mixed bag. 1. Conversation lesson: Lesson Three Text: At the airport (New English File English book) Essential vocabulary: describing yourself (writing) Revise and check, completing a form			8	5	1	Опрос в виде теста
11	III) Text : " A Canary for one" by Enest Xemingway. 1. Conversation			8	4	1	Пересказ

	<p>lesson:</p> <p>Lesson Four (English Textbook by Shevzcova S.V.)</p> <p>Text: A Canary for one</p> <p>Essential vocabulary, notes, word combinations to the text.</p> <p>Comprehension check</p>						
12	<p>IV) Reading and Paragraph writing. Assignments. Speech and Composition. Text " On time".</p> <p>Subjects for oral and written composition. 1. Conversation lesson:</p> <p>Lesson Four(New English File English book)</p> <p>Text: Right place, wrong time, A moment in time</p> <p>Essential vocabulary: holidays, prepositions of time and place: at, in, on</p>			8	5	1	Пересказ и обсуждение
<p>Модуль №3</p> <p>Устная и письменная работа- (Тест)</p>							
13	<p>Lesson four I)Vocabulary notes and word exercises.</p> <p>Comprehension. Key structures and word study.</p> <p>1. Conversation lesson:</p> <p>Lesson Five (English Textbook by Shevzcova S.V.)</p> <p>Text: One Coat of White</p> <p>Essential vocabulary, notes, word combinations to the text.</p>			8	4	1	Устно и письменно
14	<p>II) Grammar; The Subjunctive Mood in Simple Sentences and Complex Sentences with Conditional Mood . 1.</p> <p>Conversation lesson:</p> <p>Lesson: Five (New English File English book)</p> <p>Text: Fifty years of pop, One October evening</p> <p>Essential vocabulary, notes, word combinations to the text Revise and check, completing a form</p>			8	4	1	Опрос в виде теста
15	<p>III) Text : " On coat of while " by</p>			8	5	1	Пересказ

	A.A. Smith. 1. Conversation lesson: Lesson Six (English Textbook by Shevcova S.V.) Text: One Coat of White Essential vocabulary, notes, word combinations to the text. Comprehension check						
16	IV) Reading and Paragraph writing. Assignments. Speech and Composition. Subjects for oral and written composition. 1. Conversation lesson: Lesson Six (New English File English book) Text: Where are you going? The pessimist's phrase book Essential vocabulary: opposite verbs			8	5	1	Пересказ и обсуждение
17	V) Revision			8	2	1	Повторение
Модуль №4 Устная и письменная работа- (Тест)							
Exam							
Итоговый							
№	Раздел, Темы Дисциплины 2- курс	Семестр 4	Недели семестра	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах).			Формы текущего контроля успеваемости (по неделям семестра) Формы промежуточной аттестации (по семестрам)
				Прак. Занятия	СРС	СРСиП	
1	I)Vocabulary notes and phrases, word combinations. Lexical exercises. Comprehension. Key structures and word study			6	4	1	Устно и письменно
2	II) Grammar; The Subjunctive mood(contd). The Use of Subjunctive in as if Clauses, in an object clauses after the verb wish, iin the Subject Clauses after it is high time			6	4	1	Опрос в виде теста

3	III) Text : Conversation (from "My family and other animals" by Jerold Durrell) Lesson Two (New English File English book) Text: At the Moulin Rouge, The devil's dictionary Essential vocabulary: family, personality adjectives, the body Revise and check, completing a form			6	4	1	Пересказ
4	IV) Reading and Paragraph writing, Assignments. Speech and Composition. Lesson Two Text: Big Business (English Textbook by Shevzcova S.V.) Essential vocabulary, notes, word combinations to the text. Comprehension check			6	4	1	Пересказ и обсуждение
Модуль №1							
Письменно- в виде теста							
5	Lesson six I) Vocabulary notes and phrases, word combinations. Lexical exercises. Comprehension. Key structures and word study			6	4	1	Устно и письменно
6	II) Grammar; The Use of Subjunctive Mood in Nominal Clause			6	4	1	Опрос в виде теста
7	III) Text : " Crabbes Practice" by author Artur Conan Doyle			6	4	1	Пересказ
8	IV) Reading and Paragraph writing. Assignments. Speech and Composition.			6	4	1	Пересказ и обсуждение
Модуль №2							
Письменно- в виде теста							
9	Lesson seven I) Vocabulary notes and phrases, word combinations. Lexical exercises. Comprehension. Key structures and word study			6	4	2	Устно и письменно
10	II) Grammar; Modal verbs must, can(could).			6	4	2	Опрос в виде теста
11	III) Text : " Ball of Paper" by William Cooper. 1. Conversation lesson: Lesson Four (English Textbook by Shevzcova S.V.)			6	4	2	Пересказ

12	IV) Reading and Paragraph writing. Assignments. Speech and Composition. Text " On time". Subjects for oral and written composition. 1. Conversation lesson: Lesson Four(New English File English book) Text: No Love fr Jhonnie			6	4	2	Пересказ и обсуждение
Модуль №3 Письменно- в виде теста							
13	Lesson eight I) Vocabulary notes and word exercises. Comprehension. Key structures and word study.			6	3	2	Устно и письменно
14	II) Grammar; The Modal Vebs(contd). May(might). Verbals			6	3	2	Опрос в виде теста
15	III) Text : " The Case for Defence " by Graham Greence. 1. Conversation lesson:			6	3	2	Пересказ
16	IV) Reading and Paragraph writing. Assignments. Speech and Composition. Subjects for oral and written composition. 1. Conversation lesson: The Hotel by Arthur Hailey			6	3	2	Пересказ и обсуждение
Модуль №4 Письменно- в виде теста							
Exam							
Итоговый				96	60	24	

3. Литература

1. Основная литература:

- New English File, Clive Oxenden, Christina Latham-Koenig (Pre- intermediate)
- English Grammar in Use, Raymond Murphy
- Учебник английского под редакцией Шевцовой С. В., часть II.
- Дипломатический словарь, 1985, т.1,2,3, Англо-русские и русско-английские словари.

2. Дополнительная рекомендуемая литература:

- News of Central Asia - газета

- Times - газета
- 2200th anniversary of the Kyrgyz Statehood, magazine Kyrgyz Republic, 2003
- Учебное пособие «Outstanding Inventions and Discoveries» Резникова С.Ю., Гафарова Ю.Ю., Самолетова М.А., Сытникова Е.Б. 2008г.
- Essential Grammar in Use Supplementary Exercises, Helen Naylor, Raymond Murphy Cambridge University Press, 2001
- Email English by Paul Emmerson, Macmillan 2000
- English grammar in Use (with answers), Raymond Murphy, Cambridge University Press, 1998
- English Grammar in Use Supplementary Exercises, Louise Hachemi, Raymond Murphy Cambridge University Press, 1995
- Essential Grammar in Use (with answers), Raymond Murphy, Cambridge University Press, 1994
- Учебник Open Forum Academic Listening and Speaking (level 1) Angela Blackwell, Therese Naber, Oxford University Press, 2007
- Учебник Open Forum Academic Listening and Speaking (level 2)
- Essential Grammar in Use Supplementary Exercises, Helen Naylor, Raymond Murphy Cambridge University Press, 2001
- Focus of Grammar by Marjorie Fuchs and Margaret Bonner.

4. Информационные и образовательные технологии

Изучение курса рекомендуется проводить в такой последовательности:

- а) ознакомление с содержанием тем по рабочей программе;
- б) внимательное изучение рекомендуемой специальной литературы и краткое конспектирование прочитанного материала;
- в) выполнение тестовых заданий по каждой теме дисциплины.

В учебном процессе используются следующие образовательные технологии:

- практические занятия, на которых обсуждаются основные проблемы, освещенные в лекциях и сформулированные в домашних заданиях;
- групповая, индивидуальная работа по исследованию и анализу основных понятий, теорий, концепций и проблем курса;
- решение упражнений, задач, ситуационных моделей;
- проведение дискуссий, мозговых штурмов, круглых столов;

- тестирование, ориентированное на знание понятий и терминов;
- письменные и устные домашние задания (составление глоссариев, написание и защита рефератов и докладов);
- выбор по желанию студентов тем для творческой работы, подбор литературы, составление плана и утверждение темы с преподавателем;
- консультации преподавателей;
- работа с электронными учебниками и Интернет-ресурсами.

5. Фонд оценочных средств для текущего, рубежного и итогового контролей по итогам освоению дисциплины (модулей)

Каждый студент выбирает тему доклада или презентации (научного сообщения) самостоятельно или по рекомендации преподавателя из предложенного варианта тем, разработанных на кафедре. Доклад или презентация пишется после изучения нескольких тем по соответствующей дисциплине. Доклад (научное сообщение) выполняется самостоятельно в часы самоподготовки. Выполнение доклада либо презентации позволяет осуществлять контроль за качеством освоения изучаемого материала. Критерии оценки доклада: качество доклада (производит положительное впечатление, сопровождается иллюстративным материалом; четко выстроен; рассказывается, но не объясняется суть работы; зачитывается); использование демонстрационного материала (автор представил демонстрационный материал и прекрасно в нем ориентировался; использовался в докладе, хорошо оформлен, но есть неточности; представленный демонстрационный материал не использовался докладчиком или был оформлен плохо, неграмотно); качество ответов на вопросы (отвечает на вопросы; не может ответить на большинство вопросов; не может четко ответить на вопросы); владение научным и специальным аппаратом (показано владение специальным аппаратом; использованы общенаучные и специальные термины; показано владение базовым аппаратом); качество выводов (полностью характеризуют работу; четкость; имеются нечетки).

5.1. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности

- **Метод "Mind-Map"**

Карта памяти является простой технологией записи мыслей, идей, разговоров. Запись происходит быстро, ассоциативно. Тема находится в центре. Сначала возникает слово, идея, мысль. Идёт поток идей, их количество неограниченно, они все фиксируются, начинаем их записывать сверху слева и заканчиваем справа внизу.

Метод является индивидуальным продуктом одного человека или одной группы. Выражает индивидуальные возможности, создаёт пространство для проявления креативных способностей.

- **Метод "Brain Storming"(Мозговой шторм)**

Путём мозговой атаки студенты называют всё, что они знают и думают по озвученной теме, проблеме. Все идеи принимаются, независимо от того, правильны они или нет. Роль преподавателя — роль проводника, заставляя студентов размышлять, при этом внимательно выслушивая их соображения.

- **Cluster-Method**

Метод «грозди». Основная цель - определения проблемы и задач исследования. Наличие центральной идеи (понятия) создает стержень, вокруг которого удерживаются мысли, а ветвистая структура позволяет им свободно распространяться и развиваться. Такой структурно-логический метод способствует тщательной формулировке задачи. Данный метод вырабатывает умение строить таблицы, схемы, иллюстративно выделять главное, умение видеть целиком и по частям.

Спонтанность, освобождённая от какой - либо цензуры. Графический приём систематизации материала. Мысли не громоздятся, а "гроздятся", т. е. располагаются в определённом порядке.

Технология составления:

- Ключевое слово;
- Запись слов, спонтанно приходящих в голову, записываются вокруг основного слова. Они обводятся и соединяются с основным словом.
- Каждое новое слово образует собой новое ядро, которое вызывает дальнейшие ассоциации. Таким образом, создаются ассоциативные цепочки.
- Взаимосвязанные понятия соединяются линиями.

Возможности использования

Кластеры могут стать как ведущим приёмом на стадии **вызова (evocation)**

- Систематизация информации, полученной до знакомства с основным источником (текстом) в виде вопросов или заголовков смысловых блоков; на стадии **рефлексии (reflection)**

- Исправление неверных предположений в предварительных кластерах, заполнение их на основе новой информации, установление причинно-следственных связей между отдельными смысловыми блоками (индивидуально и в группах) так и стратегией урока в целом
- **Синквейн** — это стихотворение, которое требует синтеза информации и материала в кратких выражениях, что позволяет описывать или рефлексировать по какому-либо поводу.

Слово "синквейн" происходит от французского, означающего — пять. Синквейн — это стихотворение, состоящее из пяти строк.

Каждому студенту даётся 5-7 минут на то, чтобы написать синквейн, затем он повернётся к партнеру и из двух синквейнов они составят один, с которым оба будут согласны. Это дает возможность критически рассмотреть данную тему. Этот метод требует, чтобы участники слушали друг друга и извлекали из произведений других те идеи, которые они могут увязать со своими. Затем вся группа сможет ознакомиться с парными синквейнами. Это может породить дальнейшую дискуссию.

Правило написания синквейна

1. В первой строчке тема называется одним словом (обычно существительным).
2. Вторая строчка — это описание темы в двух словах (двумя прилагательными).
3. Третья строчка — это описание действия в рамках этой темы тремя словами.
4. Четвертая строка — фраза из четырех строк, показывающая отношение к теме
5. Последняя строка — это синоним из одного слова, который повторяет суть темы.

Как это делать

Название (обычно существительное) _____

Описание (обычно прилагательное) _____

Действия _____

Чувство (фраза) _____

Повторение сути _____

- **Case-Study Method**

Метод «Кейс-стади». Обучение с использованием конкретных ситуаций.

Особенность данного метода заключается в том, что преподаватель не дает качественной оценки и любое высказывание воспринимается как допустимое.

- **Метод «Цепочки».**

Студентам дается задания раскрыть проблему по следующим вопросам, отвечая по цепочке: «Кто?», «Что?», «Где?», «Когда?» и т.д. В зависимости от темы

преподаватель варьирует, добавляет вопросы самостоятельно. Данный метод позволяет формировать умение описывать ситуацию, умение мобилизации и умения выделять главное, выступать и т.д.

5.2. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности

Методические материалы составляют систему текущего, рубежного и итогового (экзамена) контролей освоения дисциплины (модулей), закрепляют виды и формы текущего, рубежного и итогового контролей знаний, сроки проведения, а также его сроки и формы проведения (устный экзамен, письменный экзамен и т.п.). В системе контроля указывается процедура оценивания результатов обучения, при использовании балльно-рейтинговой системы приводится таблица с баллами и требованиями к пороговым значениям достижений по видам деятельности обучающихся; показывается механизм получения оценки (из чего складывается оценка по дисциплине (модулю).

Текущий контроль осуществляется в виде опроса, участие в дискуссии на семинаре, выполнение самостоятельной работы и других видов работ, указанных в УМК, а также посещаемости студентов занятий - оценивается до 80 баллов.

Рубежный контроль (сдача модулей) проводится преподавателем и представляет собой письменный контроль, либо компьютерное тестирование знаний по теоретическому и практическому материалу. Контрольные вопросы рубежного контроля включают полный объём материала части дисциплины (модулей), позволяющий оценить знания, обучающихся по изученному материалу и соответствовать УМК дисциплины, которое оценивается до 20 баллов.

Итоговый контроль (экзамен) знаний принимается по экзаменационным билетам, включающий теоретические вопросы и практическое задание, и оценивается до 20 баллов.

<i>Форма контроля</i>	<i>Срок отчетности</i>	<i>Макс. количество баллов</i>	
		<i>За одну работу</i>	<i>Всего</i>
<i>Текущий контроль:</i>			
- опрос	1-17 недель	10 баллов	До 40 баллов
- участие в дискуссии на семинаре	1-17 недель	4 баллов	До 30 баллов
- посещаемость	1-17 недель	0,2	10 баллов
<i>Рубежный контроль:</i>	4,8,12,16 неделя	$100\% \times 0,2 = 20$ баллов	

(сдача модуля)		
Итого за 1 модуль		До 100 баллов

Экзаменатор выставляет по результатам балльной системы в семестре экзаменационную оценку без сдачи экзамена, набравшим суммарное количество баллов, достаточное для выставления оценки от 55 и выше баллов – автоматически (при согласии обучающегося).

Полученный совокупный результат (максимум 100 баллов) конвертируется в традиционную шкалу:

Рейтинговая оценка (баллов)	Оценка экзамена
От 0 - до 54	неудовлетворительно
от 55 - до 69 включительно	удовлетворительно
от 70 – до 84 включительно	хорошо
от 85 – до 100	отлично

5.3.Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания (На усмотрение ППС):
Текущий контроль (0 - 80 баллов)

посещаемость	12 баллов /4 занятия за месяц / 3 балла за 1 занятие
степень раскрытия содержания материала	8 баллов / 4 занятия за месяц / 2 балла за ответ
знание теории изученных вопросов, сформированность и устойчивость используемых при ответе умений и навыков	12 баллов /4 занятия за месяц / 3 балла за 1 занятие
изложение материала (грамотность речи, точность использования терминологии и символики, логическая последовательность изложения материала)	16 баллов / 4 занятия /4 балла за ответ, устное и письменное задание
активное участие на занятиях	12 баллов /4 занятия за месяц / 3 балла за 1 занятие
Модуль (0 – 20 баллов)	20
Итого (0-80 баллов)	80

При оценивании **модульной работы** учитывается:

полнота выполненной работы (задание выполнено не полностью)	5 баллов
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и/или допущены две и более ошибки или три и более неточности)	
обоснованность содержания и выводов работы (задание выполнено полностью, но обоснование содержания и выводов недостаточны, но рассуждения верны)	5 баллов
работа выполнена полностью, в рассуждениях и обосновании нет пробелов или ошибок, возможна одна неточность	5 баллов
Другие виды учебной деятельности (доклады, рефераты, презентации)	5 баллов
Модуль (0 – 20 баллов)	20 баллов

Итоговый контроль (экзаменационная сессия) - ИК = Бср × 0,8 + Бэкз × 0,2

При проведении итогового контроля обучающийся должен ответить на 3 вопроса (два вопроса теоретического характера и один вопрос практического характера).

При оценивании ответа на вопрос теоретического характера учитывается:

- теоретическое содержание не освоено, знание материала носит фрагментарный характер, наличие грубых ошибок в ответе;
- теоретическое содержание освоено частично, допущено не более двух-трех недочетов;
- теоретическое содержание освоено почти полностью, допущено не более одного-двух недочетов, но обучающийся смог бы их исправить самостоятельно;
- теоретическое содержание освоено полностью, ответ построен по собственному плану.

При оценивании ответа на вопрос практического характера учитывается:

- ответ содержит менее 20% правильного решения;
- ответ содержит 21-89 % правильного решения;
- ответ содержит 90% и более правильного решения.

6. Планы практических занятий. Методические указания по организации и проведению

Аудиторная работа студентов является основной и неотъемлемой частью учебного процесса в ходе подготовки квалифицированных специалистов, способных самостоятельно и творчески решать стоящие перед ними задачи.

Целью аудиторной работы является максимально продуктивное использование аудиторного учебного времени для приобретения и усвоения новых знаний учащимися в непосредственном контакте с преподавателем, развитие творческого характера обучения, повышение качества усвоения предлагаемой учебной дисциплины.

Рабочая программа дисциплины «Английский язык для работы с литературой по специальности» построена на модульной основе. Каждый модуль, предлагаемый к аудиторному или самостоятельному изучению, снабжен комплексными целями, которые отражают основные языковые навыки и умения, которые, как предполагается, будут усвоены учащимися после его прохождения. К рекомендуемым формам занятий, обеспечивающих достижение студентом комплексных целей модуля, относятся:

Комплексная цель модуля	Рекомендуемые задания
Отработка и закрепление основных моделей устной монологической речи по разговорным темам модуля	Беседа, устный опрос, монологические высказывания, сообщение, доклад
Повторение и отработка грамматических конструкций английского языка	Грамматические упражнения, грамматический тест, компьютерное тестирование
Введение, расширение, отработка и закрепление лексики по теме модуля	Лексические упражнения, лексический тест, заполнение таблицы, устный опрос
Развитие подготовленной и неподготовленной диалогической речи в рамках темы модуля	Ролевая игра, диалог, упражнения по парам, ответы на вопросы
Формирование навыка заполнения форм и анкет	Заполнение анкет-заявок на участие в конференции,
Развитие навыка ведения дискуссии, обсуждения и построения аргументированного высказывания по теме модуля	Групповая дискуссия, диспут, ролевая игра, монологические высказывания, презентация, конференция
Формирование навыков оценочных и аргументированных суждений по теме модуля	Устные сообщения, доклад на английском языке, презентация, творческие задания, дискуссия, поиск информации в интернете
Развитие навыка систематизации и логической организации информации по теме модуля	Составление плана, конспекта, аннотации, библиографического списка, краткий и подробный пересказ
Развитие навыка построения и описания графиков и диаграмм в рамках темы модуля	Составление плана, схемы, диаграммы, заполнение таблицы
Развития навыка беспереводного чтения	Чтение текста, ответы на вопросы, упражнения на проверку понимания

	прочитанного, пересказ, реферирование, аннотирование
Развитие навыка перевода профессионально-ориентированных текстов	Чтение и перевод со словарем аутентичных текстов по профилю специальности, лексико-грамматические упражнения, устный и письменный перевод
Формирование навыка написания письма/аргументированного сообщения по опорам	Написание эссе, электронного письма, сочинения, составление плана, конспекта

7.МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ВЫПОЛНЕНИЮ РАЗЛИЧНЫХ РАБОТ ПО ДИСЦИПЛИНЕ

7.1 Методические рекомендации по СРС

Самостоятельная работа студентов является неотъемлемой частью учебного процесса в ходе подготовки квалифицированных специалистов, способных самостоятельно и творчески решать стоящие перед ними задачи.

Целью самостоятельной работы является экономия аудиторного учебного времени, актуализация и активизация поиска новых знаний учащимися, развитие творческого характера образования, повышение качества усвоения предлагаемых учебных программ. К видам самостоятельной учебной деятельности относятся:

- составление библиографических списков на английском языке по темам профессиональной направленности
- осуществление самостоятельного перевода аутентичных текстов по профилю специальности
- отработка грамматических навыков, с использованием современных учебных пособий и различных учебно-методических материалов, разработанных преподавателями кафедры

Студенты должны проводить самостоятельную работу в соответствии с планом, который является частью учебно-методического комплекса, разработанного кафедрой Международных отношений УМПК МУК.

Использование навыков самостоятельной работы на практике позволяет повысить эффективность процесса обучения, так как дает студентам возможность осваивать учебный материал в удобное для них время, помогает научиться пользоваться разнообразными информационными источниками: учебной литературой, компьютерными технологиями, интернет ресурсами, вследствие чего, быть более успешными в процессе изучения иностранного языка. В конечном счете, приобретенные навыки самостоятельной учебной деятельности помогают студенту продолжать свое языковое образование в сфере профессиональной деятельности и после окончания вуза.

С целью подготовки к практическому занятию студенту необходимо прочитать рекомендуемую литературу и составить краткий глоссарий. Преподаватель контролирует самостоятельную работу путем проведения устного опроса во время занятий и проведения тестирований.

Недели	Темы самостоятельных работ семестр 1	часы	Рекомендуемая литература
1-4	Different kind of topics. Essay	8	“Topics” Books in English
5-8	Worldwide problems. Articles.	8	“Times” newspaper
9-12	Outstanding people of g	8	Internet
13-17	The role of Radio and TV	8	“Topics”

Недели	Темы самостоятельных работ семестр 2	часы	Рекомендуемая литература
1-4	Outstanding Kyrgyz People	6	Different kind of magazines
5-8	Outstanding politicians of the XX century.	6	Internet
9-12	Nowadays politic situation. Articles.	6	“Times” London
13-17	Issue of the newspaper	6	Internet, newspapers

Цель: целями всех занятий по СРС является приобретение навыков по выбору актуальной информации со средств массовой информации, перевод или изъяснение темы на английском языке в научно-публицистическом стиле, расширение политического кругозора студентов.

Принимается как внеаудиторное чтение: презентация материала, работа над лексикой, написание эссе. Каждые 4 недели студент отчитывается о проделанной работе, что отображается в сумме 8 баллов. Невыполнение самостоятельной работы влекут штрафные санкции 32 балла.

7.2 Методические указания по выполнению заданий, обеспечивающих достижение комплексных целей модулей дисциплины «Английский язык для работы с литературой по специальности»

Аудиторная работа студентов является основной и неотъемлемой частью учебного процесса в ходе подготовки квалифицированных специалистов, способных самостоятельно и творчески решать стоящие перед ними задачи.

Целью аудиторной работы является максимально продуктивное использование аудиторного учебного времени для приобретения и усвоения новых знаний учащимися в непосредственном контакте с преподавателем, развитие творческого характера обучения, повышение качества усвоения предлагаемой учебной дисциплины.

Рабочая программа дисциплины «Английский язык для работы с литературой по

специальности» построена на модульной основе. Каждый модуль, предлагаемый к аудиторному или самостоятельному изучению, снабжен комплексными целями, которые отражают основные языковые навыки и умения, которые, как предполагается, будут усвоены учащимися после его прохождения. К рекомендуемым формам занятий, обеспечивающих достижение студентом комплексных целей модуля, относятся:

Комплексная цель модуля	Рекомендуемые задания
Отработка и закрепление основных моделей устной монологической речи по разговорным темам модуля	Беседа, устный опрос, монологические высказывания, сообщение, доклад
Повторение и отработка грамматических конструкций английского языка	Грамматические упражнения, грамматический тест, компьютерное тестирование
Введение, расширение, отработка и закрепление лексики по теме модуля	Лексические упражнения, лексический тест, заполнение таблицы, устный опрос
Развитие подготовленной и неподготовленной диалогической речи в рамках темы модуля	Ролевая игра, диалог, упражнения по парам, ответы на вопросы
Формирование навыка заполнения форм и анкет	Заполнение анкет-заявок на участие в конференции,
Развитие навыка ведения дискуссии, обсуждения и построения аргументированного высказывания по теме модуля	Групповая дискуссия, диспут, ролевая игра, монологические высказывания, презентация, конференция
Формирование навыков оценочных и аргументированных суждений по теме модуля	Устные сообщения, доклад на английском языке, презентация, творческие задания, дискуссия, поиск информации в интернете
Развитие навыка систематизации и логической организации информации по теме модуля	Составление плана, конспекта, аннотации, библиографического списка, краткий и подробный пересказ
Развитие навыка построения и описания графиков и диаграмм в рамках темы модуля	Составление плана, схемы, диаграммы, заполнение таблицы
Развития навыка беспереводного чтения	Чтение текста, ответы на вопросы, упражнения на проверку понимания прочитанного, пересказ, реферирование, аннотирование
Развитие навыка перевода профессионально-ориентированных текстов	Чтение и перевод со словарем аутентичных текстов по профилю специальности, лексико-грамматические упражнения, устный и письменный перевод
Формирование навыка написания письма/аргументированного сообщения по опорам	Написание эссе, электронного письма, сочинения, составление плана, конспекта

Раздел 7.3. Методические рекомендации по подготовке к практическим занятиям

Подготовка к практическим занятиям состоит в повторении пройденного материала, ознакомлении с рекомендуемой литературой и выполнении различного вида заданий.

Раздел 7.4. Методические рекомендации преподавателю

Занятия по дисциплине «Английский язык для работы с литературой по специальности» на 90% проводятся в активной и интерактивной формах. Для достижения вышеперечисленных целей дисциплины «Английский язык для работы с литературой по специальности» используются следующие образовательные технологии:

Беседа, обсуждение, дискуссия - разбор, обсуждение конкретной ситуации, проблемы, изложенной письменно, устно или в виде аудио (видео) записи, анализ и обсуждение представленного материала;

Ролевые игры - метод, при котором моделируются ситуации академического и профессионального общения, предполагающий создание нескольких команд, которые соревнуются друг с другом в решении той или иной задачи. Игра требует не только знаний и навыков, но и умения работать в команде, находить выход из неординарных ситуаций и т.д. Использование ролевых игр на занятиях позволяет повысить мотивацию студентов к овладению английским языком и создает обстановку психологического комфорта;

«Мозговой штурм» - дискуссия, в рамках которой студентами генерируются разнообразные идеи, а преподавателем одобряются и принимаются все высказанные идеи. Затем все предложения анализируются и из них выбираются наиболее качественные, подходящие поставленной цели. Такая технология позволяет быстро включить в работу всех студентов учебной группы;

«Визуализация»- студент учится преобразовывать устную и письменную информацию в визуальную, схематичную, выраженную в краткой форме;

«Исправление ошибок» - работа с материалом с заранее запланированными преподавателем ошибками, которые студенты должны обнаружить и исправить;

Технология проектных работ включает проектные задания проблемного, поискового, исследовательского характера, в рамках которых создается естественная ситуация для широкого переноса учебных стратегий и интеграции различных видов иноязычного общения, необходимых для решения реальной проблемы;

Технология Языкового портфеля, т.е. пакета «документов», в которых его

обладатель в течение длительного времени фиксирует свои достижения и опыт в овладении языком, полученные квалификации, а также отдельные виды выполненных им работ» (Европейский языковой портфель, 1997). Использование этой технологии позволяет, с одной стороны, развивать в процессе изучения иностранного языка способность студентов к целеполаганию, умение анализировать и оценивать процесс собственного развития, с другой, является инструментом реализации принципа автономного изучения языка.

7.5 Методические рекомендации по СРСП

1. Тема: Topics, (семестр 3)

Цель: приобретение навыков по выбору

Форма проведения: еженедельное обозрение разговорно-грамматической специфике в целях улучшения навыков английского языка.

Методические рекомендации: специальные книги, в которых содержатся различные виды изложений «Topics».

2. Тема: Презентации с использованием материалов в виде MS Power Point семестр 3 Цель: приобретение навыков выступления на публике, подготовка к конференции «» Форма проведения: Презентация докладов.

Методические рекомендации: литература по выбранным темам, internet.

3. Тема: Изучение лексического материала в количестве 1000 единиц за семестр.

Форма проведения: устный опрос студентов.

1. Тема: Topics, (семестр 3)

Цель: приобретение навыков по выбору

Форма проведения: еженедельное обозрение разговорно-грамматической специфике в целях улучшения навыков английского языка.

Методические рекомендации: специальные книги, в которых содержатся различные виды изложений «Topics».

2. Тема: Презентации с использованием материалов в виде MS Power Point семестр 2 Цель: приобретение навыков выступления на публике, подготовка к конференции «» Форма проведения: Презентация докладов.

Методические рекомендации: литература по выбранным темам, internet.

3. Тема: Изучение лексического материала в количестве 1000 единиц за семестр.

Форма проведения: устный опрос студентов.

8.КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫЕ СРЕДСТВА

Семестр № 3

8.1. Темы и вопросы для модульно-рейтинговой аттестации студентов

Модуль № 1

Conversation

1. Essential and topical vocabulary of the Unit One
(to give the definitions of the words and make up a sentence).
2. Big Business
(to give the main point of the text and analyze with the help of word combinations and notes).
3. In what way can the book help young people?
(give your own opinion for this statement).

Grammar

Устный опрос, письменные задания по пройденному материалу

1. Word order in questions
2. Present Simple; Present Perfect Present Continuous; Present Perfect Continuous
3. Defining relative clauses (a person who..a thing which..Past Simple regular and irregular verbs, Past Continuous
4. Questions with and without auxiliaries, So, because, but, although

Модуль № 2

Conversation

1. Essential and topical vocabulary of the Unit Two
(to give the definitions of the words and make up a sentence).
2. The Citadel
(to give the main point of the text and analyze with the help of word combinations and notes).
3. Describe the interest places in your hometown (give your own opinion for this statement).

Grammar

Устный опрос, письменные задания по пройденному материалу

1. Going to, present continuous (future arrangements)
2. will/won't (predictions, promises, offers, decisions)
3. Review of tenses: present, past and future

4. Present Perfect (experience)+ever, never, present perfect or past simple?, Present Perfect Simple+ yet, just, already, Comparatives, as as/less.... Than....
5. Superlatives (+ever + present perfect), Uses of the infinitive (with to)

Модуль № 3

Conversation

1. Essential and topical vocabulary of the Unit Tree
(to give the definitions of the words and make up a sentence).
2. The ball of paper
(to give the main point of the text and analyze with the help of word combinations and notes).
3. Explain the proverb “All is well that ends well”
(give your own opinion for this proverb, explain and prove your opinion).

Grammar

Устный опрос, письменные задания по пройденному материалу

1. Verb+ing
2. Have to/don't have to, must, mustn't
3. Expressing movement, If+present; will+ infinitive (first conditional)
4. If+ past; would+ infinitive (second conditional), may/might (possibility)
5. Should/shouldn't, Present Perfect+ for and since

Модуль № 4

Conversation

1. Essential and topical vocabulary of the Unit Four
(to give the definitions of the words and make up a sentence).
2. A Canary for one
(to give the main point of the text and analyze with the help of word combinations and notes).
3. Should children/ youth always have to listen to their parents?
(give your own opinion for this proverb, explain and prove your opinion).

Grammar

Устный, опрос студентов, письменные задания по пройденному материалу

1. Present Perfect or Past Simple?, Used to
2. Passive, Reported Speech, 3 rd conditional
3. Something, anything, nothing
4. Quantifiers, too, not enough, Word order of phrasal verbs

5. So/neither+ auxiliaries, Past Perfect

8.2. Темы и вопросы для модульно-рейтинговой аттестации студентов

1. Passive Voice (семестр 1) (40 часов в семестре)

Цель: Приобретение навыков в использовании грамматики, изъяснений темы на английском языке в грамматическом стиле.

Методическиерекомендации: “The Grammar of English language”

2. Тема: Изучения грамматического материала в количестве 2000 единиц за семестр (41 час в семестре)

Форма проведения: устный, опрос студентов, письменные задания.

Модуль № 1-устный опрос, письменные задания по пройденному материалу

1. Word order in questions

2. Present Simple

3. Present Continuous

4. Defining relative clauses (a person who..., a thing which...), Past Simple regular and irregular verbs, Past Continuous

5. Questions with and without auxiliaries, So, because, but, although

Форма проведения: устный, опрос студентов, письменные задания.

1. Articles (семестр 3) (40 часов в семестре)

Цель: Приобретение навыков в использовании грамматики, изъяснений темы на английском языке в грамматическом стиле.

Методическиерекомендации: “The Grammar of English language”

2. Тема: Изучения грамматического материала в количестве 2000 единиц за семестр (41 час в семестре)

Форма проведения: устный, опрос студентов, письменные задания.

Модуль №2 -устный опрос, письменные задания по пройденному материалу

1. Going to, present continuous (future arrangements)

2. will/won't (predictions, promises, offers, decisions)

3. Review of tenses: present, past and future

4. Present Perfect (experience)+ever, never, present perfect or past simple?, Present Perfect Simple+ yet, just, already, Comparatives, as as/less.... Than....

5. Superlatives (+ever + present perfect), Uses of the infinitive (with to)

1. Direct and Indirect speech (семестр 1) (40 часов в семестре)

Цель: Приобретение навыков в использовании грамматики, изъяснений темы на

английском языке в грамматическом стиле.

Методическиерекомендации: “The Grammar of English language”

2. Тема: Изучения грамматического материала в количестве 2000 единиц за семестр (41 час в семестре)

Форма проведения: устный, опрос студентов, письменные задания.

Модуль №3 -устный опрос, письменные задания по пройденному материалу

1. Verb+ing
 2. Have to/don't have to, must, mustn't
 3. Expressing movement, If+present; will+ infinitive (first conditional)
 4. If+ past; would+ infinitive (second conditional), may/might (possibility)
 5. Should/shouldn't, Present Perfect+ for and since
- 1. The modal Verbs “Should” and “Need (семестр 3) (40 часоввсеместре)**

Цель: Приобретение навыков в использовании грамматики, изъяснений темы на английском языке в грамматическом стиле.

Методическиерекомендации: “The Grammar of English language”

2. Тема:Изучения грамматического материала в количестве 2000 единиц за семестр (41 час в семестре)

Форма проведения: устный, опрос студентов, письменные задания.

Модуль № 4- устный опрос, письменные задания по пройденному материалу

1. Present Perfect or Past Simple?, Used to
2. Passive, Reported Speech, 3 rd conditional
3. Something, anything, nothing
4. Quantifiers, too, not enough, Word order of phrasal verbs
5. So/neither+ auxiliaries, Past Perfect

8.2. Темы и вопросы для модульно-рейтинговой аттестации студентов

Семестр № 4

Модуль № 1

Conversation

1. Essential and topical vocabulary of the Unit Five
(to give the definitions of the words and make up a sentence).
2. Your taste in literature
(to give the main point of the text and analyze with the help of word combinations and notes).

3. In what way can the book help young people?
(give your own opinion for this statement).

Grammar

Устный опрос, письменные задания по пройденному материалу

1. The Use of the Subjunctive Mood in an Object Clause after the Verb “wish”
2. Infinitive
3. The Participle II
4. The Gerund and Infinitive

Модуль № 2

Conversation

1. Essential and topical vocabulary of the Unit Six
(to give the definitions of the words and make up a sentence).
2. The Citadel
(to give the main point of the text and analyze with the help of word combinations and notes).
3. Describe the interest places in your hometown (give your own opinion for this statement).

Grammar

Устный опрос, письменные задания по пройденному материалу

1. Continuous forms (семестр 2) (40 часов в семестре)

Цель: Приобретение навыков в использовании грамматики, изъяснений темы на английском языке в грамматическом стиле.

Методически рекомендации: “The Grammar of English language”

2. **Тема:** Изучения грамматического материала в количестве 2000 единиц за семестр (41¹ в семестре)

Форма проведения: устный, опрос студентов, письменные задания.

1. Articles a/an, the, no article
2. The modal Verbs “Should” and “Need”
3. Improbable Condition

Модуль № 3

Conversation

1. Essential and topical vocabulary of the Unit Seven
(to give the definitions of the words and make up a sentence).

2. The ball of paper
(to give the main point of the text and analyze with the help of word combinations and notes).
3. Explain the proverb “All is well that ends well”
(give your own opinion for this proverb, explain and prove your opinion).

Grammar

Устный опрос, письменные задания по пройденному материалу

1. Articles (семестр 2) (40 часов в семестре)

Цель: Приобретение навыков в использовании грамматики, изъяснений темы на английском языке в грамматическом стиле.

Методическиерекомендации: “The Grammar of English language”

2. **Тема:** Изучения грамматического материала в количестве 2000 единиц за семестр (41 в семестре)

Форма проведения: устный, опрос студентов, письменные задания.

1. Direct and Indirect speech
2. Impossible Condition
3. The 1st Conditional

Модуль № 4

Conversation

4. Essential and topical vocabulary of the Unit Four
(to give the definitions of the words and make up a sentence).
5. A Canary for one
(to give the main point of the text and analyze with the help of word combinations and notes).
6. Should children/ youth always have to listen to their parents?
(give your own opinion for this proverb, explain and prove your opinion).

Grammar

Устный опрос, письменные задания по пройденному материалу

1. The Indefinite forms (семестр 2) (40 часов в семестре)

Цель: Приобретение навыков в использовании грамматики, изъяснений темы на английском языке в грамматическом стиле.

Методическиерекомендации: “The Grammar of English language”

2. **Тема:** Изучения грамматического материала в количестве 2000 единиц за семестр (41 в семестре)

Форма проведения: устный, опрос студентов, письменные задания.

1. Relative Pronouns
2. Modal verbs May, should, shouldn't
3. Adverb

8.4. Тесты и задания (грамматика, разговор, чтение, вакабуляр)

NewEnglishFile

Grammar

Tick 0 the correct answer A, B, or C

Example: 1. She a student She's a teacher.

- A) aren't B) isn't C) not
2. I always toast for breakfast
A) am having B) have C) has
3. ___our brother play the guitar?
A) Does B) Has C) Is
4. My mum doesn't like ___ to work.
A) drive B) driving C) to driving
5. They ___TV at the moment.
A) 're watching B) watched C) watch
6. I ___ to Rome.
A) am never been B) 've never been C) was never
7. What ___ tomorrow afternoon?
A) are you going B) are you going to do C) do you do
8. We ___ to Rome and then we drove to Florence.
A) flew B) flown C) flied
9. She ___ to school today because she's ill.
A) doesn't go B) didn't go C) didn't going
10. I ___ at the moment because I'm on holiday.
A) 'm not studying B) don't study C) not study
11. Have you ever _Japanese food?
A) eat B) eaten C) ate
12. They. ___ . pizza. They had pasta.
A) didn't have B) don't have C) didn't had
13. Who ___ your favourite actors?
A) be B) are C) is

- A) Have B) Make C) Do
23. We cook in the _ .
 A) kitchen B) dining room C) garage
24. We eat in the ___ .
 A) bathroom B) dining room C) garage
25. You can buy medicine at a _ .
 A) chemist's B) hospital C) post office
26. Would you like milk in your coffee?
 'No, just _____ please.
 A) sweets B) cheese C) sugar

GRAMMAR

I Put the words in the correct order.

Example: Italian you do like food *Do you like Italian food?*

1. did Ben yesterday where go
2. _____ are listening you to what
3. _____ many people at party the how were
4. going on go holiday year this you are to
5. Millie her with does parents live __

Complete Helen's e-mail with the verbs in the present simple or present continuous

Hi Yukimi

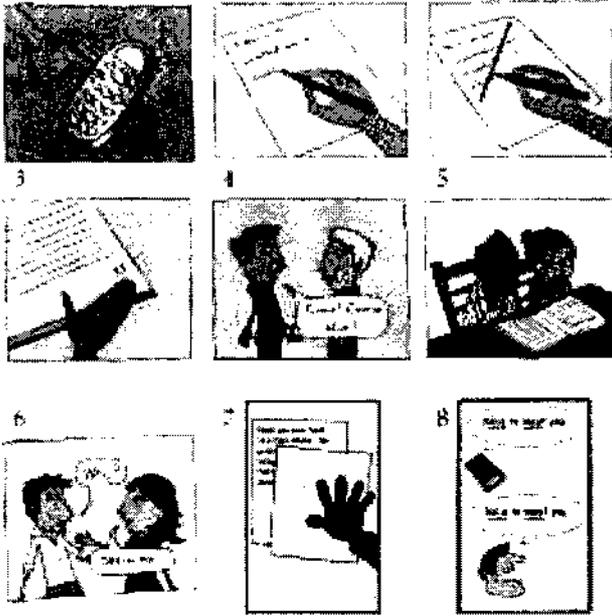
My name's Helen and I *live* (live) in London. I play the piano and I (love) jazz, What about you?: you (like) music? I'm a student but it's the summer holidays, so now I (not study), I (work) in a restaurant. I "• (need) the money because I'm going to visit Japan next year! I (not speak) Japanese very well, so I (have) some lessons. you (learn) any languages at the moment?

Vocabulary

Look at the pictures and complete the phrases.

1. Hnwn thp wnrrlc
- 2 out.
- 2 to page 33. Italian.
- 4 Don't
- 5 in pairs.
- 6 and answer the questions.
- 7 the text.

8 the rhythm.



Grammar and Vocabulary

5 Complete the sentences with the correct words.

Example: Mark makes me laugh. He's really funny, funny talkative hard-working

1 She's very _____. She pays for everything!

extrovert generous serious

2 Simon never does any work! He's very _____

shy hard-working lazy

3 My teacher's really _____. She's nice to

everybody.

funny friendly quiet

4 Don't be _____! Buy her a present!

mean generous quiet

5 Alina's _____. She loves meeting new people.

hard-working extrovert serious

6 You were very _____. Why didn't you say anything?

talkative friendly quiet

6 Underline the odd word out.

Example: feet legs knees fingers

- 1 eyes shoulders nose mouth
- 2 teeth stomach tongue lips
- 3 back arm hand finger
- 4 heart brain stomach foot
- 5 neck shoulders heart back
- 6 ears feet toes legs

1. Complete Jennie's e-mail with the verbs in the present simple or present continuous
Hi SUvia

My name's Jennie and I *live*(live) in Bristol. I play the guitar and I' _____ (love) jazz. What about you? * _____ you (like) music? I'm a student but it's the summer holidays, so now I _____ (not study), I (work) in a restaurant. I _____ (need) the money because I'm going to visit Brazil next year! I _____ (not speak) Portuguese very well, so I _____ (have) some lessons. _____ you (learn) any languages at the moment? Write soon Jennie

VOCABULARY

2 Complete the sentences with the correct words.

Example: Don't be *mean*. Buy her a present! mean generous quiet

1 _____ You were very . Why didn't you say anything?

friendly quiet talkative

2 David's _____. He loves meeting new people.

extrovert hard-working serious

3 He's very _____. He pays for everything!

extrovert generous serious

4 Susie makes me laugh. She's really

funny talkative hard-working

5 My teacher's really _____. She's nice to everybody.

funny friendly quiet

6 Pete never does any work! He's very ____.

hardworking shy lazy

3 Underline the odd word out.

Example: brain heart stomach foot

- 1 eyes feet legs toes
- 2 neck back shoulders heart
- 3 shoulders eyes nose mouth
- 4 feet fingers legs knees
- 5 back hand finger arm
- 6 stomach tongue lips teeth

READING

1 Read the article and tick (0) A, B, or C.

Looking for Love

Looking for Love is an agency that finds partners for single people of any age. Read about Lisa.

My name's Lisa. I'm 25 years old and I'm from Manchester. I'm single and I'm looking for love.

I'm a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I'd like to work on a national newspaper one day. That's because I want to have the opportunity to work abroad.

I have a small group of friends who I've known for years. I even went to school with some of them! I'm not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants, I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!

I'm not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea. In her job, Lisa has to .

A) travel to other countries B) write about politics C) interview politicians abroad

1 Lisa met all her friends .

A) at school B) at work C) a long time ago

2 Lisa goes out,

A) every night B) to quiet places C) with her friends

3 Lisa doesn't like ___ .

A) politics B) love stories C) Italian food

4 Lisa does exercise .

- A) every weekend B) more than once a week C) rarely
- 5 Lisa doesn't often have.
- A) vegetables B) red meat C) tea
- 6 Lisa prefers _ men.
- A) good looking B) hard-working C) funny
- 5 Read the article again. Are the sentences true (T) or false (F)?

Example: *Looking for Love* is an organization for young people. £

- 1 Lisa doesn't want to change her job.
- 2 She goes out with some of her school friends.
- 3 She thinks she is extrovert.
- 4 She enjoys watching films.
- 5 She plays a lot of team sports.
- 6 She sometimes smokes.
- 7 She drinks a lot of coffee.
- 8 She likes talking about serious things.

WRITING

Write an article for the *Looking for Love* website. Write about:

- your personal details
- your job/studies
- your interests

SPEAKING

- 1 Ask your partner these questions. 1 Where do you work/study?
- 2 Who do you live with?
- 3 What are your hobbies?
- 4 What kind of personality do you have?
- 5 Who's your idea] partner?

2 Complete the sentences. Use the verbs in brackets in the past simple or the past continuous.

Example: 1 *saw* (see) James yesterday.

- 1 _____ It _ (rain) when we got to the beach.
- 2 I met Paul when I _____ (walk) the dog.
- 3 She (not go) to the cinema with us last week.
- 4 Ben _____ (wear) his new jeans when you saw him?
- 5 Last year I _ (run) in the London marathon.

6 _____ I (not watch) TV when you rang, I was in the shower.

3 Complete the dialogue.

Freddie Where *did* you go (you go) last year? Mike I went to Japan.

Freddie Fantastic! When' ____ (you go)?

Mike In the summer.

Freddie Who ' ____ (you go) with?

Mike I went with Sam, but we had a few problems.

Freddie What'----- (happen)?

Mike We lost our passports,

Freddie Really? What' ---- (you do)?

Mike We went to the police station.

Freddie What* _____ (theysay)?

Mike Well - the passports were there!

Freddie That was lucky! Who _____ (find) them?

Mike Two children - in a park.

Freddie That was very lucky!

VOCABULARY

Underline the correct verb.

Example: go / spend / stay abroad

- 1 hire / buy / go souvenirs
- 2 stay / meet / rent an apartment
- 3 do / take / spend photos
- 4 go / be / have for a walk
- 5 take / have / spend a good time
- 6 see / spend / walk around the town
- 7 rent / hire / go by car
- 8 stay / spend / have in a hotel

GRAMMAR

1 Complete the dialogue.

Amanda Where *did* you go (you go) last year? Katie I went to Australia.

Amanda Fantastic! When ' ____ (you go)?

Katie In the summer.

Amanda Who - (you go) with?

Katie I went with Nicky, but we had a few problems.

Amanda What³----- (happen)?

Katie We lost our passports.

Amanda Really? What⁴----- (you do)?

Katie We went to the police station.

Amanda What⁵ — _ (they say)?

Katie Well - the passports were there!

Amanda That was lucky! Who * __ (find) them?

Katie Two children - in a park.

Amanda That was very lucky!

2. **Complete the sentences with *at, in, or on*.**

Example: He got *on* the bus and I waved goodbye.

1 We had lunch __. the balcony.

2 They arrived ___ the airport two hours before the flight.

3 Big Ben is _____ London.

4 Her birthday's _____ 5th September.

5 I met Jonathan _____ 1998.

6 They met _____ 7 p.m.

3. **Underline the correct verb.**

1 have / take / spend a good time

2 hire/buy/ go souvenirs

3 see / spend / walk around the town

4 spend / stay / have in a hotel

5 do / take / spend photos

6 go / spend / stay abroad

7 stay / rent / meet an apartment

8 Hire/rent / go by car

PRONUNCIATION

4 **Underline the stressed syllable.**

Example: together

1 musician

2 album

3 salad

4 imagine

5 interview

READING

1 Read the extract from a travel book. Tick (0) A, B, or C.

I arranged to stay in a farmhouse outside a village in southern Italy. My itinerary said that the plane arrived in Italy at five o'clock in the afternoon and it was a thirty-minute drive from the airport to the village. I wanted to get to my destination before it got dark, so I could have a drink, watch the sunset, and enjoy an evening meal!

The problems began at Heathrow airport. My plane was three hours late. I walked around the airport, looked in the shops, and drank coffee in the cafes. I didn't eat anything. That was a mistake! When the plane finally took off, they gave me a cold, tasteless meal which I couldn't eat.

We arrived in Italy in the early evening. The sun was setting as I was collecting my bags! I missed it completely! I went to the desk to find my hire car and that's when I discovered the next problem. The receptionist couldn't find my name on the computer and there were no more cars. There were no buses or trains to the village, and the taxis were on strike.

The receptionist felt sorry for me. She phoned her brother, Alessandro, who agreed to take me to the village. Alessandro arrived in a very old car and we set off. Fifteen minutes later... we broke down. I was tired, depressed, and very, very hungry. Luckily, Alessandro was a mechanic. After an hour, he fixed the car and we started driving again.

It was nearly midnight when we arrived at the farmhouse. A man opened the door and smiled. 'Come in/ he said. 'We waited for you/I sat with a group of the friendliest people I've ever met and had an absolutely wonderful meal.

Example: 1. It was the writer's first trip to Italy.

A) True B) False C) Doesn't say 0»

2. He bought some souvenirs at Heathrow airport.

A) True B) False C) Doesn't say

3. He had a snack at the airport.

A) True B) False C) Doesn't say

4. He complained about the meal on the plane.

A) True B) False C) Doesn't

5. He planned to walk to the village from the airport.

A) True B) False C) Doesn't say C

6. His name wasn't on the computer of the hired car company.

A) True B) False C) Doesn't say

7. He couldn't get a train to the village because they were on strike.

- A) True B) False C) Doesn't say

WRITING

Write about a journey you really enjoyed. Answer these questions.

- 1 Where did you go?
- 2 How did you travel?
- 3 Who did you talk to during the journey?
- 4 What did you see during the journey?
- 5 Why did you enjoy the journey?

READING

1. Read the extract from a travel book. Tick 3A, B, or C.

Example: It was the writer's first trip to Italy.

- A) True B) False C) Doesn't say

1. The writer planned to catch a bus to the village from the airport in Italy.

- A) True B) False C) Doesn't say

2. He stayed in the airport while he was waiting for his plane.

- A) True B) False C) Doesn't say

3. He didn't like the food at the airport.

- A) True B) False C) Doesn't say

4. He didn't eat anything on the plane.

- A) True B) False C) Doesn't say

5. The receptionist couldn't find his hire car.

- A) True B) False C) Doesn't say

6. There wasn't a train station at the village.

- A) True B) False C) Doesn't say

7. The receptionist asked a friend to help the writer.

- A) True B) False C) Doesn't say

8. Alessandro had a fast new car.

- A) True B) False C) Doesn't say

9. When the car broke down, Alessandro was surprised.

- A) True B) False C) Doesn't say

10. The writer had an evening meal.

- A) True B) False C) Doesn't say

2 Read the text again and answer the questions.

1. What three things did the writer want to do at the farmhouse?

2 Why didn't he like the food on the plane?

3 What was he doing when the sun was setting?

4 How did he travel to the village?

5 When did he eat his evening meal?

WRITING

Write about a journey you really enjoyed. Answer these questions.

- 1 Where did you travel to?
- 2 Who did you go with?
- 3 How did you travel?
- 4 What did you see?
- 5 What interesting things happened?

GRAMMAR

1 **Underline the correct word or phrase.**

Example: I think it's snowing / going to snow this evening.

- 1 I don't think he's going to phone/ phoning tonight.
- 2 I'm travelling / going to travel around the world one day.
 - 3 I can't come to the cinema, I'm going to meet /meeting Jan tonight.
 - 4 Fran says she's buying / going to buy some milk on her way home.
- 5 What are you doing / going to do when you leave university?
- 6 You're not going to enjoy / enjoying the party next Friday.

Complete the sentences. Use the correct form of the verb in brackets.

Example: I'm *soim to be* (be) a doctor one day.

- 1 What _____you_____ (do) when I saw you this morning?
- 2 Simon _____ (have) a karate lesson right now.
 - 3 _____ I'm hungry! I _____ (not have) any breakfast this morning.
 - 4 I _____ . (see) the doctor at 3 o'clock this afternoon - I've got an appointment.
 - 5 I _____ (not be) late. I promise.
 - 6 Michael _____ (not live) here now.

GRAMMAR

1 Complete the sentences with *will I 'll, won't, or shall*

Example: I'll ring you this evening! I won't forget.

- 1 I _____ get a taxi. I'll walk to the station.
- 2 There _ be snow tonight in the north, so be careful on the roads.
- 3 you be able to come to our party on Saturday?"Yes, I think so.'
- 4 If you can't do the exercise, ask me and I help you.
- 5 I pick you up after lunch?
- 6 I don't think I watch the late film tonight.

READING

1 Read the article about people who work in airports. Tick (0) A, B, or C

Airports are amazing mini-cities where there are hundreds of different jobs you can do. We spoke to three people who do very different things.

Sarah May, 34, terminal duty manager

I started on the information desk and I did that for two years. Most of the time people were friendly, but occasionally I had to deal with some difficult questions and some very angry people. Last year, I became a terminal duty manager. Now I deal with all kinds of things, including passenger complaints, visits by the rich and famous, heating failures, cleaning contracts, and health issues. In fact, I spend a lot of time walking around and talking to people on my mobile.

John Hammond, 23, baggage handler

'Doing this job means I'm very fit, because I have to carry bags and suitcases and put them onto the baggage trucks. The best thing about my job is the people I work with. We have a lot of fun at work. The worst thing is the shift work. I hate working at night and very early in the morning. I don't think I'm going to do this job for ever, but I'll probably look for something else in the airport because I think it's a really exciting place to **work**.'

Tessa Reed, 28, airport engineer

'I studied engineering at university and worked in an office for a few years. I was quite bored, so when I saw an advert for an engineer at Heathrow airport, I decided to apply. There are all kinds of things to deal with here - ventilation, heating, escalators, lifts - my job can be very busy sometimes. So many things can go wrong! I'm usually very tired when I get home, but I enjoy doing different things each day.'

Example: Sarah enjoyed her work on the information desk

- A) all the time B) most of the time C) none of the time

1 Sarah started working at the airport _ .

A) last year B) two years ago C) more than two years ago

2 Sarah doesn't talk about _____ .

A) security B) dealing with passenger's problems C) well-known passengers

3 In his job, John has to _____ .

A) drive B) put bags onto trucks C) ride on the trucks

4 John likes _____ .

A) working at different times of the day B) carrying heavy things I C) the people that he works with I

5 Tessa's job at the airport is her _____ .

A) first job B) second job C) third job

6 Tessa enjoys her job because, .

A) there is always something different to do B) she always has a lot to do C) she likes working in a big place

2 Write S for Sarah, J for John, or T for Tessa.

Example: *Who ... has to talk to passengers?* S

1 did a different job at the airport before?

2 wants to find a new job?

3 is well-educated?

4 speaks on the phone a lot?

5 has a very physical job?

6 organizes visits from well-known people?

7 makes sure the airport is clean?

8 works at unusual times of the day?

9 gets very tired?

WRITING

Your penfriend writes to you and asks a lot of questions. Write a letter and answer the questions.

- How are you / your family?
- When are you coming to stay?
- Are you going to fly or get the train?
- What time will you arrive?
- Do you want to go to the beach for a few days?
 - 2 Who are you going to see later?

- 3 What are you going to go at the weekend?
- 4 Where are you going to go on holiday next summer?
- 5 Who are you going to go with?

2 Ask your partner about Zoe's plans.

- Saturday a.m. - Who? Where? What time? What do?
- Saturday p.m. -Where? What time? What wear?
- Sunday a.m. - What?
- Sunday p.m.-Who? Where? What time?

3 Answer your partner's questions about Billy's plans.

- Saturday a.m. - Who? Where? What time? What do?
- Saturday p.m.-Who? Where? What time?
- Sunday a.m. - What?

Sunday p.m. - Who? Where? What time?

4 Complete the sentences with the correct words.

Example: I always *make* my bed in the morning, do make put

1 My brother _____ the dog for a walk at six o'clock every morning.
takes leaves has

2 Don't _____ the channel. I'm watching that!
turn move change

3 I usually drive to work because it ___ time.
gives makes saves

4 Please don't _____ your bag in the middle of the floor.
leave pick find

5 She _____ off her boots and walked into the living room.
put tried took

6 I'm not _ _ the washing up again! It's your turn, making doing cleaning

GRAMMAR

1 Complete the dialogues with *just*, *already*, or *yet*.

Example: 'I haven't written to Chris *yet*. What about you?' 'I've *already* written five times!'

1 I've _____ seen this film. It was on TV last week' 'Don't tell me the ending! I haven't seen it

2 'I've '----- made a sandwich. Would you like one?' 'No thanks. I've----- had lots to eat today!'

3 'Have you finished that book ----- ?

I've6 ----- read the last page. I finished it two minutes ago!

1. Her shoes were _____ (expensive) than mine. I got mine in the sale.
2. John's __ (friendly) person I know. He talks to everybody!
3. Caroline works _____ (hard) than Tom. He has too many breaks!
4. This is the _____ (exciting) book I've ever read. I can't stop reading it!
5. Russia is _____ (big) country in the world.
6. Denis is _____ (generous) than Patrick - he always pays for the drinks!

Write the opposite.

Example: dangerous *safe*

1 healthy _____

2 near _____

3 crowded

4 boring _

5 polluted

READING

The best shopping cities

Which are the best cities *to shop in*? Writer, Ellie Clare, has been to five cities around the world to find out This week, *she writes* about Paris.

I went to Paris in June. It's a lovely city for sightseeing at that time of year, but it's also a great place to find high-quality fashion. I started in the boutiques and visited all the top names, including Cartier, Chanel, Christian Dior, and Yves Saint Laurent. I've never seen such beautiful things, but they are, of course, expensive. I bought some perfume and moved on to the huge department stores of Paris. Two of the most famous are Printemps and Galeries Lafayette and they are definitely good places to visit. One place I found disappointing was The Champs-Elysees. In the old days, it was a great place for fashion, but now there are too many fast-food restaurants, banks, airline offices, shopping centres, and cinemas aimed at tourists. Don't waste your time there!

After the shops, I tried the markets. One of the most famous places to find treasures in Paris is the flea market. There are three main flea markets and they are situated around the old gates of the city. I spent hours walking around these fascinating places and while I was there, I discovered the meaning of the name flea market. Hundreds of years ago, the royal family gave away their old clothes, but they were full of little insects - fleas, of course! One stall holder told me that the best time to find treasures at the market is before the crowds arrive, usually between 5 a.m. and 6 a.m. But that was a bit early for me. I was enjoying Paris night

life too much! There are also open-air markets all around the city where you can buy flowers, clothes, pets, food, and many other things. And if you want to buy a book, visit the rows of bookstalls along the River Seine, You can find some great bargains there, or you can spend hours just looking.

If you want to buy half of Paris or if you just want to walk around and look, you'll love the experience. Paris is a great place to shop!She went to some department stores in the city.

READING

Read the article and tick (0) A, B, or C

A) True B) False C) Doesn't say

1 She recommends the department stores.

A) True _ B) False C) Doesn't say

2 She thinks the Champs-Elysees isn't as good as it was.

A) True B)False C) Doesn't say

3 She had something to eat on the Champs-Elysees.

A) True B) False C) Doesn't say

4 She bought something near the old gates of the city.

A) True B) False C) Doesn't say

5 You can buy flowers at the flea market.

A) True B) False C) Doesn't say

6 Ellie visited the flea markets early in the morning.

A) True B) False C) Doesn't say

7 It's possible to spend a lot of time looking at books.

A) True B) False C) Doesn't say

2 Read the text again and answer the questions.

1 What two things does Ellie like most about Paris in June?

2 Why didn't Ellie buy more things in the boutiques?

3 What could you find at the Champs-Elysees before?

4 Why is it a good idea to visit the flea markets early?

5 What did Ellie do in the evenings?

WRITING

Describe a place you have visited. Answer the questions.

1 Where is it?

2 How often have you been there?

3 What can you see there?

- 4 What can you do there?
5 What are the best / worst things about the place?

READING

Read the article and tick (0) A, B, or C.

A) True B) False C) Doesn't say

1 She didn't visit any of the department stores in the city.

A) True B) False C) Doesn't say

2 She mentions two department stores.

A) True B) False C) Doesn't say

3 She thinks the Champs-Elysees has improved.

A) True B) False C) Doesn't say

4 You can have a meal on the Champs-Elysees.

A) True B) False C) Doesn't say

5 Ellie spent most of her time at the flea markets.

A) True B) False C) Doesn't say

6 A long time ago, kings and queens sold their old clothes in flea markets.

A) True B) False C) Doesn't say

7 Ellie visited the flea markets in the afternoon.

A) True B) False C) Doesn't say

8 The book stalls by the river are very expensive.

A) True B) False C) Doesn't say

1 Underline the correct form.

Example: You must / don't have to tidy your room. It's a mess.

1 You don't have to/ mustn't swim there.

It's dangerous.

2 I have to / don't have to do my homework.

It's Saturday.

3 She must / mustn't practise the piano tonight.

She's not very good.

4 They have to / don't have to be home early. They're very young.

5 We mustn't / don't have to buy tickets - entrance is free.

6 You can't / must go to the party. It's too late.

VOCABULARY

Complete the sentences with the correct word.

Example: Do you *enjoy* reading? enioov want think

- 1 Mike's _____ in fishing.
interested excited happy
- 2 She _____ a Lot of time watching TV.
has spends does
- 3 I'd _____ to go out this evening.
mind think like
- 4 I've _____ talking to him.
done stopped dreamed
- 5 He doesn't _____ driving.
want mind good
- 6 I'm _____ of studying law.
hoping thinking spending
- 7 We _____ going to the beach.
need love want
- 8 I _____ to go to the supermarket.
need mind think

Complete the sentences with the correct word.

Example: I've *stopped* talking to him.

done stopped dreamed

- 1 We _____ going to the beach.
love need want
- 2 He doesn't _____ driving.
good want mind
- 3 Jerry's _____ in history.
excited interested happy
- 4 My brother's _____ of studying law.
thinking spending hoping
- 5 I _____ to go to the supermarket.
mind think need
- 6 I'd _____ to go out this weekend.
like mind think
- 7 Do you ___ reading?
Enjoy want think

How many ways are there to learn a language?

Do you want to learn a language? We interviewed three people who {earned a language in very different ways.

June is 56 and o mother of two. She went to evening classes. 'I gave up working when I had my first child, but a year ago I joined a French evening class. At first, it was quite difficult. We had to speak French all the time in the classroom and I didn't understand anything. Also, when you only have one lesson a week, you have to do a lot at home. I studied when the children were in bed and I listened to French tapes in the car. At the end of the year! could speak French quite well.'

Tim is 23. He went to Italy to team Italian.

'When I finished university, I wanted to travel and learn a language. I already knew a bit of Italian, so I decided to go there. I didn't want to do formal lessons, so I bought some tapes and listened to them before I went. I travelled around the country for six months. It's the only way to learn! I didn't have much money, so I worked in bars. That meant I met a lot of people and learned a lot of Italian. I also had a great time. I'd definitely recommend it.'

Sasha is 29. She did an intensive course in London.

'I studied French and Spanish at university and got a job with computers. I missed learning a language, so I asked my boss for a month's holiday and enrolled on an intensive German course

in London. We did six hours of lessons every day, so it was quite hard work, We all communicated in German. The problem was when I went home, I spoke English again. The course was fun and I learned a lot, but I'd like to do a course in Germany next time.'

Example: When June's first child was born she

A) worked in the evenings B) continued working C) stopped working

1 June found learning a language _____

A) easy B) boring C) hard

2 She did a French class _____

A) once a week B) every evening C) during the day

3 She did extra studying when she was

A) looking after the children B) driving C) in bed

4 Tim went to Italy because he _____ .

A) could speak Italian very well B) knew some Italian C) studied Italian at university

5 Before he went, he _.

A) took some lessons B) practiced at home C) bought a home-study book

6. When he was travelling he, _.

A) met a lot of English people B) spent a lot of money. C) spoke a lot of Italian

7 Sasha learned German _____,

A) at work B) in Germany C) at a language school I

8 When she was in class, Sasha spoke _____ .

A) a lot of English B) German all the time C) in different languages

SPEAKING

Ask your partner about learning English.

1 Do you enjoy learning English? Why (not)?

2 Why are you learning English?

3 Do you find it more difficult to speak or to write English?

4 Do you think it's possible to learn more than one language at the same time? Why (not)?

5 Would you like to learn another language? Which one?

GRAMMAR

1 **Underline** the correct word(s).

Example: If I get an interview, I'll / **would** buy a new suit.

1 If we get / **got** a taxi, we'll arrive on time.

2 If I won the lottery, **I'll** / 'd buy you a car.

3 If we **don't** / **didn't** leave now, we'll be late.

4 She'll pass the exam if she **works** / **worked** harder.

5 **Will** / **Would** you learn a language if you had more time?

6 If they had more money they **can** / **could** go on holiday.

7 If **I was** / **were** you, I'd stop smoking.

8 **I won't** / **wouldn't** scream if I saw a ghost.

VOCABULARY

2 **Underline** the correct word(s).

Example: Are you going to **wear** / **carry** your new jeans tonight?

1 I've **made** / **done** a chocolate cake for Megan's birthday.

2 She's so pretty. She **looks** / **looks like** her mother!

3 I never **borrow** / **lend** people my books,

4 He's a famous actor. He **earns** / **wins** a lot of money.

5 Yesterday I **met** / **knew** my cousin from Australia for the first time.

6 I hate **waiting** / **hoping** for buses in the rain

3 Underline the odd word out.

Example: duck eagle swan *sheep*

1 shark dolphin lion whale

2 horse giraffe pig chicken

3 mosquito bull butterfly wasp

4 gorilla tiger rabbit elephant

5 swan cow fly mice

4 Underline the correct word(s).

Example: She'll pass the exam if she works / worked harder.

1 If I was / were you, I'd stop smoking.

2 Will / Would you go to the gym if you had more time?

3 If we get / got a taxi, we'll arrive on time.

4 If they had more money they can / could go on holiday.

5 I won't / wouldn't scream if I saw a ghost.

6 If we don't / didn't leave now, we'll be late.

7 If I get an interview, I'll / would buy everyone a drink.

8 If I won the lottery, I'll / 'd buy a new house.

VOCABULARY

4 Underline the odd word out.

Example: gorilla tiger *rabbit* elephant

1 eagle bear camel goat

2 swan cow fly mice

3 shark dolphin lion whale

4 duck eagle swan sheep

5 mosquito bull butterfly wasp

6 horse giraffe pig chicken

READING

1 **Read the article and tick(A, B, or C.)**

Mountain Gorillas

Alison Hammond is writing a series of articles about animals in danger for Nature Magazine. This week, she tells us about *mountain* gorillas.

What would you do if you saw a mountain gorilla? Most people would probably be very afraid and run away! That's because gorillas have a very frightening appearance. Firstly,

gorillas are huge. They can grow up to 2 metres tall and can weigh more than 200 kilograms {male gorillas weigh twice as much as female gorillas). Secondly, gorillas can make a lot of noise. They can roar, bang their chests, and show their teeth. In fact, these aggressive displays are very rare and male gorillas only do it when they are protecting their families.

The truth is, gorillas are incredibly intelligent, gentle, and social animals that stay together in small family groups. The leader is the largest male, called the silverback. That's because of the beautiful silver fur on its back. They spend almost all of their time on the forest floor, eating and sleeping. They are mainly vegetarian, although they eat some insects. Young gorillas often play together. They run around and climb trees. At night, the animals make a nest to sleep in. The lighter gorillas nest in trees. The heavier gorillas make nests on the ground and the babies sleep with their mothers. Gorillas rarely attack humans. They only fight when something or someone attacks them or their young. In that situation, they will fight to the death. Hunters looking for baby gorillas may have to kill a whole family to get what they want.

Sadly, there are fewer than 650 mountain gorillas left in the wild, which means they are an endangered species. These gorillas only live in the mountain jungles of Zaire, Rwanda, and Uganda. They are endangered because people hunt them for food and for trophies. They are also threatened and housing. Life for these gentle by war, and humans cut down their forests for farmland, fuel, and giants isn't peaceful.

Example: The writer would run away if she saw a gorilla,

A) True B) False C) Doesn't say

1 Male gorillas weigh more than female gorillas.

A) True B) False C) Doesn't say

2 Gorillas often make a lot of noise

A) True B) False

3 Other male gorillas often fight the leader

A) True B) False C) Doesn't say

4 Gorillas only eat plants.

A) True B) False C) Doesn't say

5 Gorillas all sleep together.

A) True B) False C) Doesn't say

6 Gorillas only fight if someone tries to hurt them.

A) True B) False C) Doesn't say

7 They always run away from hunters.

A) True B) False C) Doesn't say

8 There are a lot of mountain gorillas in zoos,

A) True B) False C) Doesn't say

9 Mountain gorillas only live in three places in the wild.

A) True B) False C) Doesn't say

10 People are destroying their home.

A) True B) False C) Doesn't say

Read the text again and answer the questions

1 For what two reasons are people afraid of gorillas?

2 When are gorillas usually aggressive? _____

3 Why **are** some male gorillas **called** *silverbacks*?

4 Why do hunters sometimes kill whole families?

5 Why do humans want the land where the gorillas live?

WRITING

You're going to visit your penfriend's country. Write an e-mail telling him / her your plans and asking for advice. Include the following information:

Paragraph one Explain the reason for your e-mail.

Paragraph two Ask for advice - best time of year / places to visit / best way to travel about.

Paragraph three Explain any plans you already have, e.g. the main place you'll visit.

SPEAKING

1 Ask your partner about these situations. What would you do if...

a crocodile attacked you? you saw a ghost?

your best friend told everybody else your secrets? you missed an important interview?

a spaceship landed outside your home?

2. Ask your partner about these situations. What would you do if...

a bear attacked you? you saw a snake?

you lost your passport on holiday? you forgot your best friend's birthday?

You were late for an important meeting?

3. Listen to your partner's problems and give advice. Use these ideas with *should*:

go/gym

find / someone else ask / teacher study / at the weekend have / lessons

4. Tell your partner about your problems.

- You're not very fit.

- You're boyfriend / girlfriend has left you.
- You don't understand your homework.
- You've got an important exam on Monday.
- You want to speak another language

5. Tell your partner about your problems.

- You lent your best friend a lot of money.
- You forgot to do your English homework.
- It's your mum's birthday,
- You have to work late every day.
- You think your best friend's girlfriend is seeing someone else.

READING

1 Read the article and tick (0) A, B, or C.

Do you have a phobia?

Are you terrified at the thought of getting on an aeroplane? Do you worry about spiders every time you go into the bathroom? Would you rather walk up 100 steps than get into a lift? If the answer is 'yes' to any of these or similar questions, you may have a phobia!

If you have a phobia, don't worry. You're not alone. It's estimated that about 10% of the world's population have a phobia about something. The fear of flying, the fear of heights, the fear of being in closed spaces or being in open spaces are some of the most common phobias people have. However, there are hundreds of other unusual phobias too, which are just as bad. Did you know that some people have a fear of clowns? Can you believe that some people are afraid of fish and that others are scared of garlic? Then there's the fear of falling in love, the fear of rain, the fear of the moon, and the fear of the stars! The list is endless.

For most people who don't have phobias, these ideas are difficult to understand. Even people with phobias usually know that there's no real danger. However, they cannot control their fears. When some people think about the object of their phobia, their heart starts beating very quickly and they find it difficult to breathe. This is a natural reaction to fear, but it can make life difficult if it happens all the time.

So if you have a phobia, what can you do about it? In some cases, you can simply avoid the situation. If you have a fear of heights, don't climb a mountain! However, in other cases, it's not so easy. What can you do if you're terrified of vegetables? Some people try relaxation techniques such as yoga or meditation. Some find that physical exercise can help. Others change their diet and stop having alcohol, coffee, and other unhealthy things. Many people find writing about their phobia helps them understand what is happening to them. But

if none of these ideas help you, go and see your doctor. He or she may suggest psychotherapy, or even hypnosis.

Doctors can't help people with phobias.

A) True B) False C) Doesn't say

Answer the questions.

- 1 How many people have phobias?
- 2 How do most people feel about phobias? ___
- 3 What physical reaction do some people have?
- 4 What can people with phobias do to relax? -
- 5 What changes do some people make to their lives?

GRAMMAR

1 Underline the correct word(s).

Example: Did you go somewhere / anywhere / anything nice at the weekend?

- 1 She didn't do nothing / something / anything last night
- 2 You eat too much / little / many sweet things.
- 3 I usually have a few / little / enough milk in my coffee.
- 4 Is there anybody / nobody / anywhere at home today?
- 5 I don't want something / nothing / anything to eat.
- 6 These shoes aren't big too / enough / very.
- 7 Anyone / Someone / Something left their bag in the classroom.
- 8 He has too many / too much / too money. He can't spend it!

2 Complete the sentences with the correct words.

Example: What time did *you get up?* get up you you get up

- 1 This film's boring. Turn _ ,
off it it off
- 2 I don't want this dress. Give _ .
it away away it
- 3 These jeans are nice. Put _ _ . them on on them
- 4 What are you doing? I'm _ .
looking my phone for looking for my phone
- 5 Can you _____ this evening?
look after your brother look your brother after
- 6 Tom rang. Can you call _ ?

back him him back

3 Complete the dialogues with one word.

Example: 'I like reading.' 'So do I.'

- 1 'I don't like football.' 'So do I.'
- 2 'I went to Italy last year.' 'So I.'
- 3 'I can speak French.' 'So, I.'
- 4 'I'm not English.' 'Neither I.'
- 5 'I didn't enjoy the book.' 'Neither I.'
- 6 'I've seen a crocodile.' 'So I.'

1. Read the article about sleep and tick (/) A, B, or C

1. People with phobias can be unpopular.

A) True B) False C) Doesn't say

2. People with phobias often feel they are in real danger.

A) True B) False C) Doesn't say

3. People with phobias sometimes have problems breathing.

A) True B) False C) Doesn't say

4. Some people see the object of their phobia every day.

A) True B) False C) Doesn't say

5. The writer has a fear of heights.

A) True B) False . C) Doesn't say

6. Yoga can help you relax.

A) True B) False C) Doesn't say

Six months ago, Jane Walker felt moody and irritable. She couldn't concentrate and the quality of her work was getting worse. She knew she wasn't getting enough sleep, so she decided to see a sleep therapist

'I have a very stressful job. Six months ago, I often worked until midnight, drove home, had something to eat, went to bed, and then got up at five in the morning. I decided to see a sleep therapist. She said I needed to have a regular sleeping pattern, with seven or eight hours sleep every night. This meant I had to go to bed at the same time every night and get up at the same time - even at weekends. I decided to go to bed at eleven and get up seven.

At first I had problems getting to sleep, so my sleep therapist gave me a few ideas. I often used to go to the gym late in the evening. However, this is a bad idea because exercise can wake you up. So I started going for a walk or swimming at lunchtime instead.

My therapist also suggested that I should create the right atmosphere in my room for

sleeping. Bright light tells the brain that it's time to wake up, so I bought some heavier curtains and made sure my room was nice and dark. She told me not to fill my brain with exciting thoughts last thing at night. I like reading thrillers, but I put them away and read romantic stories instead! I also bought a relaxation tape and listened to it in bed.

After about a week I was more relaxed during the day and I had better concentration. The result was that I did more work and it was better quality, too. These days, I try to stick to my sleeping schedule. However, it doesn't always work. I sometimes go to bed after midnight at the weekend and I occasionally watch the odd scary movie!

Example: Jane went to see a therapist because her moods were affecting her,

A) social life B) work C) health

1 Jane used to go to bed straight after _____,

A) working B) travelling C) eating

2 The therapist advised Jane to _____.

A) go to bed at a regular time ,B) get up earlier C) go to bed earlier I

3 Exercising late in the day

A) helps you sleep B) stops you from sleeping C) has no effect

4 Jane decided to _____.

A) give up exercise i B) do more exercise C) exercise at a different time of day

5 The therapist told Jane to make her room _____.

A) brighter B) darker C) quieter

6 Jane decided

A) not to read in bed B) to read more exciting books C) to read books she didn't usually read

7 Jane also tried_____.

A) relaxing exercises B) listening to tapes in bed C) speaking to friends

8 Jane felt better ____.

A) immediately B) after a few days C) after a short time

9 She started to _____

A) work longer hours B) produce better work C) dislike her job

10 Now, Jane _____

A) never goes to bed late B) often reads scary books C) sometimes breaks the rules

1 Ask your partner these questions.

1 How important is a healthy lifestyle?

2 How do you usually feel when you wake up?

- 3 Do you prefer studying in the morning or at night?
- 4 Do you usually relax more at weekends?
- 5 Could you organize your days better? How?

Complete the sentences with one word.

Example: *Where* does Ben live?

- 1 Put ___ your coat. It's cold outside.
- 2 I ___ do my homework now, I'll do it later.
- 3 I went to France _ learn French.
- 4 'Have you read the newspaper?' 'No, not
- 5 How ___ do you do exercise? Every day?
- 6 What ___ you do if he doesn't ring?
- 7 _____ it was a cold day, she didn't have a coat.

Underline the correct word or phrase.

Example: Have you finished your homework yet / just?

- 1 I'm bored. I don't have anything / nothing to do.
- 2 This is the best / better pizza I've ever tasted.
- 3 They asked us what we wanted / we did want.
- 4 My brother's most / more intelligent than me,
- 5 I mustn't / don't have to work today. It's a holiday!
- 6 If she didn't love him, she wouldn't / won't marry him.
- 7 A tortoise moves more quickly / quicker than a snail.
- 8 You can / should get a new job. Your boss is horrible.
- 9 Swimming / Swim in the sea makes me feel great.
- 10 You must / mustn't study hard. You've got an exam.
- 11 You smoke too many / too much cigarettes.
- 12 She said / told him she didn't want to marry him.
- 13 They might / must visit us tomorrow. It depends whether they fix the car.
- 14 I don't do enough / too exercise.

VOCABULARY

Underline the odd word out.

Example: funny friendly kind en

- 1 fingers legs hands arms
- 2 trousers socks shoes trainers
- 3 sheep chicken camel pig

4 husband wife uncle brother

5 fly mosquito dolphin wasp

READING

1 Read the article and tick (E3) A, B, or C

How to Survive in the Jungle

Last *week* in our *series* 'Life in the jungle' we looked at the *some of the* most fascinating jungles in the world. In this week's feature, *we're looking* at how to survive in the jungle. Alana Harris gives us *some ideas*.

When you're in the jungle, you need to leave all your luxuries at home! That means, forget your mobile phone, your favourite coffee, your chocolate bars, and your CD player. When you're in the jungle, you need only four things - water, food, shelter, and fire. You can find all of these easily, but you must know what to look for.

Let's start with water. Even though there's a lot of water in most tropical environments, you may not find it immediately. One way to discover it is to follow animals and birds, as they need liquid regularly. Insects can also be a good sign, because they usually build their nests near water. However, don't only look for rivers. You can also find water in plants such as vines, roots, and palm trees.

You can usually find a lot of food in the jungle, but you must be happy to eat things you wouldn't normally want to, for example, insects. However, you need to know the difference between those you can eat and those that are poisonous, so start reading about them now! For cooking and for warmth, collect dry firewood, leaves, and grass. Then make fire using dry sticks - or take a box of matches or a lighter with you!

The type of shelter you need depends on the weather and the kind of animals that are in the jungle. Malaria-carrying mosquitoes and other insects can be very dangerous, so protect yourself against bites. If you don't have any insect repellent, try putting mud on your skin.

Of course, if you're lost in the jungle, you'll want to get home again. The sun and stars can help you find your way, so you might want to study astronomy. Alternatively, when you find a river, follow it. People usually live near rivers, so if you walk along the river bank, eventually you'll find a village

Example: This is the first article in the series.

A) True B) False C) Doesn't say

1 Alana Harris has been to the jungle several times.

A) True B) False C) Doesn't say

2 She suggests taking one luxury food item.

A) True B) False C) Doesn't say

3 Animals can lead you to water.

A) True B) False C) Doesn't say

4 Insects can survive a long time without drinking.

A) True B) False C) Doesn't say

5 Alana doesn't recommend getting water from plants.

A) True B) False _ C) Doesn't say

6 Alana says it's always safe to eat insects.

A) True B) False C) Doesn't say

7 Alana has been poisoned by a plant before.

A) True B) False C) Doesn't say

8 You shouldn't use a lighter to make a fire in the jungle.

A) True B) False C) Doesn't say

9 Mosquitoes will bite you if you don't have insect repellent.

A) True B) False C) Doesn't say

10 It's a good idea to learn about the stars.

A) True B) False C) Doesn't say

2 Answer the questions.

1 What does Alana think about taking luxuries to the jungle?

2 Which plants can you get water from?

3 What ways does Alana suggest for lighting a fire?

4 Why should you read about insects before you go to the jungle?

5 What three things can help you if you get lost?

The Intermediate Modern English Course by Shevzcova

Unit 7 A ball of paper

Ex.I. Study the following sentences. Give the meaning of the prefix "fore-".

1. He had a nasty fall and put out his forearm. 2. The boy pointed at the map with his forefinger. 3. The horse slipped on the ice and broke its foreleg. 4. His forehead was heavily lined. 5. Judging by the foreword the book prom-ises to be interesting. 6. Having been forewarned about the change in the arrangement he rearranged his time-table. 7. Have you heard the weather forecast for tomorrow? 8. It's his fault that the project failed. He ought to have fore-seen the difficulties. 9. The results were easy to foretell. 10. If you had had more foresight, you would have saved yourself a lot of trouble. 11. The work of the builders' team was directed by a foreman.

Ex. 2. Recast using verbs instead of nouns with the suffix "-ment". Make other necessary changes.

1. The establishment of business contacts between the Soviet Union and Great Britain took place in 1924.
2. They all agreed to the postponement of the experiment till a later date.
3. The payment for the goods was to be made by the buyers within fifteen days after signing the contract.
4. How long does the development of a photographic film take?
5. Schoolboys usually take great enjoyment in reading science fiction.
6. The failure of the business was due to improper management.
7. His appointment as head of the department came as a surprise to many of us.
8. It did not take them long to come to an agreement about the most important question under discussion.

Ex. 3. Paraphrase the following sentences using a noun instead of an adjective. Make other necessary changes.

Model: They were convinced that the decision was important. They

- were convinced of the importance of the decision.
1. The professor was convinced that the operation was necessary.
 2. The members of the expedition were convinced that the discovery they had made was important.
 3. I am firmly convinced that he is an honest person.
 4. Are you convinced that the experiment will be successful?
 5. He was convinced that the argument was use-less.
 6. They were convinced that the conclusions they had drawn were correct.

Ex. 4. Give words of the same root in Russian. Compare the meaning.

observatory, fix, radio-active, substance, serious, exposition, radiation, control, protection, reactor, **atomic**, transform, naturally, actually, pause, fatal, dose, container, trick.

Ex. 5. In the following groups of sentences compare the meaning of the words in bold type. Translate the sentences into Russian. Give your own examples.

- A 1. a) The boy looked up to watch the plane going out of sight, b) The Browns are old friends of the family and my brother could not have left town without looking them up.
2. a) There was little sense in putting off what had to be done, b) It must have been the responsibility going with the appointment that put him off.
3. a) The man moved up and I took my seat beside him. b) On the way home he wondered if they would dare to move Nicholls up over his head.
4. a) On finishing school he gave away all his textbooks saying he had no further use for them, b) We guessed he was an American. It was his accent that gave him away.
5. a) In the end I found out what was wrong with my TV set. b) Being convinced that we would never find him out, he went on practising his little jokes on us.

B. 1. a) He said he had caught an enormous fish but it got away, b) He's constantly missing classes. It's a wonder how he manages to get away with it. 2. a) We had already crossed the river and were well into the forest when he caught up. b) He had missed a whole term and would have to work hard to catch up with the class. 3. a) I could tell by the look in his eye that he was fed up. b) We were all fed up with this wet weather.

Ex. 6. Speak on the following topics, using the words and expressions given below.

1. Inside the Hot Lab

radio-active substances; to handle things by remote control; to wear protective clothing; air-conditioned; windowless; to be swept and polished constantly; to take care not to expose oneself to too much radiation; extremely dangerous; to catch one's eye; in the middle of the floor; a coffin of a particular design; a large brick-shaped block of solid lead; the best material to stop radiation; to give very little protection against radiation; a cavity; a uranium slug; fresh from the reactor; atomic pile; to be pushed along the channels; to take place (of fission); to transform partly into plutonium and fission products; to experiment with slugs; the longer the slug has been in the pile, the more active it's likely to be when it comes out; to do (make) an experiment; to be off (of the lead bricks); to make observations; to check smth; to read the instruments; to have everything under control

2. Curtis Faces a Difficult Decision

a senior officer; to be responsible for smth; to give smb a write-up; to treat smth seriously; to give one's word to the Establishment Officer; to fill up a form; to have to do with smb's promotion; to go up for an interview; a spare quarter of an hour; a difficult decision to make; to show a responsible attitude; to report impartially on smb's actual work; to give a fair account of smth; not to hesitate to give one's personal opinion; to be up to the Commission (to decide)

3. Johnson's Chances of Promotion

to have one's good (bad) points; difficult to handle; to put it mildly; a nasty temper; unaccountable; to be inconsistent intellectually, in one's behaviour; to see no sense in the way smb goes on; to catch smb going behind one's back; to do smb a dirty trick; no sense of responsibility; to be erratic in one's ideas; a blunder; a risk; a menace; to be more than one can put up with; to go by (of the years); to be fair to smb; to become more sensible; to do a good job as Experimental Officer; to have everything in one to make a good Senior Scientific Officer; to have a lot of experience; to take oneself in hand as to one's ideas and personal behaviour; to come to the conclusion; to move smb up; the risk might be worth taking

4. Johnson Conies to Have it Out With Curtis

Johnson: to aim at an appointment; to have it fixed in one's head; the delay in one's promotion; to be smb's fault; to have strong suspicions (about); to be determined to get hold of the confidential report at any price; to expose smb; to burst in; to be beside oneself with anger; to speak in a menacing tone; to demand an explanation; to be convinced that ...; to wreck smb's chances of promotion; to want to know where one stands; to take the wrong attitude;

Curtis: to look up at smb in mild surprise; to guess the purpose of smb's visit; to be used to dealing with smb in such a mood; to tell by the look in smb's eye; to mean trouble; to try to calm smb down; not to deny; to admit willingly; to give an account of what was written in the write-up; to draw smb's attention to smth; to give smb a chance to judge for oneself about smth; to conclude by saying that...; in spite of smth; to be perfectly willing to take the risk; to expect smb to respect one's judgement; to catch smb looking over one's shoulder; to lose one's temper with smb; to be unable to check one's anger; to be fed up with smb; to wonder how smb can dare to doubt smb's word; to refuse to put up with smth

5-The Bail of Paper

to jump (towards); to seize the form; to pull away; to crash the form into a ball of paper between one's hands; to let smth fly; to come to rest beside the coffin; to rush forward; to pay no attention to the cry of warning; to be blind to danger; to be deaf to reason; to pick up the ball of paper: to expose oneself to radiation; to be at a loss

6. Johnson Wrecks His Own Chances

to act without delay; to call up Health Physics; to feel sorry for smb; a painful sight; to notice smb touching the film-holder on the lapel; as if to make sure; to contain; a piece of photographic film; between two sheets of lead with windows in the front one; to have the film developed; to tell the amount of radiation; a medical check-up; to be convinced of smth; not a fatal dose; to be a hundred to one (of the chances); to get away with it; not to permit smb to work with smth; to put oneself out of a job; to realize that all is lost; a heavy blow; to be hard hit by smth.

GRAMMAR EXERCISES Modal Verbs

I. Must* (in the meaning of supposition of high probability)

Ex. 20. Study the meaning of the verb "must" and the tense relations expressed by the forms of the infinitive.

She must be about twenty five now.

She went to school with my sister

1. It's five o'clock. He **must be working** in the garden.

Something must have happened. He has

never been late before.

The visitor is still here. He **must have been** waiting for an hour.

Должно быть, ей сейчас около двадцати пяти лет Она училась в школе с моей сестрой.

Сейчас пять часов. Он **должно быть (вероятно)**, работает в саду

Должно быть, что-то случилось. Он раньше никогда не опаздывал

Посетитель все еще здесь. Он ждет **по всей вероятности** уже час

Ex. 21. Watch the meaning of the verb "must", translate the sentences into Russian.

1. (a) She must be very careful. The work at the laboratory is very dangerous, (b) She must be very careless if she left, forgetting to lock the flat. 2. (a) She must wait for us at the metro station, (b) She must be waiting for us at the metro station. 3. (a) The matter must be settled before his arrival, (b) The matter must have been settled before his departure. 4. (a) She must know nothing about it. It will only make her suffer, (b) She must know nothing about it, if she says the task is easy.

Ex. 22. Fill in the blanks with the correct form of the infinitive.

1. The roots and streets are wet. It must ... (to rain). 2. The book must... worth reading if he has read it twice (to be). 3. The house must... in the middle ages. The walls are very thick and the windows narrow (to build). 4. We must... a wrong turning. I don't recognize the road (to take). 5. Judging by the expression of his face he must... by what he heard (to impress).
6. Something serious must ... him (to delay).

Lesson eight Text: "The Case for the Defence", G. Greene¹**Grammar:** Modal Verbs (contd.)

May (might)

Ex. 1. Answer the following questions.

1. What case was being tried in court? 2. Why did it look as if the prisoner's guilt was proved even before the actual hearing of the case had started? 3. What witnesses did the Crown propose to call? 4. What was Mrs. Salmon's evidence? 5. What was Henry MacDougal's story? 6. What did old Mrs Wheeler have to say at the trial? 7. Why did the prosecuting counsel along with all those present in court believe that there could be no mistake as to the identity of the murderer? 8. Who was the first of the witnesses to be cross-examined by the defence counsel? 9. What made Mrs. Salmon the ideal witness? 10. Why couldn't Mrs Salmon or, in fact, any of the witnesses swear that the man in the dock was the murderer? 11. What had made it possible for the defence counsel to plead mistaken identity? 12. What alibis did the twin brothers have? 12. How did it happen that the jury returned a

verdict of "not guilty though murder had actually been committed by one of the brothers? Why did the twins insist on leaving the court building by the front door? 15. How did it happen that one of the twins got pushed under a bus? 16. Why was it impossible to tell whether the innocent or the guilty man had been killed in the accident? 17. Which of the twins do you think was killed? 18. Was there actually any reason for Mrs Salmon to be afraid for her life after one of the twins had got killed in the accident?

Ex. 2. Find in the text the English for:

а) 1. строго говоря; 2. наложить дело в общих чертах; 3. отвратительный тип; 4. немаловажное обстоятельство; 5. два часа ночи; 6. при свете уличного фонаря; 7. животный ужас; 8. чуть не сбить кого-то машиной; 9. с остановившимся взглядом; 10. идти посередине улицы; 11. ему явно не везло; 12. среди бела дня; 13. внимательно рассмотреть; 14. черты лица; 15. допустить возможность ошибки; 16. легкий акцент; 17. с выражением честности, озабоченности и доброты на лице; 18. говорить уверенно; 19. ловить каждое слово; 20. смотреть в упор; 21. заранее предположить; 22. занять позицию; 23. необыкновенно острое зрение; 24. не понимать к чему кто-то клонит; 25. костюм в обтяжку; 26. галстук в полоску; 27. Переводить взгляд с одного на другого; 28. сидеть нога на ногу; 29. покачать головой; 30. попасть в толпу; 31. расчистить проезжую часть дороги;

б) 1. дело, выигранное защитой; 2. судебный процесс по делу об убийстве; 3. присутствовать на суде; 4. косвенные улики; 5. присяжные заседатели; 6. прокурор; 7. скамья подсудимых; 8. вызвать свидетелей; 9. решение присяжных; 10. совершить преступление; И. выдвинуть довод об ошибке в установлении личности; 12. свидетель обвинения; 13. свидетельские показания официальных лиц; 14. уголовный суд; 15. судья; 16. полицейский участок; 17. в зале суда; 18. защитник; 19. подвергать перекрестному допросу; 20. свидетельские показания; 21. подсудимый; 22. присягнуть; 23, алиби; 24. оправдать за недостатком улик; 25. совершить убийство; 26. понести наказание; 27. невиновный человек.

EXERCISES ON PREPOSITIONS AND ADVERBS

Ex. 7. Study the following phrases. Recall the sentences in which they are used in the text and use them when retelling the text.

in the headlines; in the dock; in court; hurry (move, step, run, etc.) away **from**; in fear; run smb **down**; **in** broad daylight; speak **with** an accent; hang on smb's words; **up** to a point; depend on smth/smb; make **out** smth/smb; at the back **of**; look **from** one **to** the other; for lack of evidence (knowledge, money, etc.): get caught in the crowd (the rain, the rush hour, etc.);

leave by a back way (door); get on one's feet.

GRAMMAR EXERCISES III. May (might)* (in the meaning of uncertain supposition, reproach)

Ex. 18. Study the meaning of the verb "may (might)" and the tense relations expressed by the forms of the infinitive.

<p>1. He may (might) be at home for all I know.</p> <p>2. You may (might) like the place, who knows?</p> <p>3. I've got to go. My friend may (might) be holding a taxi.</p> <p>4. The telegram may* (not) have reached them.</p>	<p>1. Может быть он дома, от куда мне знать.</p> <p>2. Может быть (возможно) вам и понравится то место, как знать?</p> <p>3. Мне нужно идти. Мой друг, возможно, держит такси.</p> <p>4. Может быть телеграмма (не) дошла до них.</p>
<p>5. You might be more polite to her.</p> <p>6. You might have let me know that the meeting was put off. Why didn't you?</p> <p>7. Why did you sit in the draught? You might have caught a cold.</p>	<p>5. Вы могли бы быть с ней по-вежливее.</p> <p>6. Вы могли бы предупредить меня, что собрание отложено. Почему вы не сделали этого?</p> <p>7. Зачем вы сидели на сквозняке? Вы могли бы простудиться. !</p>

Ex. 19. Watch the meaning of the verb "may (might)", translate the sentences into Russian.

1. (a) She may work in my room. She won't disturb me. (b) She may be working in my room. She likes it. 2. (a) You may not keep library books more than a fortnight, (b) You may not know that she needs your help badly. 3. (a) He may have visited her, for all I know, (b) He might have visited her. He knew she was ill. 4. (a) You needn't worry. She may arrive yet. (b) You needn't worry. She may have arrived already. 5. (a) He may have mentioned this, but I don't remember, (b) He might have mentioned this to her, why didn't he? 6. (a) You may come early. I don't mind, (b) You might come earlier. Why are you always late?

LESSON NINE

Text: From "The Hotel" by Arthur Hailey.

Grammar: Tenses. Voice. Subjunctive Mood. General Review.

EXERCISES ON THE TEXT Ex. 1. Answer the following questions.

1. Where is the scene of action laid? 2. What happened when Dr Nicholas's turn came to

be registered at Reception? 3. Why did the clerk stiffen at seeing Dr Nicholas? 4. Why did the clerk refuse to register Dr Nicholas at the hotel? 5. Why did the clerk invite Mr Bailey over? 6. Did Mr Bailey actually have the authority to settle a matter of this kind? 7. What were Mr Bailey's duties? 8. What showed that the elderly man knew his job? 9. How did Mr Bailey propose to handle the problem? 10. What sort of arrangement did he offer to make for Dr Nicholas?

2. Why was Dr Nicholas unwilling to accept the situation? 12. Who appeared on the scene while Dr Nicholas and Mr Bailey were discussing the matter? 13. Why did Dr Ingram stress Dr Nicholas's success both as practising doctor and scientist during the talk? 14. What was the effect of what he said on Mr Bailey? 15. Why wouldn't any of the hotel clerks dare to mention the real reason for refusing to put up Dr Nicholas at the hotel? 16. What did Dr Ingram propose to do about this shameful business? 17. Do you think that the united action of the Dentists' Association will make the hotel management change its rules?

3. EXERCISES IN LEXICOLOGY Ex. 7. Paraphrase the following sentences, using the prefix "un-" with the words in bold type according to the model.

Model: 1) He went on a holiday and didn't do his work.

He went on a holiday leaving his work undone. You'd better not lock the door.

You'd better leave the door unlocked.. He can't have gone away without settling his affairs. 2. She rose from the table never touching her dinner. 3. He never answered my letters. 4. You'd better not cover the table, it looks nice as it is. 5. Some things are better not said. 6. The poet died never finishing the poem. 7. The secretary forgot to sign the papers.

Ex. 8. Fill in the blanks with the verbs "unload, unpack, untie, unbutton, undo" in the correct form.

4.. Translate the following into English, using a suitable phrasal verb from the list below, and making any necessary changes. put off (2); put down (2); put up with; put up (at); put on; put away; put aside; put back;

12. Translate the following into English, using a suitable phrasal verb from the list below, and making any necessary changes.

List: put off (2); put down (2); put up with; put up (at); put on; put away; put aside; put back; 1. Разговор пришлось отложить до более подходящего случая. 2. Он отказывался мириться с небрежным отношением к работе со стороны кого бы то ни было. 3. Она записала только те фамилии и адреса, которые могли ей понадобиться в дальнейшем. 4. Приехав в город, он решил остановиться в гостинице. 5. Сразу было видно, что все ее равнодушные напускное. 6. Неудача не обескуражила молодого

ученого. 7. За несколько лет ему удалось скопить (отложить) необходимую сумму денег для покупки автомашины. Ему всегда хотелось иметь машину. 8. Перечитав старые письма, она снова убрала их. 9. Пролистав книгу и не найдя нужных сведений, я поставила ее обратно на полку. 10. Брось книгу и займись делом.

GRAMMAREXERCISES

Ex. 22. Fill in the blanks with "should" or "would", give two variants if possible, note the difference, translate the sentences into Russian.

1. The tourist asked if he ... be able to exchange dollars for pounds before crossing the border. 2. The tourist asked if he ... exchange dollars for pounds before crossing the border. 3. I was not sure whether I ... influence his choice for I didn't know what was best for him. 4. I wasn't sure that the time ... suit them. 5. He didn't know yet whether he ... go there by train or plane. 6. He didn't know if she ... have any objections to the arrangement. 7. We asked the clerk at the desk if we ... register before occupying the rooms. 8. We asked if the clerk at the desk ... register us. 9. The manager told the secretary that he ... start receiving visitors at three. 10. The manager told the secretary that she ... send out the invitations. Н. Finally I realized that I couldn't just sit in this man's office forever. So I asked him what to do, I mean, what I... do.

Ю. Ex. 2. Find in text the English for:

а) 1. средних лет; 2. с саквояжем в руке; 3. обменяться репликами; 4. снять шляпу; 5. застыть (о лице); 6. покачать головой; 7. перегнуться через барьер; 8. пожилой человек; 9. кивнуть головой; 10. профессиональная улыбка; 11. улаживать мелкие проблемы; 12. широко улыбнуться; 13. благожелательность; 14. пожелтевшие от никотина пальцы; 15. костюм, сшитый дорогим портным; 16. мысленно признать; 17. хорошо знать свое дело; 18. спокойно и без суеты; 19. неприятный инцидент; 20. середина сцены; 21. кулисы; 22. молодежавый, широкоплечий человек; 23. жестом пригласить сесть; 24. внимательно слушать; 25. энергичным деловым тоном; 26. извиниться за недоразумение; 27. приобрести резкость (в голосе); 28. громкое и бодрое приветствие; 29. протянуть руку; 30. самомуисудить о чем-либо; 31. преуспевать; 32. вызвать споры; 33. Ожидать с нетерпением; 34. похлопать по плечу; 35. к сожалению.

б) 1. вестибюль, холл гостиницы; 2. группа вновь прибывших; 3. зарегистрироваться; 4. проверить багаж; 5. сгружать багаж с машины; 6. небольшая очередь; 7. регистратура; 8. Предварительный заказ наместо в гостинице, «бронь»; 9. отрывной блокнот с бланками для регистрации; 10. «свободных номеров нет»; Н. подтвердить заказ наместо в гостинице; 12. аннулировать заказ; 13. постоялец; 14.

кабинеты администрации; 15. получить место и ключ от номера; 16.подыскать подходящее жилье; 17. снять телефонную трубку; 18. список телефонов; 19. номер в гостинице; 20. поместить в гостинице.

Ex, 3. Give the four forms of the following verbs. holds lean, stiffen, withdraw, reply, shake, inquire, nod. try, admit, ring, teach, grin, rise, deal

4.3. Модульные задания

Модуль №1

Lesson One Text: Big Business.

Grammar: The Infinitive (contd). Complex, For-complexes Vocabulary

1. Find the Russian for the following phrases and words

Make both ends meet

- For sb's sake= for the sake of sb
- On top of all

Be (get) wet through Get rid of sb/sth

Be beside oneself with excitement (joy, anger, etc)

- Made to measure Supply and demand Fit like a glove

In particular Burning with shame

2. Find the English for the following phrases and words

Искать работу

- Не иметь ни малейшей надежды
- Проливной дождь
- Укрыться от дождя Оглянуться украдкой Провести рукой по карманам Уплатить старый долг Обдумывать свое положение Считать деньги дрожащими руками

Пробовать (на вкус)

Grammar

3. Complete the following, using the correct form of the Infinitive, translate the sentences.

1. He seems (choose) books for a whole hour. 2. He didn't answer it once. He seemed (clear) his throat. 3. You always seem (leave) your things all around the place. 4. She looks sad. She appears (hear) the news. 5. She didn't seem (look) at me but at somebody behind.

4. Paraphrase the following sentences, using Complex Subject according to the model.

Model: (a) It seems (appears) that she knows everything about it. She seems (appears) to know everything about it.

(b) He apparently* did not know it.

He didn't seem (appear) to know it.

1. He was apparently enjoying the concert.
2. It seemed that he had lost interest in the subject.
3. Apparently he was particular about his food.
4. He was silent for a moment. It seemed that he was searching his memory.
5. It appears that he is not fit for the job.

4 Translate the following sentences using a Complex Object with the verbs 'seem' or 'appear'.

1. Все, казалось, было в полном порядке. 2. Кажется, ее брат копит деньги на автомашину. 3. Он долго молчал. По-видимому, он был потрясен новостью. 4. Кажется, она посещала все лекции. 5. По-видимому, этот костюм был сделан на заказ. Он очень хорошо сидит на нем.

Модуль 2

Lesson Two

Text: The Citadel (by A.J.Cronin)

Grammar: The Participle Vocabulary

5. Find the Russian for the following phrases and words

Stretch out one's arm (hand)

Slow down Like herrings in a tin Break down Put sth right

- Go wrong

Tear oneself away (from)

- Be in high (low) spirits

- A coat of paint Be at a loss

6. Find the English for the following phrases and words

Иметь обыкновение делать что-н Пробрести привычку делать что-н Присматривать за кем-н/чем-н Быть верным слову (друзьям)

Собираться сделать что-н Дозволенная скорость С быстрой молнии Сбить кого-н

Задавить кого-н Бессмысленный

Grammar

7. Open the brackets, using the correct form of Participle I. Translate the sentences

1. She sat in a comfortable armchair (smoke) a cigarette.
2. (put) aside the news, she raised her eyes at me.
3. (work) as a taxi-driver for twenty years, he knew every little corner of the town

4. The house (build) at the corner of the street will be a library. 5. (look) over at the speedometer, I noticed we are making a hundred.

8. (a) Compare Participle 1 and Participle 2 in the following attributive phrases:

(b) Translate them into Russian: (c) explain them according to the model Model: (1) a burning cigarette: a cigarette that is burning

A burnt letter: a letter that has been burnt

1. Disturbing *silence*, disturbed *silence*; 2. A hurting *remark*, a hurt *look*; 3. A sinking *ship*, a sunk *ship*; 4. A pleasant *smile*, a pleased *smile*; 5. A frightening *look*, a frightened *look*.

9. Translate the following sentences, using Participle 1 or Participle 2.

1. Прослушав внимательно его доклад, я понял, какую большую работу он проделал.

2. Его обиженный вид рассмешил всех.

3. Будучи расстроенным, он повернул не в ту сторону.

4. Мне бы хотелось удлинить пальто.

5. Увидев, что машина замедлила ход, я понял, что меня подвезут.

Модуль 3

Lesson Three

Text: "A Canary for One" by Ernest Hemingway

Grammar: The Gerund

Vocabulary

10. Find the Russian for the following phrases and words

- On the occasion Flat food
- Fall flat
- In spite of= despite
- Make oneself comfortable
- Leave sb/sth in sb's charge
- Free of charge
- Make a good doctor
- Fall in (out of) love with sb
- Get over a shock

11. Find the English for the following phrases and words

Время от времени Платить долларами Газетный киоск

- Типичная американка средних лет Рекламный плакат
- Выйти замуж за иностранца

- Уходить, отклоняться от темы На фоне чего-н Назначать, взимать цену Утешать, успокаивать

12. Complete the following with a suitable word from the list below.

Asleep, awake, alone alike, ashamed, alive

1. The pain in the leg kept herall night.
2. He settled down comfortable in an armchair and noticed how he fell ----- .
3. The two brothers were very much ----- .
4. The noisy company had departed and he was ----- at last.
5. He was more dead than ----- with fair
6. He was ----- of his residence.

13. Make up sentences, using gerundial phrases according to the model Model: (a) be tired of; (b) argue

I am tired of arguing.

1. (a) be good at, (b) make friends; 2. (a) be busy, (b) arrange an exhibition of the best photos of the year; 3. (a) be proud of, (b) be a pilot; 4. (a) be tired, (b) quarrel with sb;
5. (a) be afraid of, (b) catch (a) cold; (a) be fond of, (b) dance;

14. Translate the following sentences, using gerundial phrases.

1. Прежде чем заполнить анкету, ознакомьтесь.
2. Перестань надоедать ей глупыми вопросами.
3. Мой любимый спорт- плавание.
4. Она рассказывала мне об этом, не глядя мне в глаза.
5. Увидев вдали автобус, я просился бежать к остановке

Модуль 4

Lesson Three

Text: "One Coat of White" by H.A.Smith

Grammar: The Subjunctive Mood in Simple Sentences and Complex Sentences with Conditional Clause.

Vocabulary

1. Find the Russian for the following phrases and words

- make an apology
- Puzzle over sth
- letter of Introduction
- Go into details

- in connection with sth
- Give up smoking
- talk sb into/ out of (doing) sth
- Talk art
- get a good laugh out of sth
- put off

2. Find the English for the following phrases and words

- Посмотреть с неприязнью
- Задать невинный вопрос
- свежий слой краски
- Время от времени
- хранить секрет
- вызвать шум
- разрезать что-н на части
- со всех концов страны
- не иметь представления
- вначале **Grammar**

3. Complete the following sentences, using the Subjunctive Mood(Perfect forms)

1. It's pity you didn't come. You (enjoy the party). 2. You shouldn't have let her go so early. She (meet so many interesting people). 3. It's pity I didn't know the book was on sale. I (buy it). 4. They didn't know it was so difficult to get the tickets, or they (take care of them earlier). 5. We (go by plane). We (save a lot of time).

4. Make up sentences, using the Subjunctive Mood according to the model.

Translate the sentences

Model: he, show them about the exhibition (kind)

It would be kind of him to show them about the exhibition

1. Go into the details of the matter now(unwise).
2. You, take the children to the circus (kind).
3. Raise the problem At the next meeting (the right thing to do).
4. Introduce this method of work at our plant (a good thing).
5. They, not give him another chance (unkind).

5. Translate the following sentences.

1. Мы бы с удовольствием пошли на эту выставку.
2. Он бы здорово посмеялся над этим.

3. Я уверена, он бы согласился дать вам рекомендательное письмо.
4. Я не знаю, чтобы я стал без вас.

Модуль №5

Lesson One

Text: Crabbe's Practice

Grammar: The Subjunctive Mood. The Use of the Subjunctive in as if Clauses, in an Object Clause after the verb **wish**

Vocabulary

2. Find the Russian for the following phrases and words

For fear of

- Unequal Make a fussy
- An annoying man
- Be under (above) suspicion
- A sense of duty
- Take an attitude
- Settle down in (at some place)
- Put sb off Good will
- Make sb cross

3. Find the English for the following phrases and word

- Ему и в голову не пришло
- Приносить пользу
- Укрыться от дождя Спорить об искусстве
- Вкус в литературе Сердито вздохнуть

Разумное решение Находиться в пути Обиженно посмотреть

Grammar

4. Open the brackets, using the correct form of the Subjunctive Mood.

1. His manner was cheerful as ever as if nothing (happen).
2. He asked me funny questions, it was as if he (not follow) the story.
3. She was crying as if her heart (break).
4. They treated her as if she (be) a little girl.
5. The house looked as though it (not see) paint for a long time.

5. Practise the following according to the model.

Model (a) She is fussy. I wish she weren't fussy.

(b) He is not healthy. I wish he were healthy.

1. She is very suspicious about people. 2. He is not a man of principle. 3. She is not well enough. 4. They are too highbrow for my taste. She has no sense of humour. They put off the meeting till Friday.

6. Translate the following sentences.

1. У него всегда такой вид, как будто он спешит куда тою
2. Они мчались с такой скоростью, как будто их кто-то преследовал.
3. Хотелось бы , чтобы вы оставили эту тему,
4. Ей хотелось бы говорить по - английски.
5. Жаль, что всем нам не хватает места в машине

Модуль №6

Lesson Six

Text: Crabbe's practice

Grammar: The Use of the Subjunctive Mood in Nominal Clause.

Vocabulary

7. Find the Russian for the following phrases and words

- Into practice
- Short-sighted, long sighted
- Go sightseeing
- Make a complaint
- Make inquires (about sb/sth from sb)
- Be on good terms with sb
- Meet sb's request
- hesitation
- on purpose suffer from

8. Find the English for the following phrases and word

не получать известий

- измениться к худшему принять план
- прийти на выручку спасти положение говорить о делах Финансовый успех Взять на прокат Совет трех

Grammar

9. Open the brackets, using the Subjunctive Mood.

1. It's necessary that inquires (make) before raising the question at the meeting
2. It was demanded that the goods (deliver) to the port by the end of the month.

3. It's necessary that she (practice) more if she wants to take part in the competitions.
4. It was suggested that a committee (set up) to examine such questions.
5. It's advisable that you (take up) sports to keep fit.

10. Practise the following according to the model.

Modell: The operation is (will be) painless, (possible?).

Is it possible that the operation should be painless?

1. He gave up painting. (Impossible). It's impossible that he should have given up painting.

1. He has been cured, (possible?)
2. She was not impressed by the film.
3. The treatment will work (possible?)
4. He swam across the Volga. (Doubtful?)
5. She was hurt by his remark (natural?)

11. Translate the following sentences.

1. Выставка произвела на него большое впечатление, и он посоветовал нам посетить ее.
2. Мы предложили отложить поездку из-за плохой погоды.
3. Врач посоветовал, чтобы больной повторил курс лечения,
4. Я настаиваю, чтобы вы приняли это лекарство,

Модуль 7

Lesson Seven

Text: Ball of Paper (by William Cooper).

Grammar: Modal verbs must, can (could).

Vocabulary

12. Find the Russian for the following phrases and words

- Establish the truth By/from experience
- In conclusion
- Take sth into account
- Do with sb/sth
- Do a good (poor, etc) job
- Put up with sb/sth Work in bursts
- Catch sb doing sth Have a word with sb

13. Find the English for the following phrases and words

Неприятный инцидент

- Пройти собеседование
- Дать слово кому-н
- Не придерживаться режима

- Дать плохую характеристику Выразить личное мнение Справедливая оценка
- Доказать свою правоту

Быть готовым сделать что-н; охотно сделать что-н Сойти с рук, выйти сухим из воды

Grammar 14. Complete the following sentences with the correct form.

1. The roof and streets are wet. It must (rain).
2. The book must (be) worth reading if he has read it twice.
3. The house must (building) in the Middle Ages.
4. She must (be) very unobservant if she didn't notice the change in him
5. We must (take) a wrong turning. I don't recognize the road.

15. Translate into English.

1. Должно быть, он не смог прийти в условленное время
2. Должно быть, вы были несправедливы к нему
3. Вероятно, он еще ничего не знает о своем назначении
4. Вероятно, на этот раз ему не сошло с рук
5. Вероятно, ему не сообщили, что собрание перенесено

16. Translate the following sentences according to the model.

Model 1: Не может быть, чтобы он не пришел в условленное время He can't have failed to come at the appointed time.

1. Не может быть, чтобы она не заметила, что он был расстроен
2. Не может быть, чтобы он не проверил аппарат перед включением
3. Не может быть, чтобы она не изменила своего мнения после нашего разговора,
4. Неужели телеграмма не дошла до них.
5. Неужели она не поняла его шутку.

Модуль 8

Lesson Eight

Text: The Case for the Defence.

Grammar: Modal verbs (could). May (might)

Vocabulary

17. Find the Russian for the following phrases and words

Counsel for the defence Hold a trial

In (under) the circumstances In (under) no circumstances

- Be anxious (about sb/sth)
- Witness an accident

Make (bring) an accusation against Lack knowledge Plead (not) guilty Commit a crime

18. Find the English for the following phrases and words

- Внимательно слушать кого-н
- Не иметь надежды/шансов Отвратительный тип Животный ужас
- Г оворить уверенно
- Ловить каждое слово Необыкновенно острое зрение
- Изложить дело в общих чертах Переводить взгляд с одного на другого Среди белого дня

Grammar

19. Open the brackets, using the correct form of the Infinitive. Translate the sentences.

1. He may (have) a lot of experience but he is not easy to deal with.
2. We had better drop the subject. She may not (get) over the shock.
3. He may still (hesitate) about the offer, you should help him to make a decision.
4. You might (guess) he did not want to speak to you. He may (be) powerless to change anything; it wasn't like to act against his principles.
5. What is John doing now? He may (sleep) still for all I know.

20. Paraphrase the following sentences, using 'may' and the correct form of the Infinitive.

1. I don't remember when I saw her last, it **was perhaps** ten years ago.
2. I'll stay with you. **Perhaps** she will not come. I don't want you to be alone.
3. Maybe she was in mood for talk. We didn't exchange a word on the way back.
4. "Who is this man, anyway" His name is Starfield. Possibly you have heard of him.

21. Translate the following sentences, using "might as well= Perfect infinitive.

6. Мы затратили столько времени на поиски такси что мы с тем же успехом могли бы поехать туда и на автобус.
7. Лекарство совершенно не помогло мне. Я с тем же успехом мог бы пить воду.
8. Мы бы могли с тем же успехом и не ходить на этот концерт. Мы не получили никакого удовольствия.
9. Я не получил от поездки за город никакого удовольствия. Я с тем же успехом мог бы остаться в городе.

4.4. Экзаменационные вопросы и задания

Экзаменационный билет № 1

Write your own 1st Conditional sentences

1. _____

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Экзаменационный билет № 2

Use gerunds in the following sentences :

Always check the oil, before you start the car

To praise all alike is to praise none

I cannot go on to do nothing

To amass wealth ruins health

To see is to believe

To give is better than to receive

To talk like this is foolish

She loves to sing songs

The miser hated to spend money

I am tired to wait

Экзаменационный билет № 3

Complete the following exercise with gerund or infinitive forms of the indicated verbs.

1. What do you want _____ (do) tonight?

2. I feel like _____ (go) to a movie.

3. _____ It's not so bad (tell) a white lie, is it?

4. I don't think _____ (lie) is ever right.

5. _____ It isn't wrong (defend) yourself, is it?

6. I think _____ (defend) yourself is the right thing to do if you have a good reason.

7. She decided _____ (move) in another city.

8. Alicia enjoys _____ (watch) soap operas on television.
9. She refuses _____ (listen) to her father.
10. I would love _____ (see) that movie. I heard it's really good.

Экзаменационный билет № 4

Complete the following sentences with the correct form (comparative or superlative)

1. I drive _____ (carefully) than my husband.
2. Angela _____ works _____ (hard) than I do, but our secretary works _____ (hard) of all of us.
3. Кевин _____ arrived (early) of them all.
4. The _____ teacher arrived (late) than the students.
5. Teenagers _____ usually drive _____ (fast) than their parents.
6. She is _____ (happy) now than he was last year.
7. The red dress is the _____ (attractive) in the shop.

Экзаменационный билет № 5

Read the situations and use the words in brackets to write sentences with must have and can't have.

1. The phone rang but I didn't hear it. (I/asleep)
2. Jane walked past me without speaking, (she/see/me)
3. The jacket you bought is very good quality, (it/very expensive)
4. I haven't seen the people next door for ages, (they/go away)
5. I can't find my umbrella. (I/leave/it in the restaurant last night)
6. Don passed the exam without studying for it. (the exam/ very difficult)
7. When I woke up this morning, the light was on. (I/ forget /to turn it off)

Экзаменационный билет № 6

Complete the following sentences with the correct form (comparative or superlative)

1. I drive _____ (carefully) than my husband.
2. Angela works _____ (hard) than I do, but our secretary works _____ (hard) of all of us.
3. Кевин _____ arrived (early) of them all.
4. The _____ teacher arrived (late) than the students.
5. Teenagers _____ usually drive _____ (fast) than their parents.
6. She is _____ (happy) now than he was last year.

7. The red dress is the _____ (attractive) in the shop.

Экзаменационный билет № 7

Answer the following questions, using “must”

1. Why isn't he here? (delay)
2. What would you say he is, judging by his appearance? (a painter)
3. How old was he when he set out on his first expedition to the North? (thirty)
4. Why are they never seen together now? (quarrel)
5. Where is she? (wait for us at the entrance to the Museum)
6. How did he manage to arrive so soon? (come by plane)
7. Why is the photograph so pale? (the film; expose to light)
8. What accounts for their delay? (the fog)

Экзаменационный билет № 8

Paraphrase the following sentences, using “can” (could)

1. It is impossible that he should put pleasure before duty.
2. Is it possible that he should have broken the appointment?
3. I don't believe that he failed to reach his purpose.
4. Is it possible that he should be of the same opinion?
5. It is unbelievable that he should have said nothing to account for her absence.
6. Are they still arguing?
7. It is hardly likely that he should have been denied what he had a right to.
8. Is it possible that he should have guessed what they were after?

Экзаменационный билет № 9

Translate, using “can” (could)

1. Неужели ты засветил пленку?
2. Не может быть, чтобы он так разговаривал с вами.
3. Неужели он не признал свою ошибку?
4. Неужели он не догадался о ваших намерениях?
5. Не может быть, чтобы она не заметила, что он остался при своем мнении.
6. Разве мог кто-нибудь подумать, что он вернется в спорт после автомобильной катастрофы.
7. Не может быть, чтобы ошибка осталась незамеченной.

Экзаменационный билет № 10

Make the first conditional

1. If I _____ (go) out tonight, I _____ (go) to the cinema.

2. If you _____ (get) back late, I _____ (be) angry.
3. If we _____ (not/see) each other tomorrow, we _____ (see) each other next week.
4. If he _____ (come), I _____ (be) surprised.
5. If we _____ (wait) here, we _____ (be) late.
6. If we _____ (go) on holiday this summer, we _____ (go) to Spain.
7. If the weather _____ (not/improve), we _____ (not/have) a picnic.
8. They _____ (go) to the party if they _____ (be) invited.

Экзаменационный билет № 11

Make the first conditional

1. If I _____ (not/go) to bed early, I _____ (be) tired tomorrow.
2. If we _____ (eat) all this cake, we _____ (feel) sick.
3. She _____ (stay) in London if she _____ (get) a job.
4. If you _____ (not/want) to go out, I _____ (cook) dinner at home.
5. I _____ (come) early, if you _____ (want).
6. He _____ (not/get) a better job if he _____ (not/pass) that exam.
7. I _____ (buy) a new dress if I _____ (have) enough money.
8. She _____ (cook) dinner if you _____ (go) to the supermarket.

Экзаменационный билет № 12

Complete the definitions with who, which or where

1. It's the person _____ serves you in a café.
2. They're people _____ make you laugh.
3. It's a machine _____ cuts the grass.
4. It's an animal _____ lives in the sea and has eight legs,
5. He's the person _____ helps you with your luggage.
6. It's a room _____ people try on clothes.

Экзаменационный билет № 13

Write sentences with who, which, where

1. She/the woman/lives next door to me
2. that/the shop/I bought my dress
3. he/the actor/was in Friends

4. they/the children/broke my window
5. this/the restaurant/they do great pasta
6. that/the switch/controls the central heating
7. he/the teacher/teachers my sister

Экзаменационный билет № 14

Complete with so, because, but or although

1. We _____ couldn't find a taxi we walked home.
2. it was very cold, she wasn't wearing a coat.
3. I woke up in the night _____ there was a noise.
4. I called him _____ his mobile was turned off.
6. she's very nice, she doesn't have many friends.
6. There _____ was nothing on TV I went to bed.
7. All _____ the cafes were full it was a public holiday.
8. She wanted to be a doctor _____ she failed her exams.

Экзаменационный билет № 15

Put the verbs in the -ing form or infinitive.

1. I like _____ to music, (listen)
2. yoga is good for your health, (do)
3. We've _____ decided to the party, (not go)
4. We _____ won't take the car. It's impossible (park)
5. I am not very good at _____ maps, (read)
6. You can borrow the car if you promise _____ slowly, (drive)
7. I don't mind _____ but I hate _____ (cook, wash up)

Экзаменационный билет № 16

Complete the sentences with have to, don't have to, or mustn't

1. We _____ work tomorrow. It's a holiday.
2. You _____ touch those animals. They are dangerous
3. We _____ take the bus to school. It's too far to walk.
4. The _____ concert is free. You _____ pay.
5. In Britain you _____ drive on the left.
6. You _____ be very tall to play football.
7. You _____ come if you don't want to. I can go on my own.

Экзаменационный билет № 17

Put the sentences into Present Simple and Past Simple and Future Simple using necessary adverbs or satellite words. Give negative and question forms:

My brother (write) a letter _____ .

1. _____
2. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
9. _____

Экзаменационный билет № 18

Put the sentence into Present Continuous, Past Continuous and Future Continuous using necessary adverbs or satellite words. Give negative and question forms:

My sister (cook) breakfast _____ .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Экзаменационный билет № 19

Put the sentence into Present Perfect, Past Perfect and Future Perfect using necessary adverbs or satellite words. Give negative and question forms:

I (read) a book _____ .

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____
9. _____

Экзаменационный билет № 20

Put the sentence into Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous using necessary adverbs or satellite words using necessary adverbs or satellite words. Give negative and question forms:

I (plant) roses _____ .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Экзаменационный билет № 21

Paraphrase the following sentences, using a Complex Subject with seem or appear

1. It seemed that he read a book.
2. It seems that she dances very well.
3. It seems that they are writing now.
4. It appears that my father drives his car every day.
5. It seems that he has some business to attend to.
6. It seemed that she heard the news.
7. It seemed that they enjoyed the concert.

Экзаменационный билет № 22

Give attributive phrases, using Participle I. Translate the phrases.

1. a child; sleep.
2. a fish; fly.
3. a woman; smile.
4. children; laugh.
5. a building; bum.
6. a lamp; stand.

7. a story; touch.

Экзаменационный билет № 23

Give attributive phrases, using Participle I. Translate the phrases.

1. light; blind.
2. winter; come.
3. a bus; pass.
4. children; laugh.
5. a ship; sink.
6. a child; jump.
7. a man; smoke.

Экзаменационный билет № 24

Open the brackets, using the correct form of Participle I.

1. She sat in a comfortable armchair (smoke) a cigarette.
2. (put) aside the newspaper, she raised her eyes at me.
3. (visit) the museum before, I knew my way easily.
4. (stop) at the traffic lights, he saw his friend.
5. (work) as a driver for twenty years, he knew every little corner of the town.
6. The house (build) at the corner of the street will be a library.
7. (look) over the speedometer, I noticed we were making over a hundred

Экзаменационный билет № 25

Put the sentences into Present Simple and Past Simple and Future Simple using necessary adverbs or satellite words. Give negative and question forms:

Mr. Mason (drive) his car _____ .

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____ .
 7. _____
 8. _____
 9. _____
- _____

Экзаменационный билет № 26

Put the sentence into Present Continuous, Past Continuous and Future Continuous using necessary adverbs or satellite words. Give negative and question forms:

I (watch) an interesting movie _____.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Экзаменационный билет № 27

Put the sentence into Present Perfect, Past Perfect and Future Perfect using necessary adverbs or satellite words. Give negative and question forms:

I (clean) my table _____ .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Экзаменационный билет № 28

Put the sentence into Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous using necessary adverbs or satellite words. Give negative and question forms:

I (learn) new English words _____ .

1. _____

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Экзаменационный билет № 29

Compare Participle I and Participle II. Translate them into Russian; explain according to the model.

a burning cigarette; a cigarette that is burning **a burnt letter:** a letter that has been burnt

1. a disturbing silence, disturbed silence.
2. a hurting remark, a hurt look.
3. a sinking ship, a sunk ship
4. a pleasing smile, a pleased smile.
5. a stopping train, a stopped train.
6. a surprising expression, a surprised expression.
7. a frightening look, a frightened look.

Экзаменационный билет № 30

Paraphrase the parts in bold type, using Participle II.

1. There were a lot of foreign guests at the conference **that was held in May.**
2. The first thing that attracted this attention was a big vase **that was filled with beautiful roses.**
3. **We sat down on the ground that was covered with dry leaves.**
4. I reached for the glass **that was held out to me.**
5. He looked around the coffee-shop **that was packed with people.**
6. Entering the station I saw a hurrying man **who was followed by a porter.**

Экзаменационный билет № 31

Translate the following phrases, using Participle II

1. У него был испуганный вид.
2. Чемодан, набиты книгами.
3. Метод, используемый рабочим.
4. Письмо, адресованное ему.

5. Кусочки, разбитой чашки.
6. У нее был взволнованный вид.
7. Упакованные вещи.

Экзаменационный билет № 32

Complex Object with Participle II. Translate the sentences into Russian.

1. I usually have my hair cut once a month.
2. We shall have our house painted in spring.
3. Where did you have your car repaired?
4. I have just had my watch repaired.
5. I want to have it done by tomorrow.
6. I usually have my dish washed every evening..
7. She has her teeth cleaned every morning.

Экзаменационный билет № 33

Answer the following questions, using Complex Object with Participle II.

1. How often do you have your hair cut?
2. When did you last have your hair cut?
3. Where did he have his watch repaired?
4. How often do you have your teeth examined?
5. Where does she have her closed made?
6. When did he have his suit cleaned?
7. Where can I have my coat shortened?

Экзаменационный билет № 34

Put the sentences into Present Simple and Past Simple and Future Simple using necessary adverbs or satellite words. Give negative and question forms:

My mother (buy) bread _____ .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. _____

9. _____

Prospective partner-	someone who might become your partner in the future
Courtship-	the period of time when two people have a romantic relationship before they get married
Quick fire-	(a series of things) done very quickly
A scorecard-	a card or paper where you write the points
A match-	when two things or two people fit together
Not your type	- not the kind of person who you would normally like or get on with
Birth chart-	a map which shows the position of the planets when a person was born
Unalterable-	which can't be changed
Destiny-	what will happen to somebody in the future
Genuine-	real, authentic
Scared the life out of me-	terrified me
Curse-	a word or phrase which has magic power to make something bad happen
Turbulence-	sudden and violent changes in wind direction
Break out-	start suddenly
Cling-	hold on tightly to sb/smth
Nap-	a short sleep especially during the day
Be about to-	be going to do something very soon
Stagger-	walk as if you are about to fall

9. Материально-техническое обеспечение дисциплины.

В качестве материально-технического обеспечения дисциплины необходимо мультимедийная аудитория вместимостью более 25 человек, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов для обучения оборудование, демонстрационные приборы, мультимедийные средства, учебные фильмы, тренажеры, карты, плакаты, наглядные пособия; требования к аудиториям – компьютерные классы, академические или специально оборудованные аудитории и лаборатории, наличие доски и т.д.

10. Глоссарий

observe	1. наблюдать, следить (за) to observe planets (changes, smb's behaviour, etc.) 2. соблюдать, придерживаться to observe a rule (law, order, etc.); observation <i>n</i> наблюдение Phr. make an observation (of smth) делать, проводить наблюдение; (un/in)observant <i>a</i> (не)наблюдательный, (не)внимательный
check	1. проверять, контролировать to check facts (figures, money, luggage, speed, etc.) 2. останавливать, сдерживать, препятствовать to check one's progress (progress, inflation, etc.); check (-up) <i>n</i> проверка, контроль
spare	<i>a</i> свободный, лишний, запасной spare time (money, etc.); a spare ticket (notebook, room, etc.); spare parts запасные части; spare <i>vt</i> уделять, располагать (временем и т.п.) I have no time to spare today. Can you spare me a minute (a cigarette, a pen, etc.)?
establish	<i>vt</i> устанавливать (истину, факты и т.п.); основывать, создавать (государство, научный центр и т.п.) to establish the truth (a fact, etc.; a theory, a law, a rule, a custom, contacts, etc.; a state, a new scientific centre, etc.) The law of gravity was established by the English scientist Newton.
attitude	<i>n</i> позиция, отношение What's your attitude to (towards) the question? Phr. take an attitude занять позицию (в отношении вопроса и т.п.)
bother	<i>vt/vi</i> надоедать; беспокоить(ся), волновать(ся) Don't bother me with your questions. You needn't bother about such little things. Don't bother to do it now, it can wait. He even did not bother to answer my question, bother <i>n</i> беспокойство, хлопоты We had much bother driving through the fog. The boy seemed to be quite a bother to his parents.
fair	<i>a</i> честный, справедливый a fair demand (attitude, treatment, arrangement, price, compensation, etc.); to be fair to smb; to be fair in one's judgement (attitude, etc.); unfair <i>a</i> нечестный, несправедливый
admit	<i>vt</i> 1. признавать, сознавать (ошибку, вину и т.п.) He admitted his mistake (having made a mistake; that he had made a mistake). 2. впускать (в помещение) Visitors are not admitted into the office after working hours. 3. принимать (в институт, клуб и т.п.) He was admitted to the pilot school after medical examination, admission <i>n</i> 1, признание (вины и т.п.) He refused to take (by tickets, etc.) 3. прием (в учебное заведение и т.п.) Admission to the institute is by examination.
beyond	<i>prep</i> по ту сторону, за; вне, сверх, выше The village is beyond the forest, beyond doubt (suspicion, recognition, reason, etc.) What are you saying is beyond me (my understanding).
experience	<i>n</i> 1. опыт (жизненный, трудовой) He has much (little, no, etc.)

	<p>experience in life (teaching, etc.). Phr. by/from experience no опыту 2. переживание; ощущение to have a pleasant (interesting, unusual, etc.) experience; He told us about his experiences in the Arctic, experience <i>vt</i> ощущать, испытывать to experience joy (pain, disappointment, etc.) (in/un) experi-enced <i>a</i> (не)опытный an experienced doctor (teacher, driver, etc.)</p>
guess	<p><i>vt/vi</i> 1. угадать, отгадать to guess an answer (smb's age, smb's intentions, etc.); You guessed right (wrong). I could not guess what he meant. 2. (<i>Am. coll</i>) полагать, считать I guess you are right.</p>
responsible	<p><i>a</i> ответственный a responsible post (position, decision, etc.); to be responsible for smth/smb to smb. responsibility <i>n</i> ответственность delay <i>vt</i> задерживать The train was delayed by the heavy snowfall, delay <i>n</i> задержка, промедление We must start without delay.</p>
appoint	<p><i>vt</i> 1. назначать, определять (на должность) He was appointed director of the automobile works. 2. назначать (время, встречу и т.п.) The meeting was appointed for five o'clock. They all came at the appointed time, appointment <i>n</i> 1. назначение; должность He was highly pleased with his new appointment. 2. свидание, условленная встреча (деловая) to have (make, keep, break, miss, etc.) an appointment with smb</p>
aim	<p><i>n</i> 1. цель, намерение His aim in life is to be useful to people. Phr. reach one's aim достигать цели; aim <i>vt</i> стремиться (к чему-л); нацеливаться (на что-л) Soviet foreign policy aims at promoting friendship among nations.</p>
fix	<p><i>vt</i> 1. укреплять, устанавливать; фиксировать Help me fix the shelf to the wall. The fact (event, day, etc.) was fixed in my mind. Phr. fix one's eyes (one's attention, one's mind) on smth/smb остановить взгляд (внимание) на чем-л/ком-л 2. назначать (цену и т.п.) to fix a price (a date, etc.) 3. (<i>coll</i>) чинить, исправлять; приводить в порядок to fix a watch (a machine, a TV set; one's hair, etc.)</p>
opinion	<p><i>n</i> мнение, взгляд to have a good (bad, etc.) opinion of/about smb/smth In my opinion he is right. What is your opinion on the matter? I am of the opinion that this matter should be dealt with without delay. Phr. public opinion общественное мнение</p> <p>expose <i>vt</i> 1. подвергать (опасности и т. п.) to expose oneself/smb to danger (unnecessary risks, difficulties, suspicion, criticism, etc.) 2. разоблачать (кого-л/что-л); to expose smb (smb's intentions, a plan, a secret, etc.); He lived in fear of being exposed.</p> <p>tell (told) <i>vt</i> (used generally with can) отличать, различать; узнавать, определять и т. п. to tell one thing from the other; to tell the difference between (the) colours, etc.; I could tell by his tone that he was annoyed.</p> <p>handle <i>vt</i> обращаться с (кем-л/чем-л); управлять to handle a</p>

	<p>person (a child, a tape-recorder, a yacht, etc.) Handle the box with care, please.</p> <p>constant <i>a</i> 1. постоянный, неизменный a constant visitor (noise, demand, complaint, habit, fear, etc.); to be constant in one's idea (principles, tastes, etc.); inconstant <i>a</i> непостоянный</p>
permit	<p><i>vt</i> разрешать, позволять; давать возможность Smoking is not permitted here. The new model of the engine permits a speed of one hundred kilometres, permission // разрешение to ask (give, get, etc.) permission. He needed the professor's permission to make the experiment</p>
conclude	<p><i>vt/vi</i> 1. заканчивать, завершать; делать вывод to conclude a speech (a lecture, an experiment, etc.) As he did not come at the appointed time we concluded that he was ill. 2. заключать (договор и т. п.) to conclude a contract (an agreement, etc.); conclusion <i>n</i> 1. окончание, завершение; вывод Phr. in conclusion в заключение What did he say in conclusion? come to (arrive at, reach) a conclusion прийти к выводу, заключению; make (draw) a conclusion сделать вывод, заключение 2. заключение (договора) The conclusion of the new agreement was of great importance to both countries.</p>
expose	<p><i>vt</i> 1. подвергать (опасности и т. п.) to expose oneself/smb to danger (unnecessary risks, difficulties, suspicion, criticism, etc.) 2. разоблачать (кого-л/что-л); to expose smb (smb's intentions, a plan, a secret, etc.); He lived in fear of being exposed.</p>
tell	<p>(told) <i>vt</i> (used generally with can) отличать, различать; узнавать, определять и т. п. to tell one thing from the other; to tell the difference between (the) colours, etc.; I could tell by his tone that he was annoyed.</p>
handle	<p><i>vt</i> обращаться с (кем-л/чем-л); управлять to handle a person (a child, a tape-recorder, a yacht, etc.) Handle the box with care, please.</p>
constant	<p><i>a</i> 1. постоянный, неизменный a constant visitor (noise, demand, complaint, habit, fear, etc.); to be constant in one's idea (principles, tastes, etc.); inconstant <i>a</i> непостоянный</p>
mood	<p><i>n</i> настроение; расположение духа to be in a good (cheerful, joyful, bad, nasty, etc.) mood; to be in a (the; no) mood for smth (doing smth) He was not in the mood for talking business that night.</p>
due	<p><i>a</i> 1. должный, надлежащий due respect (attention, etc.) They treated him with due respect. Phr. in due time в свое время, своевременно 2. ожидаемый The plane was due at the airport at six o'clock, to be due to do smth The meeting was due to start at five o'clock. Phr. due to = because of The delay in the arrival of the ship was due to the thick fog.</p>
deny	<p><i>vt</i> отрицать; отвергать; отказываться to deny one's words (signature, etc.) He flatly denied that he had said it (having said it), denial <i>n</i> отрицание, опровержение</p>

pretend	<i>vt</i> притворяться, делать вид, симулировать He pretended to be asleep (ill, surprised, etc.); pretence <i>n</i> отговорка, притворство Don't believe him, that's all pretence.
powers	1. сила, мощь; энергия water (electric, atomic, etc.) power I can't help you, it's beyond my power. 2. власть, могущество; полномочие Which party is in power in Great Britain now? He was charged with special powers. 3. держава, государство the Great Powers великие державы; powerful <i>a</i> мощный, могущественный, сильный <i>a</i> powerful person (position, argument, imagination, low, etc.); powerless <i>a</i> бессильный. He was powerless to do anything.
convince	<i>vt</i> убеждать; доводить до сознания She was difficult to convince. We finally convinced him that he should give up smoking, (in)convincing <i>a</i> (не)убедительный <i>a</i> convincing fact (argument, tone, etc.); conviction <i>n</i> убеждение, убежденность
account	<i>vt</i> отчитываться; объяснять to account to smb for smth. His illness accounts for his absence, account <i>n</i> отчет; счет (денежный) They gave a detailed account of the work done. Do you have an account with a bank? Phr. take smth into account принимать во внимание (в расчет), учесть что-л You should take all these facts into account, on account of из-за, вследствие He missed classes on account of his illness.
dare	<i>vt</i> (модальный глагол, употр. в вопросит. и отрицат. предложениях) сметь, осмелиться, отважиться He dared not say a word against the arrangement She did not dare to go there alone. How dare you say that?
defend	<i>vt</i> 1, защищать, оборонять to defend peace (freedom, one's country, one's rights, a point of view, etc.); to defend oneself (smb/smith) against/from smb/smith. 2. <i>юр.</i> защищать (в суде) to defend a case; He had a lawyer to defend him. defence <i>n</i> 1. защита, оборона national defence государственная оборона He gave his life in defence of his country. 2. защита (также <i>юр.</i>) He had nothing to say in (his) defence. Phr. Counsel for the defence защитник обвиняемого
trial	<i>n</i> судебный процесс, судебное разбирательство The trial of the criminal lasted two weeks. He was on trial for robbery Phr. hold a trial вести судебное разбирательство; try <i>vt</i> судить, слушать судебное разбирательство to try (to hear) a case in court He was tried for murder (breaking the law, etc.)
strict	<i>a</i> строгий; требовательный <i>a</i> strict order (rule, etc.); strict parents, etc. strictly <i>adv</i> строго The instructions should be strictly observed, strictly confidential (legal, etc.) строго секретно (в соответствии с законом и т. д.) Phr. strictly speaking строго говоря
circumstance	(<i>шт. pi</i>) обстоятельство, случай, факт <i>a</i> particular (unforeseen, etc.) circumstance; the circumstances of one's life (an accident, etc.)

	Phr. in (under) the circumstances при сложившихся обстоятельствах; in (under) no circumstances ни при каких условиях, никогда
evidence	<i>e</i> (<i>sing.</i>) <i>n</i> показание/-я, улика His evidence against (for) the man was convincing. Phr. circumstantial evidence косвенные улики; direct evidence прямые улики
anxiety	<i>n</i> тревога, беспокойство, опасение They waited for the results of the operation with anxiety, anxious <i>a</i> 1. тревожный, беспокойный; озабоченный an anxious, day (time; look, etc.); Phr. be (feel) anxious (about smb/smth) беспокоиться (о ком-л/чем-л) 2. страстно желающий (чего-л) He is anxious for success. They were anxious to win the game
witness	<i>n</i> свидетель; очевидец He was called in court as a witness for the prosecution. She happened to be the only witness to the accident, witness <i>v</i> /1. давать показания (на суде) to witness against (for) smb 2. быть свидетелем чего-л to witness an accident (a scene, etc.)
feature	<i>n</i> 1. черты лица (ir)regular (sharp, soft, remarkable, etc.) features 2. особенность, характерная черта a feature of one's character (a writer's style, a country's economy, etc.)
slight	<i>a</i> незначительный, легкий, слабый a slight accent (mistake, doubt, difference, hesitation, etc.)
beforehand	<i>adv</i> заранее, вперед; заблаговременно It was thoughtful of you to have made all the arrangements beforehand. depend <i>vt vi</i> 1. зависеть Great Britain depends on other countries for food products. Everything depended on the results of the experiment. 2. полагаться, рассчитывать Can I depend on this railway timetable? He depended on us to help him. (independence <i>n</i> (не)зависимость; dependent <i>a</i> зависимый Children are usually dependent on their parents, independent <i>a</i> независимый to be of independent character (way of thinking, etc.); She is independent of others in her ideas (judgement, taste, etc.)
remarkable	<i>a</i> замечательный, удивительный a remarkable person (scientist, discovery, victory, event, feature, speech, etc.) accuse <i>vt</i> обвинять to accuse smb of a crime (dishonesty, breaking the law, etc.); accusation <i>n</i> обвинение Phr. make (bring) an accusation against smb выдвинуть обвинение против кого-л; accused <i>n</i> обвиняемый
make out	(made) <i>vt</i> понять, разгадать; разобрать, разглядеть I can't make him out. It was difficult to make out the signature on the paper.
tight	<i>a</i> тесный (о платье, обуви) a tight coat (suit, etc.) The jacket is tight across the shoulders
charge	<i>vt</i> обвинять to charge smb with robbery (murder, etc.); charge <i>n</i> обвинение What is the charge against the man? He was arrested on a

	charge of murder. Phr. bring a charge (of smth) against smb выдвинуть против кого-л обвинение (в чем-л)
swear	(swore, sworn) <i>vt/vi</i> 1, клясться; присягать He swore that he had told the truth. I swear to be frank with you. Phr. swear an oath [oue] показывать под присягой; давать клятву swear in a witness привести свидетеля к присяге 2. ругаться, ругать (кого-л) Don't swear at him
dismiss	<i>vt</i> 1. увольнять (с работы) to dismiss a worker (a clerk, a servant, etc.) 2. прекращать (судебное дело и т. п.); отклонять to dismiss a case (a charge, a complaint, a subject, etc.) 3. гнать от себя (мысль, заботы и т. п.) to dismiss a thought (a suspicion, worries, etc.)
acquit	<i>vt</i> оправдывать (в суде) He was acquitted of the crime, acquittal <i>n</i> оправдание (по суду)
lack	<i>n</i> недостаток, нужда; отсутствие чего-л lack of experience (knowledge, information, time, tact, patience, etc.) Phr. for lack of из-за отсутствия, из-за недостатка; lack <i>vt</i> испытывать недостаток; не иметь to lack knowledge (experience, etc.)
punish	<i>vt</i> наказывать He should be punished for disobedience (breaking the rules, etc.)
guilt	<i>n</i> вина, виновность His guilt was not difficult to establish, guilty <i>a</i> 1. виновный; преступный He was tried and found guilty. He was guilty of murder. Phr. plead (not) guilty (не) признавать себя виновным 2. виноватый a guilty look (feeling, etc.)
innocent	<i>a</i> невиновный He was proved innocent of the crime, innocence <i>n</i> невиновность His innocence was beyond doubt.
register	<i>vt/vi</i> регистрироваться); заносить в список to register smb's birth (one's/smb's marriage, etc.); to register at a hotel (meeting, etc.) Phr. register one's luggage=have one's luggage registered сдать вещи в багаж; register a letter послать заказное письмо; a registered letter заказное письмо; registration <i>n</i> регистрация
concern	<i>vt</i> 1. касаться, иметь отношение к What you say concerns everybody. Phr. as far as I am (he is, smth is, etc.) concerned что касается меня (его, чего-л и т. п.) As far as I am concerned I can't say anything definite on the subject. 2. заботиться, беспокоиться They were greatly concerned about the future of their son. concern <i>n</i> забота, беспокойство, озабоченность The people of the world showed great concern about the new developments in the Middle East. It's a matter of great concern, concerning <i>prep</i> относительно, касательно He wanted more information concerning the new discovery.
load	<i>vt</i> грузить, нагружать, загружать to load a ship (a car, a truck, etc.) with smth load <i>n</i> груз
exchange	<i>vt</i> обмениваться); поменять(ся) to exchange opinions (views, greetings, words, glances, seats, books, etc.) with smb; to exchange

	<p>smth for smth; exchange <i>n</i> обмен an exchange of opinions (words, etc.) Phr. in exchange for в обмен на He gave me some English books in exchange for French books.</p>
stiff	<p><i>a</i> 1. жесткий, неэластичный, негибкий, негнущийся <i>a</i> stiff collar etc.; to be stiff with cold (fright, etc.) 2. натянутый, принужденный, чопорный <i>a</i> stiff manner (movement, greeting, smile, etc.); stiffen <i>v</i> напрягаться, делаться жестким (о выражении лица, о движениях и т. п.) Hearing his words her features stiffened, stiffly <i>adv</i> натянуто, принужденно He smiled stiffly.</p>
withdraw	<p>(withdrew, withdrawn) <i>vt</i> брать назад to withdraw an order (a report, an offer, an accusation, etc.); to withdraw troops выводить войска; withdrawal <i>n</i> отмена, изъятие; вывод (войск)</p>
confirm	<p><i>vt</i> подтверждать, подкреплять to confirm one's words (the terms, the prices, one's telegram, etc.); The X-ray confirmed the doctor's diagnosis, confirmation <i>n</i> подтверждение; подкрепление Phr. in confirmation of (smth) в подтверждение (чего-л)</p>
cancel	<p><i>vt</i> аннулировать, отменять to cancel an invitation (agreement, contract, lesson, meeting, etc.); cancellation <i>n</i> аннулирование, отмена Phr. make a cancellation произвести отмену, аннулировать</p>
produce	<p><i>vt</i> 1. предъявлять (паспорт и т. п.) to produce one's passport (one's ticket, a document, etc.) 2. производить; вырабатывать to produce goods (cars, machinery, etc.) production <i>n</i> производство; продукция, productivity <i>n</i> производительность, продуктивность productivity of labour производительность труда</p>
explode	<p><i>vt/vi</i> взрывать(ся) to explode a bomb (a tank, a rock, etc.) If you are careless with gas it may explode, explosion <i>n</i> взрыв</p>
lean	<p>(leaned/leant) <i>vi</i> наклоняться, прислоняться, опираться to lean against a wall (a tree, a fence, etc.); to lean on a table (a chair, etc.); to lean back (forward)</p>
authority	<p><i>n</i> 1, власть, полномочие He had no authority to make changes. 2. авторитет, влияние, вес He spoke with authority. 3. <i>pl</i> власти, администрация the local (city, railway, etc.) authorities</p>
embarrass	<p><i>vt</i> смущать, ставить в затруднительное положение The long silence embarrassed her. Phr. be (feel) embarrassed (at/by smth) стесняться, чувствовать себя неловко; embarrassment <i>n</i> затруднение; замешательство; embarrassing <i>a</i> затруднительный, приводящий в смущение an embarrassing situation (silence, question, look, scene, etc.)</p>
suit	<p><i>vt</i> 1. годиться, подходить; быть удобным The arrangement suited us perfectly, We agreed to meet at six o'clock. Will that time suit? 2. ИТТИ, быть к лицу All shades of blue suit her. suitable <i>a</i>. подходящий, соответствующий, годный a suitable dress (occasion, arrangement, etc.) Is the time fixed for the meeting suitable for you?</p>

	worry. There was no cause for suspicion. Infection is a cause of many diseases. 2. дело (мира и т. п.) They are fighting for the cause of peace.
cause	vt причинять; вызывать to cause trouble (embarrassment, misunderstanding, anxiety, suspicion, pain; an accident, a discussion, etc.); cause <i>n</i> 1. причина, основание, повод You have no cause to
lift	^Л поднимать to lift a heavy suit-case (the telephone receiver, etc.)
object	vt возражать, быть против to object to a plan (an arrangement, a postponement, a delay, etc.) I strongly object to smoking, objection <i>n</i> возражение, протест; неодобрение There was no objection to the plan. They had no objection to settling the dispute in a friendly way.
fortunate	а счастливый, удачный a fortunate circumstance (man, etc.); to be fortunate in business (life, etc.) He is fortunate to have travelled all over the world. It is most fortunate that you have arrived today, unfortunate а несчастливый, неудачный, (un)fortunately <i>adv</i> к счастью (к сожалению)
assure	vt уверять, заверять He assured us that everything would be all right. They assured us of success, assurance <i>n</i> заверение, уверенность He gave us every assurance that he would do it.

Word combinations

On a large (small) scale	В большом масштабе
Make both ends meet	Сводить концы с концами
For sb;s sake For the sake of sb	Ради кого-н
For the sake of smth	Ради чего-н
On top of all (everything)	Ко всему
For a while	В течение некоторого времени
Be(get) wet through	Промокнуть насквозь
Shortly before	Незадолго до
Get red of sb/sth	Избавляться/ отделяться от кого-н, чего-н
Be beside oneself with excitement (joy, anger, etc)	Быть вне себя от волнения (радости, злости итд)
Be making of sb	Содействовать успеху кого-н
The other day	На днях
Try on	Примерять об одежде
Made to measure Made to order	Сделанный на заказ
I (he, etc) can't help doing sth	Я не могу удержаться от чего-н
A stock of letters (words, books, information, goods, tec)	Запас писем (книг, сведений, товаров и т)
Stretch out one's arm (hand)	Протянуть руку
Slow down	Замедлить ход (темп)
Pull up (at the door, gate, tec)	Остановиться у, подъехать к (подъезду и

	т.п)
Like herrings in a tin	Как сельди в бочке
In the name of (sb)	От имени кого-н
Break down	Сломаться, выйти из строя (о механизме)
Put sth right	Исправить что-л
Go wrong	Испортиться (о механизме), провалиться (о планах и т.п), получиться не так
Tear oneself away (from)	Оторваться(от)
Be in high (low) spirits	Быть в приподнятом (подавленном)настроении
A coat of paint (dust, etc)	Слой краски (пыли)
Be at a loss	Быть в недоумении, растеряться
After all	Тем не менее, конце концов
In the shade	В тени
Make a good doctor (engineer, etc)	Из него выйдет хороший врач (инженер)
Fall in (out of) love with sb	Влюбиться (разлюбить) кого-н
Get over a shock (a blow, a fright, a surprise, one's failure, etc)	Пережить, прийти в себя, оправиться после (удара, испуга и тп)
On shipboard	На пароходе
On deck	На палубе
Give up sth (doing sth)	Отказаться от чего-н
Talk sb into/out of (doing) sth	Уговорить кого-н сделать что-н
Talk art (business, politics, sports, shop, etc)	Говорить, беседовать об искусстве (делах, политике, спорте, на профессиональные темы и тп)
Put off= postpone	Откладывать, отсрочивать
Now and then	Время от времени
Have paint (mud, snow, etc) all over	Быть в краске (грязи, снегу и тп)
Get in touch with sb	Связаться, установить связь с кем-н
Get (catch) hold of sb/sth (lit and fig)	Ухватиться за кого-н/ что-н
Take pictures of sb/sth	Делать снимки, фотографировать
Know a thing or two about sth	Разбираться в чем-н
In one's turn	В свою очередь
Take up sth (doing sth)	Браться за что-н
Keep from doing sth	Удержаться от чего-н
Keep sb from doing sth	Удержать кого-н от чего-н
Get a good laugh out of sth	Посмеяться, позабавиться на чем-н
Get down to work (business, etc)	Приняться, взяться, засесть за работу (дело и тп)
Settle down in (at some place)	Поселиться (жить), обосноваться
By all means	Обязательно, непременно
By no means	Ни в коем случае

Put sb off	Отменить приглашение кому-н; отпугнуть отбить охоту к чему-н
Turn up	(внезапно) появиться, подвернуться
One by one	По одному, поодиночке
Fit sb (sth) into sth (some place)	Размещать кого-н
Good will	Добрая воля
Make sb cross	Рассердить кого-н
It's up to you (him, her etc) (to do sth)	Тебе (ему, ей) решать, как действовать
Far from (well, real, etc)	Далеко не (здоров, реален и т.п)
Be lost in thought	Быть погруженным в размышления
Set off/out	Отправляться в (путь)
Hit (strike) a blow (on the head)	Нанести удар (по голове)
Upside down	Перевернутый (вверх дном, вверх ногами)
Presence of mind	Присутствие духа
Throw light (on/upon sth)	Пролить свет (на что-л)
Set up (a monument, a committee, a school, a practice, etc)	Установить (памятник), создать (комитет), начать врачебную практику
Do with sb/smith	Иметь отношение к кому-н/чему-н, касаться кого-н, чего-н
Do a good (poor, etc) job	Хорошо (плохо) справиться с работой
Put up with sb/smith	Терпеть/мириться с кем-н, чем-н
Work in bursts	Работать рывками
Catch sb doing sth	Застать кого-н на месте преступления
Come round to thinking	Склоняться к мысли
Take oneself in hand	Взять себя в руки
All the rest of it	И всякое такое прочее
Catch the/one's eye	Попасть в поле зрения, попасться на глаза
Fresh from (the reactor, school, the county, etc)	Только что (из реактора, со школьной скамьи, из деревни и тп)
Draw sb's attention to sb/smith=	call sb's attention to sb/sth
Have a word with sb	Переговорить с кем-н по делу
Have it (a question, a matter) out with sb	Выяснить (вопрос, дело) до конца с кем-н
For (this) once	На этот раз, в виде исключения
Judge (see) for oneself	Убедиться самому
Be willing to do sth	Быть готовым сделать что-; охотно сделать что-н
Prove one's point	Доказать свою правоту
Make sure	Убедиться, удостовериться
Get away with (it)	Сойти с рук, оказаться безнаказанным, выйти сухим из воды
All about	Почти,едва не
Stand no chance	Не иметь надежды/шансов

Commit a crime (a murder, a mistake, etc)	Совершить преступление (убийство, ошибку и т.п.)
In broad daylight	Среди бела дня
Hang on sb's words	Внимательно слушать кого-н
Tip to a point	До некоторой степени, почти
Be at sth	Добиваться кого-н, клонить к чему-н
Check in	Register in
Check out	Leave a hotel
First-hand report (information etc)	Сообщение полученное и з первоисточника
Put up at a hotel	Остановиться в гостинице
Put up sb at a hotel	Поместить кого-н в гостинице
Make excuses	Искать предлог, оправдание
Give way (to sb/sth)	Уступать (дорогу и т.п.); сменяться (о настроении)
On hand	Имеющийся в распоряжении, в наличии, налицо
Play on sb's support	Добиваться чьей-н поддержки
Give notice	Предупредить (официально)
Make a move	Делать ход, действовать
Get sth through	Довести что-н до конца
Bring to sb's notice	Доводить до чьего-н сведения
Amount to	Равняться, сводиться к чему-н
Let down	Подводить
Stand up for sb/sth	Выступать в защиту, в поддержку кого-н/чего-н

11. Краткий конспект лекций по грамматике английского языка

Отличие теоретической грамматики от практической. Практическая грамматика предписывает определенные правила употребления, учит, как надо говорить или писать, а теоретическая грамматика, анализируя факты языка, излагает их, не давая никаких предписаний. В отличие от практической грамматики, теоретическая грамматика не во всех случаях дает готовое решение.

Таким образом, задачами курса теоретической грамматики являются:

- 1) дать адекватное и системное описание языковых факторов;
- 2) познакомить с различными направлениями и толкованиями в отношении одних и тех же языковых факторов;
- 3) научить оценивать правильность и точность существующих теорий.

Некоторые грамматические отношения в современном английском языке могут передаваться синтетическим способом: формы PresentSimple (looks), PastSimple

(looked), множественное число существительных (girls). Обязательным условием аналитической формы является отсутствие лексического значения у служебного слова.

Рассмотрим аналитическую форму глагола *haslost*. В ней служебное слово утратило лексическое значение «иметь», поскольку оно комбинируется с глаголом, обозначающим утрату чего-либо. Подобное сочетание было бы невозможным, если бы «have» сохранил лексическое значение, так как значение «иметь» и «терять» противоположны по смыслу и употребляться в одном значении не могут.

Бедность системы формоизменения в современном английском языке приводит к тому, что для определения синтаксического статуса единиц (членов предложения) особое значение приобретает их расположение по отношению друг к другу.

The hunter killed the bear.

The bear killed the hunter.

В примерах выше выражено разное значение, хотя лексический состав совпадает, изменен лишь порядок следования компонентов.

Общее грамматическое значение складывается из сочетания всех компонентов, составляющих данную форму. При этом вспомогательный компонент передает лишь частные внутрипарадигматические значения, а общее видо-временное, залоговое, модальное значения складываются только из всех компонентов вместе, *isbeingbuilt* грамматическое значение (PresentContinuousTense, PassiveVoice, IndicativeMood) передает вся форма, а вспомогательный глагол *is* указывает на число и лицо.

Lecture 1

Оборот **there is / there are**

There is и **there are** используют, когда хотят сказать, что что-то существует (или не существует) или находится где-то. Подлежащее (предмет, о котором идет речь) ставится **после** глагола, а на первое место ставится слово **there**.

There's a hole in my pocket. - Вмоемкармане - дырка.

(звучит натуральнее чем: *A hole is in my pocket.*)

Обратите внимание на произношение: [бэ(г)], а не [беэ(г)]

Вместо **there** нельзя использовать **it**:

There is a lot of noise in this room. - Вкомнатешумно.

(*Ошибка: It-is a lot of noise in this room.*)

Используйте **there are** с подлежащим во множественном числе: *There are a lot of problems with this theory.* - С этой теорией множество проблем. (Хоть здесь и стоит **a**

lot, использовать надо **are**, сравните с предыдущим примером) Немного передохните и послушайте отрывки из песен с использованием конструкции **there is / there are**:

There are too many questions There is not one solution There is no resurrection There is so much confusion	Слишком много вопросов Нет ни одного решения Нет восстановления Такая большая путаница
There are many things that I would like to say to you But I don't know how	Есть много вещей, которые я бы хотел сказать тебе Но я не знаю как
There are nine million bicycles in Beijing	В Пекине - девять миллионов велосипедов
There is no other way. I get the final say	Другого пути не существует. Это мое последнее слово

Внимание! **There is** используется с неопределенными подлежащими (это когда используется неопределенный артикль (a, an), когда артикля нет, или используются слова some, any, no), и с неопределенными местоимениями как somebody, nothing.

There's something worrying me. - Меня что-то тревожит.

Обычно **there** не используется с определенным подлежащим.

The door was open. - Дверь открыта.

(Ошибка: *There was the door open.*)

Вопросы формируются обычным образом (подлежащее **there** меняется местами со сказуемым **be**):

Is there anybody at home?

В этом обороте **there** используется со всеми временами **be**:

Once upon a time there were three little pigs, (once upon a time = жил-был когда-то - началосказок)

There has never been anybody like you.

There will be rain.

There можно использовать в **question tags** (краткий общий вопрос, разделительный вопрос).

There'll be enough for everybody, won't there?

There может также использоваться в предложениях, где **be** является вспомогательным глаголом в форме progressive или passive. Обратите внимание на порядок слов *There have been more Americans killed in road accidents than in all the wars since 1900.* (*More Americans have been killed ...*)

(Ошибка: *There have been killed more Americans*?)

There is/are somebody meeting you at the airport.

He **will say**, “I **go** to school every day.” Он скажет, что он ходит в школу каждый день.

Как видите, здесь все просто — время глагола при переходе к косвенной речи не меняется!

Примечание. В примерах (that) взято в кавычки потому, что в косвенной речи оно может опускаться.

He said ~~the~~ weather was fine. — (Можно сказать и так, без **that**).

Степени сравнения прилагательных (**Degrees of Comparison of Adjectives**)
Прилагательное имеет три степени сравнения: положительную степень (**positive degree**) - это изначальная форма прилагательного, сравнительную степень (**comparative degree**) и превосходную степень (**superlative degree**).

Сравнительная и превосходная степени прилагательных образуются от положительной двумя способами: путём прибавления суффиксов *-er* и *-est* (для сравнительной и превосходной степени соответственно), а также с помощью наречий *more* и *most*

- если прилагательное в основной форме состоит из одного слога, его сравнительная степень образуется при помощи суффикса *-er*, а форма превосходной степени - при помощи суффикса *-est*
 - cold / colder / coldest - 'холодный' / 'более холодный' / 'самый холодный'.
- прилагательные, основная форма которых состоит из трёх и более слогов, сравнительная и превосходная форма образуются при помощи наречий *more* и *most* соответственно:
 - difficult / more difficult / most difficult - 'трудный' / 'более трудный' / 'самый трудный'.
- от двусложных прилагательных, формы сравнительной и превосходной степени также образуются при помощи *more* и *most* но с некоторыми исключениями:
 - famous / more famous / most famous - 'знаменитый' / 'более знаменитый' / 'самый знаменитый'.
- исключения:
 - двусложные прилагательные оканчивающиеся на:
 - "-(I easier / easiest - 'легкий' / 'более легкий' / 'самый легкий',
 - -er: clever / cleverer / cleverest - 'умный' / ...,
 - -le: gentle / gentler / gentlest - 'кроткий' / ...,

- *-ow*: *narrow / narrower / narrowest* - 'узкий'/..., двусложные прилагательные с ударением на втором слоге:
- *severe / severer / severest* - 'суровый'/...,
- образованные от двусложных прилагательных с помощью приставки:
- *unhappy / unhappier / unhappiest* - 'несчастный'/

Некоторые прилагательные образуют степени сравнения особо:

- *good / better / best* - 'хороший'/ ...,
- *bad; ill / worse / worst* - 'плохой; вредный'/ 'хуже'/ 'худший'.
- *little / less / least* - 'маленький' - ,
- *old / older; elder / oldest / eldest* - 'старый' / 'более старый'; 'старше по возрасту' / 'самый старый; самый старший'.

I have a wife, the worst that may be. (*Chaucer. [Webster 1913]*) - Мая жена самая отвратительная из возможных.

Love betters what is best. (*Wordsworth. [1913 Webster]*) - Любовь улучшает лучшее.

При прибавлении суффиксов *-er* и *-est* к изначальной форме прилагательного, при письме, происходят следующие изменения:

у меняется на / после согласной:

- *dry / drier / driest* - 'сухой'-....

er конце слова опускается:

- *nice / nicer / nicest* - 'милый' -

в односложных прилагательных после краткого гласного согласная удваивается:

- *big / bigger / biggest* - 'большой' -

Lecture 3

Времена группы Simple (Simple/Indefinite Tenses)

Группа Simple (Indefinite) Tenses представлена в английском языке простыми (неопределенными) временами: The Past Simple (Indefinite) Tense, The Present Simple (Indefinite) Tense и The Future Simple (Indefinite) Tense. Они употребляются для констатации факта: действие просто происходит в прошлом, настоящем, будущем времени без указания на его длительность или завершенность.

I wrote a letter yesterday.

Я написал письмо вчера.

I write letters every day.

Я пишу письма каждый день.

I shall write a letter tomorrow.

Я напишу письмо завтра.

Правила образования настоящего неопределенного времени

Настоящее неопределенное время используется в тех случаях, если:

- есть указание на общеизвестные факты, неопровержимые истины The Sun rises in the East and sets in the West.

Солнце восходит на востоке, а заходит на западе.

- происходит обычное, регулярно повторяющееся действие I often get up at 7 o'clock.

Обычно я просыпаюсь в 7 часов.

- происходит ряд последовательных действий в настоящем I come home, have dinner and then do my homework.

Я прихожу домой, обедаю, а потом делаю домашнюю работу.

- в предложении употребляются глаголы чувственного восприятия и умственной деятельности

I think we are wrong.

Думаю, что мы ошибаемся.

- в предложении используются слова never, seldom, often, usually, always, every day (week, month, year)

We go to school **every day**.

Мы ходим в школу каждый день.

При образовании **утвердительного предложения** в простом настоящем времени форма глагола совпадает с инфинитивом глагола (без частицы **to**) во всех лицах, кроме 3-го лица единственного числа, принимающего окончание **-s(-es)**. Это окончание произносится как [z] после гласных и звонких согласных звуков, как [s] после глухих согласных и как [ɪz] на конце глаголов, оканчивающихся на шипящие и свистящие звуки.

I like tennis.

We work in the garden every day.

She likes cooking.

Для образования **вопросительного и отрицательного** предложений необходимо добавить вспомогательный глагол **do**, который не несет смысловой нагрузки и не переводится. Причем в 3-м лице ед. числа окончание **-s(-es)** прибавляется не к смысловому, а к вспомогательному глаголу, образуя форму **does**.

Do you like tennis?

Do you work on Saturday?

Does she like tennis?

Правила образования прошедшего неопределенного времени

При образовании The Past Simple (Indefinite) Tense (простого прошедшего времени) часто используются слова yesterday, ... years ago, last (week, month, year...), in 2005, when I was little.

I was in the park yesterday.

Я был в парке вчера.

We went to the cinema last week.

Мы ходили в кинотеатр на прошлой неделе.

Для того, чтобы образовать **утвердительное предложение** в простом прошедшем времени, необходимо прибавить окончание **-ed** к основе правильного глагола или использовать причастие прошедшего времени (II форма) для неправильных глаголов (см. тему Классификация глаголов).

I walked to school yesterday.

I went to school yesterday.

Чтобы образовать **вопросительное предложение**, необходимо использовать вспомогательный глагол **Do** в прошедшем времени - **Did** и инфинитив **смыслового глагола** (без **to**). При этом смысловой глагол теряет окончание **-ed**, которое переходит к вспомогательному **do**, образуя форму **did**.

Did I walk to school yesterday?

Did I go to school (yesterday)?

Отрицательная форма строится так:

I did **not (didn't)** walk to school (yesterday).

I did **not (didn't)** go to school (yesterday).

Правила образования будущего неопределенного времени

Будущее неопределенное время обозначает действия, которые совершатся в будущем.

Простое будущее время обычно используется с обстоятельствами: **tomorrow** - завтра, **next week (next summer, next year, next Monday, next term...)** - на следующей неделе (следующим летом, в следующем году, в следующий понедельник, в следующий семестр ...), **in two years (...days, ...months)** - через два года (...дня, ...месяца), **in 2005** - в 2005 году.

Утвердительная форма будущего неопределенного времени образуется при помощи глагола shall (для 1 лица ед. и мн. ч.) и глагола will (для всех остальных лиц) и основы инфинитива смыслового глагола без "to".

They **will** work next Saturday.

Они будут работать в следующую субботу.

He **will** come next Monday.

Он придет в следующий понедельник.

We **shall** finish this work today.

Мы закончим эту работу сегодня.

Чтобы образовать **вопросительную форму**, надо вспомогательный глагол **shall/will** поставить перед подлежащим:

Will they work next Saturday?

Будут ли они работать в следующую субботу?

Will he come next Monday?

Придет ли он в следующий понедельник?

Shall I see you tomorrow?

Увижу ли я Вас завтра?

Обратите внимание! Глагол **will** в сочетании с местоимением **you** может означать вежливую просьбу.

Will you please open the window?

Откройте, пожалуйста, окно.

Для того, чтобы образовать **отрицательную форму** в будущем неопределенном времени после глагола shall/will ставят отрицательную частицу **not**. В разговорной речи используется сокращенная форма: **shan't** от shallnot, **won't** от willnot.

I shall not (shan't) do it.

My friends **will not (won't)** go to the seaside next summer.

Lecture 4

Sequence of Tenses in Reported Speech

Reported speech means that someone's words (direct speech) are reported in the form of indirect speech. Sentences with reported speech are complex sentences with object subordinate clauses, and the rules of the sequence of tenses govern them in the same way as in other sentences of this type.

(Object clauses are described in Sequence of Tenses in the section Grammar.)

Direct and indirect speech give us a great opportunity to understand how the rules of the sequence of tenses work. For comparison, the examples in the material below are given in pairs: the first sentence in each pair is in direct speech, and the second sentence is the same sentence in indirect speech.

If the verb in the main clause is in the present or in the future, the sequence of tenses in reported speech shouldn't be a problem because the tense in the subordinate clause doesn't change. But note that word order in subordinate clauses of reported questions (indirect questions) is that of a statement. The conjunctions "if, whether" are used in reported general questions, while reported special questions keep as conjunctions those interrogative words (what, who, when, where, why, how) which they had in questions in direct speech.

He says, "I want to go there with you." - He says that he wants to go there with us.

He says, "I haven't seen her today." - He says that he hasn't seen her today.

He asks, "Does she live in this house?" - He asks whether she lives in this house.

He asks, "When will she come back?" - He asks when she will come back.

Past tense in the main clause and the changes it requires

If the verb in the main clause is used in the past tense (usually, the simple past of the verbs "say, tell, ask, answer"), the verb in the object subordinate clause in indirect speech should also be used in one of the past tenses.

Generally speaking, the tenses in object clauses change in the following way: the simple present is changed to the simple past; the present continuous is changed to the past continuous; the present perfect is changed to the past perfect; the present perfect continuous is changed to the past perfect continuous; the simple past is changed to the past perfect; the past continuous is changed to the past perfect continuous; the past perfect and past perfect continuous remain unchanged; the future tenses are changed to the future in the past (i.e., "will" is changed to "would").

In addition, when you change sentences from direct speech to indirect speech, it is often necessary to replace some pronouns and adverbs in the subordinate clause.

Personal pronouns change depending on the sense of the sentence, and the demonstrative pronouns "this, these" are changed to "that, those".

Anna said, "I know your sister." - Anna told me that she knew my sister. Anna told him that she knew his sister.

She said, "I know this man." - She said that she knew that man.

Последовательность времен в косвенной речи

Косвенная речь значит, что чьи-то слова (прямая речь) сообщаются в форме косвенной речи. Предложения с косвенной речью - это сложноподчиненные предложения с дополнительными придаточными предложениями, и правила согласования времен управляют ими так же, как и в других предложениях этого типа. (Дополнительные придаточные предложения описаны в статье Sequence of Tenses в разделе Grammar.)

Прямая и косвенная речь дают нам прекрасную возможность понять, как работают правила согласования времен. Для сравнения, примеры в материале ниже даны в парах: первое предложение в каждой паре дано в форме прямой речи, а второе предложение - это то же самое предложение в косвенной речи.

Если глагол в главном предложении стоит в настоящем или будущем времени, согласование времен в косвенной речи не должно представлять трудности, т.к. время в придаточном предложении не меняется. Но обратите внимание, что порядок слов в придаточных предложениях косвенных вопросов такой же, как в повествовательном предложении. Союзы "if, whether" (ли) употребляются в косвенных общих вопросах, в то время как косвенные специальные вопросы сохраняют как союзы те вопросительные слова (what, who, when, where, why, how), которые у них были в вопросах в прямой речи.

Он говорит: «Я хочу пойти туда с вами». - Он говорит, что хочет пойти туда с нами.

Он говорит: «Я не видел ее сегодня». - Он говорит, что он не видел ее сегодня.

Он спрашивает: «Она живет в этом доме?» - Он спрашивает, живет ли она в этом доме.

Он спрашивает: «Когда она вернется?» - Он спрашивает, когда она вернется.

Прошедшее время в главном предложении и изменения, которых оно требует

Если глагол в главном предложении стоит в прошедшем времени (обычно, simple past глаголов "say, tell, ask, answer"), глагол в дополнительном придаточном в косвенной речи тоже должен быть в одном из прошедших времен.

Говоря в общем, времена в дополнительных придаточных предложениях изменяются следующим образом: simple present меняется на simple past; present continuous меняется на past continuous; present perfect меняется на past perfect; present perfect continuous меняется на past perfect continuous; simple past меняется на past perfect; past continuous меняется на past perfect continuous; past perfect и

pastperfectcontinuous остаются без изменения; времена группы future (будущее время) меняются на futureinthepast (будущее в прошедшем, т.е. "will" меняется на "would").

Кроме того, когда вы переводите предложения из прямой речи в косвенную речь, часто бывает необходимо заменить некоторые местоимения и наречия в придаточном предложении.

Личные местоимения изменяются в зависимости от смысла предложения, а указательные местоимения "this, these" (это / этот / эта, эти) меняются на "that, those" (то / тот / та, те).

Анна сказала: «Я знаю вашу сестру». - Анна сказала мне, что знает мою сестру.
Анна сказала ему, что знает его сестру.

Она сказала: «Я знаю этого человека». - Она сказала, что она знает этого / того человека.

Lecture 5

REPORTED (= INDIRECT) SPEECH

Прямая и косвенная речь (Direct and indirect speech) на английском языке

I. Речь какого-нибудь лица, передаваемая буквально, называется прямой речью (Direct Speech).

Речь, передаваемая не слово в слово, а только по содержанию, в виде дополнительных придаточных предложений, называется косвенной речью (Indirect Speech).

II. При обращении повествовательного предложения из прямой речи в косвенную производятся следующие изменения: 1) запятая и кавычки опускаются, вводится союз that (часто опускается); 2) личные и притяжательные местоимения прямой речи заменяются по смыслу; 3) соблюдается правило согласования времен; 4) глагол to say без дополнения сохраняется, с дополнением — заменяется глаголом to tell:

Прямая речь

He says, "She will come in the evening."— Он говорит: «Она придет вечером».

Boris said, "Ann, I want to have a rest."— Борис сказал: «Анна, я хочу отдохнуть».

Косвенная речь

He says that she will come in the evening.— Он говорит, что она придет вечером.

Boris told Ann that he wanted to have a rest.— Борис сказал Анне, что он хочет отдохнуть.

Указательные местоимения и наречия времени и места в прямой речи заменяются в косвенной речи по смыслу другими словами:

this (этот) заменяется that (тот, этот) these (эти) ->- those (те, эти) now (теперь) ->- then (тогда)

to-morrow (завтра) ->- thenextday (на следующий день)

to-day (сегодня) ->- thatday (в тот день)

ago (тому назад) ->- before (раньше)

here (здесь) ->- there (там)

yesterday (вчера) ->- the day before (накануне)

Прямая речь

Косвенная речь

He said, "I can translate this article."— Он сказал: «Я могу перевести эту статью».

He said, "I was here yesterday."— Он сказал: «Я был здесь вчера».

He said that he could translate that article.— Он сказал, что он может перевести эту статью. He said that he had been there the day before.— Он сказал, что был там накануне.

Если прямая речь является вопросительным предложением, то при обращении в косвенную она становится дополнительным придаточным предложением. Если прямой вопрос начинается с вопросительного слова, то при обращении его в косвенный вопрос вопросительный знак опускается, а вопросительный порядок слов заменяется порядком слов повествовательного предложения: He asked me, "Where do they live?" — He asked me where they lived. Когда прямой вопрос начинается со вспомогательного или модального глагола, то косвенный вопрос присоединяется к главному при помощи союзов whether или if (ли): He asked me, "Will you be here tomorrow?" — He asked whether (if) I should be there the next day.

При обращении в косвенную речь ответов на общие вопросы слова yes и no опускаются: She answered: "Yes, I do." "No, I don't." — She answered that she did (she didn't).

III. Если прямая речь — повелительное предложение, то при обращении ее в косвенную производятся следующие изменения. Если прямая речь выражает приказание, то глагол to say заменяется глаголами to tell (велеть, сказать), to order (приказывать). Если прямая речь выражает просьбу, то глагол to say заменяется глаголом to ask (просить). Повелительное наклонение заменяется инфинитивом (если отрицательная форма, то с частицей not).

Прямая речь

I said to her, "Please bring me a glass of water."

— «Принеси, мне, пожалуйста, стакан воды». He said to me, "Don't go there." — Он сказал мне: «Не ходите туда».

Косвенная речь

I asked her to bring me a glass of water. — Я попросил ее принести мне стакан воды.

He told me not to go there. - Он не велел мне ходить туда.

Lecture 6

Continuous Tenses. Продолженные времена.

Основным назначением группы "Continuous" является обозначение действий, протекающих в точно указанное время, либо одновременно с другим действием. Дополнительными характеристиками таких действий является их незаконченность, динамичность и наглядность. Глаголы во всех временных формах этой группы состоят из вспомогательного глагола "to be" в соответствующем времени и смыслового глагола в форме "-ing" (т.н. инговая форма глагола "Ving", которая образуется путём прибавления суффикса "-ing" к основе инфинитива "V"). Например:

to write (писать) - I am writing (Я пишу).

to look at (смотреть на) - He is looking at me (Он смотрит на меня).

При добавлении суффикса "-ing" соблюдаются следующие правила правописания:

- если слово оканчивается на "-ie", то перед суффиксом "-ing" оно заменится на "-y"; to lie (лгать) - I am not lying to you (Я тебе не лгу)

- конечная согласная в закрытом слоге удваивается перед "-ing", например: to sit (сидеть) - She is sitting (Она сидит).

The Present (Progressive) Continuous Tense. Настоящее продолженное время.

Для того, чтобы показать, что действие происходит именно в настоящий момент (в момент речи), используются глаголы в форме настоящего продолженного (длящегося) времени. Глаголы в форме настоящего продолженного времени употребляются обычно в предложении с обстоятельствами now - сейчас, at the moment - в настоящий момент, но большей частью эти обстоятельства только подразумеваются, так как они всегда очевидны из самой формы глагола.

- What are you writing? - I am writing a letter to a friend of mine.

- Что ты (сейчас) пишешь? - Я пишу (сейчас) письмо моему другу.

They are not working. They are on their holidays.

Они не работают (сейчас). Они в отпуске.

Утвердительная форма настоящего времени образуется из вспомогательного глагола "to be" в соответствующем лице настоящего времени (am, is, are) и смыслового глагола в инфинитивной форме (I-ing), которые следуют за подлежащим.

He is reading a book.

Он читает книгу.

I am waiting for a call.

Я жду телефонного звонка.

Чтобы задать вопрос в настоящем продолженном времени, нужно поставить глагол "to be" перед подлежащим, смысловой глагол в форме "-ing" следует за подлежащим.

Is he reading a new book?

Он читает новую книгу?

Are we waiting for a bus?

Мы ждём автобус?

Отрицательная форма образуется путём постановки отрицания "not" после вспомогательного глагола.

They are not playing football now.

Они не играют в футбол сейчас.

They are very busy.

Они очень заняты.

Сравните с настоящим неопределённым :

They don't play football at all.

Они не играют в футбол вообще.

+ She is standing.

- She is not standing.

? Is she standing?

Yes, she is. No, she is not. (No, she isn't.)

To be going to do something. Собираться что-либо сделать.

Глагол to go в форме настоящего продолженного времени с последующим инфинитивом (to be going + инфинитив) передаёт намерение совершить действие, выраженное инфинитивом. На русский язык в этом случае to be going переводится собираться, намереваться.

Употребление:

1. Намерение, планируемое действие в будущем:

- What are going to do tonight?
- Что ты будешь делать вечером?
- I'm going to visit my parents.
- Я поеду навестить родителей.
- 2. Вместо настоящего продолженного в значении будущего времени:
 - I'm going to meet my friends tomorrow. (=I'm meeting...)
 - Я встречаюсь с друзьями завтра.
- 3. Будущее, признаки которого есть в настоящем.
 - She's going to have a baby.
 - У неё будет ребёнок.
 - Look at the clouds! It's going to rain.
 - Посмотри на облака. Сейчас будет дождь.

The Past (Progressive) Continuous Tense. Прошедшее продолженное время.

Прошедшее продолженное время образуется, как и настоящее продолженное время, при помощи глагола "tobe" и смыслового глагола в инфинитивной форме. При этом глагол "tobe" употребляется в форме прошедшего времени (was, were).

I was reading a book.

Я читал книгу.

They were playing chess.

Они играли в шахматы.

He was writing a letter.

Он писал письмо.

Основным назначением thePastContinuous является обозначение действий, протекавших в точно указанное время в прошлом:

Sue was working at ten o'clock yesterday morning.

Сью работала вчера утром в десять часов, (т.е. в десять часов утра Сью ещё не закончила свою работу).

Дополнительными характеристиками таких действий являются их незаконченность, динамичность и наглядность. Момент, в который протекает интересующее нас действие, часто бывает обозначен другим коротким действием в thePastSimple.

It was raining when I went out into the street.

Шёл дождь, когда я вышел на улицу.

Little Mary came in. She was eating an ice-cream.

Вошла маленькая Мэри. Она ела мороженое.

I saw you last night.

Я видел тебя прошлым вечером.

You were waiting for a bus.

Ты ждал автобус.

I dropped my bag when I was running for a bus.

Я уронил сумку, когда бежал за автобусом.

My car broke down when I was driving to work.

Моя машина сломалась, когда я ехал на работу.

He broke a tooth when he was eating a sandwich.

Он сломал зуб, когда ел сэндвич.

Глагол "to be" (was, were) является в данном случае служебным и служит для образования вопросительной и отрицательной формы. Чтобы задать вопрос в the Past Continuous нужно поставить глагол "to be" (в нужной форме: was/ were) перед подлежащим. А чтобы образовать отрицательную форму, нужно поставить отрицание "not" после глагола "to be":

+ He was playing at 3 o'clock.

- He was not playing at 3 o'clock.

? Was he playing at 3 o'clock?

Yes, he was. No, he was not. (No, he wasn't.)

The Future (Progressive) Continuous Tense. Будущее продолженное время.

Глаголы в форме будущего продолженного времени выражают действие, которое будет происходить в определённый момент или отрезок времени в будущем. Признаком глагола в форме будущего продолженного времени является сочетание вспомогательного глагола "to be" в будущем времени (shall be, will be) с формой смыслового глагола I-ing.

We shall be expecting you at 5.

Мы будем ждать вас в 5 часов.

Next month they will be repairing the school.

В следующем месяце они будут ремонтировать школу.

This time on Sunday I'll be bathing in the sea.

В это время в воскресенье я буду купаться в море.

+ She will be sleeping.

- She will not be sleeping.

? Will she be sleeping?

Yes, she will. No, she will not. (No, she won't.)

Lecture 7

The Perfect Forms. The Present Perfect Tense.

Употребление

1. Для выражения действия, завершившегося к моменту речи. Время действия не указывается, важен сам факт совершения действия к настоящему моменту или его результат.

She has read this book. Она прочитала эту книгу. (Действие завершено к моменту речи.)

В этом значении **Present Perfect** часто употребляется с наречиями **just** - только что, **already** - уже, **yet** - ещё, **lately** - недавно, **of late** - в последнее время, **recently** - недавно.

The mail has just come. Почта только что пришла.

He has seen many films lately. В последнее время он посмотрел много фильмов.

2. Для выражения действия, которое завершилось, но тот период, в котором оно происходило, ещё продолжается и может быть обозначен обстоятельствами времени **today** - сегодня, **this week** - на этой неделе, **this month** - в этом месяце, **this century** - в нашем веке и др.

I have written a letter this morning. Я написал письмо сегодня утром.

3. Для выражения действия, которое началось в прошлом и продолжается до настоящего времени.

I have known him all my life. Я знаю его всю жизнь.

I have known him for 2 years. Я знаю его 2 года.

He has not seen his parents since January. Он не видел своих родителей с января.

4. Present Perfect может употребляться с наречиями **always** - всегда, **often** - часто, **seldom** - редко, **ever** - когда-нибудь, **never** - никогда.

She has never been to London. Она никогда не была в Лондоне.

Have you ever been to Moscow? Вы когда-нибудь были в Москве?

Образование

Present Perfect образуется при помощи глагола **to have** в **Present Indefinite** и **Participle II (Причастия II)** смыслового глагола.

Утвердительная форма **Отрицательная форма** **Вопросительная форма**

I, we, have seen I, we, Have I (we, you, they) seen?

you, they has not seen

He, she, it has seen He, she, it Has he (she, it) seen?

I have = I've He has = He's I have not = I haven't He has not = He hasn't

The Perfect Forms. The Past Perfect Tense.

Употребление

Past Perfect обозначает действие, законченное до определённого момента в прошлом или до начала другого действия в прошлом.

He **had finished** his work ... when I came.

... by 3 o'clock yesterday.

... before she arrived home.

Он закончил (уже закончил) свою работу ... когда я пришёл.

... вчера к 3-м часам.

... до того, как она приехала домой.

They went home after they had finished their work. Они пошли домой после того, как закончили работу.

Образование

PastPerfect образуется при помощи глагола tohave в PastIndefinite и ParticipleII (Причастие II) смыслового глагола.

Утвердительная форма Отрицательная форма Вопросительная форма

I had worked

I had not worked

iHad I worked ... ?

I had = I'd

I had not = I hadn't

The Perfect Forms. The Future Perfect Tense.

Употребление

Future Perfect обозначает действие, которое закончится к определённому моменту в будущем или до начала другого действия в будущем.

He will have finished his work ... when I come.

... by 3 o'clock tomorrow.

... by the time you come back.

Он закончит свою работу ... ко времени, когда я приду.

... завтра к 3-м часам.

... к тому времени, как ты вернёшься.

Примечание.

В современном английском языке существует устойчивая тенденция употреблять will для всех лиц, а в разговорной речи употребляется, как правило, только сокращённая форма вспомогательного глагола с личным местоимением.

Ill, hewon't...

Lecture 8

Действительный и страдательный залого в английском языке совпадают со значением соответствующих залогов в русском языке. Глагол в действительном залоге (Active Voice) показывает, что действие совершает лицо или предмет, выраженный подлежащим. He often asks questions. Он часто задаёт вопросы.

Глагол в страдательном залоге (Passive Voice) означает, что действие направлено на предмет или лицо, выраженное подлежащим.

He is often asked questions. Ему часто задают вопросы.

Формы страдательного залога образуются при помощи глагола to be в соответствующей форме и Participle II (Причастие II) смыслового глагола.

	Present		Past		Future	
Indefinite	I he (she) we (you, they)	am asked is asked are asked	I (he, she) we (you, they)	was asked were asked	I (we) he (she, you, they)	will be asked
Continuou s	I he (she) we (you, they)	am being asked is being asked are being asked	I (he, she) we (you, they)	was being asked were being asked		
Perfect	I, we, you, they he (she)	have been asked has been asked	I (he, she, we, you, they)	had been asked	I, we he, she, you, they	will have been asked

Примеры.

Indefinite Passive (to be + Participle II).

1. The newspapers are delivered every morning. (PresentIndefinitePassive)
Газеты доставляются каждое утро.

2. This book was bought a month ago. (PastIndefinitePassive) Эта книга была куплена месяц назад.

3. The letter *will be mailed* tomorrow. (Future Indefinite Passive) Письмо будет отправлено завтра.

Continuous Passive (to be + being + Participle II).

1. The house *is being repaired*. (Present Continuous Passive) Дом ремонтируется.

2. When John was ill he *was being taught* at home. (PastContinuousPassive) Когда Джон болел, его обучали дома.

Perfect Passive (to have + been + Participle II).

1. This letter has been brought by the secretary. (Present Perfect Passive) Секретарь принёс письмо. (Письмо принесено секретарём)

2. He decided to become a writer only when his first story had been published. (PastPerfectPassive) Он решил стать писателем, только когда его **первый рассказ** был напечатан.

3. **By the 1st of July the last exam will have been passed.** (Future Perfect Passive)

К

1-ому июля будет сдан последний экзамен.

Сказуемое в страдательном залоге может переводиться на русский язык: а) кратким страдательным причастием; б) глаголом на -ся; в) неопределённо-личным глаголом. **The house is built**, а) Дом построен, б) Дом строится, в) Дом строят.

Следует обратить особое внимание на перевод глаголов с предлогом в страдательном залоге. Наиболее распространённые из этих глаголов:

hear of - слышать о

laugh at - смеяться над

look after - присматривать за (кем-либо)

look at - смотреть на

rely on - полагаться на

send for - посылать за

speak of (about) - говорить о

pay attention to - обращать внимание на

take care of - заботиться о

The book is much spoken about. **Об** этой книге много говорят.

He can't be relied on. На него нельзя положиться.

В русском переводе не все глаголы сохраняют предлог:

to listen to - слушать что-либо, кого-либо

to look for - искать что-либо

to provide for - обеспечить кого-либо, чем-либо

to explain to - объяснять кому-либо

He was listened to with great attention. Его слушали с большим вниманием.

Lecture 9

Modal Verbs: Introduction

Modal verbs (can, could, must, should, ought to, may, might, will, would, shall) are modal auxiliary verbs that express ability, necessity, obligation, duty, request, permission, advice, desire, probability, possibility, etc. Modal verbs express the speaker's attitude to the action indicated by the main verb.

She can drive, (ability)

I must go. (strong necessity)

You should call him. (advice)

Could you help me with this report, please? (request)

You may stay here, (permission)

I would like to see her. (desire)

He might leave soon, (possibility)

He must be at the tennis club now. (strong probability)

Модальные глаголы: Введение

Модальные глаголы (can, could, must, should, ought to, may, might, will, would, shall) - это модальные вспомогательные глаголы, которые выражают способность, необходимость, обязанность, долг, просьбу, разрешение, совет, желание, вероятность и т.д. Модальные глаголы выражают отношение говорящего к действию, указанному основным глаголом.

Она может водить машину, (способность)

Я должен идти, (большая необходимость)

Вам следует позвонить ему. (совет)

Вы не могли бы мне помочь с этим докладом, пожалуйста? (просьба)

Вы можете остаться здесь, (разрешение)

Я хотел бы увидеть ее. (желание)

Он может уехать скоро, (вероятность)

Он, наверное, в теннисном клубе сейчас, (большая вероятность)

Grammatical peculiarities

Modal verbs are also called modal auxiliaries or modals. Modal verbs are sometimes called defective verbs, because they do not have all the functions of main verbs. They can't be used without a main verb, can't form gerunds or participles, and do not have any endings to show person, number, or tense.

Modal verbs form questions without the help of the other auxiliary verbs. For example: Can you do it? May I take it? Should I go there? Modal verbs also have quite a few peculiarities in the formation of tenses.

Formation of tenses

Modal verbs do not have the future tense form. The future is expressed by the present tense forms with the help of the context and adverbs of time referring to the future. (With the exception of the modal verbs WILL, WOULD, of course, which express the future.)

Can I go there tomorrow? - Yes, you can. Can they go there now? - No, they can't.

He shouldn't call her today.

They should call her tomorrow.

Only two modal verbs can form the past by changing their forms directly. They are CAN, COULD and WILL, WOULD (only in some of their meanings).

She can sing very well. - She could sing very well when she was younger.

He will go there tomorrow. - I said that he would go there tomorrow.

The pair SHALL, SHOULD with the future meaning can still work like that in British English. In American English, WILL is used for all persons in the future (WOULD for the Future in the Past), and SHALL, SHOULD are used mostly as separate modal verbs.

Shall we wait for you here? (polite suggestion of some action and asking for consent or directive)

Shall I bring you more coffee? (polite suggestion of some action and asking for consent or directive)

Should we call her? (asking for advice; present or future)

You should have called her yesterday, (giving advice; past tense)

The verbs MAY and MIGHT are used mostly as separate modal verbs, though MIGHT is generally used instead of MAY in cases where the rules of the sequence of tenses require the use of the past tense form of the verb.

She may be at the hospital now. - I said that she might be at the hospital now.

Forms of the infinitive

Modal verbs take the infinitive without the particle "to". (The modal verb OUGHT TO consists of two parts: "ought" and "to".) There are several infinitive forms in English. Look at the infinitive forms of the verb DO as an example.

to do - active infinitive / simple infinitive

to be doing - continuous infinitive

to have done - perfect infinitive

to have been doing - perfect continuous infinitive

to be done - passive infinitive

to have been done - perfect passive infinitive

The active infinitive / simple infinitive and the passive infinitive are the most common forms of the infinitive used in speech and writing; the other forms are rarely used. (There are no equivalents for the other infinitive forms in Russian, so their translation here is approximate.) But modal verbs use all of the infinitive forms (without the particle "to") to form certain tenses and to create meanings in their own peculiar way.

He must go. (must + simple infinitive)

He must be in the other room, (must + simple infinitive)

He must be sleeping, (must + continuous infinitive)

He must have gone home, (must + perfect infinitive)

He must have been sleeping, (must + perfect continuous infinitive)

It must be done quickly, (must + passive infinitive)

It must have been done already, (must + perfect passive infinitive)

Modal verbs form the present and the past with the help of the above-mentioned infinitive forms, and the future is expressed by the present tense.

Present:

She should go to work now.

He might be sleeping now.

He should be told about it.

I must go to the bank tomorrow.

Past:

He must have told her about it.

He might have been sleeping at three o'clock yesterday.

This letter should have been sent a week ago.

Meanings of modal verbs

The meanings of modal verbs are extremely important for understanding how modal verbs work. This or that modal verb in one of its meanings can't form the past tense; in another meaning it is used only with a negative; in still another meaning it can't form a question or, on the contrary, is used only in the form of a question.

The meanings of modal verbs are created by the context and by the grammatical constructions in which they are used. If the context is not clear enough, it may be difficult to understand in which meaning a modal verb is used.

For example, look at this sentence: "You must speak English." Does it mean "You have to speak English" or "You probably speak English"? We need more information to say for sure, for example, "You must speak English at the conference" (strong necessity) or "You have lived in Canada for several years, you must speak English" (strong probability).

Certain grammatical constructions provide additional information and help us to understand the meanings of modal verbs correctly. For example, the use of the infinitive of the verb BE after certain modal verbs is often an indication that the meaning is "probability, possibility".

He must be rich.

They may be at home.

She could be busy now.

The meanings of modal verbs are a little difficult to single out and describe clearly (especially if we try to explain them in Russian). For example, when speaking about the main meaning of the verb CAN, some linguists use the words "ability, possibility", others speak about "physical and mental ability", still others say "ability, power, skill, opportunity".

The material [Overview of Modal Verbs](#) describes the meanings of modal verbs in brief, in the form of a table, and typical examples of use are given. The materials on specific modal verbs describe their meanings, usage, and peculiarities in detail. Specific modal verbs are grouped by their meaning in the materials of this section, for example, [Ability](#), [Advice](#), [Necessity](#).

Synonyms

The modal verbs SHOULD and OUGHT TO are close synonyms; WILL and WOULD are synonyms in some types of polite requests. It is sometimes difficult for language learners to choose among synonymous modal verbs. Always choose a more general synonym out of a group of synonyms or a synonym with a more straightforward meaning.

For example, MAY, MIGHT, COULD are synonyms in the meaning "possibility". MAY has two other meanings; COULD has four other meanings, two of which are rather

difficult to distinguish from "possibility" without a clear context. Only MIGHT has just one meaning: possibility. The choice should be obvious - use MIGHT or MAY for "possibility".

Recommendations for choosing modal verbs are given in the materials on specific modal verbs.

Грамматические особенности

Модальные глаголы также называют модальными вспомогательными глаголами (modalauxiliaries; modals). Иногда их называют недостаточными глаголами, т.к. они не имеют всех функций основных глаголов. Они не могут употребляться без основного глагола, не могут образовывать герундий и причастия и не имеют окончаний для показа лица, числа, времени.

Модальные глаголы образуют вопросы без помощи других вспомогательных глаголов. Например: Can you do it? May I take it? Should I go there? У модальных глаголов также довольно много особенностей в образовании времен.

Образование времен

Модальные глаголы не имеют формы будущего времени. Будущее время выражается формами настоящего времени с помощью контекста и наречий времени, указывающих будущее время. (За исключением модальных глаголов WILL, WOULD, конечно, которые выражают будущее время.)

Могу я пойти туда завтра? - Да, можете.

Могут они пойти туда сейчас? - Нет, не могут.

Ему не следует звонить ей сегодня.

Им следует позвонить ей завтра.

Только два модальных глагола могут образовывать прошедшее время путем прямого изменения своей формы. Это CAN, COULD и WILL, WOULD (только в некоторых их значениях).

Она умеет очень хорошо петь. - Она умела очень хорошо петь, когда была моложе.

Он пойдет туда завтра. - Я сказал, что он пойдет туда завтра.

Пара SHALL, SHOULD в значении будущего все еще может так работать в британском английском. В американском английском WILL употребляется для всех лиц в будущем (WOULD для Будущего в прошедшем), а SHALL, SHOULD употребляются в основном как отдельные модальные глаголы.

Нам подождать вас здесь? (вежливое предложение какого-то действия и спрашивание согласия или указания)

Принести вам еще кофе? (вежливое предложение какого-то действия и спрашивание согласия или указания)

Следует ли нам позвонить ей? (спрашивание совета; настоящее или будущее)

Вам следовало позвонить ей вчера, (дача совета; прошедшее время)

Глаголы MAY и MIGHT употребляются в основном как отдельные модальные глаголы, хотя MIGHT обычно употребляется вместо MAY в случаях, где правила согласования времен требуют употребления глагола в форме прошедшего времени.

Она может быть в больнице сейчас. - Я сказал, что она может быть в больнице сейчас.

Формы инфинитива

Модальные глаголы принимают после себя инфинитив без частицы "to". (Модальный глагол OUGHT TO состоит из двух частей: "ought" и "to".) В английском языке есть несколько форм инфинитива. Посмотрите на формы инфинитива на примере глагола DO.

делать - активный инфинитив / простой инфинитив

делать - продолженный инфинитив

сделать - перфектный инфинитив

сделать - перфектный продолженный инфинитив

быть сделанным - пассивный инфинитив

быть сделанным - перфектный пассивный инфинитив

Активный инфинитив / простой инфинитив и пассивный инфинитив - самые распространенные формы инфинитива, употребляемые в устной и письменной речи; другие формы употребляются редко. (В русском языке нет эквивалентов для других форм инфинитива, поэтому их перевод здесь приблизительный.) Но модальные глаголы используют все формы инфинитива (без частицы "to") для образования определенных времен и создания значений своим собственным особым образом.

Он должен идти, (must + простой инфинитив)

Он, должно быть, в другой комнате, (must + простой инфинитив)

Он, должно быть, спит, (must + продолженный инфинитив)

Он, должно быть, ушел домой, (must + перфектный инфинитив)

Он, должно быть, спал, (must + перфектный продолженный инфинитив)

Это должно быть сделано быстро, (must + пассивный инфинитив)

Это, должно быть, уже сделано, (must + перфектный пассивный инфинитив)

Модальные глаголы образуют настоящее и прошедшее время с помощью вышеуказанных форм инфинитива, а будущее выражается настоящим временем.

Настоящее:

Ей следует идти на работу сейчас.

Он, возможно, спит сейчас.

Следует сказать ему об этом.

Я должен пойти в банк завтра.

Прошедшее:

Он, наверное, сказал ей об этом.

Он, возможно, спал в три часа вчера.

Это письмо следовало отправить неделю назад.

Значения модальных глаголов

Значения модальных глаголов чрезвычайно важны для понимания, как работают модальные глаголы. Тот или иной модальный глагол в одном из своих значений не может образовывать прошедшее время; в другом значении он употребляется только с отрицанием; в третьем значении он не может образовать вопрос или, наоборот, употребляется только в форме вопроса.

Значения модальных глаголов создаются контекстом и грамматическими конструкциями, в которых они употреблены. Если контекст недостаточно ясный, то может быть трудно понять, в каком значении употреблен модальный глагол.

Например, посмотрите на это предложение: «Вы должны говорить по-английски». Значит ли это «Вам необходимо говорить по-английски» или «Вы, должно быть, говорите по-английски»?

Нам нужно больше информации, чтобы сказать с уверенностью, например, «Вы должны говорить по-английски на конференции» (большая необходимость) или «Вы прожили в Канаде несколько лет, вы должны говорить по-английски» (большая вероятность).

Определенные грамматические конструкции дают дополнительную информацию и помогают нам понять значения модальных глаголов правильно. Например, употребление инфинитива глагола BE после определенных модальных глаголов часто является указанием, что значение «вероятность».

Он, должно быть, богат.

Они, возможно, дома.

Она может быть занята сейчас.

Значения модальных глаголов несколько трудно выделить и ясно описать (особенно если мы будем пытаться объяснить их на русском языке). Например, говоря о главном значении глагола CAN, некоторые лингвисты употребляют слова «способность, возможность», другие говорят о «физической и умственной способности», третьи говорят «способность, умение, возможность».

Материал Overview of Modal Verbs описывает значения модальных глаголов кратко, в виде таблицы, и приведены типичные примеры употребления. В материалах по конкретным модальным глаголам их значения, употребление и особенности описываются подробно. Конкретные модальные глаголы сгруппированы по их значению в материалах этого раздела, например, Ability, Advice, Necessity.

Синонимы

Модальные глаголы SHOULD и OUGHT TO - близкие синонимы; глаголы WILL и WOULD - синонимы в некоторых типах вежливых просьб. Изучающим язык иногда трудно выбрать из модальных глаголов, являющихся синонимами. Всегда выбирайте более общий синоним из группы синонимов или синоним с более простым / более четким значением.

Например, MAY, MIGHT, COULD - синонимы в значении «вероятность». MAY имеет еще два значения, COULD имеет еще четыре других значения, два из которых довольно трудно отличить от «вероятности» без ясного контекста. Только MIGHT имеет всего одно значение: «вероятность». Выбор должен быть очевиден - употребите MIGHT или MAY для того, чтобы выразить значение «вероятность».

Рекомендации по выбору модальных глаголов даны в материалах по конкретным модальным глаголам.

Substitutes

Modal verbs are very common and widely used in speech and writing. There are also quite a few substitutes for modal verbs, such as the phrases "be able to, have to, have got to, had better, be to, be supposed to, be going to, used to", the adverbs "probably, maybe", and some others.

Some substitutes are also very common and widely used, for example, HAVE TO instead of MUST in the meaning "strong necessity"; PROBABLY instead of MUST in the meaning "strong probability";

MAYBE instead of MAY, MIGHT,

COULD in the meaning "possibility".

The most important use of substitute phrases is in those cases where modal verbs can't be used. For example, the modal verb MUST in the meaning "strong necessity" doesn't have the past form, so the substitute phrase HAVE TO (necessity) is typically used instead of the modal verb MUST in the past tense, with a little change in meaning.

Maria must go to the bank today, (strong necessity)

She has to go to the bank today, (necessity)

She had to go to the bank yesterday, (necessity; realized action)

Заменители

Модальные глаголы очень распространены и широко употребляются в устной и письменной речи. Есть также довольно много заменителей для модальных глаголов, таких как фразы «be able to, have to, have got to, had better, beto, be supposed to, be going to, used to», наречия «наверное, возможно» и другие.

Некоторые заменители тоже очень распространены и широко употребительны, например, HAVE TO вместо MUST в значении «большая необходимость»; PROBABLY вместо MUST в значении «большая вероятность»; MAYBE вместо MAY, MIGHT, COULD в значении «вероятность».

Наиболее важное употребление фраз-заменителей - в тех случаях, где нельзя употребить модальные глаголы. Например, модальный глагол MUST в значении «большая необходимость» не имеет формы прошедшего времени, поэтому фраз-заменитель HAVE TO (необходимость) обычно употребляется вместо модального глагола MUST в прошедшем времени, с небольшим изменением в значении.

Мария должна пойти в банк сегодня, (большая необходимость)

Она должна пойти в банк сегодня, (необходимость)

Она должна была / ей пришлось пойти в **Lecture 10**

Present Perfect Continuous - настоящее совершенное длительное время

Времена Perfect Continuous используются для обозначения процесса, который начался и длился в течение некоторого времени до некоего момента в настоящем, прошлом или будущем.

Время **Present Perfect Continuous** указывает на действие, которое началось в прошлом, продолжалось в течение некоторого времени и либо закончилось непосредственно перед разговором или все еще продолжается в момент разговора.

I have been waiting here for 2 hours!

Я прождал здесь два часа!

We **have been preparing** for our exam since morning.

Мы готовились к экзамену с самого утра.

Образование Present Perfect Continuous

Утвердительные предложения:

I have been playing

We have been playing

You have been playing He / she / it has been playing

You have been playing They have been playing

Вопросительные предложения: Have I been playing?

Have you been playing?

Has he / she / been playing?

Have we been playing? Have you been playing? Have they been playing?

Отрицательные предложения:

I have not been playing You have not been playing He / she / it has not been playing

We have not been playing You have not been playing They have not been playing

Для того, чтобы поставить глагол в форму времени **Present Perfect Continuous**, требуется вспомогательный глагол to be во времени Present Perfect и причастие настоящего времени (форма V-ing) смыслового глагола.

To be во времени Present Perfect имеет две формы:

- **Have been** - 1 и 2 лицо ед. ч. и все формы мн. ч.
- **Has been** - 3 лицо ед. ч.

Причастие настоящего времени (**Participle I**) можно получить, прибавив к начальной форме значимого глагола окончание -ing: jump - jumping, live - living

В вопросительном предложении вспомогательный глагол to have выносится на место перед подлежащим, а остальная часть сказуемого располагается после него:

I smell tobacco. **Have you been smoking?**

Я чувствую запах табака. Ты что, курил?

Has she been using my car again?

Она опять пользовалась моей машиной?

В отрицательных предложениях за вспомогательным глаголом **to have** следует отрицательная частица **not**:

It has not been snowing here since 1993.

Здесь не было снега с 1993 года.

Случаи употребления Present Perfect Continuous:

- Действие, которое началось в прошлом, продолжалось в течение

некоторого времени и все еще продолжается в момент разговора:

The workers **have been trying** to move our wardrobe for half an hour, go help them.

Рабочие вот уже полчаса пытаются сдвинуть наш шкаф с места, помоги им.

• Действие, которое началось в прошлом, продолжалось в течение некоторого времени и закончилось непосредственно перед разговором:

Do you like this cake? I **have been baking** it since morning.

Тебе нравится этот пирог? Я пекла его с самого утра.

Lesson One

Text: Big Business

Grammar: The Infinitive (contd). Complex Subject.

For-Complexes.

Big Business

Danny was standing on Manhattan Bridge.¹ Suddenly he noticed a still burning cigarette-end on the sidewalk² and rushed to save it. A few deep puffs and Danny sent little blue clouds of smoke into the mild air of the early morning.

While enjoying the smoke he thought over his present situation. What's the use of it all, he said to himself; here I am a young man looking for a job of some kind or other—but not the ghost of a chance³ of getting one.

And I am certainly no fool! I am good at anything, I don't mind what I do—and still—no luck ... I must smoke dog-ends⁴ thrown away by others ... Oh boy!⁵ what does a man do to become a partner of Rockefeller or Vanderbilt?⁶ ... I am quite sure they were not very particular about the way in which they made their money—and I shouldn't be either!

... And still, there is only eight dollars and fifty cents in the torn pocket of my trousers. Eight dollars and fifty cents! The devil knows how much longer I shall be able to make both ends meet on eight fifty! A week? A fortnight? A month? Where, for Heaven's sake, could I pick up a job?

Damn it all! Now it is beginning to rain cats and dogs⁷ on top of all, and I have a hole in my shoes. A hole? It's holes I have, nothing but holes and no shoes around them ... Where can I hide from the rain? I'll go into the Post Office for a while.

By the time he reached the Post Office he was nearly wet through. Now he stood in the main hall of the post office, watching the people hurrying busily this way and that, and then picked up a letter somebody seemed to have left behind on one of the many writing desks. He read the first few lines, hardly knowing what exactly he was reading; then something struck him. He read again, and this time he gave a low, long whistle of surprise. In no time⁸ he was out in the street again, looked stealthily back, and hiding in a doorway started to learn by heart the short note.

"Dear Friend", it said. "Yesterday, shortly before I left I made up my mind to get rid of my old clothes. I am well on my way⁹ to San Francisco¹⁰ by now, but I just remembered something terrible.

The night before I left I happened to meet Mr. Burbridge at the Savoy.¹¹ He paid off an old debt. He gave me a one thousand dollar bill, and I put it into the inside pocket of the blue worsted suit I was wearing. But I have sold that suit along with the other old things. Do please go at once to Black, the old clothes dealer, at 3, Pineapple Street, Brooklyn,¹² may be he has not resold the suit yet..."

One thousand dollars! whispered Danny, almost beside himself with excitement. That sum might be the making of me ... Damn it, I am going to risk my last eight dollars!

* * *

Black & Son, second hand gents' clothiers,¹³ had their shop full of customers when Danny entered. Old man Black, his sleeves rolled up, was wiping the sweat off his face, and after giving instructions to his employees who were busy carrying clothes about the shop, hurried towards Danny to serve him.

"What can I do for you, sir?"

"Have you got anything in tweed?" asked Danny with seeming indifference.

"Tweed, sir? Certainly, sir, the very latest ... My assistant will attend to you. John, run and bring the tweed suit we bought from Mr. Rockefeller the other day!"

"Now I come to think of it,"¹⁴ said Danny who seemed to be changing his mind, "I think I would rather have something in worsted."

"Just my own taste, sir! Worsted is always the smartest wear for a gentleman."

"Well—I think I'd like to have something in navy blue—"

"I can let you have a suit like that, sir. Something quite exceptional," exclaimed Mr. Black. "I say, John, leave the tweed, bring the blue worsted one... Yes, the one we have from Mr. Gould—it will be just the right size." And then Mr. Black turned to another customer.

"The blue lounge suit!"¹⁵ cried the attendant to a small boy. "Run, Ralph, be sharp! Get us the navy worsted lounge suit!"

The boy hurried off and a second later Danny was trying on a jacket that hung loosely from his narrow shoulders.

"Fits you like a glove, sir!" exclaimed the attendant in admiration. "A suit made to measure by a first-class tailor couldn't fit you better — "

Carefully and yet stealthily Danny passed his hand over the pockets of the jacket, his heart almost stopped beating, he had to clear his throat. Then he asked for the price, and

without bargaining he paid the price of seven and a half dollars, and a quarter of an hour later he sat in Columbus Park¹⁶ with a large parcel in his hands. He couldn't help feeling excited.

Hurriedly he opened the parcel, took out the navy blue jacket in the right inside pocket of which he found a black leather wallet, opened it and began to count the money with shaking hands.

"Eleven thousand three hundred dollars!" he stammered. "Eleven— thousand—three— hundred—dollars! Danny, old boy, that was big business, indeed!"...

* * *

When Mr. Black closed his shop long after nine p.m., his managing clerk said to him with a satisfied smile:

"Well, sir, that was excellent business again today, wasn't it? ... We are getting rid of all our old things. We are doing very good business in those cheap suits!"

"Fine," said Mr. Black smiling. "Did you manage to write those letters?"

"Certainly, Mr. Black. Five hundred!"

"All right! My son will deal with that. Tomorrow morning he is going to 'lose' them again in the post offices, the subway and in the telephone boxes ... We shall sell out everything in a couple of days. A marvelous idea, those one thousand dollar letters!"

Mr. Black was searching about the shop for something.

"Ralph!" he called, "bring me my jacket!"

"Your jacket, sir?"

"Yes, I hung it here over the chair. The blue jacket!"

"Oh, that one ...," stammered the boy and opened his eyes wide, "that one was sold this afternoon, sir!"

1 NOTES

1. **Manhattan Bridge:** a bridge across the East River in New York City
2. **sidewalk**(*Am. E*): pavement
3. **not the ghost of a chance:** no chance at all
4. **dog-end**(*sl*): cigarette-end
5. **Oh boy!**(*sl*): an exclamation of surprise, wonder, etc.
6. **Rockefeller, Vanderbilt:** American capitalists, millionaires
7. **rain cats and dogs**(*colloq*): rain heavily
8. **in no time:** in a very short period of time (*very emphatic*)

9. **I am well on my way to ...:** I have covered the greater part of the distance to ...
10. **San Francisco:** a city on the coast of central California
11. **Savoy:** a fashionable hotel in New York
12. **Brooklyn:** a borough (district) in New York City. The other boroughs are: the Bronx, Manhattan, Queens, Richmond.
13. **Black & Son, second hand gents' clothiers:** магазин фирмы "Блэк и сын" по продаже поношенной мужской одежды
14. **Now I come to think of it:** поразмыслив; эд.нет, пожалуй ...
15. **lounge suit:** a suit of clothes of the kind usually worn during the day (contrasted with formal dress, evening dress, etc.) пиджачный костюм
16. **Columbus Park:** a small park in Manhattan.

VOCABULARY

burn(burned, burnt) 1. *вжечь, сжигать; обжигать* to burn a letter (a house, wood, coal, meat; one's hand, etc.) 2. *вгореть, пылать* Dry wood burns well. Her face was burning with shame.

rush *вспешить, мчаться; бросаться; делать что-л. поспешно* He rushed to catch the bus; to rush **into (out of)** the room; to rush **through** a book (one's work, etc.); rush *n* 1. *спешка, поспешность* to do one's work, etc. in a rush 2. *наплыв (пассажиров, заказов ит. п.)* a rush of passengers (orders, work, business, etc.) **Phr.** rush hour(s) *час(ы) "пик" (час(ы) наплыва пассажиров, покупателей ит. п.)* to be caught in the rush hour; Buses are usually overcrowded during rush hours.

save *vt* 1. *спасать* to save a person (smb's life, one's reputation, a situation, etc.); to save smb **from** ruin (death, etc.) 2. *беречь, экономить* to save money (time, energy, etc.); It will save you two days if you travel there by air. He saved up enough to buy a colour TV set. 3. *избавлять* to save smb the trouble (necessity) **of** doing smth; (un)safe *a* (не)безопасный, (не)надежный a safe place (subject for a conversation, question, etc.); It is not safe to drive fast in a big town. **Phr.** be on the safe side *навсякий случай; безопасности ради* Even on bright days he carried an umbrella to be on the safe side. safety *n* *безопасность* At last he was in safety.

mild *a* *мягкий, умеренный* a mild climate (remark, joke, person, etc.) **Phr.** put it mildly *мягко выражаясь, мягко говоря*

use *n* 1. польза, смысл It's no use going there. What's the use of talking to him? **Phr.** be of (great, much, little, etc.) use to smb/smith приносить (большую, малую ит. п.) пользу кому-л/чему-л 2. употребление, применение, использование The uses of atomic energy for peace purposes are very wide. **Phr.** make use of smth (smb's advice, information, a situation, etc.) использовать, воспользоваться чем-л (чьим-л советом, информацией, положением ит. п.); useful а полезный useful advice (information, etc.); useless а бесполезный а useless argument (attempt, etc.)

certain *a* 1. уверенный He was certain that she would come. I am not certain whether I can do it. I was not certain **about** the time (the arrangement, etc.) They are certain to come. uncertain а неуверенный **Phr.** for certain наверняка I know for certain. 2. какой-то, некоторый а certain person (difficulty, etc.); for certain reasons; under certain conditions; to a certain degree, etc. 3. определенный (обусловленный, намеченный) They were to meet at a certain hour. (un)certainly *n* (не)уверенность He could not say with certainty when he would finish the work. certainly *adv* конечно Certainly he will come.

particular *a* 1. особенный, особый а particular day (book, reason, interest, situation, etc.) 2. разборчивый, привередливый, щепетильный to be particular **about** one's clothes (food, etc.); Mind your table manners, the people there are very particular. **Phr.** in particular в частности; в особенности, особенно He did not mean anybody **in** particular when he said it.

tear (tore, torn) *vt* разорвать, рвать to tear one's dress (a letter, etc.) **Phr.** tear smth **in/into/to** (small) pieces разорвать на (мелкие) кусочки; tear smth **in** half (two, three, etc. parts) разорвать пополам (надве, три ит. п. части)

pick up 1. поднимать, подбирать to pick up a pencil (a book, a handkerchief; passengers, etc.) 2. {*colloq*} приобретать, находить, "подцепить" to pick up an accent (manners, words, an expression, friends, a job, etc.)

nearly *adv* почти, чуть не It's nearly time to start. She nearly went mad when she heard it.

risk *vt* рисковать to risk one's life (one's health, money, one's reputation, etc.); to risk doing smth рисковать, отважиться, решиться что-л сделать; risk *n* риск to do smth at one's own risk; at the risk of one's life, health, etc.; He decided to take the risk. **Phr.** run the risk of doing smth рисковать, подвергаться риску, опасности Don't go out in such a rain, you are running the risk of catching cold; risky *a* рискованный, опасный а risky job (step, etc.)

employ *vt* держать на службе, предоставлять работу How many people does this office employ? She was employed at the Post Office. employee *n* служащий, работник The firm has about 1,000 employees. employer *n* предприниматель; работодатель, employment

*н*служба, работа; занятость All people in our country have employment, unemployment
*н*безработица Unemployment is one of many problems in capitalist countries, unemployed
*а*безработный The number of unemployed in Great Britain reached one million in the first
quarter of 1972.

serve*v*t 1. служить (родине, народу; вармиит. п.) to serve one's country (one's
people, etc.); He served in the Army (for) two years. 2. обслуживать (покупателяит. п.) to
serve a customer (a client, etc.) 3. подаватьнастол (обедит. п.) to serve dinner (tea, etc.);
service *n* служба, обслуживание to take smb **into** one's service; to be **in** smb's service; bus
(train, etc.) service; The service at the hotel was good. **Phr.** do smb a service оказатькому-
луслугу. a self-service shop магазинсамообслуживания

indifference*n*равнодушие, безразличиеHe took the news with indifference. indifferent
*а*равнодушный, безразличный to be indifferent to smb/smith; an indifferent look (stare, etc.)

attend*v*tуделятьвнимание, заниматьсячем-л to attend to one's work (one's business,
one's lessons, customers, patients, smb's orders, etc.) He does not attend **to** his work properly.
The doctor had some more patients to attend **to**. Your order will be attended **to** immediately.

taste(*lit. & fig.*) *н*вкус The dish has a pleasant taste. She has good (poor, etc.) taste **in**
books (clothes, etc.). The joke was **in** bad taste. The apple is bitter **to** the taste. **Phr.** **in** smb's
taste *в*чем-лвкусе; **to** smb's taste *поч*ьему-лвкусу. tasty *а*вкусный (оде); tasteless *а*без-
вкусный; taste 1. *н*пробовать (навкус) to taste an apple (a dish, etc.) 2. *н*иметьвкус The
fruit tastes good (sweet, bitter, etc.)

size*n*размер, величина; номер (перчаток, пальтоит. п.); to be of a large (small, etc.)
size; to be large (small, different, etc.) in size; What size shoe (dress, etc.) do you wear? I take
size six in shoes.

sharp (*lit. & fig.*) острый, резкий, сильный, пронизательный a sharp knife (wind,
noise, remark, criticism, fight, look, child, etc.); sharp mind (eyes, etc.); **Phr.** be sharp = be
quick; sharp *adv*точноHe came at three (o'clock) sharp. sharply *adv*резко She spoke very
sharply to him.

loose*a* 1. свободный, просторный, широкий (оодежде) a loose coat (jacket, etc.) 2.
свободный, неточный, слишкомобций a loose translation 3. не (плотно) прикрепленный,
несвязанный, шатающийся a loose window (tooth, etc.)

fit*v*tгодиться, бытьвпору (оодежде); подходить, соответствовать The coat does not
fit you, it is too loose. He fitted the description (role, etc.).**Phr.** fit like a glove сидеть как
влитой (об одежде); (un)fit *a* (не)годный, (не)пригодный, (не)подходящий He is fit for
the job. The house was no longer fit to live in.

shake (shook, shaken) 1. *vt (lit.&fig.)* трясти, качать, потрясти to shake one's head (smb's hand, a tree, etc.); He shook me by the shoulder. She was shaken by (at, with) the news
Phr. shake hands with smb пожатьрукукому-л, поздороватьсязарукускем-л 2. *vi*дрожать, трястись Her voice shook when she began to speak. He was shaking with fright (cold, laughter, etc.)

manage *vt* 1. суметь, удаваться (что-лсделать) How did you manage to get the book?
2. справлятьсяс (кем-л, чем-л) to manage a child (a horse, a job, etc.). manager *n*заведующий, управляющий, management *n*управление, заведование; администрация

satisfy *vt*удовлетворять to satisfy a customer (smb's needs, one's hunger, etc.); His answer did not satisfy them. to be (dis)satisfied with smb/smth быть (не)удовлетвореннымкем-л, чем-л. dis(satisfaction) *n* (не)удовлетворениеHe expressed (dis)satisfaction with the results. (un)satisfactory *a* (не)удовлетворительный an (un)satisfactory answer (report, etc.); (un)satisfactory results (progress, etc.)

deal (dealt) *vt* 1. рассматривать, касаться; иметьдело (скем-л, чем-л) The book deals with modern art. He is easy to deal with. 2. торговать (чем-л) The firm deals in turbines.

WORD COMBINATIONS

make both ends meetсводитьконцысконцами

for smb's sake == for the sake of smbрадикого-л

for the sake of smthради чего-л

on top of all (everything) ко всему, в довершение ко всему

for a while в течение некоторого времени, на время

to be (get) wet throughпромокнутьнасквозь

in no time мгновенно, моментально, необыкновенно быстро

shortly before незадолго до

get rid of smb/smth избавляться, отделяваться от кого-л, чего-л

be beside oneself with excitement (joy, anger, etc.) быть вне себя от волнения (радости, злости и т. п.)

be the making of smb содействовать успеху кого-л; обеспечить успех кому-л

the other day на днях, недавно

would rather (do smth) охотнее, лучше (сделать что-л)

try on примерять (об одежде, обуви, и т. д.)

made to measure (order) сделанный на заказ (об одежде)

clear one's throat откашляться

I (he, etc.) can't help doing smth я (он и т. п.) не могу (может) удержаться от чего-л

EXERCISES ON THE TEXT

Ex. 1. **Answer the following questions:**

1. Why did Danny rush to save the still burning cigarette-end? 2. What were Danny's thoughts as he stood on Manhattan bridge enjoying his smoke? 3. What were his problems? 4. Why did Danny go into the post office? 5. What letter did he find on one of the desks? 6. What made Danny take the decision to risk his last money? 7. What did Danny mean when he said that a thousand dollars might be the making of him? 8. What sort of shop was Black & Son? 9. Why was there such a rush of customers at the shop? 10. Why didn't Danny go straight for the navy blue worsted suit mentioned in the letter? 11. How did Danny happen to buy Mr. Black's own jacket?

Ex. 2. **Find in the text the English for:**

1. обдумывать свое положение; 2. искать работу; 3. не иметь ни малейшей надежды; 4. быть неразборчивым (в средствах); 5. сводить концы с концами; 6. проливной дождь; 7. в довершение всех бед; 8. ничего кроме; 9. укрыться от дождя; 10. подобрать оставленное кем-то письмо; 11. первые несколько строчек; 12. привлечь внимание; 13. в мгновение ока; 14. оглянуться украдкой; 15. учить наизусть; 16. незадолго до отъезда; 17. уплатить старый долг; 18. покупатели; 19. давать указания; 20. поспешить навстречу; 21. напускное равнодушие; 22. изменить решение; 23. быть как раз по размеру; 24. висеть мешком (о пиджаке); 25. узкие плечи; 26. костюм сшитый на заказ; 27. первоклассный портной; 28. провести рукой по карманам; 29. спросить о цене; 30. уплатить, не торгуясь; 31. кожаный бумажник; 32. считать деньги дрожащими руками; 33. довольная улыбка; 34. бойко торговать чем-л.

Ex. 3. **Give the four forms of the following verbs:**

burn, enjoy, throw, pick, tear, hurry, leave, strike, pay, wear, sell, wipe, attend, bring, buy, let, try, hang, beat, feel, find, shake, say, lose, fit, deal, catch.

Ex. 4. Answer the following questions using "would rather" or "would rather not".
Give your reasons.

1. Will you have fruit or ice-cream for dessert? 2. Would you like to go to the Caucasus or to the Crimea in summer? 3. Which would you like better—to watch a sports program or a musical comedy? 4. Will you be joining in the game? 5. Will you be calling him up before you leave? 6. Which would you like better—to read a novel or a detective story?

Ex. 5. Translate the following sentences using "would rather" or "would rather not".

1. Я бы **охотнее** выпил чашку крепкого чая сейчас. 2. В «часы-пик» он **скорее** пойдет пешком, чем поедет на автобусе. 3. Он сказал, что **предпочел** бы не участвовать в дискуссии. 4. Мне бы **не хотелось** остаться здесь одному. 5. Я не буду писать письма, я **лучше** пошлю им телеграмму. 6. Она сказала, что **предпочла** бы заняться этим вопросом в другое время. 7. Я бы **скорее** умер, чем согласился сделать это. 8. Что бы вы **предпочли** на обед — мясо или рыбу?

Ex. 6. Paraphrase the following sentences using a construction with the gerund.

Model I: It's **useless** to argue with him. He won't listen to reason.
It's **no use arguing** with him. He won't listen to reason.

1. It's useless to remind him of his promises, he never keeps them anyway. 2. It's useless to look at such expensive things if we can't afford them at the moment. 3. It's useless to begin the work now, there is too little time left. 4. It was useless to try to make him listen. 5. It's useless to hide the truth from her, she is sure to find it out sooner or later.

Model II: Why invite them to the party? They won't come anyway.
What's the use of inviting them to the party?
They won't come anyway.

1. Why employ him for the job? He is hardly fit for it. 2. Why turn to her for help? She can't do anything. 3. Why send them a telegram? It will never reach them in time. 4. Why try on

the suit if it's not your size? 5. Why spend so much money on something you'll never need? 6. Why argue if everything is clear?

Ex. 7. Translate the following sentences using "can't (couldn't) help doing".

1. Он не мог удержаться от смеха, когда услышал эту новость. 2. Она не могла удержаться от слез, когда узнала о своем провале. 3. Он говорил так уверенно, что мы не могли не поверить ему. 4. Я не мог не сказать им всей правды. 5. Трудно не волноваться на экзамене. 6 Трудно было не согласиться с ним. 7. Ребенок выглядел таким обиженным, что мне невольно стало жаль его.

EXERCISES ON PREPOSITIONS AND ADVERBS

Ex. 8. Study the following phrases; a) recall the sentences in which they are used in the text and b) use them in sentences of your own.

look **for**; be good **at** smth/doing smth; be particular **about**; pick **up**; leave behind; **for** a while; be wet **through**; know/learn **by** heart; shortly **before**; get rid **of**; be **on** one's way **to** some place; pay **off**; **along with** smth/smb; roll **up** (the sleeves, the trouser legs, etc.); **in** tweed; **in** navy blue; **with** indifference; attend **to** smb/smth; turn **to** smb; try **on**; hang **from** (smb's shoulders, the ceiling, etc); **in** admiration; made **to** measure; ask **for** smth/smb; long **after/before** 9 p.m.; do business **in** smth; sell **out**; search (**about**) a place **for** smth

Ex. 9. A. Fill in the blanks with prepositions or adverbs.

1. You won't find him ... town; he's well ... his way ... the Far East, and as far as I know he's going to stay out there ... quite a while. 2. I'll be paying you ... as soon as I get money ... home. 3. I've got lots ... things to attend ... today. 4. ... our way home we were caught ... the rain and before long were wet5. He seems to have made excellent use ... your advice. 6. Don't rush ... the book, you can pick ... a lot of useful information if you read it ... attention. 7. She doesn't seem to be satisfied ... the arrangement. 8. I'd rather have a coat made ... measure even if it's more than I can afford just now. 9. The conductor stood by waiting while she was searching her bag and pockets ... the ticket. 10. She tried to get rid ... the unpleasant thought, but it kept coming ... 11. I don't think you have a chance ... getting a job ... this office if you

aren't much good ... typing. 12. You are not expected to know all the telephones ... heart. 13. He's yet too young to know how to deal ... a situation like that. 14. She tried ... several coats before she found one ... her taste. 15. We've arranged ... a taxi to pick us tomorrow ... three o'clock. 16. I saw her tear the letter ... small pieces and throw them ... the fire. 17. The remark was ... bad taste, and he immediately felt ashamed ... what he had said. 18. I'm not free to discuss the matter ... anybody yet, and you ... particular. 19. The coat had been sent ... the dry cleaner's ... some other things. 20. He seems to have changed lately, he's no longer as indifferent ... criticism as he used to be. 21. I was surprised ... the certainty ... which he spoke. Where had he picked ... all that information and why was he so sure ... his facts? 22. Do you happen to know what size she takes ... gloves? I want to give her something nice ... her birthday. 23. They made every effort to save the picture ... ruin. 24. The apples though still green, are sweet ... the taste. 25. Will you ring ... the station and find ... when the train is coming in; I'm not certain ... the time. 26. They'll be coming ... Thursday, I know it ... certain. 27. Make ... the quarrel ... him, ...my sake, if not ... your own. 28. This failure was the making ... him.

B.

MY FIRST SUIT

My grandmother who was very particular ... what I wore took me one day ... a small second hand tailor shop. A little man rushed ... her to serve us.

"What can I do ... you?"

"Have you got some good second-hand suits?" she asked.

"I got some second-hand suits she asks me. Like new they are hardly used!"

"I want a suit ... my grandson here," my grandmother said. "**Do** you mind if we look ...?"

We searched ... the shop ... a while until she saw something she liked. "Try this one ...," she said ... me.

"But, lady, ... all the suits I have got ... my shop you pick out the best, just ... my taste. I was thinking ... keeping it ... myself." He reached ... the suit and handed the jacket ... me. I put it It hung a little loosely ... my shoulders, but the sleeves were all right.

"It fits him like a glove," said the tailor ... admiration. "A suit made ... measure couldn't fit him better."

"How much?" asked my grandmother.

"Twelve fifty. But only ... you."

I stood ... front ... the mirror. The shoulders were broad and I looked older, which was exactly what I wanted. I was beside myself ... joy but tried not to look too pleased. Grandmother was looking ... me ... satisfaction.

Ex. 10. Give the English for the following phrases, using the preposition "in" in its different meanings. Use the phrases in sentences of your own.

I. а) жить в столице (Ленинграде, пригороде, новом районе); служить в армии; здание в центре города; в доме (квартире); торшер в углу; стол посередине; сидеть в кресле; деньги в кошельке; документы в бумажнике;

б) на севере (юге, востоке, западе); шум на улице; памятник на площади; дети на фотографии; деревья на картине; облака на небе;

в) в газете (заголовке, статье, книге, письме, телеграмме); в пьесе; играть роль в фильме; искать слово в словаре;

г) в литературе (искусстве, науке, истории); в жизни; в действительности;

д) в лагере (больнице, парламенте, тюрьме); лежать в постели.

II. на солнце; в дождь (бурю, снегопад, туман); в теплую (жаркую, холодную, дождливую, любую) погоду; попасть под дождь; в темноте; при свете уличного фонаря; на открытом воздухе.

III. а) сделать работу за неделю; перевести статью за полчаса;

б) поезд прибывает через пять минут; встретиться через два дня (год, неделю, сутки);

в) утром, вечером, днем, ночью;

г) в XX веке; в наши дни; в октябре; летом; в 1971 году; в будущем;

д) вначале; в конце концов.

IV. а) в костюме (пальто, шляпе, новых туфлях);

б) платье из шерсти (шелка, нейлона); картина, написанная маслом (акварелью); письмо, написанное карандашом (чернилами); заглавие крупными буквами;

в) девушка в голубом; женщина в черном; врач в белом; свитер ярких тонов; разные по цвету (размеру, форме).

V. а) находиться в опасности (безопасности); в бедности (нужде, затруднении); быть в панике (ужасе, страхе);

б) слушать молча; смотреть с восхищением (удивлением).

VI. говорить по-английски (по-французски, по-немецки); говорить шёпотом

(громким голосом).

MISCELLANEOUS PHRASES

прибыть в город (страну, порт); находиться в городе (за городом); попасть в часы пик»; вдали; стоять на чем-либо пути; принять участие в чем-либо; проявлять интерес к чему-либо; верить во что-либо; торговать чем-либо; помнить (держать в голове); шептать на ухо; посмотреть в лицо; держать экзамен по математике; провалиться по географии; в присутствии кого-либо; в чье-то отсутствие; на чем-либо месте; в подобной ситуации; делать работу в спешке; быть твердым в своем решении; в общем; в частности.

EXERCISES IN LEXICOLOGY

Ex. 11. Recast the following using verbs with the prefix "re-". Make other necessary changes.

Model: He had to **write** the exercise **again**.

He had to **rewrite** the exercise.

1. The secretary **read** the letter a **second time**. 2. To our disappointment the job had to be **done over again**. 3. The girl seems to have liked the book so much that she **read** it **over** three times at least. 4. As the man **told** the story **again**, he added a few details. 5. We felt very much in debt to the old man for his kindness and understanding and wondered how we could **pay** him **back**. 6. My friend went away promising to **join** us **again** later in the evening. 7. In a few moments the sun **appeared** **again** from behind the clouds. 8. She **arranged** the flowers on the table **in a different way**.

Ex. 12. Recast the following using verbs instead of the nouns in bold type. Make all necessary changes.

1. He thought to himself that he should have taken the **risk**. 2. They all made a **rush** for the bus. 3. I don't like this fruit, it has a bitter **taste**. 4. He had made excellent use of the material and his article on the subject was a pleasure to read. 5. No **mention** was ever made of that particular incident. 6. A careful **search** of the room had been made but nothing was found. 7. He had his **measure** taken for a new suit of clothes. 8. What was the **end** of the story? 9. He

said it in a **whisper** and I didn't catch the exact words. 10. The coat was a perfect **fit**. 11. The man gave us an indifferent **stare**.

Ex. 13. Answer the following questions, expressing disagreement with the speaker and using in a) words opposite in meaning to those given in bold type, in b) antonyms with the appropriate negative prefix (un-, dis-).

a) 1. Did she accept the invitation? 2. Did you manage to **catch** the last bus yesterday? 3. I hear your team **lost** the game. Is that **right**? 4. Should I take part in the climb? Won't it **do harm** to my heart? 5. Did you **manage** to finish the work in time? 6. How did she take the news? Did she take it **badly**? 7. Is the fellow easy to deal with? 8. Is a journey along those roads **risky**?

b) 1. Do you think it **reasonable** to spend money on things you can't afford? 2. Was he **certain** about the time and place of the meeting? 3. Was he **satisfied** with the arrangement? 4. Is the food at the place **fit** to eat?

Ex. 14. Give English equivalents for the Russian words.

1. a) For some reason or other he failed to give a (прямой) answer to the Question, b) When they heard the bell they rose and passed (прямо) into the hall. 2. a) It was a rather (продолжительный) visit, b) He had waited (долго) for this chance. 3. a) Shopping is always a (тяжелая) job for me. b) We never expected him to take the refusal so (тяжело). 4. a) Have you any (близкие) relatives in Moscow? b) I'll be needing you, stay somewhere (близко). 5. a) They started off (поздно), b) They couldn't even think of going there at such a (поздний) hour.

Ex. 15. Complete the following choosing the right word in the brackets. Translate the sentences into Russian.

1. a) He seems to be working b) She was beside herself with excitement and could ... say a word. (hard, hardly) 2. a) Why not walk there? He lives quite b) He ... broke his leg when he fell down the steps, (near, nearly) 3. a) What are you doing here so...? b) What have you been doing with yourself ...? (late, lately) 4. a) They left ... before our arrival, b) She wears her hair (short, shortly) 5. a) He is said to be a promising engineer. He is ... spoken of. b)

Hold your head ..., you have nothing to be ashamed of. (high, highly) 6. a) She was ... touched by their kind attention, b) He went ... into the subject, (deep, deeply) 7. a) He opened his eyes ... when I told him about it. b) This method is ... used in industry; .(wide, widely) 8. a) The lecture began at eleven o'clock b) "Don't disturb me any more," he said (sharp, sharply).

Ex. 16. **Give words of the same root in Russian. Compare the meaning.**

situation, chance, partner, surprise, risk, instructions, service, satisfaction, manager, business

Ex. 17. **Give the meaning of the words in bold type, note the effect of the adverbial particle. Say which phrase is used literally and which has a figurative meaning. Give your own examples.**

1. a) The boy **hurried off** and a second later Danny was trying on a blue jacket, b) He was told to **hurry up** if he didn't want to be left behind. 2. a) She paid the money, **picked up** the parcel and disappeared through the door. b) He seems to **have picked up** the wrong accent, rather difficult to get rid of now. c) There were so many tasty things on the table! After some careful thinking the boy **picked out** a big red apple. d) Nobody knew how he happened to be **picked out** for the job 3. a) She **came up** and smiled, b) The problem is sure to **come up** sooner or later. 4. a) The boy **tore off** a piece of paper but it was too small to wrap the book. b) She **tore out** a sheet from her notebook and sat down to write a hurried note. c) He **tore up** the letter without reading it. 5. a) He seems to have **paid off** his debts at last. b) He was warned that if he didn't **pay up** by a certain day he would be getting into trouble. 6. a) He broke off the end of the stick. Now it seemed to be the right length, b) They broke off to have tea.

VOCABULARY EXERCISES

Ex. 18. **Fill in the blanks with a suitable word in the correct form. Translate the sentences into Russian.**

to attend; to burn; to deal; to fit (2); fit (2); loose; to manage (2); mild; particular; to risk; risk; to rush; to satisfy; to save (2); to serve; to shake (2); taste (3)

1. Only an immediate operation could ... the patient from almost certain death. 2. My answer didn't seem to ... him as he ... his head and turned to my neighbour with the same question. 3. Be careful with the fire or you might ... yourself. 4. The food ... at the place was awful to the ..., and, as somebody said, not ... to eat. We decided to write to the management about it. 5. He shouted a hurried good-bye and ... past to catch the bus. 6. The part of the main hero was very much to his ... and he believed himself exceptionally lucky to have been chosen for it. Of course there were people who said he did not ... the role, but he paid no attention. 7. The secretary promised to ... to the matter at once. 8. He was said to have jumped into the river and ... the boy at the ... of his own life. 9. It was not an exact translation but rather a kind of ... retelling meant to give the audience a general idea of the article. 10. It was a great effort, yet he ... to stop the car in time. 11. In the new coat, which ... her like a glove, the girl looked extremely smart. 12. The more important matters were to be ... with first. 13. He refused to take part in the business, saying he couldn't afford to ... either his money or his reputation. 14. She had always appeared to be a very ... person, and I was surprised to see her beside herself with anger. 15. I could see that my friend was badly ... by the news. 16. His education was of the general kind that didn't make him ... for any employment in 17. Everything about the flat seemed to be in excellent

Ex. 19. **Express the following, using words and word combinations from the text.**

Make all necessary changes.

to manage; to deal (in); to deal (with); to fit; to pick up (2); use; loose; particular; to be beside oneself (with); in no time; to get rid of; nothing but; on top of all; shortly before; cannot help doing

1. The whole story seemed so funny! We tried our hardest not to laugh but **could do nothing** about it. 2. We wondered what the **good** of the effort was if it didn't bring any results. 3. She had to hurry with the packing, they would be back with the car **very soon**. 4. You needn't have taken it so badly, it was **only** a joke. 5. **To make things worse** he was up to his ears in debt. 6. His mother asked him sharply where he managed to **find** such friends. 7. A seemingly unimportant incident took place **almost immediately before** he left. 8. He seemed to be badly in need of that **very** book, the one that **was about** electronics. 9. The shop **sold** ready-made clothes. 10. She read the letter and **nearly went mad** with joy. 11. She seems to **have learnt** a lot of English during her short stay in the country. 12. The suit **was no good for** him, it was

too **big**, and I advised him to try on another. 13. She did her best **to drive away** the feeling that she was being followed, but it was hopeless. 14. She couldn't tell how long she would be able to **live on** the money left.

Ex. 20. **Speak on the following topics. Use the words and phrases given below.**

1. *Danny*

unemployed; young; thin; hungry; narrow-shouldered; to be no fool; to be good at anything; not to mind what one does; to be prepared to do anything; to think over one's present situation; not to be particular about smth; to make money; to have no luck; to look for a job of some kind or other; to be disappointed; to fail to find a job; to see no way out; to be in a difficult (hopeless) situation; to be unable to make both ends meet; torn pocket (trousers, coat, etc.); to have holes in one's socks (shoes); to wonder how long a person can manage on \$8.50; to rush to save the still burning cigarette end; to smoke dog-ends thrown away by others

2. **Danny Comes Upon the Letter**

to begin to rain cats and dogs; to be caught in the rain; on top of all; to be wet through; to hide from the rain; for a while; the main hall; to look around; to watch the people hurrying busily this way and that; to pay no attention (to); to pick up a letter; to leave behind; the first few lines; to catch one's breath; to make an effort; to hide one's joy; to leave in a hurry; to be afraid that ...; to look stealthily back; to be on the safe side; to hide in a doorway; to learn by heart

3. **The Letter**

to be meant for a friend; to happen; shortly before; to make up one's mind; to get rid of one's old clothes; suddenly to remember; well on one's way to; to happen to meet smb; to pay off an old debt; the inside pocket; to sell along with; to mention the address; to be fooled by the letter; to believe every word of the letter; beside oneself with excitement; to imagine; to be the making of smb; to hope to buy smth cheap; to take a decision

4. **Danny Decides to Try His Luck**

to go straight to; second hand gents' clothiers; first come, first served; full of customers; the owner; to have a busy time; to deal with the rush of customers; to give instructions (to); to attend to things personally; employees; to hurry to serve a customer; "What can I do for you, sir?"; with seeming indifference; not to attract attention to oneself; to ask for smth in tweed (worsted); would rather; to smb's taste; to be the smartest wear (for); to fit like a glove; to be full of admiration (for); to follow the owner's instructions

5. The Bargain Jacket

a lounge suit; to try on; to hang loosely; to fit smb badly; to pass one's hand stealthily over smth; to be on the safe side; to catch one's breath; to make an effort to hide one's excitement; to clear one's throat; to be unable to speak; to ask for the price; to pay up without bargaining; to hurry away; to hold the parcel close to oneself; cannot help feeling excited; black leather wallet; to count the money with shaking hands; to stammer; to be the making of smb; to imagine; a bright future; big business; to be in luck

6. Mr. Black's Way of Doing Business

to own; a second-hand shop; to deal (in); to make (much, little) money; to work out a plan; not to be particular (about); a bright idea; to get rid of old things; to fool the customers; to be no fool; to play a trick (on); to be highly pleased with oneself; to have a rush of customers; to deal (with); to write 1,000 dollar letters; to send one's son to 'lose' the letters; to sell out everything; to be satisfied with; to employ a new method in one's work

7. The Fatal Mistake

an employee; to work for smb; from morning till night; to be rushed off one's feet; to be afraid of losing one's job; to know the owner to be a hard man; to deal with; to be tired; hungry; to hear the cry "Ralph, be sharp!"; to be eager to please; to sell smth by mistake; to discover the awful truth; to be frightened; to be badly shaken; to be terribly upset; to have to return the money to the owner; to pay a heavy price

GRAMMAR EXERCISES

The Infinitive (continued)

Complex Subject

I. with the verbs "to seem", "to appear"*

Ex. 21. Study the following chart, translate the sentences into Russian.

He	seems appears	to read a lot (His knowledge is/was surprising). to be reading something funny. (Look at him. He is smiling all the time. As he read he was smiling all the time).
	seemed appeared	to have read the letter already (He looks/looked sad). to have been reading since morning (for a whole day, etc.). to be given information regularly. to have been told the news.

Ex. 22. Fill in the blanks using the correct form of the infinitive, translate the sentences into Russian.

1. He seems ... books for a whole hour (to choose). 2. He didn't answer at once. He seemed ... his Unoai. (J.O clear). 3. You always seem ... your things all around the place (to leave). 4. She looks sad. She appears ... the news (to learn). 5. She didn't seem ... at me but at somebody behind (to look). 6. She heard the remark, but she didn't appear ... (to hurt). 7. He appears ... the same suit the whole year (to wear). 8. She didn't seem ... in the problem (to interest). 9. He seems ... with his new job (to fail). 10. The letter doesn't seem ... him (to reach). 11. They seem ... this method for years (to use). 12. Why did he rush away so suddenly? He seems ... some business to attend to (to have).

Ex. 23. Paraphrase the following sentences using a complex subject according to the model

Model: (a) It seems (appears) that she knows everything about it.
She seems (appears) to know everything about it.
(b) He apparently* did not know it.

*to seem/to appear – казаться, представляться, по-видимому

*apparently – по-видимому

He didn't seem (appear) to know it.

1. He was apparently enjoying the concert. 2. It seemed that he had lost interest in the subject. 3. Apparently he was particular about his food. 4. It seemed that the house hadn't been lived in for a long time. 5. It seemed that she had never tasted this fruit. 6. It appeared that they were hardly able to make both ends meet. 7. It doesn't seem that customers are served here properly. 8. It seems that he has been collecting stamps since he was a boy. 9. He was silent for a moment. It seemed that he was searching his memory. 10. It appears that he is not fit for the job. 11. It seems that you have been working hard lately. 12. Apparently they didn't notice us. 13. It seemed that she had managed the job well enough. 14. It seemed that they were all talking at once. 15. It seemed that there was no risk in asking him the question. 16. It appeared that he had been approached on the subject. 17. It seemed that the job was risky.

Ex. 24. Translate the following sentences using a complex subject with the verbs "to seem" or "to appear".

1. Все, казалось, было в полном порядке. 2. Кажется, ее брат копит деньги на автомашину. 3. Похоже на то, что они использовали эти сведения. 4. Он долго молчал. По-видимому он был потрясен новостью. 5. Похоже на то, что этот факт уже был упомянут. 6. Она, кажется, очень привередлива в еде. 7. Его родители, по-видимому, живут здесь давно. 8. Кажется, она посещала все лекции. 9. У нее, по-видимому, хороший вкус. 10. Вероятно, преподаватель был неудовлетворен ее ответом. 11. Мне кажется, что я где-то уже слышал это имя. 12. По-видимому, этот костюм был сделан на заказ. Он очень хорошо сидит на нем. 13. Я что-то не помню вас. 14. Кажется, она перемерила десять костюмов, и ни один, по-видимому, не годится ей. 15. Похоже на то, что он опять не сдал экзамен. 16. Казалось, в доме никого не было. 17. Врач не сразу ответил. Казалось, он подыскивал нужные слова.

Ex. 25. Answer the following questions according to the model.

M o d e l I. Does this coat fit you?

- (a) It seems (appears) to. It seems (appears) to fit me very well.
- (b) It doesn't seem (appear) to. It doesn't seem to fit me at all.

1. Does he remember her? 2. Was he satisfied with your report? 3. Have you heard of him before? 4. Was there any risk in giving him this job? 5. Is he easy to deal with? 6. Did I upset your plans? 7. Does she know⁷ how to deal with the situation? 8. Is he particular about what he wears? 9. He wasn't easy to deal with, was he?

Model II. Why don't people want to work with him?

(to be hard to deal with)

He seems (appears) to be hard to deal with.

1. Why wasn't he listening attentively to what the speaker was saying? (not to be interested in the subject) 2. Why did she buy a blue dress? (to be her colour) 3. Why did he fail in history? (not to attend the lectures) 4. Why does she look so pale? (not to be well) 5. Why didn't he buy the picture? (not to be in his taste) 6. Why did they raise this question? (to be mentioned by somebody)

II. *with the verb "to happen"**

Ex. 26. Paraphrase the following sentences using a complex subject with the verb "to happen".

Model: (a) It so happened that I was out when he called.

I happened to be out when he called.

(b) We were there by chance. We happened to be there.

1. It so happened that I took the wrong turning. 2. Do you, by any chance, know where I can find him? 3. It so happened that I had no money on me. 4. We were quite by chance picked up by a passing car. 5. It so happened that they missed the five o'clock train. 6. Do you, by any chance, know where such things are sold? 7. It so happened that they picked the wrong person for the job. 8. It so happened that the book dealt with a problem that interested me very much.

Ex. 27. Translate the following sentences using a complex subject with the verb "to happen".

*to happen – (случайно) оказываться; случайно (происходить)

1. Вы, случайно, не знаете причину его отсутствия? 2. Нам уже случалось иметь дело с такими людьми. 3. Мы случайно встретились с ним незадолго до его болезни. 4. Случилось так, что они остановились в той же гостинице. 5. Если вы случайно встретите его, скажите ему, что он мне очень нужен. 6. Случилось так, что мы попали под дождь и промокли до нитки. 7. Однажды нам довелось попасть в метро в часы пик. Мы с трудом выбрались.

III. with the verb "to turn out"*

Ex. 28. Complete the following sentences using a complex subject with the verb "to turn out" (make use of the list in the right-hand column).

Model: They picked him for the job but he ...
but he turned out to be quite unfit for it.

<p>1. The parcel was wrapped in what I thought to be a newspaper, but when I opened it, it</p> <p>2. They had been looking forward to the party but when it came, it</p> <p>3. The parents were against their marriage but the man</p> <p>4. They employed him for the job and he</p> <p>5. At first nobody liked him but he</p> <p>6. She bought me the coat not being sure of the size, but it... .</p> <p>7. I couldn't get him on the telephone, it</p> <p>8. I didn't expect much from the film but it</p> <p>9. He had always been proud of the picture but it</p> <p>10. We took what we thought the shortest way, but it</p>	<p>to be exactly my size, to be the best clerk they had ever had, to be an ideal husband for their daughter, to be dull and un-interesting, to be out of order, to be the longer, to be a page from a magazine, to be worthless, to be a nice person, to be quite thrilling</p>
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I. Ex. 29. Translate the following sentences using a complex subject with the verb "to turn out".

1. Все думали, что он просто простудился, а болезнь оказалась серьезной. 2. Деревня, где мы решили провести отпуск, оказалась тихим и милым уголком. 3. Он поехал на

*to turn out – оказываться (оказаться)
The verb "to prove" (оказываться) is also used on the same pattern.

юг, но климат оказался вредным для его здоровья. 4. Книга оказалась такой интересной, что я прочел ее в один день. 5. Гостиница, где мы остановились, оказалась очень комфортабельной. 6. Мои новые соседи оказались очень приятными людьми. 7. Язык книги оказался трудным, и он не смог прочитать ее. 8. Его подход к решению проблемы оказался более простым. 9. Его ответ оказался правильным.

IV. with the phrases "to be sure (certain)", "to be (un)likely"*

Ex. 30. Paraphrase the following sentences using a complex subject with the phrase "to be sure/certain", "to be (un)likely".

Model:

(a) He surely (certainly) will go hunting.
He is sure to go hunting.

(b) It is not very likely that he will come in time.
He is not likely (is unlikely) to come in time.

1. It was not likely that he would take the risk. 2. Is it likely that it will rain today? 3. The firm has a new rush of orders. It is certain that the management will employ more people to do the work. 4. Surely a washing machine in the house will save a lot of time and effort. 5. It's likely that the mild climate of Estonia will do him a lot of good. 6. Surely he is easy to deal with. 7. It was unlikely that this wet weather would keep long. 8. It's certain that they have made use of this information. 9. Surely the teacher will be satisfied with your report. 10. It's most unlikely that you will find her in at this hour.

Ex. 31. Answer the following questions using a complex subject according to the model, make use of the suggestions in brackets. Give your reasons.

Model: Do you think Peter will come in time? (to be sure to)
He is sure to. Peter is sure to come in time. Don't you know Peter? He is so punctual.

1. Do you think the weather will change for the better? (to be unlikely) 2. Do you think she

*to be sure/certain – наверняка, обязательно, несомненно, непременно;
to be (un)likely – (не)вероятно, (не)похоже на то, что ...

knows him well enough to turn to him for help? (not to seem; to happen) 3. Do you think the management will employ more people to do the work? (to be likely) 4. Do you think she is saving money for a vacation at the sea side? (to be certain) 5. Do you suppose she has seen the doctor already? (to seem) 6. Do you believe size 48 will fit him? (to be likely) 7. Do you think he is hard to deal with? (to appear) 8. Do you believe he will come to pick us up in his car? (to be likely)

Ex. 32. Translate the following sentences using a complex subject.

1. Если вы не поторопитесь, вы, наверняка, попадете в часы пик. 2. Вряд ли разумный человек пойдет на такой риск. 3. Он, наверняка, знает, как вести себя в подобных ситуациях. 4. Вероятно, старший инженер уйдет с этой работы. Он не находит ее достаточно интересной. 5. Вряд ли вы ее застанете дома в это время. 6. Докладчик, наверняка, использует эти факты в своем выступлении. 7. Наверняка, пальто будет ей впору. 8. Она придает большое значение одежде. Вряд ли она будет покупать готовые вещи. 9. Вы, непременно, найдете там новых друзей.

V. *with the verbs "to make, to tell, to order, to allow"**

Ex. 33. Paraphrase the following sentences using a complex subject according to the model.

Model: They **made him understand** that his behaviour was not too nice.

He was made to understand that his behaviour was not too nice.

1. They **made him fill up a form**. 2. The teacher **ordered the children to leave** the boy alone. 3. They never **allowed us to play** noisy games. 4. They **told us to follow** the instructions carefully. 5. I never had a minute to myself. Mother always **made me look after** the younger brothers and sisters. 6. They **will allow us to leave** as soon as we finish our compositions. 7. She **ordered the children to go** to bed. 8. The boatman **told the young people to be very careful** while crossing the lake.

* The verbs "to let", "to force" (заставлять, принуждать) and "to induce" (заставлять, убеждать) are used on the same pattern.

Ex. 34. *Translate the following sentences into English using a complex subject with the verbs "to make, to tell, to order, to allow".*

1. Маленьким детям не разрешается смотреть телевизор после восьми часов. 2. Его нужно заставить заниматься музыкой более серьезно. 3. Нас попросили (нам велели) остаться до конца собрания. 4. Студентам не разрешается курить в классных аудиториях. 5. Им было приказано вернуться немедленно. 6. Ему разрешили просмотреть все книги на полках, и он нашел то, что искал. 7. Ее заставили изменить свое решение.

VI. *with the verbs "to know, to believe, to suppose, to expect, to say, to report"**

Ex. 35. *Translate the following sentences into Russian. Pay attention to the way the complex subject is translated.*

1. This small town is known to have once been the capital of the country. 2. The storm is reported to be moving South. 3. They are supposed to know these things. 4. She is known to be particular about her looks. 5. The new secretary is expected to save us a lot of trouble. 6. The lakes there are believed to be full of fish. 7. She is said to have once been a beautiful woman. 8. The first performance of Chekhov's "Seagull" («Чайка») is known to have been a failure. 9. It was believed to be a turning point in his career. 10. The delegation is reported to have arrived. 11. She is supposed to deal with such things. 12. He is said to be a great admirer of modern art. 13. The prices in Great Britain are reported to have risen again. 14. He is said to have once risked his life to save somebody. 15. He was not expected to take any risks.

MIXED BAG

Ex. 36. *Translate the following sentences using a complex subject.*

1. Мне не приходилось (не случалось) иметь дело с такими вещами. 2. Дети, кажется, получили большое удовольствие от путешествия. 3. Необходимо заставить всех

* The verbs "to consider" (считать, полагать), "to announce" (объявлять), "To find" (находить, полагать) may also be used with the same constructoin.

молодых специалистов посещать эти лекции. 4. Вероятно, самолет прибует с опозданием. 5. Казалось, он следил за каждым моим движением (шагом). 6. Детям не разрешается играть на мостовой. 7. Проблема оказалась более трудной, чем мы думали. 8. Кажется, они не знают, как справиться с этой проблемой. 9. Вряд ли он будет рисковать. 10. Его придется заставить объяснить свое странное поведение. 11. Случилось так, что мы работали под руководством одного и того же профессора. 12. По-видимому, этот преподаватель работает здесь давно. 13. Отец, казалось, не был удивлен нашим неожиданным приездом. 14. Давайте позвоним ему. Он, наверняка, знает ее точный адрес. 15. Вряд ли профессор будет удовлетворен результатами эксперимента. 16. Они, кажется, помирились. 17. Они, наверняка, примут участие в игре. 18. Дело, казалось, было забыто.

Ex. 37. Open the brackets using the appropriate form of the Infinitive.

A few months after Arthur Ainslie had lost his job he came home and found that his wife was giving tea to a round-faced man. They appeared (to have) a good time.

"Good Lord, it's Dicky Soames!" cried Arthur.

Dicky Soames was his wife's cousin who was known (to be) in love with Adela once. But Adela married Arthur and Dicky Soames went to Melbourne to join his — and Adela's — uncle. Arthur and Adela were quite happy, but Arthur still continued hating Dicky though there was no reason for it.

Twice in the past year the Ainslies had got letters from Dicky. And each time, though Arthur knew that the letters were (to hand) to Adela, he tore them to pieces and threw them into the fire without reading them. He did not want Adela (to disturb) by Dicky's letters, so he explained it to himself at the time.

Arthur and Dicky shook hands.

"I hope you have had a nice chat," Arthur said.

Dicky laughed, "Well, it was I who've been talking all the time.

You see, I am here because I have some business (to discuss) with your wife."

Adela looked at her husband. "Uncle Tom is dead," she explained, "and Dicky has come into money." Then she turned to her cousin: "Tell Arthur the rest."

Dicky for some reason or other seemed (to be uncomfortable). He cleared his throat several times before he said: "Uncle Tom left Adela 5,000."

"But that is marvellous!" Arthur said. "You don't know what that means to us. How kind of Uncle Tom (to think) of us."

Arthur was too delighted (to notice) that Dicky looked still more uncomfortable, but now he noticed it at last. "Why, what's the matter?" he asked.

"Well, you see," Dicky said, "when Uncle Tom got paralyzed he began to get funny. He was very angry with Adela that she had never answered the two letters I wrote to her for him. You know how particular old people are about such things. He said he expected his letter (to answer), and changed his will, leaving Adela's part to hospitals. Shortly before his death I spoke to him again saying that the will needed (to rewrite), but he said he was too weak (to trouble) with such matters or (to tell) what to do and he did not want the will (to change)."

Dicky stopped and gave Arthur a look that made him (to feel) quite weak. "It's strange about those two letters. I've often wondered what happened to them."

Arthur's face was as white as paper. Adela faced Dicky: "They were sure (to lose) in the post," and she took her husband's ice-cold hand. At that moment Arthur realized that she knew everything.

(after "Lost in the Post" by Austin Philips)

For-Complexes

Ex. 38. Study the following chart, translate the sentences into Russian.

<i>Subject</i>	<ol style="list-style-type: none"> 1. It is necessary for you to go through a special test if you want to work in this laboratory. 2. It's almost time for the party to start. 3. It's all very well for you to laugh but I was really frightened.
<i>Predicative</i>	<ol style="list-style-type: none"> 1. The best thing is for you to move to the South. 2. The question is not for you to decide.
<i>Object</i> <i>Attribute</i>	<ol style="list-style-type: none"> 1. I am waiting for you to say something on the subject. 2. There is no need for you to leave so early.
<i>Adverbial modifier of purpose</i>	<ol style="list-style-type: none"> 1. He repeated it twice for everybody to understand him. 2. He opened the doors of the car for us to get in.
Adverbial modifier of result	<ol style="list-style-type: none"> 1. The weather was too cold for the children to go out. 2. The article is easy enough for you to translate it without a

	dictionary.
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Ex. 39. Practise the following according to the model, watch the change in meaning.

Model: There was nothing to do there. (I)

There was nothing **for me to do there.**

1. I think it will be dangerous **to go** to the Crimea in this old car. (we) 2. He has reached the age when it is necessary **to think** of the future. (he) 3. The idea was not clear enough **to understand** (the young people). 4. My advice is **to keep** away from colds, (you) 5. There was nothing **to argue about** (they). 6. It was a reasonable remark **to make.** (she) 7. The best thing is to send them a telegram. (I) 8. It was an expensive present **to buy.** (she) 9. There was no reason **to get worried.** (I) 10. Here's an example **to follow.** (everybody)

Ex. 40. **Paraphrase the following sentences using for-complexes.**

1. We remained at the station and waited **till the storm passed.** 2. He stepped aside **so that I might pass.** 3. Here is a book **that you will always keep on your writing-desk.** 4. The best thing **that you can do** is to employ a real specialist to do the job. 5. The climb was too dangerous. **We could not risk our lives.** 6. This is a matter **that you must attend to** personally. 7. The only thing **that he could do** was to burn the old rubbish. 8. There was too little time left. **I couldn't think over the situation.** I had to take steps. 9. That day there was no business **that I had to attend to.** 10. The streets were too busy. **We couldn't drive fast.** 11. We are sorry. **You are leaving the seaside too soon.** 12. A woman **should be always dressed** in good taste. It's important. 13. The task is that **customers should be served well.** 14. We stopped the bus **so that the tourists might get on.** 15. He held the door open **to let her come in.** 16. I stood there waiting **when the door would open.**

Ex. 41. **Translate the following sentences using for-complexes.**

1. Задача слишком сложна, чтобы вам справиться с ней одному. 2. У него очень хорошая память. Ему достаточно только раз упомянуть слово, и он запомнит его на всю жизнь. 3. Он попросил, чтобы ему выслали книги почтой. 4. Им необходимо отдохнуть, чтобы быть в хорошей форме на соревнованиях. 5. Тебе хорошо говорить, что я справлюсь с этой работой, а я не очень в этом уверен. 6. Поездка слишком интересная,

чтобы нам ее упускать. 7. Они ждали, когда им подадут обед. 8. Для них было обычным делом подвозить людей, идущих на ярмарку. 9. Тебе нет необходимости работать так много и рисковать здоровьем.

Ex. 42. **Test Translation.**

1. В нашей стране гарантируется полная занятость, у нас нет безработицы. 2. Вы читали книгу Джона Рида “Десять дней, которые потрясли мир”? Если нет, то советую прочитать ее. Она вам обязательно понравится. 3. Не спешите прочитать эту книгу. Ее надо читать очень внимательно. Из нее можно почерпнуть много полезного. 4. Этим летом на озере Байкал ожидается большой наплыв туристов. 5. Мы заметили, что вдали горел костер и поспешили туда, к людям, согреться. 6. Он, кажется, сделал все возможное, чтобы спасти положение. 7. Задание было довольно трудным, и мы не ожидали, что он так быстро справится с ним. 8. Советую вам обратиться к секретарю. Он скажет, кто именно занимается этими вопросами. 9. Вы не будете возражать, если я задержу этот журнал еще на два-три дня? Я нашел в нем массу полезных сведений. 10. К сожалению нам не удалось побывать на выставке его работ. Она закрылась за два дня до нашего приезда. 11. Казалось, он был чем-то расстроен. Вероятно, результаты опыта оказались неудовлетворительными. 12. Трудно сказать, почему он безразлично отнесся к нашему приглашению. 13. Разве ты не видишь, что костюм не твоего размера? Он тебе совсем не годится, слишком велик. 14. Экономьте свое время! Пользуйтесь услугами магазинов самообслуживания.

SPEECH EXERCISES

Ex. 43. Retell in narrative form.

CARRIE IS LOOKING FOR WORK

An office boy approached Carrie: "Who is it you'd like to see?" he asked.

"I want to see the manager," she said.

"Sit down," and he pointed to a chair against the wall. After a short time a gentleman came in from the street.

"Mr. **McManus**," called the office boy, "this young woman wants to see you."

The short gentleman turned towards Carrie: "How do you do."

"How do you do."

"What can I do for you. Miss?" he asked.

"I want to know if I can get a position."

"As what?"

"As nothing in particular."

"Are you a stenographer or a typist?"

"No, sir."

"Well, we haven't anything here," he said. "We employ only experienced help."*

Carrie began to step backward toward the door when something in her face attracted him.

"Have you tried the big department stores?"

She said she had not.

"Well, try the department stores. They often need clerks."

"Thank you. Good bye," said Carrie and went away.

(after "Sister Carrie" by Th. Dreiser)

Ex. 44. Answer the following questions. Sum up your answers.

1. Making a Fire is Art

1. Why isn't it allowed to burn camp fires in town? 2. Where is it safe to make a fire? 3. What wood is best for a fire? What wood burns better: dry or green wood? 4. How many matches do you strike to make a fire? Do you happen to know how many matches a regular tourist is expected to use? 5. How do you put out a fire? Do you throw sand or water on it? 6. Why is it dangerous to leave a burning fire in the forest? 7. What are the dangers of cooking on a **campfire**? 8. What dinner tastes better: the one cooked on a campfire or the one cooked at home on a gas or electric stove?

2. A Visit to the Tailor's (Dress-Maker's)

1. Would you rather have a ready-made or a tailor-made suit of clothes? 2. What is a tailor shop like inside? 3. Why does a tailor always have a measure-tape hanging round his neck? 4.

* квалифицированные работники

Why does a tailor measure the customer's neck, the chest, the length of the arm, etc.? 5. What is your size? 6. How long does it take your tailor to prepare your suit for the first fitting? 7. What are the mirrors in the fitting room for? 8. How many fittings do you have before the suit is ready? 9. Do you like your clothes to fit you like a glove or do you like them loose? 10. What do you do with the things you no longer wear? How do you get rid of them?

3. What's Your Taste In Clothes?

1. What is good (bad, poor) taste in clothes? 2. What is your idea of a smartly-dressed man (woman)? 3. Are you very particular about your clothes? 4. What size suit (shoes, gloves, etc.) do you wear? 5. What are your favourite colours? 6. What colour is best for an everyday suit (a formal suit, evening clothes, etc.)? 7. Why must you try things on before buying them? 8. What must you keep in mind when buying a suit of clothes (a new dress, a pair of shoes, etc.)? 9. Would you rather buy a cheap or an expensive coat (suit)? 10. What do the English mean by saying: "We are too poor to buy cheap things"?

4. Caught in the Rush Hour

1. What is the rush hour? 2. Why are there rush hours in big cities? 3. Have you ever been caught in the rush hour? 4. What is it like? How does it feel to find yourself **moving** slowly along with the crowd a) out of (into) the **metro?**b) along the underground passage? 5. Can you do anything or do you feel quite helpless and paralyzed in your movements? 6. What are the **Do's** and the **Don't's** of the rush hour?

Ex. 45. Read the following article. Answer the questions, using the vocabulary of the lesson. Discuss the employment situation in Great Britain.

STAN LOOKS FOR A JOB AND GETS ADVICE

Stan and Iris were spending the last day of **Stan's** holidays painting the house. Another two doors and they would be through.

They broke off to have tea. There was no hurry, those two doors would not take long.

Iris switched on the radio for the six o'clock news and they heard the local news which came before it.

Stan enjoyed the cake Iris had made early that morning, and was taking a second cup of

tea when the news reader started to read off the unemployment figures. Sixty there, 120 here and 300 at Blank's factory.

Stan, who up to that moment was only half listening, nearly upset his cup with shock. Blank's electronics factory was being closed.

I'll let Stan continue the story.

"I couldn't believe my ears. I was too shocked to hear the rest of the news properly.

"It brought my holiday to a sudden end. I couldn't keep my mind on house-painting any more. I managed to put a bit of paint on those doors, but it was a poor job."

Then followed the sad business of interviews with Ministry of Labour officials,* trying to arrange new jobs.

"Electronics engineer," the Ministry man repeated as Stan told him his job. "Nothing in that, I'm afraid. Got any other ideas?"

"I was wondering," said my friend Stan, "if you could get me a job as music teacher in local schools. I've a degree** in music."

The Ministry man looked at him in surprise and quickly said: "At your age it's unreasonable to think of becoming a teacher. You must accept the fact that you are a factory worker and are likely to remain one."

2 Questions

1. How did Stan and Iris spend the last day of Stan's holidays? 2. How did they manage with the job of house-painting? 3. Why did they decide to paint the house themselves? 4. Why was there no need for them to rush with the work? 5. How did Stan happen to learn about the employment situation in their part of the country? 6. What did he learn from the news broadcast? 7. How many people were known to be employed at Blank's electronics factory? 8. Why did Stan make such a poor job of the remaining doors? 9. What government organisation was expected to deal with the problem of finding employment for the redundant factory workers? 10. Could the Ministry man promise Stan **employment** as an electronics engineer any time in the near future? 11. What idea did Stan have about settling his problem? 12. Why did the Ministry official refuse to discuss it? 13. What are Stan's prospects for the future?

Ex. 46. *Read. the following, answer the questions, retell the text in English.*

* работники министерства труда в Англии

** диплом об окончании высшего учебного заведения

ДАЖЕ, ЕСЛИ У ТЕБЯ ЕСТЬ ВЫСШЕЕ ОБРАЗОВАНИЕ

В день, когда Вивиан Вил получил диплом об окончании Лондонского политехнического института, будущее представлялось ему довольно безоблачным. Он устраивается на работу, будет трудиться по своей специальности зоолога...

Прошло девять месяцев, но 24-летний Вивиан Вил так и не получил работы. 71 раз он пытался найти ее и 71 раз возвращался ни с чем. Вивиан не проявлял особой привередливости. Работы просто не было.

Трудности, с которыми встретился Вивиан Вил те же, что и у десятков тысяч молодых специалистов, окончивших английские университеты и колледжи, находящихся сегодня в числе безработных. Газеты выбрали Вила лишь потому, что безработица среди выпускников высших учебных заведений является в Англии особенно острой. По крайней мере каждый шестой из закончивших в этом году английские вузы не имеет работы.

Questions

1. How did Vivian Ville picture his future? 2. What career did he dream of? 3. Why couldn't he find employment? 4. What is the situation with university and college graduates in Britain?

Ex. 47. Retell the following in English.

РАДИ РЕКЛАМЫ

В 1921 году, незадолго до постановки оперы «Любовь к трем апельсинам», Сергей Прокофьев, который жил в то время в Чикаго, стал получать почти ежедневно ящик апельсинов. Композитор был крайне удивлен.

Но вот однажды явился к нему тучный американец и сказал:

—Смит, представитель «Калифорниафруткомпани». У нашей фирмы есть для вас выгодное предложение. Надеюсь, наши апельсины пришлись вам по вкусу. Мы согласны выплатить вам 2,000 долларов, если слушателям станет ясно, что апельсины, о которых идет речь в вашей опере, продаются компанией «Калифорния фрут компани». У меня на родине искусство не является рекламой, а я не торговец деликатесами, — резко ответил Прокофьев торгашу.

for advertisement's sake; shortly before; "Love of Three Oranges"; to be shown to the public; Chicago; Sergei Prokofiev; almost daily; to be beside oneself with surprise; Smith of the

California Fruit Company; to deal (in); to have an interesting business arrangement for **smb**; to find **smth** to one's taste; a grocer; a dealer

Ex. 48. Read and retell the text. Discuss it.

IMMIGRANT WORKERS IN BRITAIN

If we go into a cafe in London we may well find a Negro sitting alone at a table there. The waiters will not, as in many **cafes** in America, refuse to serve him. He comes, perhaps, from East Africa or the West Indies. Let us call him Davy.

If we start chatting with Davy he may tell us about himself, about his present situation and about his countrymen. He will tell us that there are about 10,000 coloured people in London, mostly seamen, students and unemployed. And they all can hardly make both ends meet. When they look for a job the Labour Exchanges* either refuse to recommend them or advise them to find jobs in another district.

When he calls at a factory for a job he may be told "all our jobs are taken" — yet a "Hands Wanted" notice** hangs outside the office. There is no use starting an argument about it. Davy has found that only the lowest paid jobs and the heaviest kinds of work are open to him. He had quite a good education, but he had no chance of getting a job in England as a clerk, not even as a bus conductor.

He had great **diff**iculty in getting somewhere to live. He now lives in a room not fit to live in with ten other Negroes; each of them pays twice as much as a white family will pay for the whole room.

Employers say that white workers are very particular who works beside them; landlords*** say that white workers don't like Negroes living in the same building. There is little truth in it. If we call on some Saturday night at a dance hall in the East End attended by young people, Negroes and white, we see that they meet in easy friendliness. They don't seem to mind chatting and dancing with each other at all.

There have, it is true, been some British trade unions who were against the employment not only of coloured men but of German antifascists before and during the war, of Poles and Italians since the war. Not, though, because they were coloured or foreigners, but because

* биржа труда

** объявления о найме рабочей силы

*** владельцдома

employers gave the foreign workers lower wages and **used it** as an excuse to cut the British workers' wages or to get rid of the higher paid workers.

(from "The British Scene" by George **Bidwell**)

Ex. 49. Use the following words and phrases in situations.

1. My First Job

to graduate an institute; to look forward to; to be full of new **plans** and ideas; to be eager to do smth; to make use of one's knowledge; to turn out; to be different from what one expected; to ask for advice; to be on the **safe side**; to pick up things quickly; to be satisfied with one's job; to manage; to be determined to do smth well

2. The Employment Situation In Capitalist Countries

an article in the newspaper; to attract attention; the headline; to deal with; poor conditions of life; to raise prices; to cut wages (**payment**); to keep a family; to be unable to do smth; to make both ends meet; on top of all; an employer; to close a factory; to lose one's job; to join the army of millions of the unemployed

3. At the Shoe Shop

to need a pair of walking shoes; to be no good; worn out shoes; can't do without; a shoe shop; to hurry to serve; an attendant; to try on; a size larger (smaller); the exact size; to receive a new stock of shoes; to satisfy a customer; to like smth particularly; to **smb's taste**; not to **mind** paying a little extra; to wear well; it pays to buy an expensive **thing**; to be satisfied; excellent service

4. Sending a Telegram

the New Year; to send a telegram; to dictate smth over the **telephone**; either ... or; to go to the Post Office; a rush of customers; would rather; to make use of smth; to save time; to dictate the words; to count **smth**; to pay by post

5. Fire In the House

to leave a child alone; not to be safe; to pick up a box of matches; to burn the matches; to enjoy the new game; dangerous; to catch **fire**; to get frightened; to start crying; to attract attention; a neighbour; to catch the smell of smoke; to break the door; to rush in; to burn **brightly**; to save the child; to call the fire brigade; to put out the fire

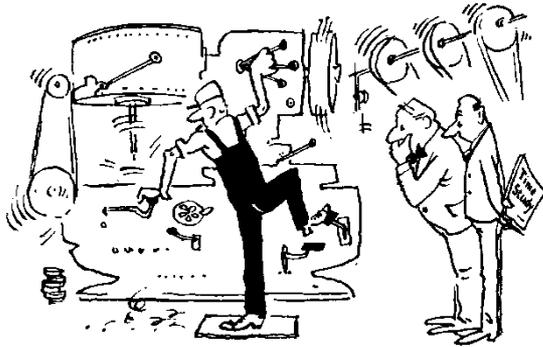
6. Caught In the Rain

to wake up; a bright Sunday morning; not to lose a minute; to pick up one's things; to rush to the station; to reach a place; to change (about the weather); not to expect; to rain cats and dogs; to get wet through; to ruin one's dress; to carry an umbrella about; to be on the safe side

7. How to Do Business

a new product; to appear in (on) the market; to attract buyers; to be in good taste; to sell at reasonable prices; a rush of customers; to have enough to satisfy smb's needs; to receive orders; to reach an agreement; to do excellent business in smth

Ex. 50. Tell the story of the picture, using the words and phrases given below.



Boss: Say, couldn't we find a job for the fellow's other leg?

an efficiency engineer; a machine tool; to catch smb's attention; to occur to smb; to be dissatisfied (with); to be idle.

Ex. 51. Subjects for oral and written composition.

1. Give a character-sketch of Danny.
2. Write a story of Danny's childhood.
3. Describe Danny's attempts to find a job.
4. Imagine Danny's life after he got the money, giving the story:
 - a) a realistic end; b) a happy end (Hollywood style).
5. Explain why Danny believed money to be the most important thing in the world.
6. Mr. Black's methods of doing business.
7. Explain the title of the story.
8. Unemployment in capitalist countries.



That's not for us! It's for university graduates.

Lesson Two

Text: The Car That Was (after "The Citadel" by A. J. Cronin¹)
Participle

Grammar: The

THE CAR THAT WAS

Christine and Andrew went into the sitting-room. Suddenly there came the loud braying² of a Klaxon from outside. Only one motor horn in Aberlaw³ could sound like that. It belonged to Con Boland.⁴

Hearing the car slow down and pull up at the gate, Christine and Andrew came out to meet the Bolands. The family had arrived in the reconstructed motor car — Con at the wheel in a bowler hat and enormous new gauntlets, with Mary and Terence beside him; the three other children sat close around Mrs. Boland, who had the infant in her arms, in the back, all packed like herrings in a tin.

Suddenly the horn began again: "Krr — krr — krr — krr —" Con had accidentally pushed the button in switching off and now it was stuck. The Klaxon would not stop.

"In the name of God," Con cried, "I'm wastin'⁵ juice.⁶ What's happened?"

"It's the button, Father," Mary told him calmly. She took it out with her little fingernail. The racket stopped.

"Ah, that's better," Con sighed. "How are ye, Mr. Manson, my boy? How d'you like the old car now? I've had her lengthened a good two feet. Isn't she⁷ grand? Mind you, there's still a little trouble with the gearbox, but she never⁸ broke down. We didn't quite manage the hill, as ye might say!"

"We only stuck a few minutes, Father," said Mary.

"Ah! Never mind," said Con. "I'll soon put that right when I repair her again. How are ye, Mrs. Manson? Here we all are to wish ye a merry Christmas⁹ and take our tea with ye!"

"Come in. Con," Christine smiled. "I like your gloves!"

"Christmas present from the wife," Con answered admiring the gauntlets. "Ah! What's gone wrong with this door?"

Unable to open the door he threw his long legs over it, climbed out helped the children and wife from the back, looked over the car with care — fondly removing a lump of mud from the windscreen — then tore himself away to follow the others to Vale View.¹⁰

They had a cheerful tea party. Con was in high spirits, proud of his car. "You'll not recognise her when she has a coat of paint." Mrs. Boland, as was her habit, drank lots of strong black tea. The children began upon the chocolate biscuits and ended with a fight for the last piece of bread. They cleared every plate upon the table with lightning speed.

But Con and his family could not stay long. Outside the light was failing and Con, worried about his "juice", had doubts which he did not care to express about the functioning of his lamps.

The Bolands were on the point of leaving when Con delivered the invitation: "Come out and see us start."

Again Andrew and Christine stood at the gate while Con packed the car with the children. After a couple of swings¹¹ the engine obeyed and Con, with a triumphant nod towards them pulled on his gauntlets. Then he raised himself proudly into the driving seat.

At that very moment the car gave out a groan and sank to the ground. The wheels shot outwards, there was the sound of pieces dropping off; then the body of the car came to rest on the street level. In the front was Con clutching the wheel, in the back his wife, clutching the baby.

Andrew and Christine gave out a shriek of laughter. Once they began they could not stop. They laughed till they were weak.

"In the name of God," Con said, rubbing his head and picking himself up, "she failed me." Seeing that none of the children were hurt that Mrs. Boland remained, pale but undisturbed, in her seat, he looked with sadness at the car lying in pieces. For a moment he seemed at a loss. Then his face brightened. He took Andrew by the arm and pointed with melancholy pride to the bonnet, beneath which the engine still made a few convulsive beats. "See that, Manson! She's still runnin'"

Somehow they dragged the remains into the back yard of Vale View. The Boland family went home on foot.

"What a day!" Andrew exclaimed when they had calmed down at last. "I'll never forget that look on Con's face as long as I live."

NOTES

1. **Cronin, Archibald Johnson**, born in 1896. An English physician and novelist, he was educated at Glasgow University. He was in general practice in South Wales (1921—24), and in London (1926—30). He is the author of "Hatter's Castle" (1931), "The Stars Look Down" (1937), "The Keys of Kingdom" (1941), "The Green Years" (1944), "Shannon's Way"

(1948), "Adventures in Two Worlds" (1952), "The Crusader's Tomb" (1956), "The Northern Light" (1958), "A Song of Sixpence" (1964) and other books.

2. The sound made by Con Boland's motor horn was loud and ugly, very much like the braying of an ass (ослиныйрев).

3. **Aberlaw**: an imaginary mining town in South Wales.

4. **Con Boland**, dentist, who was to become Andrew Manson's lifelong friend.

5. Along with a heavy Irish accent Con Boland had a carelessness of speech which the author gives through the exact letter expression of the pronounced words: "ye", for "you", "wastin" for "wasting", "runnin" for "running".

6. **juice**(sl): electric current; эд.токотаккумулятора

7. **she**: the pronoun will often be used when speaking of the moon, a ship, etc.

8. **never**: used for emphasis's sake, a stronger form of not, rather colloquial. E.g. 1) That will never do! Этоникуданегодится! 2) Never mind! Не обращайвнимания! 3) He never said a word against the plan. Оннислованесказалпротивплана.

9. **Christmas**: also Xmas, a religious holiday; рождество Christmas Eve: Dec.24th; Christmas Day: Dec.25th. There's a custom to make presents at Christmas as well as send Christmas cards wishing a person "A Merry Christmas and a Happy New Year".

10. In England it is a tradition for suburban houses to have names, not numbers. People of high social position have country houses with names, that is why a house with a name seems "better" than a house with a number.

11. The car didn't have a starter and Con Boland would start the engine running with the help of a special handle (заводнаяручка).

VOCABULARY

belongvi 1. принадлежать (быть собственностью) Everything in our country belongs to the people. 2. принадлежать, быть членом (общества, клуба, семьи и т. п.) What sport club do you belong to?

closea 1. близкий a close friend (relative, contact, etc.) 2. пристальный, тщательный a close look (translation, etc.); close advблизко, рядом He sat close to the window. closely advпристально, внимательно, тщательно to read (watch, examine, study, etc.) smth closely

accidentn 1. несчастныйслучай, катастрофа, аварияHe was badly hurt in a railway accident. **Phr.** meet with (have) an accident попастьвкатастрофу, потерпетьаварию 2. случай, случайность I met him quite by accident. accidentally advслучайно, нечаянно

stick (stuck) 1. *vi (lit. & fig.)* застревать Their car got stuck **in** the mud. The words stuck **in** her throat. 2. *vt* наклеивать, приклеивать You must stick a stamp **on** the letter before you post it. **Phr.** stick **to** the word (friends), one's principles, etc.) быть верным слову (друзьям), придерживаться принципов ит. п.

waste *vt* тратить (попусту, зря) to waste time (money, energy, words, etc.) **on** smb/smith waste *n* пустая трата (времени, денег ит. п.) It's (a) waste of time arguing (to argue) with him.

repair *vt* отремонтировать, чинить to repair a car (a watch, a road, a house, etc.); The car is **under** repair = The car is being repaired. The shop is closed **for** repairs.

wish *vt* 1. желать, хотеть What do you wish to have for your birthday? 2. (по)желать to wish smb luck (a pleasant journey, a Happy New Year, etc.); wish *n* желание, пожелание

care *n* 1. внимание, осторожность You should do your work **with** care. Take care not to break the glass. 2. забота, попечение, ответственность The children were left **in (under)** our care when their parents went away on a holiday. **Phr.** take care **of** smb/smith (по)заботиться о; присматривать за кем-л/чем-л to take care of one's family (one's children, one's parents, one's/smb's health; the tickets, one's luggage, etc.); care *vt/vi* 1. проявлять интерес, не быть безразличным; быть склонным, хотеть (*чаще употребляется в отриц. и вопр. контексте*) I don't care what they say behind my back. She does not seem to care **about** anything. I don't much care **about** going there now. Would you care to see the new film? 2. любить, нравиться, увлекаться (*чаще употребляется в отриц. контексте*) I don't think she really cares **for** him. He does not care **for** meat.

cheer 1. *vt* приветствовать громкими возгласами; поощрять добрыми восклицаниями The people cheered the cosmonauts as they drove along the streets. 2. *vt/vi* утешать(ся), ободрять(ся) The good news cheered everybody. He cheered **up** when he saw us. **Phr.** Cheer up! Не унывай! cheerful *a* веселый, бодрый, жизнерадостный a cheerful person (face, voice, smile, word, etc.); cheerless *a* безрадостный, унылый a cheerless room (place, day, etc.)

habit *n* привычка a good (bad, strange, old, harmful, etc.) habit; There are many things that you do **from** habit. **Phr.** be **in** the habit **of** doing smth иметь привычку делать; get **into** the habit **of** doing smth приобрести привычку

clear *vt* 1. очищать, чистить; убирать, прибирать In winter the streets have to be cleared **of** snow. Please clear the table. 2. clear **up** выяснять; распутывать (дело) to clear **up** a matter **with** smb

speed *n* скорость, быстрота He drove the car **at** a speed **of** one hundred kilometres an hour. **Phr.** **at** full speed полным ходом; на полной скорости; **with** lightning speed

сбыстротой молнии, молниеносно; speed-limit *n* дозволённая скорость; speed (sped) 1. *vi* испешить, идти поспешно; мчаться (о машине) The car sped past. 2. speed **up** ускорять (работу, производство ит. п.) to speed **up** work (production, etc.)

worry *vt/vi* беспокоить(ся), волновать(ся) What is worrying you? Don't worry **about** such little things. Everything will be all right, don't worry.

doubt *vt* сомневаться (в чём-л, ком-л) We never doubted his word (honesty, knowledge, etc.); doubt *n* сомнение There is no doubt that he can manage the job alone. He is sure to come, there is no doubt **about** it. doubtless *adv* == without doubt He will doubtless help us with the problem.

deliver *vt* 1. доставлять, вручать (почту ит. п.) to deliver letters (parcels, goods, railway tickets, etc.) 2. произносить (торжественно) to deliver a speech (an invitation, etc.); to deliver a lecture (a report, etc.) прочесть лекцию (доклад ит. п.) delivery *n* поставка, доставка

obey *vt* слушаться, повиноваться, подчиняться to obey smb (smb's orders, smb's instructions, etc.); (dis)obedience *n* (не) послушание, (не) повиновение, (dis)obedient *a* (не) послушный, (не) покорный a (dis)obedient child, etc.; to be (dis)obedient **to** smb

sink (**sank, sunk**) *vi* (*lit. & fig.*) тонуть, идти ко дну; опускаться; погружаться. Wood does not sink in water. The ship was sinking very slowly. She sank **into** an armchair. His voice sank **to** a whisper. Her heart sank.

drop 1. *vi* падать The temperature has dropped. 2. *vt*ронять, обронить; бросать, опускать Be careful not to drop the box. You have dropped your handkerchief. Please drop these letters **in** a letter-box. 3. бросать, прекращать to drop smoking (a habit, a subject; one's friends, etc.) **Phr.** drop **in** (**at** some place) заходить (куда-л)

fail 1. *vt* обманывать ожидания, подводить He'll never fail you. The weather failed us. 2. *vi* ослабевать, терять силы His health (strength, etc.) is beginning to fail. The light was failing 3. *vi* не исполнить, не сделать, забыть He failed to come. Don't fail to write to us.

point *vt* показывать, указывать to point **at** (**to**) smth/smb; to point **out** smb's mistakes (faults, etc.); He pointed **out** that the task was very important, point *n* 1. главное, основное, суть; смысл the point of a story (a speech, a joke, an argument, etc.); I missed the point of the story. His answer was not **to** the point. There is no point **in** arguing. 2. пункт, вопрос We have got some points to discuss. **Phr.** point of view точка зрения be **on** the point **of** doing smth собираться сделать что-л

run (**ran, run**) 1. *vi* работать (о механизме, машине) I dropped my watch and it does not run. 2. *vi* ходить, курсировать (о транспорте) Bus 27 does not run here. 3. *vi* вести,

управлять, возглавлять to run a factory (a farm, a picture-gallery, etc.) **Phr.** run smb **down** сбить кого-л (машиной); run smb **over** задавить кого-л (машиной); run **into** smb/ smth столкнуться, наскочить, наехать на кого-л/что-л

WORD COMBINATIONS

slow down замедлить ход (темпит. п.)

pull up (at the door, gate, etc.) остановиться у, подъехать к (подъезду и т.п.)

like herrings in a tin как сельдь в бочке

in the name of (smb) от имени (кого-л)

break down сломаться, выйти из строя (о машине, механизме)

put smth right исправить что-л

go wrong быть в неисправности

tear oneself away (from) оторваться (от)

be in high (low) spirits быть в приподнятом (подавленном) настроении

a coat of paint (dust, etc.) слой краски (пылит. п.)

be at a loss быть в недоумении, растеряться

on foot пешком

EXERCISES ON THE TEXT

Ex. 1. Answer the following questions:

1. How did Christine and Andrew know that the Boland family was coming to pay them a visit? 2. How did the Bolands arrive? 3. What did the Mansons see when they came out to the gate to welcome their friends? 4. How did Con explain their visit? 5. What was the real reason for the visit? 6. What did Con have to say about his car? 7. Why was he so proud of it? 8. Why didn't the Bolands use the doors to get out of the car? 9. How did the party go? 10. Why was Con eager to start home early? 11. Why did he think it best not to express out loud his doubts about the functioning of the car lamps? 12. How did the family prepare for the trip home? 13. What happened just as Con raised himself into the driving seat? 14. Why couldn't Christine and Andrew help laughing when they saw the car falling to pieces before their very eyes? 15. Was anyone hurt in the accident? 16. How were Con's efforts repaid? 17. How did the Bolands reach home that night?

Ex. 2. Find in the text the English for:

- а) 1. гостиная; 2. с ребенком на руках; 3. как сельди в бочке; 4. пожелать веселого рождества; 5. окинуть взглядом; 6. веселое чаепитие; 7. быть в приподнятом настроении; 8. затеять драку из-за последнего куска хлеба; 9. съесть все до последней крошки; 10. с быстротой молнии; 11. сомнения, которые он не пожелал высказать; 12. торжественно пригласить; 13. победоносно кивнуть; 14. натянуть краги; 15. испустить стон; 16. медленно осесть на землю; 17. истерически захохотать; 18. потирать голову; 19. подняться с земли; 20. взять под руку; 21. отправиться домой пешком;
- б) 1. автомобильный сигнал; 2. замедлить ход; 3. подъехать и остановиться у ворот; 4. сидеть за рулем; 5. на заднем сидении; 6. заклинить; 7. выключить мотор; 8. удлинить кузов машины на добрых два фута; 9. мелкие неполадки; 10. коробка передач; 11. выйти из строя; 12. вылезти из машины; 13. ветровое стекло; 14. слой краски; 15. шоферское сидение; 17. кузов машины; 18. капот (двигателя); 19. работать (о двигателе).

Ex. 3. Give the four forms of the following verbs:

sit, sink, stick, drag, drink, nod, rise, raise, tie, stop, throw, tear, obey, run, rub, hurt, put, pull

Ex.4. Complete the following sentences according to the model.

Model: 1. There is something wrong with the door, it ... (to open). There **is** something wrong with the door, it **won't open**.

2. There was something wrong with the door it ... (to open). There **was** something wrong with the door it **wouldn't open**.

1. There is something the matter with the car engine, it ... (to run). 2. Give me your pen please, the one I have ... (to write). 3. The child was told not to make a noise, but he ... (to obey). 4. We told him to drop smoking as it was harmful to his health, but he ... (to listen). 5. He was trying hard to build up a fire, but the wood ... (to burn). 6. She wanted to write down on paper what she thought and felt, but the right words ... (to come).

Ex. 5. Use constructions with "won't" ("wouldn't") instead of words in bold type. Make other necessary changes.

1. What's gone wrong with the suit-case? I **can't open** it. 2. We asked him to slow down, but he **never listened** to us. 3. We used to be friends at school, but when we happened to meet ten years later he **didn't even recognize** me. 4. She was tired and needed a rest, but she **didn't even want to hear** of it. 5. We wanted to know the reason for his absence, but he **refused to discuss** it. 6. He gave the door another push, but it **didn't open**.

Ex. 6. Translate the following sentences using "won't" ("wouldn't").

1. Ему следовало бы серьезно заняться своим здоровьем, но он и **слышать об этом не хочет**. 2. Зная, что ему одному трудно справиться с заданием, мы решили помочь ему. Но он **ни за что не хотел** принять нашу помощь. 3. С ней было бесполезно разговаривать на эту тему, она **упорно молчала**. 4. Эта марка **никак не приклеивается**. Дай, пожалуйста, другую. 5. Я **ни за что не заговорю** с ним первый. 6. Его явно что-то волновало, но он **никак не хотел говорить** в чем дело. 7. От метро до его дома всего лишь пять минут ходу, но он **ни за что не пойдет пешком**. 8. Его несколько раз предупреждали, чтобы он не ездил на такой скорости, но он и **слушать не хотел**, пока не попал в аварию.

Ex. 7. Translate the following sentences using "once".

1. **Стоит только** завести разговор на эту тему, и он будет продолжаться до бесконечности. 2. **Уж если** он принял решение, то ничто не заставит его изменить его. 3. **Стоит вам только** закурить, и вы пропали. 4. **Если вы хоть раз** не сдержите свое обещание, они больше не будут верить вам. 5. **Стоит вам только** понять это правило, все остальное будет легко. 6. **Стоит вам только** начать читать эту книгу, и вы уже не сможете оторваться, пока не прочитаете ее до конца.

EXERCISES ON PREPOSITIONS AND ADVERBS

Ex. 8. Learn the following phrases and a) recall the sentences in which they are used in the text, b) use them in sentences of your own.

belong **to**; slow **down**; pull **up** (at); arrive/come **in** a car; **at** the wheel; **in** smb's arms; **in** the back/front; have trouble **with**; break **down**; go wrong **with**; climb **out**; **with** care; tear oneself **away from**; **in** high spirits; be proud **of**; fight **for**; worry **about**; **on** the point **of** doing smth; **with** a nod; pull **on** gloves; give **out** a groan (a shriek **of** laughter); sink **to** the ground; **on**

street level; pick oneself **up**; **at** a loss; **with** sadness; take smb **by** the arm; point **to**; **with** pride; **on** foot; calm **down**.

Ex. 9. Fill in the blanks with prepositions or adverbs:

A. 1. We shall continue our way ... foot as soon as the storm calms The roads here are too bad for cars. 2. Say something to cheer her she's ... low spirits today. 3. I called the wrong number ... accident. 4. You needn't worry ... little things, it's the big things that are important. 5. "You can use my telephone," the secretary told me ... a nod the telephone ... the desk. 6. Something went wrong ... my car the other day, I couldn't get it started. 7. They cleared the road ... the remains ... the broken car so that traffic could move. 8. Pointing ... a comfortable chair he said: "Make yourself at home." 9. He still stuck ... his story which did not change after many repetitions. 10. As she pulled ... the gloves she looked ... the room ... the last time to see if she hadn't left anything 11. The baby calmed ... as soon as he was ... his mother's arms. 12. The doctors had a long and hard fight ... her life. 13. He took the blind man ... the arm and led him ... the street. 14. If you are ... doubt ... the route, have another look ... the map. 15. Of the two bags he usually took ... him ... any trip, one was always packed ... books. 16. Before taking a decision we must clear the matter them. 17. He no longer seems to care ... football as he once did. 18. She was ... the point ... saying something, but changing her mind remained silent. 19. Standing there ... the middle ... the big hall he felt ... a loss and for a moment did not know how to start his speech. 20. The car was going ... full speed.

B. Barry belonged ... a number ... clubs. He was proud ... his collection ... membership cards and often took them ... his wallet ... the day to look ... them. Now after changing his job Barry had 25 pounds a week to spend ... himself. He had left the garage ... Nick's care. He didn't see much point ... going on working there. Why waste any more years ... a job that gave him nine pounds a week only?

Now ... the wheel ... his new car he was driving ... James' restaurant. He liked driving ... London late ... night when the roads were clear ... traffic and he didn't have to be careful or afraid ... an accident.

He slowed ... and pulled ... the curb arriving ... the restaurant. James came hurrying ... to meet him.

Barry climbed ... the car. "Come ..., and have a drink," James invited. Barry followed him It was a warm, smoky place that smelt of rich cigars and perfume. One could run into all kinds of famous people there. Barry stared ... each of the women-diners as he walked ... a place ... the bar which James had pointed

(after "Jack Would Be a Gentleman" by G. Freeman)

Ex. 10. Give the English for the following phrases, using the preposition "to" in its different meanings. Use the phrases in sentences of your own.

I. а) поехать в Ленинград (на Дальний Восток, на север, к морю, за город); переехать в другой район; пойти на почту (в магазин); повернуть направо (налево); поспешить (броситься) к кому-л; отвести к врачу; по пути в город; по дороге в институт; поездка в горы; вход в парк;

б) ходить в школу; лечь в больницу; пойти на рынок.

II. повиситься до 20 градусов, упасть до нуля (о температуре); понизиться до шепота (о голосе); считать до десяти; подойти к концу повествования; привести к победе.

III. без двадцати шесть; без четверти пять; по сей день; до конца; от понедельника до субботы; от апреля до сентября; от начала до конца.

IV. а) разговаривать с кем-л; написать письмо другу; крикнуть кому-л; позвонить кому-л; послать письмо (телеграмму) друзьям; слушать кого-л; обратиться к кому-л за помощью;

б) представлять большой интерес (много значить, быть существенным, важным) для кого-л; приключиться с кем-л.

V. быть горьким на вкус (теплым на ощупь, неприятным на слух); радовать глаз; быть по вкусу кому-л.

VI. к чьему-л удивлению (разочарованию, восторгу, удовольствию).

VII. а) быть вежливым (добрым, внимательным, безразличным, холодным, милым) к кому-л; быть благодарным кому-л;

б) описать чью-л внешность кому-л; продиктовать письмо секретарю; объяснить правила уличного движения кому-л; доказать что-то кому-л.

VIII. а) приходиться двоюродным братом кому-л; быть верным другом кому-л; оставаться чужим человеком для кого-л; быть замужем за кем-л; быть женатым на ком-л;

б) быть ассистентом у профессора (секретарем директора).

MISCELLANEOUS PHRASES

принадлежать кому-л; обращать внимание на детали; приносить пользу (вред) делу; говорить по существу; придерживаться принципов; положить конец спорам; привести к хорошим результатам; ожидать с нетерпением приглашения (праздника); показать на вывеску (картину); заняться делом (работой); разбиться на куски; разорвать в клочья; костюм, сделанный на заказ; право на образование (труд); плечом к плечу; лицом к лицу.

EXERCISES IN LEXICOLOGY

Ex. 11. Recast the following sentences, using nouns with "-ness" instead of the words in bold type. Make all other necessary changes.

1. I was surprised to see how **calmly** he took the news. 2. She looked at the child **fondly**. 3. There was a **sad** feeling in his heart. 4. The very fact that the situation was **hopeless** seemed to give her new strength. 5. He had ruined his own chances by being **foolish** and **thoughtless**. 6. The accident had happened through his being careless. 7. We strongly doubted that he would remain firm in his decision to make a fresh start. 8. They were kind and friendly, and it touched me greatly.

Ex. 12. Give words of the same root in Russian- Compare the meaning.

motor, horn, chocolate, racket, present (n), infant, triumphant, melancholy, reconstruction, convulsive, to pack, to function

Ex. 13. In the following groups of sentences compare the meaning of the verbs in bold type. Translate the sentences into Russian. Give your own examples.

1. a) The children were too excited to be **calmed** at once. b) It took us some time to **calm down** after the argument. 2. a) The shops are almost sure to be **closed** at this hour. b) The factory was **closed down**. 3. a) Leave that TV set alone, you'll be **breaking** it. b) The car **broke down** when we were half way between the two cities. 4. a) Don't add any more wood into the fire. It's **burning** brightly enough, b) By the time the fire brigade arrived the house **had burned down**. 5. a) He died **fighting** for his country, b) He **fought down** the anger rising in him and continued speaking in a calm even voice.

VOCABULARY EXERCISES

Ex.14. Fill in the blanks with a suitable word in the correct form. Translate the sentences into Russian.

accident; to belong; to care (2); care (2); to doubt; doubt (2); to drop (2); to fail; habit (2); to obey; to run; to sink; to speed; speed; speedy; to stick (2); to waste; to wish; to worry (2)

1. We all ... the newly-married couple the best of luck. 2. Orders are given to be 3. Five minutes from the end, we were still in ... about the results of the match. 4. He would not ... his time on people who refused to help themselves. 5. The train ... through the night, taking us farther and farther away from home. 6. She didn't really ... what people said about her as long as she felt she was doing the right thng. 7. When she heard that the plane was reported missing, her heart 8. He started up the engine to see if it was ... properly. 9. We all had free use of the bicycle as it didn't seem to ... to anyone in particular. 10. I've always known him to be a truthful person and have no reason to ... his words. 11. Bad ... die hard. 12. He chose his words with ... as he didn't feel quite safe on the subject. 13. Though unexpected questions were asked and ... openly expressed, he ... to his story. 14. He had never ... for football or any other of the noisy outdoor games. 15. He had been hoping for a ... decision and was disappointed to learn about another week's wait. 16. The car was picking up 17. It was the runner's bad luck that he met with an .. almost having reached the finish. 18. We hadn't heard from our friend lately and were beginning to get... . 19. If there's no hope of reaching agreement it's always better to ... a subject than waste time arguing. 20. The child had a must upsetting ... of staring at people. 21. The young man was moved to hospital where he would be getting the best of medical 22. She ... over the least thing that goes wrong. 23. He had been given the name in fun, but somehow it 24. That night the temperature ... sharply to five below zero. 25. He believed in his friends, they had never ... him.

Ex. 15. Paraphrase the following, using words and. word combinations given below. Make all necessary changes.

to care (2); to drop; to drop in (at); to waste; to obey; to fail (2); to stick (to) (2); to cheer up; to put right; to slow down; to take care of (2); from habit; without doubt (2); in low spirits; at a loss; in the habit (of); no point (in); to go wrong (2).

1. He seemed **to have little liking** for modern jazz. 2. **It was useless** trying to change the arrangement. Everything had been settled weeks ago. 3. Though there was no need to, she continued getting up early **because she had always got up early**. 4. He went away leaving

his affairs in terrible disorder; it would take time **to get them arranged satisfactorily**. 5. I'd been watching him closely and noticed his eyes suddenly widen with fright; **clearly** something **unpleasant had happened**. 6. Approaching the turn the car **started moving slower**. 7. The difficulties **were dealt with** one by one. 8. **It was all the same to him** whether he won or lost the game. 9. His kind words **raised my spirits**. 10. Not every habit is easy **to get rid of**. 11. All his efforts to get them to make up they; quarrel **were useless**. 12. He promised to let me know if things **turned out badly**. 13. She said she would **pay me a short visit** some afternoon. 14. His son **had disappointed** him, he had had such high hopes for the boy. 15. The woman was warned **to keep** to the facts of the accident. 16. He said he would **arrange matters with** the tickets, luggage and all the rest of it. 17. It was **most certainly** the funniest joke I'd ever heard. 18. She **was used to** taking a cup of tea in the afternoon. 19. He **was uncertain** what to do or say. 20. She was so excited at the news that **the right words wouldn't come**. 21. He **wouldn't change a word in** his story. 22. She was **gloomy arid depressed**, not like her usual self at all. 23. Children are expected **to do as they are told**.

Ex. 16. Speak on the following topics, using the words and expressions given below.

1. Con Boland Reconstructs the Car

to become too small for the family needs; a bright (wonderful, perfectly, splendid) idea; to come into one's head; to cut the car body in two; to lengthen the car a good two feet; to work day and night; to be in a hurry to finish the job; to hope to give the car a new coat of paint; to have no doubts that ...; to hold the whole family; to run well; to one's own taste; to admire; to be proud of

2. On the Way to Vale View

to decide to pay smb a surprise visit; to pack the car with the children; like herrings in a tin; beside oneself with excitement; to risk it; to be (get) stuck; to have a little trouble with the gearbox; (the engine) not to pull properly; not to break down; to manage the hill; to push from behind; to arrive safely

3. The Bolands Arrive

the loud braying of the horn; to attract attention; to belong to smb; to make a terrible noise; to slow down; to pull up at the gate; to switch off; to push in a button; to get stuck; an awful

racket; to put smth right; to be unable to tear oneself away from; would rather; to look over with care; to remove a lump of mud

4. The Tea Party

cheerful; in high spirits; to talk of nothing but ...; to enjoy oneself; to get lots of pleasure out of doing smth; to push; to pull; with lightning speed; to clear every plate; to have a good time; tasty things; to be in the habit of doing smth; to drink lots of strong black tea

5. The Accident

to have doubts; the functioning of the lamps; to have no time to waste; to use the handle to start the engine; after a couple of swings; to obey; to raise oneself into the driving seat; to pull on one's gauntlets; to give a triumphant nod; smth unexpected; to happen; to sink to the ground with a groan; to shoot outwards; to drop off; to fall to pieces; to come to rest on street level; to come as a surprise to smb; to make a very funny picture; in the front (back); to clutch

6. After the Accident

to pick oneself up; to rub one's head; to be at a loss; to fail to understand the reason for smth; to be worried about; to be all right; to remain 'm one's seats; pale, but undisturbed; to hold the baby in one's arms; to cheer up; to brighten; to take smb by the arm; to believe that one's efforts have not been wasted; to point to smth with melancholy pride; (the engine) to be still running; to make a few convulsive beats; to lie in pieces; to be fit for nothing; to know how to deal with the remains; to remove from the road; to drag away; to go home on foot

SPECIAL DIFFICULTIES

Ex. 17. Translate the following sentences using the verbs "to rise" or "to raise" according to the sense.

1. Закончив письмо, он **встал** из-за стола и отнес его секретарю печатать. 2. Как только солнце **поднялось**, туристы сразу же отправились в путь. 3. Машина промчалась мимо на большой скорости. **подняв** облако пыли. 4. Во время переговоров были **подняты** серьезные вопросы. 5. Не следует **повышать** голос, с детьми надо разговаривать спокойно.

Ex. 18. Fill in the blanks with "little", "a little", "few", "a few".

1. It was to be only a family affair, so ... people were invited. 2. I have ... doubts but I'd rather not mention them now. 3. I have ... money, I can't let you have any. 4. She got ... letters with New Year's wishes this year, usually she gets many. 5. "Give the door another coat of paint." "I can't, I've too ... paint." 6. I must say I am ... worried about his health. 7. He is a very obedient child, his parents have ... trouble with him. 8. He hardly said more than ... words the whole evening.

Ex. 19. Translate the following using "little", "a little", "few", "a few".

1. У меня есть немного денег, могу одолжить (дать) тебе. 2. Ен удлиннили пальто на несколько сантиметров, и оно теперь выглядит лучше. 3. Она мало изменилась, ее легко узнать. 4. Нам надо обсудить еще несколько пунктов соглашения. 5. Устал? — Да, немного. 6. Мало кто любит рисковать. 7. Он говорит много, а делает мало. 8. Мне в этом доме мало что принадлежит. 9. Он немного знает французский, обратитесь к нему.

GRAMMAR EXERCISES

The Participle

Participle I

Ex. 20. Study the forms of Participle I and the way they are rendered in Russian

non-perfect*	1. He listened in, lying on the sofa. 2. Arriving in Leningrad we went sightseeing at once. 3. She went out closing the door	1. Он слушал радио, лежа на диване. 2. Приехав в Ленинград, мы сразу же отправились осматривать город. 3. Она вышла закрыв за
non-perfect	4. They went along the path leading to the river. 5. A crowd of children watched	4. Они шли по тропинке, ведущей к реке. 5. Толпа детей наблюдала,

* Participle I, non-perfect form, may denote an action simultaneous to that expressed by the finite form of the verb (No 1), closely preceding it (No 2) and following it (No 3).

-t-4 perfect	<p>6. Having packed my things I went to call a taxi.</p> <p>7. Having been examined** by the doctor, they were allowed to join the sports club.</p>	<p>6. Упаковав вещи, я пошел вызвать такси.</p> <p>7. После того как их осмотрел врач, им разрешили вступить в</p>
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Ex. 21. Give all the possible forms of Participle I to the following infinitives:

to put, to open, to strike, to push, to arrive, to hear, to stop, to enter, to finish, to live

Ex. 22. Give attributive phrases using Participle I and explain them ' according to the model.

Translate the phrases into Russian.

Model: (a) a child; to sleep

(b) a sleeping child

a sleeping child

a child that is sleeping

a fish; to fly

a flying fish

a flying fish

a fish that can fly (that flies)

1. a woman; to smile 2. children; to laugh 3. a look; to understand; 4. a building; to burn 5. a lamp; to stand 6. a man; to know 7. a ship; to sink 8. indifference; to seem 9. a story; to touch 10. a thought; to disturb 11. interest; to grow 12. light; to blind 13. winter; to come 14. a crowd; to cheer 15. a machine; to add 16. a page; to miss 17. a bus; to pass 18. eyes; to search 19. a remark; to cut 20. a look; to question

Ex. 23. Open the brackets, using the correct form of Participle I. Translate the sentences into Russian.

1. She sat in a comfortable armchair (to smoke) a cigarette. 2. (to put) aside the newspaper, she raised her eyes at me. 3. We watched the delegation (to show) into the hall. 4. (to visit) the museum before, I knew my way easily. 5. (to rise), the secretary put down the newspaper. 6. (to stop) before the traffic lights, he saw to his surprise it was almost eight o'clock. 7. (to work) as a taxi-driver for twenty years, he knew every little corner of the town. 8. I felt the car pick up speed, (to look) over at the speedometer, I noticed we were making a hundred. 9. The house (to build) at the corner of the street will be a library.

** Participle I, perfect form, passive, is rather uncommon.

Ex. 24. Replace the parts in bold type by Participle I (non-perfect form, active) according to the model.

Model I She looked down at her son **who was sleeping on the sofa.**

(attribute) She looked down at her son **sleeping on the sofa.**

1. They passed a group of workers **who were repairing the road.** 2. He will leave at 10, just in time to meet the train **that will arrive at 10.30.** 3. It always gives me pleasure to help students **who work hard.** 4. The windows **that face the garden** were open. 5. We drove up to the front door of a tall house **which stood a little back from the road.** 6. Near the dock he ran into a sailor **who was returning from town.** 7. I've received a letter from him **which says** that he is coming next month. 8. He couldn't fall asleep because of the noise **that was coming from the street.** 9. He threw aside the letter **that was lying on top** and picked up the next. 10. She got on the train **that was going to Moscow.**

Model II That night **while he was walking down the**

(adverbial modifier of **avenue** he wished most of all to meet her.

time) (While) **Walking down the avenue,** he wished most of all to meet her.

1. **While she was clearing the table** she thought of the uselessness of such parties. 2. **When I saw** that it was useless to argue with him, I dropped the subject. 3. **He got off at Sverdlov Square,** and walked fast towards the Bolshoi Theatre, 4. **When he arrived at the station,** he didn't find anyone to meet him. 5. **The girl took a sheet of paper** and wrote the first words that came into her head. 6. Then she stopped suddenly, **as she remembered the presence of the children.** 7. **As he pulled up at the house,** he was surprised to see no light in the windows. 8. **While grandfather was enjoying the smoke** he thought over his present situation. 9. **When he saw them,** he stopped to let them catch up with him. 10. **As she entered the garden,** she saw her father repairing the car.

Model III (1) **As he was busy,** he refused the invitation.

(adverbial modifier of **Being busy,** he refused the invitation.

reason)

(2) She turned to me for help **because she did not know how to deal with the problem.** She turned to me for help, **not knowing how to deal with the problem.**

1. **He saw his mistake** and stopped arguing. 2. **As she was very tired,** she fell asleep the moment her head touched the pillow. 3. **As he was sure** that he was right, he felt calm and undisturbed. 4. She stopped, **she didn't know which way to follow.** 5. He decided to change his job, **because he was not fit for it.**

Model IV

He went out and **closed the door behind him.**

(adverbial modifier of manner or attending circumstances)

He went out **closing the door behind him.**

1. "I would rather start for the station immediately," she said and **looked up at the clock.** 2. He sat by the open window and **watched the people** passing by. 3. She answered all my questions calmly and **tried to look indifferent.** 4. They stood on the doorstep and **watched the car as it drove away.** 5. He entered the room, he **whistled gaily.** 6. He stood before the house where he grew as a child and **thought of many things.** 7. She lay on the sofa and **listened to the radio.** 8. He smoked all the time and **usually lighted a fresh cigarette from the end of the last.**

Ex. 25. Paraphrase the parts in bold type, using Participle I (perfect form, active)*

1. **After they had repaired the car,** they drove on, though it was past midnight. 2. **When I packed all my things,** I still had enough time to write a few letters. 3. They were old friends, **they had been at school together.** 4. For an hour or so he watched a lovely film that he knew by heart, **as he had seen it at least ten times.** 5. When he was told that he would go there by plane, he felt excited, **as he had never travelled by air before.** 6. **When we had reached the top of the mountain,** we sank to the ground, too tired to do anything. 7. **After he had worked at the Institute for five years,** he decided to take a postgraduate course.

* The perfect form of Participle I is used only in the function of an adverbial modifier. It's never used as an attribute. It always denotes an action preceding that of a finite verb.

Ex. 26. Paraphrase the parts in bold. type using Participle I (passive form).

1. The experiment **which is being made in our laboratory** will be very important for our future work. 2. **The letter was written in pencil**, it was difficult to read. 3. They looked at the house **which was being built on the other side of the river**. 4. **As he was not allowed to read**, he mostly spent his time listening to the radio. 5. He asked for additional explanation as **he was not satisfied with the answer**.

Ex. 27. Translate the following sentences using Participle I in the correct form.

1. **Дав ему обещание**, я не мог не прийти. 2. **Прослужив в армии два года**, он вернулся взрослым человеком. 3. «Я бы хотела, чтобы меня поняли правильно», сказала она, **улыбаясь**. 4. Она сидела молча, **уставившись на огонь**. 5. Окна, **которые выходили на мост**, были открыты. 6. **Узнав меня**, она крикнула, чтобы я остановился и подождал ее. 7. **Так как он сам был веселым человеком**, он умел подбодрить и других. 8. Чтобы успеть на поезд, **который прибывает в 8 утра**, она должна была встать очень рано. 9. Домик, **который стоял в стороне от дороги**, принадлежал учителю школы. 10. **Он понял свою ошибку** и перестал спорить. 11. **Подходя к дому**, он увидел, как погас свет на первом этаже. 12. Дорога, **которая сейчас ремонтируется**, будет значительно шире после ремонта. 13. **Войдя в комнату**, она сразу заметила какую-то перемену. 14. **Закончив лекцию**, профессор оглядел аудиторию, **ожидая вопросов**. 15. **Подходя к дому**, я вспомнила, что забыла опустить письмо. 16. **Узнав меня**, он подошел к нашей группе и попросил разрешения присоединиться к нам. 17. **Будучи в хорошем расположении духа**, он был весел и разговорчив.

Participle II

*Ex. 28. Study the use of Participle II in the following sentences, state their functions.**

1. **He seemed frightened.**

* Participle II may also be used in the function of an adverbial modifier of time, reason and concession, e.g.

- (1) Pleased with himself, he left the office in high spirits.
- (2) When asked, he answered that he didn't know anything about it.
- (3) Though frightened, he didn't show it.

2. *The boys looked at the broken window with frightened faces.*
3. *Here is a letter addressed to you.*

Ex. 29. (a) Compare Participle I and Participle II in the following attributive phrases;
(b) translate them into Russian;
(c) explain them according to the model.

Model: (1) A **burning** cigarette: a cigarette that is burning;
 a **burnt** letter: a letter that has been burnt.
(2) a **promising** student: a student that is talented and promises to become a
 good specialist.
 a **promised** trip: a trip that has been promised.

1. disturbing silence — disturbed silence; 2. a hurting remark — a hurt look; 3. a sinking ship — a sunk ship; 4. a pleasing smile — a pleased smile; 5. a stopping train — a stopped train; 6. a surprising expression — a surprised expression; 7. a frightening look — a frightened look; 8. an exciting film — an excited child.

Ex. 30. Paraphrase the parts in bold type using Participle II according to pattern 3 in the chart.

1. There were a lot of foreign guests at the conference **that was held in May**. 2. The first thing that attracted his attention was a big vase **that was filled with beautiful roses**. 3. We sat down on the ground **that was covered with dry leaves**. 4. I reached for the glass **that was held out to me**. 5. He looked around the coffee-shop **that was packed with people** and moved to the table **that was marked "Reserved"**. 6. Entering the station I saw a hurrying man **who was followed by a porter**. 7. They all had to obey the instructions **that were given by the head clerk**. 8. He acted on the plan **that had been worked out a long time ago**. 9. She didn't want to see him for reasons **that had already been mentioned**.

Ex. 31. Translate the following sentences, using Participle II.

1. У него был очень **испуганный** вид. 2. Эта телеграмма пришла вместе с почтой, доставленной утром. 3. Я с трудом нес чемодан, **набитый книгами**. 4. Он ни за что не

хотел тратить деньги, **отложенные на поездку**. 5. Метод, **используемый этим рабочим**, был подхвачен всеми. 6. У нее был **взволнованный** вид. 7. Он оглядел сад с **довольной** улыбкой. 8. Подходя к столу, он увидел на нем письмо, **адресованное** ему. 9. Когда я вошел в комнату, он собирал с пола кусочки **разбитой** чашки. 10. **Хорошо одетый** незнакомец сразу привлек наше внимание. 11. Вещи, **которые были уже упакованы**, лежали на полу около дверей. 12. **Сделанный на заказ** костюм сидел на нем очень хорошо.

A Complex Object With Participle II

Ex. 32. **Study the following chart, translate the sentences into Russian.**

1. I usually have	my hair	cut once a month.
2. We shall have	our house	painted in spring.
3. Where did you have	you car	repaired?
4. I want to have	it	done by tomorrow.
5. I've just had	my watch	repaired.
6. He won't have	anything	changed here.

Ex. 33. **Answer the following questions using a complex object with Participle II.**

1. How often do you have your hair cut? 2. When did you last have your hair cut? 3. Where did he have his watch repaired? 4. How often do you have your teeth examined? 5. Where does she have her clothes made? 6. When will they have this job done? 7. When did he have his suit cleaned? 8. Where can I have my coat shortened?

Ex. 34. **Paraphrase the following sentences according to the model, watch the difference in meaning.**

Model: (a) I'll make somebody do this job. I'll have this job done.
 (b) She wants to shorten her dress. She wants to have her dress shortened.

1. He wants his dinner to be served at 5. 2. They'll discuss this problem at the meeting. 3. When does he want to send this telegram? 4. We want to finish this work by the end of the month. 5. The print of the manuscript is too small. He doesn't want to ruin his eyes. 6. I want to do my hair in a new style.

Ex.35. Practise the following according to the model.

Model: My hair has grown long. (to cut)
I must **have it cut**.

1. He has a terrible toothache. The tooth has gone too far (to pull out). 2. My watch is five minutes slow (to repair). 3. His suit is already dirty. He mustn't wear it like that (to send it to the cleaner's). 4. There is some trouble with the gearbox (to put it right). 5. We are leaving tomorrow (to pack; all the things). 6. Her teeth are uneven (to straighten). 7. Their house looks ugly (to repaint).

Ex. 36. Translate the following sentences using a complex object with Participle II.

1. Когда мы пришли, все ее вещи были упакованы. 2. Вам необходимо подстричься. 3. Вам следует отремонтировать свои часы. Тогда вы, может быть, не будете опаздывать. 4. Ей хочется сшить новое пальто. 5. Мне только что вырвали зуб. 6. У вас что-то серьезное с рукой. Вам надо показать ее врачу. 7. Мы должны рассмотреть этот вопрос в понедельник. 8. Мне бы хотелось, чтобы мои распоряжения выполнялись.

2.1 MIXED BAG

Ex. 37. Open the brackets using the correct form of Participle I or Participle II.

1. (to read) half the book, he fell asleep. 2. The wind (to come) from the North was bitterly cold. 3. She didn't pay any attention to the (to ring) telephone. 4. (to reach) for the sugar, she upset a cup of coffee. 5. They sat around the fire (to stare) at it in silence. 6. I noticed him give her a (to surprise) look. 7. In the middle of the night he woke up (to shake) with cold. 8. She opened the telegram with (to shake) fingers. 9. He wants to have his luggage (to pick up) on the way to the station. 10. I don't really see what can be done about the (to ruin) picture. 11. The path (to lead) to the house was covered with yellow leaves. 12. He walked out of the

room, (to leave) the door open. 13. They were worrying about the child (to leave) alone in the house. 14. (to look) forward to that moment for a long time, he felt no pleasure now that it had arrived. 15. Why not throw away the (to break) sunglasses, we are not likely to repair them. 16. While waiting for a flight at the airport a passenger can have his hair (to cut), his suit (to press), shoes (to shine).

Ex. 38. Fill in the blanks with Participle II or Participle I in the correct form of the verb in brackets.

1. ... breakfast they called a taxi to take them to the station (to finish). 2. Everyone turned to the only woman in the room ... on the sofa (to sit). 3. She rose and, ... me to follow her, walked on, ... and (to tell, to laugh, to talk). 4. ... me in the postman left the parcel with my next-door neighbours (not to find). 5. "I don't know if I see what you mean," he said with a ... expression (to hurt). 6. ... to the window she threw it open. In the street a circus was passing (to cross; to travel). 7. ... the gate he sang an old song ... at times to admire his work (to paint, to stop). 8. We-stopped at-the freshly ... gate (to paint). 9. ... the episode I couldn't help laughing (to remember). 10. You needn't repeat the lesson so well ... by everybody (to remember). 11. "Do you find this film interesting?" he asked ... to her (to turn). 12. We had the roof of our country house ... green (to paint). 13. He walked along the street with his collar ... up, hands in pockets (to turn).

Ex. 39. Translate the following sentences, using Participle I or Participle II.

1. **Прослушав** внимательно его доклад, я понял, какую большую работу он проделал. 2. **Слушая** внимательно все, о чем он говорил, я одновременно наблюдал аудиторию. 3. **Беспокоясь** о его будущем, она думала о том, как помочь ему. 4. Она отвечала на вопросы рассеянно, все время **думая** о случившемся. 5. **Будучи новым человеком**, он пока не задавал вопросы, **боясь попасть впросак** (сделать ошибку). 6. Он посмотрел на **отремонтированную** машину с удовлетворением и гордостью. 7. **Увидев**, что машина замедлила ход, я понял, что они меня подвезут. 8. **Успокоившись**, она начала рассказывать нам о случившемся. 9. Первое, что он увидел, **подходя к дому**, — это **разбитое** окно. 10. **Повинуясь приказу** инструктора, водитель замедлил ход. 11. Мы прислушались к тишине, **изредка нарушаемой** какой-то птицей. 12. **Услышав** ее имя, он тотчас же вспомнил, где они встретились впервые. 13. Его **обиженный** вид рассмешил всех. 14. **Будучи расстроенным**, он нечаянно повернул не в ту сторону. 15. Мне бы хотелось **удлинить** пальто.

Ex. 40. Fill in the blanks with the correct forms of Participle I or Participle II. Retell the story.

BUGGING SHOWROOMS

It was reported in the press that certain car dealers have been bugging* their automobile showrooms so that they can hear what people, who have come to buy a car, are saying while the salesman is in the back office, (to make) it easier for the salesman to know what the intentions of the buyers are.

A couple (to leave) alone in the showrooms have been looking at a brown Panda for some time when the salesman comes out of the back office (to say):

"Well, Fanny, how do you like our new Panda?" (to point) at the car.

(to look) at the salesman in great surprise the woman asks: "How did you know my name was Fanny?"

"Your husband McKinley told me."

The husband says: "I never told you her name. And how did you know my name was McKinley (never to meet) me before?"

The salesman says: "Well, honestly, I did not know but I took a wild guess. You look like a Fanny and a McKinley. Now let's talk about the car. You want to have a brown car with brown leather seats."

Fanny says (to look) at the salesman: "You must be a mind reader."

"(to be) in this business for many years I know that certain people like certain colours."

"Let's get out of here," says Fanny (to feel) nervous.

McKinley asks (to turn) to the salesman: "Can I talk to my wife alone?"

"Of course," the salesman answers (to walk) off to the back office and (to leave) the couple alone.

"Let's tell him we'll think it over and be back next Tuesday," McKinley starts (to whisper) to his wife.

(to rush) out of the back office the salesman shouts: "Could you make it Wednesday? I don't work on Tuesday, and I'd hate to lose the sale."

(after "Bugging Showrooms" by Art Buchwald)

*tobug – устанавливать подслушивающие устройства

Ex. 41. Test translation.

1. На стадионах, принадлежащих спортивному обществу «Динамо», часто проводятся международные соревнования. 2. Небрежность шофера часто ведет к аварии. 3. Хотя они начали работать вместе совсем недавно, они уже стали близкими друзьями. 4. Она зашла к подруге на минутку и, как всегда, застряла там на целый час. 5. Если вы хотите отправить письмо авиапочтой, то нужно наклеить еще одну марку. 6. Друзья пришли на вокзал проводить его и пожелать счастливого пути. 7. Он жалел, что не послушался совета отца и не поступил сразу же в институт иностранных языков. Он потерял два года. 8. Раз он обещал позаботиться о багаже, то вам, по-моему, нечего волноваться. 9. Я бы с удовольствием отвез вас на своей машине, но она сейчас в ремонте. Случилось так, что во время тумана мы попали в аварию. 10. Он имел обыкновение насвистывать, играя в шахматы. 11. Он твердо обещал прийти помочь нам упаковать вещи, и мы никак не ожидали, что он подведет нас. 12. Когда ей задали вопрос, она сначала растерялась, не зная, что ответить. 13. Журналист любезно согласился прочитать нам лекцию о международном положении. 14. Он позвонил на станцию и заказал билеты на поезд с доставкой на дом. 15. Трудно сказать, почему он отказался подчиниться распоряжению. 16. Не теряя ни минуты, он перешел к сути дела. 17. Приближаясь к станции, поезд замедлил ход. 18. Он решил не высказывать своей точки зрения, пока дело не будет выяснено до конца. 19. Он рассказал нам о принятых мерах в общих чертах, не вдаваясь в подробности. 20. Почему вы сомневаетесь в его словах? Разве у вас есть основания не верить ему? 21. Наклеив марку и написав адрес, она спустилась вниз, чтобы бросить письмо в ящик.

SPEECH EXERCISES

Ex. 42. Retell in narrative form.

At a quarter to six, Mrs. Alison heard her husband park the car outside the house and immediately went out to speak to him.

"What's the matter, darling?" he asked. "You look upset."

"I've made a terrible mistake, Jim," she said. "Mrs. Johnson rang me up about half an hour ago. We got talking and then without thinking, I asked her and her husband to come and have dinner with us this evening."

"Well, that's nothing to get upset about!" Mr. Alison said. "We are sure to have a pleasant evening. Here, I've bought you the book you wanted."

"Oh, thanks, Jim," said Mrs. Alison. "I'd like the Johnsons to come, but I have just discovered that there's hardly any food in the house. You didn't by any chance remember to buy some steak? I asked you to get some on your way home from work three days ago."

"Steak?" Mr. Alison said. "Good heavens, yes. I remember now. As a matter of fact I did get some. You should have reminded me about it. It's in the boot* of the car. It's been there for the past three days!"

Ex. 43. **Answer the following questions. Sum up your answers.**

1. On Driving

1. Does your family have a car? What model is it? 2. Can you drive? 3. Have you got a driver's license? 4. When did you take a course in driving? 5. Are you a good driver? 6. Why should the driver be attentive when at the wheel? What may happen if he is not? 7. What are filling stations for? What service can you get there? 8. What do you do if you have trouble with your car and do not know what exactly has gone wrong? 9. Have you ever made a long trip by car? How did you like it?

2. The Rule of the Road

1. What are the rules of safety first when crossing the street? 2. What are the traffic lights for? 3. What are underground passages for? 4. Where are the underground passages usually built? 5. What is a one-way road? 6. What side of the road do cars keep to when driving: the right or the left? 7. What countries have left-hand driving?

3. Happy New Year to You!

1. Has January always been the first month of the year? 2. Is the New Year celebrated at the same time the world over? 3. What are the different ways of celebrating the New Year in different countries? 4. Why is New Year usually a big holiday? 5. Why do people often send postcards with their best wishes to each other on New Year's Day? 6. How is New Year celebrated in your family? 7. Why is New Year especially enjoyed by children? 8. Do you usually see the New Year in at home with the family or with your friends at a restaurant?

Ex.44. **Read the following. Answer the questions, using the vocabulary of the lesson, and**

* багажник

retell the passage.

Traffic in Britain is getting heavier all the time and the roads of most big cities are almost permanently blocked by a slow moving procession of metal cages.* One-way streets and traffic lights have not settled the problem. The motorist driving in crowded towns gets very little pleasure out of it.

Some time ago, a friend of mine who works in a part of the city I do not know very well, invited me to call on him. It took me hours to get there and I drove round and round looking for a place to park my car. At last I parked it in a backstreet. As I was already three quarters of an hour late I hurried off on foot. Walking quickly along the street, I could not help thinking that, nowadays, it is much easier to walk than to drive.

At noon, just as I was leaving my friend's office, it suddenly struck me that I had no idea where I had parked my car. I could hardly go up to a policeman and tell him that I had lost a small green car somewhere! I would simply have to look for it myself. Walking down street after street, I looked over each car closely and was happy to see a small green car just behind an old cart.** But how disappointed I was to discover that though the car was exactly like my own, it belonged to someone else! Feeling quite tired now, I decided to drop the search for a while and went off for lunch. Some time later, I left the restaurant and was walking down the street. Turning the corner, I nearly jumped for joy: my car was right in front of me — and there was no mistake this time. I could not help smiling as I approached it. Stuck on the windscreen was a little ticket which informed me that the car had been visited by a policeman in my absence. On top of all, I had broken the traffic regulations!

Question

1. What's happening on the roads of Britain? 2. What is being done in big cities to settle the traffic problem? 3. Why does the motorist nowadays get so little pleasure out of driving? 4. What business brought the author to a part of the city which he did not know any too well? 5. Why did it take the author hours to reach it? 6. How long did it take him to find a parking place for his car? 7. Where did he park it? 8. Why did he hurry to his friend's office? 9. His friend had every reason to worry, didn't he? 10. What could his friend think seeing that his visitor was so late? 11. What idea suddenly struck the author as he was leaving his friend's office? 12. Had the car been removed in his absence? 13. Why couldn't he tell anybody his sad story? 14. How did he know that the car behind the old cart was not his? 15. Why did he

* клетка

** тележка

decide to drop his search for a while? 16. How did he happen to find his car? 17. What were his feelings when he discovered his car at last? 18. Why was there a ticket stuck on the windscreen? 19. Why did his spirits sink when he saw it? 20. A ticket on the windscreen meant that he would have to put the matter right with the police, didn't it?

Ex. 45. Read the following, answer the questions, retell the text in English.

ПУДИНГ НЕ ДЛЯ ВСЕХ

В старой английской сказке рассказывается, что в ночь на рождество приходит Дед Мороз и приносит всем подарки. Но не все англичане пользуются благосклонностью Санта Клауса (так называют в Англии Деда Мороза).

Среди рождественских рекламных объявлений и советов, заполняющих страницы лондонских газет, нелегко найти объяснение этому. Но не подлежит никакому сомнению, что среди обездоленных безработные, члены их семей, сотни тысяч пенсионеров, инвалидов и бездомных.

Разные люди по-разному нынче встретили рождество. Пятеро молодых искателей приключений Плимутского клуба отправились на вершину самой высокой горы Англии пик Сноудон, поднявшись туда с индейкой и традиционным английским пудингом.

А вот восемь мужчин и женщин из Стивэнджа решили обойтись без индейки. Они провели холодное и голодное рождество, устроив голодовку в центре города, чтобы привлечь внимание к тем миллионам людей, которые остались на праздник голодными.

Мрачными красками рисует репортер одной из лондонских газет положение в Излингтоне. Большинство из 54 тысяч домов и квартир Излингтона — это трущобы, где люди живут в невероятной бедности и тесноте. Эти люди тоже никогда не празднуют рождество.

Questions

1. What is the old English fairy tale about Father Christmas? 2. Why does Santa Claus ignore the needs of the unemployed, old age pensioners, invalids and the homeless? 3. Why is nothing said about it in the London newspapers? 4. What usually fills the pages of the newspapers at Christmas? 5. How was Christmas celebrated by five young members of the Plymouth Adventurers' Club? 6. What did they take with them to the top of England's highest mountain peak Snowdon? 7. Why did eight men and women from Stevenage decide to do without the traditional Christmas turkey? 8. Why did they hold a hunger strike? 9. What

picture did a London reporter give of Islington? 10. Why don't the people living in the slums of Islington ever celebrate Christmas? 11. What is life like for the population of the city slums?

Ex. 46. Read and retell the following.

THE DANGER OF LYING IN BED

after Mark Twain

Last year I travelled twenty thousand miles, almost always by rail— the year before, I travelled over twenty-five thousand miles, half by sea and half by rail; and the year before that I travelled about ten thousand miles by rail. I suppose, if I added all the little journeys here and there, I may say I have travelled sixty thousand miles during the three years I have mentioned, *and never had an accident.*

I would say to myself every morning, "Now, I have managed to keep safe so far, and so there is a greater chance that I shall have an accident this time. I will be wise,* and buy an accident ticket.** Then, when I have my accident, I shall be paid something." But I went to bed that night without one bone broken.

I got tired of that, and started buying accident tickets that lasted a month. I said to myself, "One of them *must* bring me some money."

But I was mistaken. I never got any money. I could read of railway accidents every day — the newspapers were full of them; but somehow they never happened to me. I found that I had spent a lot of money on accident tickets, and had nothing for it. I began to look around for somebody who had won money in this way. I found lots of people who had paid the money for a ticket, but not one who had ever had an accident or been paid anything.

I stopped buying accident tickets, and made a study of the problem. The result was very surprising. THE DANGER WAS NOT IN TRAVELLING, BUT IN STAYING AT HOME.

Ex. 47. Use the following words and phrases in situations.

1. Safety First

to be in the habit of driving fast; to go at full speed; heavy traffic; not to slow down at the traffic lights; to break the traffic regulations; to run into a car; to strike (against); to meet with

* умный

** The idea is this: a person pays a small sum of money and receives a ticket. Then, if he is hurt in an accident, he receives some money.

an accident; to be badly hurt; to find oneself in hospital.

2. On Packing

to be thinking of making a trip; to have one's suitcases ready; to do the packing; quite a job; to be in the habit of doing smth; to be good at smth; to take care not to leave anything behind; to have doubts; to make a poor job of smth; to have no system; to search about the place for smth; to empty the suit-case; to start over again; a waste of time; to strike smb (of an idea); to work out a system; to make out a list; to stick to smth in future.

3. Do-It-Yourself

to make up one's mind; to have one's room repaired; to be in high spirits; to remove the furniture; to start with the ceiling; to whitewash the ceiling; to throw dirt all over the place; not to like the look of smth; to give smth another coat of paint; to stick the paper to the wall; not to hold' to hang loose; to wonder; to think for a while; to make an effort; to put smth right; to make things still worse; to be upset; a waste of time and energy; to be at a loss; to invite a specialist; to deal with the repairs; to save smb a lot of trouble.

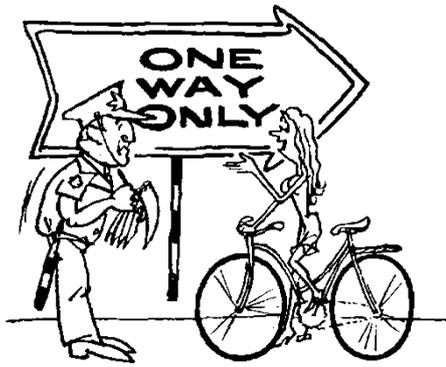
4. An Unexpected Visitor

to stay at home; to look forward to a quiet evening; suddenly; to hear the door bell; to wonder; not to expect anybody; to turn out; to be pleasantly surprised; without wasting a minute; to make coffee; to lay the table; to have a friendly chat; to tell funny stories; to pass quickly (about the time); a cheerful evening.

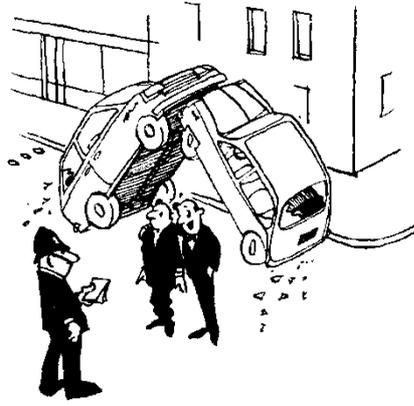
5. Take It Easy

to reach for smth; in the way; to remove a vase; accidentally; to drop; to break to pieces; to be very sorry; can't help doing smth; to calm smb; not to worry; to pick up smth; to stick the pieces together; to look whole again.

Ex. 48. Tell the story of each of the pictures.



But, officer, I am only going one way!



No... it's not an accident, officer, it's the parking problem. But now we've settled it!

Ex. 49. Subjects for oral and written composition:

1. Retell the story in the person of: a) Andrew Manson; b) Christine; c) Con Boland; d) Mrs. Boland; e) a next door neighbour who happened to see the accident.
2. Give character-sketches of a) Con Boland; b) Mrs. Boland.
3. Give the reasons why Con Boland had decided: a) to reconstruct the car; b) to do the job himself.
4. Give a description of the car after its reconstruction.
5. Describe what Con Boland felt when the car started falling to pieces.
6. Explain why an accident of this kind usually makes people laugh.
7. Tell a story of a similar accident you have seen or read about.
8. The traffic problem in big cities.
9. The dangers of driving fast in big cities.
10. The quickest way to get about town.
11. Public transport services in your town.
12. Describe a trip by car.

Lesson Three

Text: "One Coat of White" by H A. Smith¹

Grammar: The Subjunctive Mood in Simple Sentences and Complex Sentences with Conditional Clauses

ONE COAT OF WHITE

Everybody knows by this time that we first met **Lautisse** on shipboard but few people know that in the beginning Betsy² and I had no idea who he was.

We were on the *Queen Elizabeth*,³ coming back from our first trip to Europe. It was on the second day that I ran into him sitting in a quiet corner on deck. He gave me a nasty look. I started to back away mumbling an apology and then his expression changed.

"Wait!" he called out. "You are an American?"

His English was good, and he asked me if I had a moment to help him with a small problem. He wanted to know the name of some United States Senator⁴ for the ship's daily crossword puzzle. I sat down and puzzled over the thing. The definition was, "Senator who crosses a river." I thought of Senator Ford, but there were no Fords on the passenger list, and then I got it — Senator Bridges. There was a Miss **Ethelyn** Bridges on board.

I didn't see him until next day, just before lunch, when he came into the main lounge, caught me by the arm, and whispered "Look!" In his big hand he was holding a man's wallet made of pigskin. "The prize!" he said. "See what I've won! But for you, though, I would have never solved the puzzle. Come and have a cocktail with me."

I went with him to his state-room, and he got out a bottle of brandy. He introduced himself as Monsieur Roland and kept thanking me for my help with the puzzle. Then he began asking me some questions about myself and my business, and I told him I sold oil-burners.

We sat there talking, and finally he asked me if I could keep a secret, and then he said, "I am Lautisse."

I told Betsy all about it, so after lunch we went up and talked to the ship's librarian, asked him a few innocent questions and then dropped the name of **Lautisse**. We were greatly impressed by what we heard. We found out that my new friend was probably the world's

greatest living painter, that he had given up painting and was heard to say that he would never touch another brush as long as he lived.

Betsy talked me into sending a note to his cabin, asking him around for a drink.

Well, we got to be real friendly. He planned to spend a month in New York, and it was Betsy who suggested that he come up to our place for a weekend.

Lautisse arrived on the noon train Saturday and I met him at the station. We had promised him that we wouldn't invite any people in and that we wouldn't try to talk art to him. Driving out from the station I asked him if he wanted to do anything in particular, like play croquet or go for a swim or a walk in the woods, and he said that he just wanted to sit and relax. So we sat around all afternoon, and Lautisse looked at a ball game⁵ on television for about five minutes, and couldn't understand it, and I took him to my shop and showed him an oil-burner and he couldn't understand that either. Mostly we sat around and talked.

I was up at seven-thirty the next morning and when I was having breakfast I remembered a job I'd been putting off for some time. Our vegetable garden has a white fence which I built with my own hands five years ago.

That garden fence is my pride and joy, and now that it needed a fresh coat of paint, I wanted to do the job. I got out a bucket half full of white paint and a brush. While I was getting things ready, I heard footsteps and there stood Lautisse. I said I had been getting ready to paint the fence but now that he was up, I'd postpone it. He protested. I took up the brush but he seized it from my hand and said, "First, I show you!"

I'm no Tom Sawyer— I wasn't looking for anybody to paint that fence. I let him finish two sides of the post and then interrupted. "I'll take it from here," I said, reaching for the brush. "No, no!" he said, with an impatient wave of the brush. I argued with him but he wouldn't even look up from his work. I went back to the Sunday papers but every now and then I'd get up and go out and watch him for a couple of minutes. He spent three hours at it and finished the fence, all four sections of it. You should have seen him when he walked around the house to the terrace where I was sitting — he had paint **all** over him.

Some time during the afternoon he asked me if we were anywhere near **Chappaqua**, and I said it was the next town, and he wanted to know if we had ever heard of **Gerston**, the sculptor. We had heard of him, of course, and Lautisse said he had once known Gerston in Paris, and would it be possible to get in touch with him? I got Gerston on the telephone for him, but he talked in French, and I have no idea what the conversation was about.

He went back to town on the 9.03 that evening and at the station shook my hand and said I was a fine fellow and that he hadn't enjoyed himself so much in years, and that he wanted Betsy and me to come to New York and have dinner with him some night.

We didn't hear anything from him or about him for ten days. Then the New York papers got hold of the story. In the interview which Lautisse gave there were a few lines about the weekend he had spent with Mr. and Mrs. Gregg.

The day after the story appeared a reporter and a photographer from one of the papers arrived at our place. Besides taking pictures of Betsy and me, as well as of the house, they asked for every single detail of the great man's visit, and Betsy told them of course about the garden fence. They took more pictures of the fence, the paint bucket and the brush and the next morning the paper had quite a story. The headline said: LAUTISSE PAINTS AGAIN.

It gave us a sort of funny feeling, all this publicity,⁶ but we didn't have much time to think about it. People started arriving in large numbers. They all wanted my garden fence, because it had been painted by the great Lautisse.

"Look, gentlemen," I said. "I'm a businessman, I don't know anything about painting. I mean painting pictures. But I do know a thing or two about painting a fence. A mule could have held a paint brush in his teeth and done almost as good a job on that fence as Lautisse did."

In their turn they asked me if I knew that a single painting by Lautisse was worth as much as a quarter of a million dollars and whether I realized that my garden fence was a genuine Lautisse. I told them I'd make my decision in the next few days.

Those next few days were bedlam. We had to have the telephone disconnected — there were calls from all over the country. At least another dozen art galleries and museums sent people. By the end of the second day I was being offered twenty-five thousand. The next day fifty-When on the fourth day Gerston came in I immediately took up the subject of the fence. He advised me not to sell the fence yet — and let the Palmer Museum in New York exhibit it for several weeks. He also explained what all the excitement was about. He said one reason was that Lautisse had never before used a bit of white paint.

The fence was taken to New York. I went down myself to have a look, and I couldn't keep from laughing when I saw my fence — it had a fence around it.

The exhibition was to end on a Saturday, and Gerston phoned that day and asked if I would meet him at the museum on Sunday.

He led me to the room where my fence had been exhibited, and I did get a shock when we walked in. The fence had been cut up into sections.

"Don't get excited," said Gerston. "Let me show you something." He pointed to a word in black paint at the bottom corner. It took me a few seconds to recognise it. It was the signature of Lautisse.

"But ... but I don't get it!" I stammered. "Why ... what ... where is he?"

"Lautisse sailed for home early this morning," said Gerston. "But last night he came over here, got down on his hands and knees, and signed each of the thirty sections. Now you've got something to sell."

And indeed I did have. **Twenty-nine** sections of the thirty sections were sold within a month's time at 10,000 each. I kept the thirtieth, it's hanging now in our living-room.

After it was all over, I went to see **Gerston**.

"**Lautisse** was genuinely fond of you and Mrs. **Gregg**," he said. "He had no idea, when he painted your fence, that it would make such a noise. But when it did, he got a good laugh out of it. And it was his idea to have the fence cut into sections. Then he got down to work and signed each one."

NOTES

1. **Smith, Henry Allen**, a modern American writer
2. **Betsy**: the short for Elizabeth
3. **the Queen Elizabeth**: an ocean-going liner
4. **Senator**: a member of the Senate, the upper house in US Congress
5. **ball game**: *here*—baseball
6. **publicity**: *зд*известность

VOCABULARY

apologize *vi* извиняться to apologize **to smb for smth**; He **apologized for** being late.
apology *n* извинение; **Phr.** make (offer) an apology приносить извинение

nasty *a* неприятный, ужасный, отвратительный a nasty look (smell, taste, illness, fall, remark, behaviour, person, etc.); nasty weather; to be nasty **to** smb отвратительно вести себя по отношению к **кому-л**

puzzle *vt* озадачить, ставить в тупик to be puzzled **at** smth; His question puzzled me.
Phr. puzzle **over** smth ломать себе голову над **чем-л**; puzzle **out** разгадать, отгадать (**что-л**); puzzle *n* вопрос, ставящий в тупик; загадка, головоломка His unexpected disappearance was a puzzle **to** everybody.

solve *vt* разрешать, решать (проблему, задачу и т.п.) to solve a problem (a puzzle, doubts, etc.); solution *n* разрешение, решение (проблемы и т.п.) They found a good solution **to** the problem.

introduce *vt* 1. знакомить, представлять I introduced him **to** the guests. to introduce oneself представляться 2. вносить, предлагать (на рассмотрение); внедрять в производство и т.п. to introduce a plan (a project, an idea, etc.) **for** discussion; to introduce a new method (some changes, mechanization, automation, etc.) **in** one's work; introduction *n* 1. официальное знакомство, представление As master of the house I was expected to make the introductions; a letter of introduction рекомендательное письмо 2. введение, внедрение With the introduction of the new method of work the production sped up. 3. предисловие (к книге и т.п.) an introduction **to** a book (a report, a speech, etc.); introductory *a* вводный, вступительный; an introductory speech (lecture, chapter, article, etc.)

final *a* последний, заключительный, окончательный a final decision (game, etc.); final results, etc.; finally *adv* наконец, в конце концов He finally agreed to our suggestion.

impress *vt* производить впечатление, поражать How did the show impress **you**? impression *n* впечатление What are your impressions **about** (**of**) the trip? **Phr.** make a good (bad, great, strong, **poor**. etc.) impression **on** smb произвести сильное (слабое и т.п.) впечатление на **кого-л**; be **under** the impression **of** a story (a book, a film, etc.) находиться под впечатлением рассказа (книги, фильма и т.п.); impressive *a* производящий глубокое впечатление, впечатляющий, **выразительный**; an impressive speech (event, building, manner, appearance, etc.)

give up (**gave, given**) *vt* отказываться от (**чего-л**), бросать to give up hope (an attempt, one's idea, a habit, one's friends, music, etc.); to give **up** smoking (painting, reading, etc.)

suggest *vt* предлагать to suggest a plan (an idea, a trip, etc.); I suggest that he (should) give up this idea. Somebody suggested visiting the museum; suggestion *n* предложение **At** the suggestion of the secretary the meeting was postponed. **Phr.** make a suggestion внести, сделать предложение

fresh *a* свежий a fresh newspaper (tie, shirt, morning, etc.); fresh butter (bread, tea, air, paint, news, etc.)

postpone *vt* откладывать, отсрочивать to postpone a **meeting** (a trip, an exhibition, a visit, etc.) They agreed to postpone the discussion **till** a later date; postponement *n* отсрочка The clients agreed to the postponement of the delivery of the goods. **Phr.** make a postponement сделать отсрочку, отложить

patience *a* терпение You need a lot of patience to do the job properly. She has a lot of (no, etc.) patience **with** children. **Phr.** lose (one's) patience (with smb) терять терпение, выходить из себя; try **smb's** patience испытывать **чьё-л** терпение; (im)patient *a* (не)терпеливый to be (im)patient **with** smb

possible *a* возможный, вероятный a possible answer (solution, etc.); It is possible to do the translation in an hour. It is possible that he may come. **Phr.** as soon (quickly, much, etc.) as possible как можно скорее (быстрее, больше и т.п.); impossible *a* невозможный, невыполнимый It is impossible for you to solve the problem alone; possibility *n* 1. возможность, вероятность There is no possibility **of** a mistake (doubt, etc.) 2. *pl.* возможности, данные There are great possibilities **in** space flights.

besides *prep* кроме, помимо Besides English he knows French.

single *a* один, единственный; отдельный He did not make a single mistake in the test. She told us every single detail of the incident.

detail *n* подробность, деталь an important (interesting, etc.) detail **Phr.** **in** detail подробно; go **into** details вдаваться в подробности

worth *a* стоящий, заслуживающий (внимания и т.п.) He paid twice as much for the flowers as they were worth. The book is definitely worth reading. It's worth going there.

realize *vt* 1. понимать, осознавать, представлять себе to realize one's mistake (the danger, the importance of smth, the difficulty, etc.); He realized that the situation was difficult. 2. осуществлять, претворять в жизнь to realize a plan (an idea, one's wish, etc.)

connect *vt* соединять, связывать, сочетать This **metro** line will connect the new district **with** the centre of the town. I cannot connect these two things in my mind; disconnect *vt* разъединять (о телефоне, проводах и т.п.); connection *n* связь, соединение; (связующее) общее I see no (some, a close, a distant, etc.) connection **between** these two events. **Phr.** **in** connection **with** **smth** в связи с **чем-л**, по поводу **чего-л**, относительно **чего-л**; **in** this connection в этой связи

offer *vt* предлагать, давать; выражать готовность (**что-л** сделать) to offer money (help, a cigarette, a seat, a job, etc.) **to** **smb**; He offered to pay for the tickets; offer *n* предложение

take up (took, taken) *vt* браться (за что-л); начать изучать (что-л) to take **up** music (painting, a foreign language, a job, etc.)

exhibit *vt* экспонировать, показывать, выставлять to exhibit pictures (cars, flowers, goods, etc.); exhibition *n* выставка, показ **Phr.** hold an exhibition проводить выставку, exhibit *n* экспонат

sign *vt* подписывать to sign a letter (a document, a form, a contract, an agreement, etc.);
signature *n* подпись He put his signature **to** the document.

within *prep* в, в пределах, внутри; в течение (не позже, чем) He lives within a five minutes' walk from here. You should pay for the telephone within three days.

WORD COMBINATIONS

on shipboard = on board a (the) ship на пароходе (на борту парохода)

on deck на палубе

talk smb into/out of (doing) smth уговорить **кого-л** сделать что-л/отгово-рить от чего-л

talk art (business, politics, sports, shop, etc.) говорить, беседовать об искусстве (делах, политике, спорте, на профессиональные темы и т.п.)

put off = postpone откладывать, отсрочивать

now and then время от времени

have paint (mud, snow, etc.) all over быть в краске (грязи, снегу ит.п.)

know a thing or two about smth разбираться в чем-л

in one's turn в свою очередь

get in touch with smb связаться, установить связь с **кем-л**

get (catch) hold of smb/smth (*lit. & fig.*) ухватиться за кого-л/что-л

take pictures of smb/smth делать снимки, фотографировать (кого-л/что-л)

keep from doing smth удержаться от чего-л

keep smb from doing smth удержать кого-л от чего-л

get a good laugh out of smth посмеяться, позабавиться над чем-л

get down to work (business, etc.) приняться, взяться за работу (дело и т.п.)

EXERCISES ON THE TEXT

Ex. 1. Answer the following questions.

1. How did Mr. **Gregg** happen to meet **Lautisse**? 2. What was their first meeting like? 3. Why did Lautisse invite Mr. Gregg to his cabin the following day? 4. Why did Lautisse first introduce himself as Monsieur Roland? 5. Why wasn't Mr. Gregg in the least impressed when he heard his new friend's real name? 6. What did the **Greggs** learn about Lautisse from the ship's librarian? 7. How did it happen that Lautisse spent a weekend with the Greggs? 8. Why did Lautisse enjoy his stay at the Greggs' so much? 9. What explained the Greggs' sudden

popularity? 10. Why couldn't Mr. Gregg at first understand what all the noise was about? 11. What happened as a result of all this publicity? 12. At what exact moment did Gerston appear on the scene? 13. What was Gerston's advice to Mr. Gregg? 14. What gave Lautisse the idea to have the fence] cut up into sections and to sign each of the thirty pieces? 15. Why did Lautisse think the incident with the fence to be a great joke? 16. Why is the story called "One Coat of White"?

Ex. 2. Find in the text the English for:

- а) 1. вначале; 2. не иметь представления; 3. посмотреть с неприязнью на кого-л; 4. попятиться; 5. пробормотать извинения; 6. решить кроссворд; 7. хранить секрет; 8. задать невинный вопрос; 9. упомянуть между прочим чье-л имя; 10. бросить живопись; 11. приехать с двенадцатичасовым поездом; 12. говорить на темы искусства; 13. смотреть по телевизору игру в бейсбол; 14. построить своими руками; 15. свежий слой краски; 16. полведра краски; 17. время от времени; 18. соседний город; 19. сфотографировать; 20. со всех концов страны; 21. не удержаться от смеха; 22. разрезать что-л на части; 23. в течение месяца; 24. по настоящему хорошо относиться к кому-л; 25. вызвать шум (сенсацию);
- б) 1. на борту парохода; 2. возвращаться из поездки; 3. на палубе; 4. список пассажиров; 5. салон; 6. каюта первого класса; 7. каюта.

Ex. 3. Give the four forms of the following verbs:

hold; win; keep; find; plan; try; show; argue; shake; lead; cut; sell; hang; get; turn.

Ex. 4. Open the brackets using the gerund of the given verb.

1. The incident was not worth ... (to mention). 2. We didn't have to talk her into ... a course in driving (to take). 3. He apologized for ... late (to be). 4. Do stop ... shop (to talk)! We have come here to enjoy ourselves. 5. The scientist had to give up ... of another expedition to the North Pole (to think). 6. We must keep her from ... on the trip (to go). She is not fit for it yet. 7. It's no use ... to get in touch with him now, he is not in town (to try). 8. You are running the risk of ... cold if you go out without warm clothes (to catch). 9. Somebody suggested ... for a couple of days in Leningrad on our way back from Riga (to stay). 10. She didn't mind ... there

alone (to go). 11. He had a nasty habit of ... at the wrong moment (to laugh). 12. He was used to ... **with** such situations (to deal). 13. We are looking forward to ... you soon (to see). 14. She got much pleasure out of ... art with him (to talk). 15. The building was impressive and we couldn't help ... it (to admire).

Ex. 5. Use **constructions with emphatic "it" in the following sentences.**

Model: 1) I ran into him **on the second day.**

It was on the second day that I ran into him.

2) **The doctors** do not allow him to go to the South.

It is the doctors who (that) do not allow him to go to the South.

1. **They** invited **him** to their place **for a week-end.** 2. The tourists were greatly impressed **by the beauty of the Baikal.** 3. **Picasso's pictures** on exhibition at the Pushkin Museum attract crowds of visitors. 4. We failed to get in touch with the expedition **because of the bad connection.** 5 Londoners are very proud of **their parks and gardens.** 6. **He** was worried about **his son.** 7. **She attends an art school** evenings. 8. She introduced **him to her parents.** 9. They had to put off the experiment **for that single reason.**

Ex. 6. **Translate the following sentences using constructions with emphatic "it".**

1. Как раз к профессору Иванову вам и следовало бы обратиться. Он занимается интересующей вас проблемой. 2. **Именно** картина молодого художника и привлекла на выставке всеобщее внимание. 3. О детях-то в первую очередь им и надо было позаботиться. 4. Как раз последний пункт и не стоит обсуждать. В нем нет ничего нового. 5. Как раз на прошлой неделе и произошел этот неприятный разговор. 6. Именно с ним-то и будет трудно договориться. 7. Как раз эту проблему и трудно разрешить. 8. Как раз из-за плохой погоды им и пришлось отложить поездку.

Ex. 7. Use **emphatic "do" ("did") according to the model.**

Model: I **got** a shock when we walked into the room where my fence was exhibited.

I **did get** a shock when we walked in.

1. **I had** asked him not to tell her the truth yet, but he told her everything. 2. How did it happen that he failed at the examination? He **knew** the subject well. 3. You won't believe me, but I **want** to become a doctor. 4. **Read** the book, it is well worth reading. 5. He said he would give up smoking and he **gave** it up. 6. **Stop** arguing.

Ex. 8. **Translate the following sentences using the construction with emphatic "do".**

1. Почему его еще нет? **Ведь** он **обещал** прийти рано. 2. Хотя он и был очень занят, он **всеже**сдержал свое слово **и** пришел проводить **нас**. 3. **Непременно посетите** Британский Музей, когда будете в **Лондоне**. Я **знаю**, что он произведет на вас огромное впечатление. 4. **Пожалуйста, расскажите**нам все подробно. 5. Почему они обижаются на него? Он **же**предлагал им свою помощь.

EXERCISES ON PREPOSITIONS AND ADVERBS

Ex. 9. **Study the following phrases; a) recall the sentences in which they are used in the text and b) use them in sentences of your own.**

on shipboard; **in** the beginning/end; **on** deck; run **into**; back **away**; **on/in** the list; thank **smb forsmth**; give **up**; talk **smb into** doing smth; ask smb **around (for** a talk, a cup of tea, a week-end, etc.); **on** the (noon, 8.15) train; go **for** a walk; **with** one's own hands; **all over**smb/smith; **in** years; keep **from** doing smth; take pictures **of**; **in** white; **at** the bottom/top corner; sail **for**; come **over (to** a place); **within** a month; sell **at (a price of)**; get a laugh **outof** smth.

Ex. 10. **Fill in the blanks with prepositions or adverbs:**

A. 1. "Is it possible to get ... touch ... him before I leave?" "Certainly. I can get him ... the telephone ... you ... no time." 2. We did our best to talk him ... taking ... this job. It's the only one he's really lit 3. Will you help me ... the introductions? I always forget who should be introduced ... whom. 4. Everybody was looking ... him ... silence, and it suddenly struck him that he was expected to apologize... something he hadn't done. 5. She was upset and disturbed when she found ... that the children wouldn't be coming back ... the trip ... another couple ... days ... least. 6. He was prepared to get rid ... the old things ... any price. 7. I like solving cross-word puzzles. I don't do it ... prizes. I enjoy puzzling ... them, just for the fun of it. 8. It's

too early yet to say anything definite ... connection ... the recent events. Time will show. 9. True, there were a few interesting pictures ... the exhibition, but I wasn't impressed ... anything ... particular. 10. You would have found your name ... the list if you had looked carefully. 11. You should have seen the car when it pulled the gate. It had mud all ... it. 12. Do read the article ... the bottom ... the page. It may be ... some interest ... you. 13. Before going ... details first tell me what it is all 14. She read the form once more and put her signature ... it. 15. Why were you quiet ... the news?

B. Early ... the same day that the story appeared ... the newspaper, an excited little man arrived ... a chauffeur-driven limousine. He jumped the car, rushed me, seized me ... the shoulders and began shouting: "Where is it? Where is the fence?"

I wanted to know who he was, but he kept shouting: "Has anybody else been here? Show me the fence!" ... the end he said he was Mr. **Vegano** ... the Milliard Galleries, and wanted to see the fence M. **Lautisse** had painted.

He stood ... front ... the fence crying: "Splendid! Fine!" and things like that. Then he suddenly calmed ... and said: "Mr. **Gregg**, I will give you five hundred dollars ... the fence."

... this moment another car pulled our gates and ... jumped two men who came rushing ... us, shouting, "Stop! Stop!" They also wanted my garden fence because it had been painted ... the great **Lautisse**. They were ... the **Widdicome** Galleries.

"You people," I said, "are either drunk or mad." All three ... them looked ... me as if I were the one who was drunk or mad. Didn't I **realize that** **Lautisse** had not held a paint brush ... his hand ... twelve long years?

They started shouting again trying to talk me ... selling the **fence**.

"A thousand dollars ... the fence!" said one ... the **Widdicome** men.

"Twelve hundred!" cried little Mr. **Vegano**.

"Fifteen hundred!" shouted the other **Widdicome** man.

"Stop it!" I held ... my hands and called for order. ... this time my business instincts were waking

"Gentlemen," I said, "the fence is not ... sale. Not ... this moment. I need a little time to—"

"Three thousand!"

"Four thousand!"

Four thousand dollars ... another trip ... Europe — yet I really did want time to think things I told them I'd get ... touch ... them as soon as I made ... my mind.

Ex. 11. Give the English for the following phrases, using the preposition "on" in its different meanings. Use the phrases in sentences of your own.

I. а) на земле; на вершине холма; на тротуаре; на другой стороне улицы; на платформе; висеть на стене; лежать на столе; сидеть на стуле; на втором этаже;

б) на берегу; город на Волге; **Ростов-на-Дону**;

в) на борту парохода; на палубе; в поезде; на велосипеде; на коньках; на лыжах; пешком; верхом.

II. по пути в город; поехать на экскурсию (в экспедицию, командировку); быть в отпуске (на дежурстве).

III. идти (о пьесе, фильме); передаваться по радио; показывать по телевидению; говорить по телефону.

IV. а) жить на 80 рублей (на пенсию, на заработную плату);

б) тратить деньги (энергию, слова) на **что-л/кого-л**; попусту тратить время на что-л.

V. книга (статья, роман) на **какую-л** тему; фильм (пьеса) на **на какой-л** сюжет; беседа (лекция) о международном положении.

VI. по приказу командира; по совету врача; согласно инструкциям.

VII. выставляться (о картине); быть в продаже.

VIII. а) в понедельник; 9 мая;

б) в прекрасный летний день; дождливым вечером; в день рождения; на второй день; в такое утро.

MISCELLANEOUS PHRASES

произвести на **кого-л** хорошее впечатление; согласиться на **что-л**; договориться о **чем-л**; работать на плантации; постучать в дверь; включить свет (газ, воду); примерять пальто; натягивать перчатки; при условии; безопасности ради; в довершение ко всему.

EXERCISES IN LEXICOLOGY

Ex. 12. Recast the sentences using the prefix "dis-" with the words in bold type. Make all other necessary changes.

1. He is hard to please. He is never **satisfied** with anything. 2. I couldn't make much of the story. The facts he gave were not properly **connected**. 3. They did not seem to be **pleased** with the turn of events. 4. They are reported to have failed to **agree** on the matter. 5. We have never heard anybody say that he is not an **honest** person. 6. I did not **like** the man the moment I saw him. 7. After the disagreement they had he didn't **appear** for a long time. 8. The child is just hopeless, he never seems to **obey** his parents. 9. She can't stand it when her house is not in **order**.

Ex. 13. Paraphrase the following sentences using a noun with the suffix "-ion (-ation, -tion, -sion)" instead of a verb. Make other necessary changes.

1. I don't see how these two events are **connected**. 2. What did they finally **decide** to do about the arrangement? 3. We were greatly **impressed** by everything we saw at the exhibition. 4. I am not much good at **introducing** people. 5. How did you manage to **solve** the problem? 6. What would you **suggest** in connection with the coming holiday? 7. How long did they **discuss** the question? 8. I knew that he saw me but he didn't show that he **recognized** me. 9. Can you **describe** his stamp collection in detail? 10. He was fully **determined** to win the game. 11. The secretary **attended** to the details of the business part of the arrangement.

Ex. 14. Give words of the same root in Russian. Compare the meaning.

idea, moment, problem, cross-word, prize, final, secret, cabin, plan, protest, interview, reporter, photographer, detail, dozen, shock, section, patient.

Ex. 15. In the following sentences compare the meanings of the words in bold type. Translate the sentences into Russian. Give your own examples.

1. a) I sat down and **puzzled over** the problem. b) Though I've been watching the man closely enough, I seem to have failed to **puzzle him out**. He remains as much of a puzzle to me as ever. 2. a) She had certainly **thought over** the offer carefully before refusing it. b) He hadn't **thoughtout** the matter properly, no wonder his speech made such a poor impression. 3. a) The children were always **fightingover** something. b) Each stuck to his point of view, both were determined to **fightitout** to the end. 4. a) It was two years now that he had been **workingover**

the problem. b) Quick decisions were against his principles. Things had to be **worked out** properly first.

Ex. 16. Give the meaning of the words in bold type; say which phrase is used literally and which has a figurative meaning.

1. a) She **took up** her pen and continued writing. b) He was seriously thinking of **taking up** medicine as a career. c) I don't wish to **take up** too much of your time. 2. a) It was long past nine when he **got down** to breakfast. b) Finally they **got down** to the details of the agreement. 3. a) The key was lost and the door had to be **broken down**. b) The car broke down and was taken to the garage for repairs, c) When she heard the news she **broke down** and started crying.

VOCABULARY EXERCISES

Ex. 17. Fill in the blanks with a suitable word in the correct form. Translate the sentences into Russian.

to apologize; connection; detail; to introduce; introductory; impossible; impression; impressive; nasty (2); to offer; offer; possibility (2); to postpone; postponement; to puzzle (2); to realize (2); solution; to solve; to suggest; suggestion.

1. In physics as in chemistry there are problems which have not been ... to this day. 2. The ... of the human mind have not yet been studied properly. 3. He didn't ... his mistake until it was too late. 4. To be frank, her silence ... me; it was not at all like her to let such things pass unnoticed. 5. It was much later that I came to realize that the first ... was hardly ever correct. 6. The secretary was most helpful, in fact she herself ... to get in touch with the railway station and arrange for the tickets to be delivered the same day. 7. He phoned to ... for the misunderstanding saying it had all been his fault. 8. With the little time we have, it's no use going into 9. It was at the professor's ... that some important changes were ... into the program of studies. 10. It was a promising ... and well worth thinking over. 11. You should not have made that remark. It sounded a bit 12. It was agreed that the discussion should be ... for a couple of days. 13. He spent his days among books looking for a possible ... to the problem. 14. The bank clerk was extremely apologetic, yet firm, saying that no further ... of payments could be made. 15. I was blind not to have seen the ... between those two facts much earlier.

16. We were all ... at his behaviour, to say the least it was a little funny. 17. It was my friend who ... that the ... talk at the conference should be given by Professor Nikitin. 18. It took her some time to ... that there was something behind the question and it wasn't half as innocent as it sounded. 19. The house was badly in need of repairs, yet he had no ... to do anything about it at the moment. 20. He **was** greatly displeased to hear about my refusal to take part in the game, in fact he was quite ... about it. 21. Finding it ... to make his opponents see his point, he gave up. 22. The Pushkin Museum of Fine Arts has an ... collection of paintings by Gauguin.

Ex. 18. Paraphrase the following, using words and word combinations from the list and making all other necessary changes.

to postpone; to impress; to sign; to puzzle; to apologize; to **realize**; to **offer**; to take up; to give up; to get down to; to get in touch (with); to go into details; to introduce oneself (as); to be worth doing; to talk shop.

1. The look she gave me **made me wonder**. 2. He never **talks about anything but his work**. 3. He just said that I was expected to **put my name** to a certain document refusing **to go any further into the matter**. 4. If you want a piece of friendly advice, I can tell you this. You should go up to your brother and say **how sorry you are** for giving him all that trouble. 5. The visitor **said his name was** Brown. 6. Do you know by any chance how I could **reach** him at this time of the day? 7. She wondered if the play was really **good enough to see**. She would hate to waste another evening. 8. With all the details arranged, it was time for us to **start doing** some real work. 9. She **asked if I'd like to have** another cup of coffee. 10. It was much later that I came **to understand fully** how right he had been. 11. Though the plan sounded good, we decided to **drop** it. It was too difficult to realize. 12. The job couldn't be **put off** any further. 13. When he first **started** painting it was only a hobby. 14. He **was struck** by the beauty of the mountains.

Ex. 19. Speak on the following topics, using the words and phrases listed below.

1. The Greggs' First Trip to Europe

a dealer; to do excellent business in oil-burners; (an idea) to come into one's head; to save up enough for a trip; beside oneself with excitement; to agree to **smth** gladly; to travel all over Europe; to look up friends; to be an event in **smb's** life; to be thrilled (delighted); to go

sightseeing; the famous places of interest; to admire the beauty of...;to be greatly impressed by...; full of impressions; to settle the date of one's return; to travel first (second, etc.) class; to see **smb** off; to cheer;to wave one's hand to **smb**.

2. Mr. Gregg Meets Lautisse

to happen; as follows; to take a walk; on deck; to run into **smb**;alone; a nasty look; not to want to disturb **smb**; to back **away**; to mumble an apology; to be called back; to discover that **smb**'s English is good; to approach **smb**; to puzzle over **smth**; to suggest the right word;to fit the definition; to solve the puzzle; to be highly pleased with **smb**.

3. Lautisse Invites Mr. Gregg to His Cabin

to win the prize; a wallet made of pigskin; beside oneself with joy;to celebrate; to introduce oneself as...; to discuss things over a glass of brandy; (brandy) to loosen one's tongue; finally; to promise not to breathe a word; to give one's real name; to make no impression on **smb**;not to know a thing about **smth**.

4. The Greggs Learn the Truth About Their Fellow-Traveller

to talk **smth** over with **smb**; to be puzzled; to make up one's mind to find out **smth**; to consult the ship's librarian; to take **smb** aside; a few innocent questions; to drop a name; to be surprised to learn that...;the world's greatest living painter; to give up painting; not to touch another brush as long as he lived; (the news) to make **smb** catch his breath; to be delighted; to seize the chance; to invite **smb** around for a drink.

5. Lautisse Comes to Spend a Weekend With the Greggs

to get to be real friendly; to suggest; to arrange to spend a weekend with **smb**; to arrive on the noon train; to drive; to ask **if** **smb** wants to do anything in particular; to be eager to please **smb**; to have one wish only; to sit and relax; to show **smb** about (around); to be attentive to **smb's** wishes.

6. The Fence is Given a Fresh Coat of Paint

to be in the habit of; to rise early; to remember a job; to build a fence with one's own hands; one's pride and joy; to take proper care of;to be particular about; to need a fresh coat of **f** paint; to get out a bucket half full of white paint; to hear footsteps; to decide to postpone the job;to

seize the brush from smb's hand; to show firmness and determination; to get on with the job; to work fast; to be impatient to finish smth; to be happy in one's work; in high spirits; now and then; to step back; to admire one's work; to do a good job on the fence; to have nothing to do but to return to one's papers; to fight down a feeling of displeasure; to let one's guest have his own way.

7. Lautisse Has a Telephone Conversation With Gerston

a sculptor; the next town; to wish to get in touch with smb; possible; to get smb on the telephone for smb; to talk French; a lively talk; not to understand a thing; probably; to speak of one's impressions; to make some sort of arrangement with smb.

8. The Papers Get Hold of the Story

not to hear of or from smb; to give an interview; to mention smth; (the story) to appear in the papers; a reporter; a photographer; to rush; not to waste time; immediately come to the point; to be eager to learn every little detail; to take notes; to take pictures; not to miss anything; to show particular interest in smth; to be satisfied; to clear up all doubtful points; to mark a turning point in one's life.

9. Bargaining Over the Fence

publicity; to give smb a funny feeling; an eventful week; lots of visitors; to be after the fence; to be eager to get down to business; at first; to be at a loss; to take smth for a joke; to doubt if smb is in his right mind; to find smth impossible to understand; to express one's point of view openly; to be worthless as a work of art; to have no patience with smb; to make smth clear to smb; a genuine Lautisse; to be worth a lot of money; to be offered large sums; to be on the safe side; finally; to need time to think smth over; to get rid of smb.

10. Mr. Gregg Really Has Something to Sell

to get good advice from smb; to talk smb into doing smth; to hold an exhibition; to be unable to keep from laughing; to be cut up into sections; to come straight to the point; at the bottom corner; a signature; in black paint; to fail to understand smth; to offer an explanation; to make a great noise; to get a good laugh out of smth; shortly before; to repay smb for his kindness; to play a joke on the public; to sell like hot cakes; within a month's time; to fetch a high price; to be worth as much as ... on the market.

SPECIAL DIFFICULTIES

Ex. 20. Translate the following sentences using "suggest" or "offer" according to the sense:

1. Я **предлагаю** сначала заняться вторым вопросом, если вы, конечно, не возражаете. 2. Вам **предлагают** хорошую цену за ваш фотоаппарат, он большего не стоит. 3. Главный инженер **предложил**, чтобы был внесен ряд изменений в рассматриваемый проект. 4. Какие товары ваша фирма могла бы **предложить** нам в наступающем сезоне? 5. Он **предложил** нам посетить музей Пушкина. Он также **предложил** провести нас по наиболее интересным залам музея. 6. Секретарь **предложил** отложить обсуждение вопроса до следующего понедельника. 7. Мой брат **предложил** помочь нам упаковать вещи. 8. Он **предложил** немедленно связаться с городом по телефону и сообщить о случившемся. 9. Зачем вы **предложили** ему деньги? Вы очень обидели его. 10. С моей точки зрения он **предложил** вполне разумное решение проблемы.

Ex. 21. Translate the following sentences using the verbs "to refuse" or "to give up" according to the sense:

1. Трудно сказать, почему он **отказался** принять участие в дискуссии. 2. Никто не ожидал, что она **откажется** от приглашения. 3. Им пришлось **отказаться** от этой попытки. 4. Ему надо на время **отказаться** от чтения, так как у него что-то не в порядке с глазами. 5. Он уже не раз подводил меня, и я **отказываюсь** верить ему. 6. В конце концов мне пришлось **отказаться** от этой мысли. 7. Почему вы **отказали** ему в помощи? 8. Я ни в чем не могу **отказать** другу. 9. Она была явно чем-то расстроена, но **отказалась** объяснить нам в чем дело. 10. Мы были озадачены, когда он **отказался** ответить на наш вопрос.

Ex. 22. Translate the following sentences using "during", "in", "within", "for" according to the sense. Mind the chart.

<i>в течение</i>	{	<i>во время</i>	— <i>during</i>
		<i>за</i>	— <i>in</i>
		<i>в пределах</i>	— <i>within</i>
		<i>в течение</i>	— <i>for</i>

1. Выставка была открыта **в течение** месяца. 2. **В течение** месяца выставку посетили более 10000 человек. 3. Картины были распроданы **в течение** недели. 4. Ремонт был закончен **в течение** двух дней. 5. **В течение** всего обсуждения он не сказал ни слова. 6. Он не появляется на занятиях уже **в течение** недели. Почему вы не позвоните ему? 7. Они обещали сообщить о своем окончательном решении **в течение** трех дней. 8. После переговоров, которые продолжались **в течение** двух недель, было подписано новое соглашение.

Ex. 23. Translate the following sentences using "except" or "besides" according to the sense. Mind the chart.

кроме	}	за исключением , исключая – except
		помимо, в дополнение к – besides

1. Он, кажется, не знает ни одного иностранного языка, **кроме** английского. 2. **Кроме** английского языка он знает еще французский и немецкий. 3. Я занят все дни недели, **кроме** воскресенья. 4. Какой у вас еще свободный день, **кроме** воскресенья? 5. Нам не удалось ни с кем связаться, **кроме** секретаря. 6. Они согласились со всеми внесенными дополнениями, **кроме** последнего. 7. **Кроме** «Гамлета» есть много новых фильмов, которые стоит посмотреть. 8. Какие еще книги Хемингуэя, **кроме** «Старик и море»*, вы читали на английском языке? 9. Во время экскурсии в Ленинград, **кроме** музеев и картинных галерей, на меня большое впечатление произвели исторические места, связанные с революционными событиями.

GRAMMAR EXERCISES

The Subjunctive Mood

I. The Subjunctive Mood In Simple Sentences

Ex. 24. Study the following chart.

* "The Old Man and the Sea"

non-perfect form	1. I would** tell him the truth. Why don't you?	1. Я бы сказал ему правду, Почему ты не делаешь этого?
	2. I don't want to answer this letter. What would you do in my place?	2. Я не хочу отвечать на это письмо. Как бы вы поступили на моем месте?
	3. He could help her. Why doesn't she ask him?	3. Он мог бы помочь ей. Почему она не обратится к нему?
	4. Might I use your telephone?	4. Мог бы я воспользоваться вашим телефоном?
	5. She says (said) she wouldgo with us but she can't (couldn't).	5. Она говорит (сказала), что она пошла бы с нами, но она не может.

Ex. 25. Use the **Subjunctive Mood** in the following statements, note the difference in meaning.

1. I won't sign the document without reading it first. 2. May she come a bit later? 3. They can't solve the problem without his help. 4. She doesn't agree to our suggestion. 5. I advise you to see the doctor. 6. She won't go for a walk in the rain. 7. Will you help me with the crossword puzzle? 8. I can't do without you. 9. He agrees to sell the picture for three hundred roubles. 10. How shall I translate the article without a dictionary? 11. She will be glad to postpone the discussion.

Ex. 26. Answer the following questions, using the **Subjunctive Mood**. (practise the same questions and answers in reported speech).

1. What car would you advise me to buy? 2. Could you introduce me to the secretary? 3. Who could help me to get in touch with the Information Bureau? 4. Where would you go this summer? 5. Would you care to go to the picture gallery with us? 6. What picture would you like to have in your room? 7. What language would you study as a second foreign language? 8. Till what day could we postpone the meeting? 9. What ship would you like to sail on? 10. When could you make a report on current events? 11. What book would you read for pleasure? 12. What would you have for breakfast? 13. What colour would you paint your country house?

****Should** is also used with the first person (singular and plural), but in modern English **would** is more common.

Ex. 27. Translate the following sentences into English.

1. Мы бы с удовольствием пошли на эту выставку. 2. Кто бы не ухватился за такую идею? 3. Прежде чем решать этот вопрос, я бы связался с ним по телефону. 4. Он бы здорово посмеялся над этим. 5. Я бы подождал с решением этого вопроса. 6. Он болен. На вашем месте я бы отложила поездку. 7. Жаль, что ее нет. Она была бы в восторге от этого концерта. 8. Не мог ли бы он тоже воспользоваться этим предложением? 9. Они говорят, что с удовольствием присоединились бы к нам. 10. Я уверена, он бы согласился дать вам рекомендательное письмо. 11. Она сказала, что она тоже не поехала бы туда зимой. 12. Кто бы хотел поехать туда вместе со мной? 13. Они сказали, что они не стали бы обсуждать этот вопрос на собрании. 14. Я не знаю, что бы я стал делать без вас.

Ex. 28. Make up sentences, using the Subjunctive Mood according to the model. Translate the sentences into Russian.

Model: he, to show them about the exhibition (kind)

It would be kind of him to show them about the exhibition.

Было бы хорошо, (с его стороны показать им выставку) если бы он показал им выставку.

1. to go into the details of the matter now (unwise). 2. you, to take the children to the circus (kind). 3. to raise the problem at the next meeting (the right thing to do). 4. she, to point out their mistakes to them (wise). 5. to sign a document without reading it first (thoughtless). 6. he, to refuse the invitation (impolite). 7. to introduce this method of work at our plant (a good thing). 8. to reach the top of the mountain in this bad weather (impossible). 9. they, not to give him another chance (unkind). 10. to offer him the job (a mistake). 11. to have a cup of coffee now (not bad at all).

Ex. 29. Study the following chart.

perfect form	1. I would have told him the truth. Why didn't you?	1. Я бы сказала ему всю правду. Почему вы этого не сделали?
	2. I didn't answer his letter. What would you have done in my place?	2. Я не ответил на его письмо. Как бы вы поступили на моем месте?
	3. He could have helped her. Why didn't she ask him?	3. Он мог бы помочь ей. Почему она не обратилась к нему?
	4. You might have missed the train. You left the house very late.	4. Вы могли бы опоздать на поезд. Вы вышли из дома очень поздно.
	5. She says (said) that she would have gone on the excursion with us but she was (had been) ill.	5. Она говорит (сказала), что она пошла бы на экскурсию с нами, но она была больна.

Ex. 30. Complete the following sentences using the Subjunctive Mood, perfect form.

1. It's a pity you didn't come. You ... (to enjoy the party). 2. You shouldn't have let her go so early. She ... (to meet so many interesting people). 3. You should have warned us that the discussion would be postponed. We ... (to change one's plans). 4. It's a pity I didn't know the book was on sale. I ... (to buy it). 5. They didn't know it was so difficult to get the tickets, or they ... (to take care of them earlier). 6. It's a pity we didn't know you were there in July, too. We ... (can spend the time together). 7. Why didn't you tell me that you also wanted to go with us? We ... (to take you with us, of course). 8. I didn't know it would take us two full days to get there. We ... (to go by plane). We ... (to save a lot of time).

Ex. 31. Complete the following sentences using the Subjunctive Mood according to the model.

Model: The child crossed the street in the wrong place.
Another moment and he **would have got run down.**

1. We reached the station when the train was on the point of leaving. Another minute and we ... 2. He was the second to come to the finish. One more effort and he ... 3. I kept her from falling into the water. Another moment and she ... 4. I left on the day of his arrival. Another day and we ... 5. His unexpected arrival spoiled everything. She refused to tell us anything.

Another minute and she ... 6. We didn't manage to talk him into coming.. Another word and he ...

Ex. 32. Express your opinion of the following statements using the Subjunctive Mood.

Mode 1: He didn't obey the doctor's order (to be the right thing).

He should have obeyed the doctor's order. It **would have been** the right thing.

1. He didn't mention the fact in his report (to be the right time and place). 2. I didn't ask him this question (to be the thing to do). 3. They didn't follow his advice (to be only wise). 4. She didn't feel quite well but she didn't postpone the party (to do harm). 5. He didn't apologize for being late (nobody, to be angry). 6. They didn't accept his offer (to be only wise). 7. He didn't warn us about the change in the time-table (not to ruin our day off). 8. They didn't put off the trip in spite of the storm (to have an accident).

Ex. 33. Translate the following sentences into English using the Subjunctive Mood.

1. Этот вопрос озадачил бы любого. 2. Я бы тоже согласился на такое предложение. 3. Кому бы вы предложили эту работу? 4. Было бы неплохо сходить на выставку современной живописи. 5. Еще мгновение и мы бы опоздали на поезд. 6. Было бы очень интересно поговорить с ним об искусстве. 7. На твоём месте я бы не стал извиняться перед ним. 8. Ещё бы одного человека — и мы бы составили команду. 9. Он бы принял ваше приглашение, я не сомневаюсь в этом. 10. Мы не знали, что он не сможет прийти. Мы бы отложили собрание. 11. Я бы слушал докладчика более внимательно на твоём месте, он говорит очень интересно. 12. Вам бы надо обратиться к моему брату. Он бы вам разъяснил этот вопрос. 13. На вашем месте я оставил бы её в покое. Она сейчас очень расстроена. 14. Нет человека, который не знал бы этого актёра. 15. Немного больше терпения и ты бы научился кататься на коньках. 16. Без рекомендательного письма она бы не обратилась к ним. 17. Стоило бы ввести этот метод в нашу работу тоже. 18. Этот план вполне можно было бы осуществить. 19. Ещё бы рубль, и я купил бы этот словарь. 20. Вам не следовало купаться в холодной воде. Вы могли бы простудиться.

Ex.34. Complete the following sentences using the Subjunctive Mood according to the

model and translate them into Russian.

Model: But for the nasty weather* I ... (not to stay **at home**).
But for the nasty weather I would not stay at home.
But for the taxi they ... (to miss the train).
But for the taxi they would have missed the train.

A. 1. But for a foreign accent one ... (to take him for a Russian). 2. But for the mistake in the address the letter ... (to reach them in time). 3. But for her impatience ... (to be a good teacher). 4. But for his absence the meeting ... (not to be postponed). 5. But for her smile I ... (not to recognize her). 6. But for his signature we ... (not to believe it was his order). 7. But for the late hour it ... (to be possible to get him on the phone). 8. But for the snow storm the plane ... (to arrive in time). 9. But for him nobody ... (to notice the mistake).

B. 1. But for the ship's crossword puzzle, **Lautisse** ... 2. But for the ship's librarian ... 3. But for **Lautisse's** voyage to New York, Mr. **Gregg**... 4. But for the fact that **Gregg's** fence needed a coat of paint ... 5. The New York papers wouldn't have got hold of the story but for ... 6. **Lautisse** would never have taken up a brush again but for ... 7. But for the telephone being disconnected ... 8. **Gregg** would never have become a rich man but for ... 9. But for **Lautisse's** signature at the bottom corner of each section ...

Ex. 35. Translate the following sentences using "but-for" phrase.

1. Если бы не дождь, мы бы не застряли в пути. 2. Если бы не он, мне бы и в голову не пришло обратиться к ним за помощью. 3. Почта была бы доставлена вовремя, если бы не снежный буран. 4. Если бы не этот неприятный инцидент, вечер прошел бы хорошо. 5. Если бы не его болезнь, он бы принял приглашение. 6. Я не знаю, как бы мы связались с ним, если бы не справочное бюро. 7. Мы бы никогда не уговорили ее участвовать в работе нашего клуба без его помощи.

II. The Use of the Subjunctive Mood

in Complex Sentences With an Adverbial Clause of Condition

* But for the nasty weather... = If it weren't for the nasty weather...
But for the taxi... = If it had not been for the taxi.

Ex. 36. Study the following chart; a) translate the sentences into Russian, b) change the order of the clauses like this: I (he, she, etc.) would apologize if I (he, she, etc.) were in your place.

	conditional clause	principal clause
non-perfect	1. If I (he, she) were in your place 2. If he knew her better 3. If I could speak English	I (he, she) would ('d) apologize. he would introduce me to her. I would show him about the town.
perfect	1.If he had been careful 2.If she hadn't missed the train 3.If I had been told about it in time	he wouldn't have made this mistake. she would have arrived hours ago (in time, etc.). I could have helped you.

Ex. 37. Answer the following questions, using the Subjunctive Mood (practise the same questions and answers in reported speech).

1. What would you say if you pushed somebody in the crowd?
2. Where would you go if you were free now?
3. Would you go to the country for the weekend if the weather were bad?
4. What would you give your friend as a present if you had fifty roubles?
5. Would you read a book by a modern or a 19th century writer if you had to make a book-report?
6. What would you do if you felt ill?
7. What second foreign language would you study if you were given a choice?
8. How would you get in touch with your friend if your telephone were disconnected?
9. Whom would you ask for help if you wanted to have your car repaired?
10. Would you have fruit or ice-cream for dessert?
11. What would you do if you dropped your watch?
12. What would you do if you missed your train?

Ex. 38. Ask questions about the text or the book you are reading, using the perfect forms of the Subjunctive Mood, give answers to them, practise both in reported speech.

- Model:**
1. Would the **Greggs** have met **Lautisse** if they hadn't sailed on board the *Queen Elizabeth*?
 2. How would the Greggs have learned who Lautisse was if the ship's librarian hadn't helped them?

Ex. 39. Complete the following sentences, using the Subjunctive Mood.

1. I would have got in touch with her if her telephone ... (not to be disconnected). 2. Nobody would have paid attention to him if there ... (not to be something funny about his behaviour). 3. He ... (not to go into details), if he hadn't been asked so many questions. 4. The party would have been dull if we ... (not to show the film). 5. If you weren't smiling, we ... (to believe your story). 6. She would be a good teacher if she ... (to be more patient). 7. "I haven't seen him for ten years at least." "You would still recognize him if you ... (to see him)." 8. If the driver had slowed down at the right moment he ... (not to have the accident). 9. What would you say if I ... (to refuse to come to the party)? 10. He would give up the idea of leaving town if he ... (to offer a good job). 11. I wouldn't give up art if I ... (to have your talent).

Ex. 40. Paraphrase the following sentences according to the model:

M o d e l: (a) He can't travel first class. He can't afford it.

He would travel first class if he could afford it.

(b) She had changed so much that I didn't recognize her.

If she had not changed so much I would have recognized her.

1. The child did not obey him-because he raised his voice at her. 2. The job was dull. He gave it up. 3. If you get him on the telephone, it will save us a lot of trouble. 4. The radio was off, I missed the weather report. 5. It wasn't once that he broke his promises. They stopped believing him. 6. The director is out of town. They can't settle the problem without him. 7. The art expert looked at the portrait closely, he noticed the defect. 8. If they don't accept the invitation, we shall be disappointed. 9. Something went wrong with the car engine. We had an accident on the road. 10. The sportsman was in bad form; he failed to win the prize. 11. I haven't got my camera with me. I can't take a picture of this interesting building. 12. Nobody offered to drive me home. I went home on foot. 13. The acting was poor. The play didn't impress us.

Ex. 41. Translate the following sentences.

1. Если бы она была более терпеливой, с ней легче было бы иметь дело. 2. Я бы никогда не подумал, что он твой брат, если бы он не представился мне. 3. Никто бы из нас не обратил внимания на связь между этими двумя фактами, если бы он не указал на это. 4. Если бы здесь было больше света, я бы непременно сфотографировал этих туристов. 5. Если бы фары были в исправности, мы бы смогли продолжать путь ночью. 6. Если бы вы не были так рассеяны, вы не сделали бы столько ошибок. 7. Если бы он сразу предложил нам взять такси, мы бы не потеряли столько времени. 8. Если бы не дожди, мы все время были бы на палубе. 9. Если бы он не схватил меня за руку, я бы прошла мимо, не заметив его. 10. Было бы неплохо поговорить о современной живописи с художником. 11. Этот фильм стоило бы посмотреть только после того, как вы прочтете книгу. 12. Если бы фильм был цветной, он бы производил большее впечатление. 13. Если бы вы дали ей знать, что вы хотите поговорить с ней, она бы зашла к вам. 14. Он подумал, что он тоже не знал бы, как бы он поступил, если бы он был на ее месте. 15. Мы считали, что бесполезно говорить с ним на эту тему, он все равно поступил бы по-своему.

Ex. 42. **Study the following chart.**

non-perfect	perfect
1. If the station weren't a long way from here	he wouldn't have taken a taxi.
2. If I were you	I'd have done the same.
3. We would be still puzzling over the problem	if you hadn't helped us.
4. He could go to the South this summer	if he had been saving up money

Ex. 43. **Practise the following, mind the above chart.**

Model: He is a very careless driver. The police stopped his car again yesterday.
If he weren't a careless driver, the police wouldn't have stopped his car again yesterday.

1. I shan't paint the house this year. It was given a fresh coat of paint only a year ago. 2. The windows face a noisy street. I was unable to sleep in the room. 3. She is very absent-minded.

She forgot all about our arrangement for the afternoon- 4. This question was not discussed at yesterday's meeting; we are not clear about it. 5. The engine doesn't pull properly. We didn't quite manage the hill. 6. He didn't become a professional musician. He is not talented enough. 7. The man is too proud. He didn't ask us for help. 8. The new assistant is difficult to deal with. They refused to work with him.

Ex. 44. Translate the following sentences into English.

1. Если бы она выехала поездом 10.15, она была бы уже здесь. 2. Если бы дорога шла через лес, мы бы, конечно, пошли пешком. 3. Если бы он жил в Москве, я бы вас давно с ним познакомила. 4. Мы бы согласились на это предложение, если бы оно было разумно. 5. Если бы он занимался регулярно весь семестр, он бы сейчас не боялся экзаменов. 6. Она бы была здоровым человеком, если бы следовала советам врача все эти годы. 7. Если бы мы знали его адрес, мы бы сообщили ему о результатах экзаменов еще вчера. 8. Если бы ты следил за выступлением внимательно, ты бы сейчас не задавал таких вопросов.

Ex. 45. Open the brackets using the correct form of the Subjunctive Mood.

HOW I BECAME AN ARTIST

When I was young I hated art. I never (to hate) it so much if I (not to live) with an artist — it was my father — if I (not to see) how hard he took his failures. That's why I was very glad to get the chance of going into an office and become a clerk.

I had a bowler hat, a home, a nice little wife and a nice little baby. I sent money to my mother every week, and helped my sister. A nice happy young man. I enjoyed life in those days.

But one day when I was sitting in our London office I happened to drop a blot* on an envelope. But for this drop of ink my life (to continue) to be nice and pleasant. Having nothing better to do just then, I started pushing it about with my pen to try and make it look more like a face. And from that moment I was lost. If only I (to be able) to keep from drawing I (not to be) what I am now. I couldn't keep from drawing even during office hours.

When my boss found out about it he sent for me and said he was dissatisfied with me. But I said I (to give up) drawing gladly if I could.

"Jimson," he said, "I don't want to turn you out. If I (to turn) you out now you never (to be able) to get another job. I suggest that you take a couple of days off and think it over. This is my final suggestion."

If I (to listen) to reason then I still (to be) a good clerk now. But I spent my holiday drawing, and when I went back to the office I didn't last long. I left within a week. I painted about twelve hours a day and hated to be interrupted. Some of my pictures were even sold. They were very classical. Almost early Turner."**

But then one day I happened to see a Manet*** and was greatly impressed. When I came out of the museum I saw the whole world in a different light. But for Manet I (not to see) the world of colour as I see it now.

(after "The Horse's Mouth" by Joyce Cary)

* клякса

** British painter, 1775—1851 *

** French impressionist painter, 1832—1883

Ex. 46. Test translation.

1. Ему очень хотелось познакомить ее со своими друзьями. 2. Хотя я и знаком с ним целый год, он все еще остается для меня загадкой. 3. Прежде чем принять окончательное решение, нужно еще раз все хорошо обдумать. 4. На вашем месте я бы отказался от этой идеи. Ее трудно осуществить. 5. Он обошелся с ними очень некрасиво. Он даже накричал на них. Ему бы следовало извиниться перед ними за свое поведение. 6. Казалось, мой вопрос озадачил его. Он не нашелся, что ответить. 7. Я почти уверен, что они бы согласились с нашим предложением, если бы не последний пункт. 8. Нам пришлось отложить посещение музея до следующего месяца, так как он был закрыт на ремонт. 9. Если бы не его терпение и упорная работа, он бы не добился таких хороших результатов. 10. Ребенок настолько непослушен, что у нее не хватает с ним терпения. 11. Зачем вдаваться в подробности? Вопрос всем ясен. 12. Он подробно рассказал нам о своих впечатлениях о поездке на Кубу. 13. Канал, соединяющий Москву реку с Волгой, был построен в 1937 году. 14. Как раз в связи с предстоящей экзаменационной сессией вчера было проведено собрание. 15. Простите, я не расслышал в какой связи вы упомянули это событие. 16. Если бы вы предложили ему свою помощь, он бы с радостью принял ее. 17. Нельзя терять ни одной минуты. Положение очень серьезное. Я предлагаю, чтобы вы как можно скорее связались с городом и попросили вызвать профессора. 18. Ваш дом совершенно не нуждается в

ремонте, он в прекрасном состоянии (порядке). Покрасьте его, и он будет выглядеть опять новым. 19. Он с трудом узнал свою собственную подпись, которую поставил под документом двадцать лет назад. 20. Выставка современной живописи произвела на нас большое впечатление. Ее несомненно стоило посетить. 21. Почему бы вам не взяться изучать еще один иностранный язык в дополнение к английскому? Вы можете позволить себе это, у вас достаточно времени. 22. Не откладывайте задание на завтра, принимайтесь за работу немедленно.

SPEECH EXERCISES

Ex. 47. Retell in narrative form.

AT THE GALLERY

"Soames!"

Soames turned his head and saw his cousin June.

"How are you!" he said. "Haven't seen you for twenty years."

"No. How do you like the exhibition?"

"I don't. The show must be a financial loss to its owner."

"Of course it is."

"How do you know?"

"It's my Gallery."

"Pardon? Yours? What makes you run a show like this? Nobody's going to buy such pictures. If you take my advice, you'll close this exhibition."

At this moment Fleur's voice said:

"Hello, Father! Here you are! Sorry to have kept you waiting."

"Well," said Soames, "you're a punctual sort of young woman."

"You're not going to buy any of these, Father?" Fleur pointed to the pictures.

"No," said Soames.

Fleur dragged at his arm. "Oh! Let's go! It's an awful show anyway."

(after "To Let" by J. Galsworthy)

Ex. 48. Answer the following questions. Sum up your answers.

1. Planning a Weekend

1. Is there a place in the country you like to spend a weekend now and then? 2. Where is it? 3. How do you get there: by train or by car? 4. Is the house a long way from the station? 5. Whom does the house belong to? 6. Is there anybody waiting for you at the place? 7. What do you do in the evenings — go for walks or just sit around and relax? 9. How long do you usually stay? 10. When should you be back at work on Monday morning?

2. Your Favourite Magazine

1. What is your favourite magazine? 2. Is it a monthly or a weekly magazine? 3. Since when have you been reading it? 4. Why do you find it interesting? 5. What do the articles deal with? 6. What attracts you most in a magazine? 7. Are there any crossword puzzles in the magazine? 8. Are you good at solving puzzles? 9. How much is a yearly subscription*?

3. Redecorating the Flat

1. What colour would you like to have the room painted? 2. Give me your reasons for picking out this colour of all the colours. 3. Would you rather do the work yourself or have it done by some painter? 4. Is it hard work? What should we begin with: whitewashing the ceiling or painting the walls? 5. What do you do with the furniture — cover it with paper or take it out into the corridor? 6. How many coats of paint should the walls be given? 7. How long do you suppose it would take a team of workers to do the work?

* подписка

4. On Introductions

1. Is it usual to have a person introduce himself? 2. How are introductions usually made? 3. What is the usual formula of introduction? 4. What do people say when they are introduced to each other? 5. What are the rules to follow when introducing people?

5. The Latest Exhibition at Exhibition Hall

1. Has there been any exhibition held lately at Exhibition Hall? 2. When did it open? For how long was it open? 3. Have I any chance of seeing the exhibition? Is it still open? 4. What is on show? 5. Do you happen to remember any new names? 6. Whose pictures impressed you most? 7. Did anything in particular catch your attention?

Ex. 49. Read the following. Answer the questions, using the vocabulary of the lesson and retell the passage.

Picasso is perhaps the best known and most influential* of modern artists. Many people have made fun of his paintings; others have disliked them; but thousands believe him to be a great artist. What is certain is that more people will admire Picasso as the years go by.

In 1960 a large and impressive exhibition of Picasso's paintings was held in the Tate Gallery in London. Several hundred of his canvases were exhibited and the public came in their thousands to see them. At last people could see his paintings properly in their true colours and they were certainly impressed by his great variety** of styles.

Picasso, who was born in Malaga in Spain in 1881, took up painting seriously in about 1895. During his long life he has always tried to find new ways of expressing himself in art. Most of his early pictures are easy to understand and like: gay scenes of Paris, and rather sad pictures of actors, players and poor people, for example. Then he became a cubist, painting people and objects*** as if they were made of cubes, squares and triangles. His later cubist pictures are very abstract and painted in browns and greys.

In the nineteen-thirties Picasso's art often expressed sorrow**** and anger with great power. His best known painting of the period is *Guernica* showing the horrors***** of war.

Picasso's art has always been restless, searching; symbolic, sentimental, satirical, it has never been simply formal.

Questions

1. What part does Picasso play in modern art?
2. Why can there be no doubt that more people will admire Picasso as the years go by? .
3. What exhibition was held in the London Tate Gallery in 1960?
4. What did the exhibition offer the public?
5. Why are Picasso's exhibitions always an important event?
6. What nationality was Picasso?
7. When did he take up painting seriously?
8. What had he been searching for all his life?
9. What are his early pictures like?
10. What are cubist paintings?
11. What is abstract art?
12. What sort of feelings can be discovered in many of his paintings of the nineteen-thirties?
13. What is his most famous painting of the period?
14. Why is *Guernica* of particular interest?
15. Why is *Guernica* believed to have marked a turning point in modern art?
16. Why is the public usually greatly impressed by Picasso's works? '17. What can be said of Picasso's art?

- * влиятельный
- ** разнообразие
- *** предмет
- **** печаль
- ***** ужасы

Ex. 50. Read the following, answer the questions, retell the text in English.

ДОБРЫЙ ДЕНЬ, ЧУДЕСНАЯ ВОДА СЕГОДНЯ

Двадцативосьмилетний англичанин Уильям Хонивилл возвращался домой из Австралии на борту теплохода. После непродолжительной остановки теплоход покинул остров Гран-Канария. Была глубокая ночь. Хонивилл отправился к себе в каюту, но, дойдя до двери, передумал — его соседи по каюте продолжали шумно веселиться и явно не собирались ложиться спать. В поисках тишины Хонивилл вновь поднялся на палубу и устроился с сигаретой на самой корме.

Он просидел так больше часа. Потом встал и бросил рассеянный взгляд на часы. Они показывали 4.30 утра. Хонивилл шагнул...

Вот как он вспоминает о дальнейшем: ^

— Я не помню, как летел вниз с высоты двадцати метров. Первой мыслью после того, как я очутился в воде было — скорей догнать корабль. Но теплоход был уже далеко. Я продолжал плыть. Море было спокойно. Я стал обдумывать свое положение. Соседи по каюте вряд ли хватятся меня. Чтобы отвлечься от грустных мыслей, я стал думать о насущных делах — неоплаченных счетах, сделанных заказах.

К двум часам дня я начал ощущать усталость. Только тут я обратил внимание, что не снял с себя туфли. Подумав, я решил остаться в них — какой смысл раздеваться? Я заметно слабел.

Было около четырех часов, когда я увидел приближающийся ко мне теплоход, но подумал, что это игра воображения. На палубе не было ни одного человека: «Ну конечно, фэйф-о-клок» — с горечью подумал я.

В девять часов утра капитану доложили, что исчез пассажир. Капитан приказал развернуться и искать пассажира. Его нашли через шесть с половиной часов.

— Добрый день, чудесная вода сегодня! — с трудом произнес Уильям, когда его подняли на борт, и рухнул на палубу.

Questions

1. Where was William Horneville going? 2. How was he travelling? 3. For how long did the ship stop over at Grand Canary? 4. What made orneville change his mind about going to bed? 5. What was taking place in his cabin? 6. What sort of a party were his fellow-passengers having? 7. Why did he go to the stern? 8. How did he happen to fall overboard? 9. Why was there no hope of catching up with the ship? 10. What did he realize as he started thinking over his situation? 11. Why were his fellow-passengers unlikely to miss him? 12. Why were unpaid bills, orders and other business matters likely to keep his mind off sadder thoughts? 13. What did he take the approaching ship for at first? 14. Why did he feel so bitter about the five o'clock tea-drinking ritual? 5. When was the disappearance of a passenger reported to the ship's master? 16. What were the captain's orders? 17. How much time had passed before the man on watch finally noticed Horneville? 18. What did Horneville say on finding himself on deck?

Ex. 51. Retell the following in English.

ВЕРЕЩАГИНСКАЯ КАРТИНА НАЙДЕНА!

В одно прекрасное утро... Да, для меня оно стало действительно прекрасным, счастливым. В это утро молодой москвич Эрик Ко-вальчик купил ноябрьский номер «Техника — молодежи» за 1966 год. Статья под заголовком «Загадка старой открытки», рассказывающая о картине «Наполеон I при реке Березине», заинтересовала его. Еще минута, и он понял, что вполне возможно, что речь идет о той картине, что находится у него дома! Она досталась ему от дедушки.

На следующий же день Эрик связался по телефону с Государственным историческим музеем. Если это действительно полотно Верещагина, то он должен предложить его музею, где собраны и экспонируются все произведения об Отечественной войне 1812 года.

В тот же день я зашел к Эрику Ковальчику. В глубоком волнении жду минуты встречи с картиной, поискам которой отдано столько лет. Вот она — передо мной! Нет ни малейшего сомнения в том, что она стоила всех затраченных мной усилий. Картина производит сильное впечатление. Суровое, даже гневное выражение лица Наполеона. Его взгляд обращен в сторону Березины, где остатки французской армии с трудом

переправляются на другой берег реки. Идет снег. Солдаты прижались друг к другу. Какая-то леденящая атмосфера. Пейзаж усиливает это впечатление.

Я осматриваю каждую фигуру картины, внимательно изучаю детали. На обратной стороне картины читаю строчки: «Картина эта написана мужем моим Василием Васильевичем Верещагиным» и подпись «Л. В. Верещагина. 4 декабря 1904 года». Именно в декабре 1904 года была организована выставка произведений замечательного баталиста. Картина наверняка выставлялась на этой выставке. В 1967 году отмечалось 125-летие со дня рождения художника, и я был счастлив, что мне удалось найти его последнее незавершенное полотно.

Более десяти лет я собираю все, что связано с Верещагиным. Шли годы, собрание мое росло. Летом прошлого года я передал коллекцию в дар городу Череповцу. В доме, где родился выдающийся художник-баталист, открывается музей.

Е. Успенский

"Science for Youth"; "The Mystery of the Old Picture Postcard";

"Napoleon I at the Berezina"; the State Historical museum; the Patriotic War of 1812; the remnants of; a landscape; a painter of battle pieces; Cherepovets.

Ex. 52. Read and retell the passage. Retell it in the person of Foinet, Philip's teacher. Speak on how difficult it is to give up something you love.

Foinet's Advice

Philip knew that on the days Foinet came to the studio he lunched at a little restaurant in the Rue d'Odessa*, and he hurried his own meal so that he could go and wait outside till the painter came out. Philip walked up and down the crowded street and at last saw Monsieur Foinet walking towards him; Philip was very nervous, but he made himself go up to him.

"I should like to speak to you for one moment," he began.

Foinet gave him a quick look, recognized him, but he did not smile a greeting.

"Speak," he said.

"I've been working at the studio nearly two years now under you. I want to ask you to tell me frankly if you think it worth while** for me to continue."

Philip's voice was shaking a little. Foinet walked on without looking up.

"I'm very poor," Philip continued. "If I have no talent I would rather do something else."

"Do you live near here?"

Philip told him where his studio was. Foinet turned round.

"Let us go there? You shall show me your work."

"Now?" cried Philip.

"Why not?"

Philip had nothing to say. He walked silently by the master's side. He felt terribly frightened. In his heart he hoped that Foinet would look at his pictures, would shake his hand and say: "Not bad. Go on, my boy. You have talent, real talent."

They arrived at the house. Philip suddenly felt that he did not want to know the truth; if he could he would have asked Foinet to go away.

In the room Foinet sat down; and Philip without a word placed before him two portraits, two or three landscapes, and a number of sketches.

"That's all," he said with a nervous laugh.

Foinet lit a cigarette. "You have very little money?" he asked at last.

•"Very little," answered Philip, with a sudden feeling of cold at his heart. "Not enough to live on."

"With hard work there is no reason why you should not become a painter. You would find hundreds who painted worse than you, hundreds who painted as well. I see no talent in anything you have shown me. You will never be anything but mediocre."*

Philip made himself answer calmly. "I'm very thankful to you for having taken so much trouble, I can't thank you enough."

Foinet put his hand on Philip's shoulder.

"But if you were to ask me my advice, I should say: try your luck at something else. It sounds very hard but let me tell you this: I would give all I have in the world if someone had given me this advice when I was your age and I had taken it."

Philip looked up at him with surprise.

"It's cruel to discover one's mediocrity only when it is too late."

He gave a little laugh as he said the last words and quickly walked out of the room.

(from "Of Human Bondage" by W.S. Maugham)

* Odessa Street (in Paris)

** ИМЕТЬ СМЫСЛ, СТОИТЬ

Ex. 53. Use the following in situations.

1. On Board a Ship

to suggest; to go on a sea voyage; to talk **smb** into **smth**; to get in touch with **smb/smth**; to find out; to manage; to book the tickets; to sail on the *Rossiya*; a modern liner; to arrive at a port; to go on board; to see **smb** off; to wave good-bye; to wish a comfortable journey; impatiently; can't help doing **smth**; to raise the gangway (сходни, трап); to move slowly; on deck; to enjoy (doing) **smth**; to admire; to tear oneself away from; to call at some ports; to pick up and drop

passengers; finally; to reach the place; to get much pleasure out of **smth**.

2. Making a Telephone Call

to get in touch with **smb**; not to waste time; to go to the public telephone box; to be within a few minutes' walk; to drop a two kopeck coin into the slot (отверстие); to pick up the receiver; to dial the number (набрать номер); to be busy (about the telephone line); to be patient; finally; to be connected; to hear a faint voice; to say "Hello"; to sound unfamiliar; to be puzzled; to turn out; to get the wrong number; to apologize to **smb** for **smth**; to ring off.

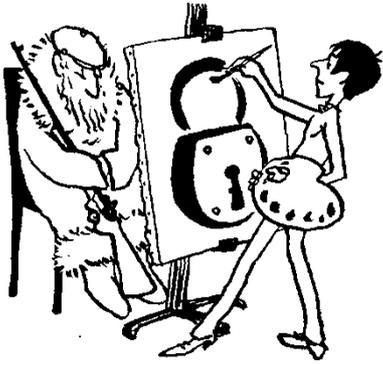
3. Making an Introduction

to be invited to a party; to know few people; to be introduced to **smb**; to say "How do you do" or "Glad to meet you"; to hold out one's hand; to shake hands (with **smb**); to appear to be; a nice person; to talk about the weather; to be a safe subject; to turn out; to talk art (sport); not to care for; to enjoy the conversation; to get to be real friendly.

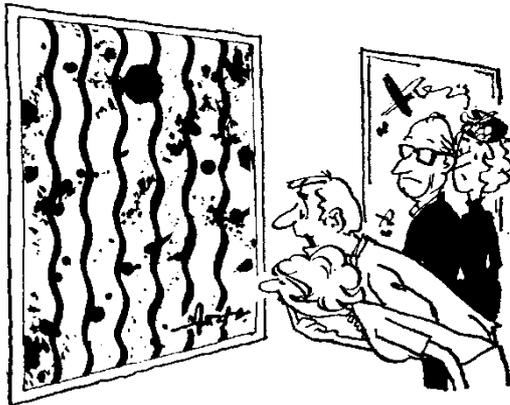
4. Making an Apology

to go to one's work; to go by bus; the rush hour; to be packed; to manage; to get inside; to close the doors; accidentally; to step on **smb's** foot; to say "Excuse me" ("I beg your pardon"); to hear "It's all right".

Ex. 54. Tell the story of each picture, using the words and phrases given below.



to do a portrait; a night watchman; to sit for a portrait; to paint vigorously; to show deep insight into a person's character; an imaginative artist; a startling result; a padlock.



to have one's flat repaired; to clean up; an exhibition of modern painting; to take a close look at the signature; to get the surprise of one's life; to repeat the design exactly.

It's the same fellow who did the walls in our flat!

Ex. 55 Subjects for oral and written composition.

1. Tell the story as if it were told by a) **Lautisse**; b) **Gerston**; c) Mrs. **Gregg**; d) a newspaper reporter; e) one of the businessmen who had arrived to buy the fence.
2. Give character-sketches of a) Mr. Gregg; b) Mrs. Gregg; c) Lautisse.
3. Explain how it happened that a plain garden fence was sold for a work of art.
4. Write up the story as it might have appeared in the newspapers under the headline: LAUTISSE PAINTS AGAIN.
5. Tell a story to illustrate the English saying "The game is worth the candle" (Игра стоит свеч).
6. A painting that has impressed me.
7. A visit to a one-man exhibition of painting.
8. The life story of a great painter.
9. The Russian school of painting.
10. Modern Soviet painting.
11. The dangers of "modernism" in art.

Lesson Four

Text: Conversation (from "My Family and Other Animals" by Gerald Durrell!¹)

Grammar: Subjunctive Mood (contd.)

The use of the subjunctive mood in "as if" clauses, in an object clause after the verb "wish", in a subject clause after "It's high time ..."

Conversation

As soon as we had settled down and started to enjoy the island,² Larry³ wrote to all his friends and asked them to come out and stay. The fact that the villa was only just big enough to house the family had not occurred to him.

"I've asked a few people out for a week or so," he said casually to Mother one morning.

"By all means, dear," said Mother unthinkingly.

"I thought it would do us good to have some intelligent and stimulating company⁴ around."

"I hope they're not too *highbrow*⁵, dear," said Mother.

"Good Lord, Mother, of course they're *not*; just extremely charming, ordinary people. I don't know why you've got this fear about people being highbrow."

"I don't like the highbrow ones," said Mother sadly. "I'm not highbrow, and I can't talk about poetry and things. But they always seem to imagine, just because I'm your mother, that I should be able to discuss literature with them. And they always come and ask me silly questions just when I'm in the middle of cooking."

"I don't ask you to discuss art with them," said Larry, a little illtemperedly, "but I think you ought to try to hide your awful taste in literature. I fill the house with good books and I find your bedside table piled with cookery books, gardening books, and the most unpleasant-looking mystery stories. I can't think where you pick these things up."

"They're very good detective stories," said Mother. "I borrowed them from the doctor."

Larry gave a short, angry sigh and picked up his book again.

"You'd better let the Pension Suisse⁶ know when they're coming," Mother remarked.

"What for?" asked Larry surprised.

"So they can reserve the rooms," said Mother equally surprised.

"But I've invited them to stay here," Larry pointed out.

"Larry! You haven't! Really you are most *thoughtless*. How can they possibly stay here?"

"I really don't see what you're making such a fuss about," said Larry coldly.

"But where are we going to *sleep*?" said Mother, very much upset in her mind. "There's hardly enough room for us, as it is. You'll just have to write to those people and put them off."

"I can't put them off," said Larry, "they're on the way."

"Really, Larry, you are the most annoying person. Why on earth⁷ didn't you tell me before? You wait until they're nearly here, and then you tell me."

"I didn't know you were going to treat the arrival of a few guests as if it were a catastrophe," Larry explained.

"But, dear, it's so silly to invite people when you know there's no room in the villa."

"I do wish you'd stop fussing," said Larry; "there's quite a simple solution to the whole matter."

"What?" asked Mother suspiciously.

"Well, since the villa isn't big enough, let's move to one that is."

"Don't be ridiculous. Whoever heard of moving into a larger house because you've invited some friends to stay?"

"What's the matter with the idea? It seems a perfectly sensible solution to me; after all, if you say there's no room here, the obvious thing to do is to move."

"The obvious thing to do is not to invite people," said Mother.

"I don't think it's good for us to live like hermits," said Larry. "I really invited them for you. They're a charming crowd. I thought you'd like to have them. Liven things up a bit for you."

"I'm quite lively enough, thank you," said Mother. "How many have you invited?"

"Oh, just a few... two or three... They won't all be coming at once. I expect they'll turn up one by one."

"I think at least you might be able to tell me how many you've invited," said Mother.

"Well, I can't remember now. Some of them didn't reply, but that doesn't mean anything ... they're probably on their way and thought it was hardly worth letting us know. Anyway, if you plan for seven or eight people I should think that would cover it."

"You mean, including ourselves?"

"No, no, I mean seven or eight people as well as the family."

"But it's absurd, Larry; we can't possibly fit thirteen people into this villa, with all the good will in the world."

"Well, let's move then. I've offered you a perfectly sensible solution. I don't know what you're arguing about."

Larry gave her a hurt look, and picked up his books. There was a long silence, during which Larry calmly read his book.

"I wish you wouldn't just lie there," Mother said at last. "After all, they're your friends. It's up to you to do something."

Larry put down his book.

"I really don't know what you expect me to do," he said. "Every suggestion I've made you've disagreed with."

"If you made sensible suggestions I wouldn't disagree."

"I don't see anything ridiculous in anything I suggested."

"But, Larry, dear, do be reasonable. We can't just rush to a new villa because some people are coming. I doubt whether we'd find one in time, anyway. We are not moving to another villa," said Mother firmly; "I've made up my mind about that."

She straightened her spectacles, gave Larry an angry look, and walked off towards the kitchen, expressing determination in every inch.

The new villa was enormous...

NOTES

1. **Gerald Durrell** was born in Jamshedpur, India, in 1925. A well-known zoologist, director of the Jersey Zoological Park founded by him in 1958. He has written a number of books describing his animal-collecting expeditions to different parts of the world. His book "The Overloaded Ark", "The Drunken Forest", "The Whispering Lad", "Three Tickets to Adventure" and others have been translated into many languages, including Russian. "Conversation" is a chapter from "My Family and Other Animals" (1967) giving a humorous picture of the life of the Durrell family (mother, daughter and three sons) on the Greek island of Corfu (1934—1939).

2. the island of Corfu

3. **Larry**: Lawrence Durrell, Gerald's eldest brother, now a well-known English writer, the author of "Bitter Lemons", "Justine" and other books.

4. **company**: in the sense of "companionship" общество, компания (людей) it is uncountable, e.g. We're having company tonight. У нас сегодня гости. The Browns are excellent company. Брауны очень приятные люди (собеседники).

5. **highbrow**: persons with intellectual, literary and artistic tastes and interests superior to those of most people заумный

6. **Pension Suisse**(Fr.): the local hotel

7. **on earth**(*coll.*): in "Why (how, etc.) on earth...?" it is used to strengthen the interrogative words.

VOCABULARY

occur*vi* 1. случаться, происходить When did the accident occur? 2. приходить на ум (в голову) Such an idea never occurred **to** me. It occurred **to** me that I could phone him. Didn't it ever occur **to** you to talk to him about it?

intelligent*a* умный, разумный, смысленый, понятливый an intelligent person (answer, look, etc.); intelligence *n* ум, интеллект; смысленость, быстрое понимание

charming*a* очаровательный, прелестный a charming girl (smile, house, place, etc.); charm *n* чары, обаяние, очарование

ordinary*a* обычный, заурядный, простой an ordinary person (day, job, dress, etc.)

fear*n* страх, боязнь, опасение He had no fear **of** (**about**) anything or anybody. **Phr.** **for fear of** из боязни, боясь She never travels in a car **for fear of** an accident. He did not speak **for fear of** making a mistake. fear *vi/vt* бояться; опасаться We feared **for** his health. They feared the worst. She feared that she might miss the train.

temper*n* 1. нрав, характер a good (sweet, bad, uncertain, etc.) temper; to be ill- (bad-, quick-, etc.) tempered быть раздражительным, вспыльчивым и т.п. 2. настроение, расположение духа to be **in** (**a**) good (bad) temper; **Phr.** lose (one's) temper выйти из себя; keep (control) one's temper сдерживать себя

ought to (usage similar to "should") (*модальный глагол, указывающий на долженствование, моральный долг, упрек*) должен, следует I think I ought to help them. He ought not to have spoken to her like that.

pile*n* груда, куча; кипа a pile of books (paper, clothes, etc.); pile *vt* сваливать, складывать в кучу

borrow*vt* брать в долг, занимать to borrow books (money, etc.) **from** smb

equal*a* равный, одинаковый equal parts (sides; rights, etc.) He has no equal **in** chess, unequal a неравный; (in)equality *n* (не) равенство; equally *adv* равно, в равной степени to be equally good (clever; surprised, interested, etc.) He knows French and English equally well.

fuss*n* суета; суетливость (из-за пустяков) What is all this fuss **about**? **Phr.** make a fuss (**about** smth/**of** smb) суетиться, волноваться (из-за чего-л, вокруг кого-л); fuss *vi* суетиться, волноваться (по пустякам); fussy *a* суетливый, беспокойный (о человеке) to be fussy **about** one's health (children, clothes, food, etc.)

room *n* (*lit. & fig.*) место, пространство There is room enough **for** everybody here. There is no room **for** doubts. **Phr.** make room (**for** smb) потесниться, подвинуться, освободить место He moved to make room for two more people.

annoy *vt* раздражать, надоедать He annoyed us **with** his silly questions. She was annoyed **with** the child, annoyance *n* раздражение, досада, неприятность; annoying *a* раздражающий, докучающий an annoying person (habit, etc.)

treat *vt* обращаться с (кем-л), относиться к (кому-л/чему-л) to treat smb well (badly, kindly, **with** attention, etc.); to treat smb as a child (friend, stranger, etc.); to treat smth lightly (seriously, etc.) He treated my words as a joke. treatment *n* обращение, обхождение

as if=as though *conj* как если бы He looks (looked) as if he were ill.

suspect *vt* подозревать I suspect (that) they know all about our arrangement. **Phr.** suspect smb **of** smth (doing smth) подозревать кого-л в чем-л; suspicion *n* подозрение to be **under** (**above**) suspicion быть под подозрением (вне подозрения); suspicious *a* подозрительный, вызывающий подозрение a suspicious look (character, etc.); to be suspicious **of** smb относиться к кому-л с подозрением

since *conj* так как, поскольку Since he is absent we'd better put off the discussion.

sense *n* 1. чувство; ощущение The five senses are sight (зрение), hearing (слух), smell (обоняние), taste (вкус) and touch (осязание). **Phr.** a sense **of** duty (humour, proportion, etc.) чувство долга (юмора, меры и т.п.) 2. смысл, значение; благоразумие There is much (little, no, etc.) sense in his words (in what he says; in discussing the question now, etc.); What's the sense of doing that? **Phr.** common sense здравый смысл She showed a lot of common sense. Talk sense говорить по существу дела You'd better listen to him, he is talking sense. The telegram did not make sense, sensible *a* (благо)разумный a sensible man (idea, suggestion, solution, etc.); sensible advice (words, etc.) senseless *a* неблагоразумный, бессмысленный

include *vt* включать; заключать, содержать в себе He was included **in** the delegation. The price for the goods includes packing.

WORD COMBINATIONS

settle down in (at some place) поселиться (жить), обосноваться; устроиться

by all means обязательно, непременно

by no means ни в коем случае

I (you, he, etc.) had better (do smth) мне (тебе, ему и т.п.) бы лучше (сделать что-л)

as it is как есть

put smb off 1. отменить приглашение кому-л; 2. отпугнуть, отбить охоту к чему-л

after all тем не менее, все же, в конце концов

turn up (внезапно) появиться; подвернуться (о работе и т.п.)

(the) good will добрая воля

It's up to you (him, etc.) (to do smth) тебе (ему и т.п.) решать (как действовать)

one by one по одному, поодиночке

fit smb (smth) into smth (some place) размещать кого-л (где-л)

EXERCISES ON THE TEXT

Ex. 1. Answer the following questions.

1. Why did Larry want all his friends "to come out and stay"? 2. Why didn't Mother like his highbrow friends? 3. Why did Larry think she ought to hide her "awful taste in literature"? 4. Why did Mother expect Larry to let the Pension Suisse know about his friends? 5. Why did Larry refuse to do so? 6. Why did Mother say that he was thoughtless? 7. Why did she tell Larry to write to his friends to put them off? 8. Why couldn't he do so? 9. What did Larry suggest as a "simple solution to the whole matter"? 10. What did he say that made his mother reply that she was quite lively enough? 11. Why didn't Larry tell her how many friends he had invited? 12. What made Mother say that Larry had been unreasonable in what he did? 13. What happened in the end?

Ex. 2. Find in the text the English for:

1. ему и в голову не пришло ...; 2. приносить пользу; 3. обыкновенные, милые люди; 4. спорить об искусстве; 5. вкус в литературе; 6. книги по кулинарии и садоводству; 7. сердито вздохнуть; 8. забронировать номер в гостинице; 9. поднимать шум (из-за пустяков); 10. невыносимый человек; 11. простой выход из создавшегося положения; 12. разумное решение; 13. очень славные люди; 14. приезжать по одному; 15. находиться в пути; 16. при всем желании; 17. разместить в доме тринадцать человек; 18. обиженно посмотреть; 19. спокойно продолжать читать; 20. в конце концов

Ex. 3. Give the four forms of the verbs:

enjoy, stay, occur, hide, find, pile, borrow, let, sleep, upset, annoy, treat, fuss, turn, reply, fit, argue, hurt, lie, agree.

Ex. 4. Paraphrase the following sentences using "had better".

1. I advise you to get down to business at once if you want it done in time. 2. I don't advise you to sit long in the sun. 3. The one sensible thing for him to do is to tell them the whole truth. 4. I think you should take a warm coat with you to be on the safe side. 5. Tell her that it would be more useful for her to read the book in the original than in translation. 6. I think he should go away on a short visit some place, it would do him good. 7. The only sensible thing for you to do, I think, is to look through the report again before handing it in. 8. I shouldn't advise you to make a fuss about such a little thing. 9. If you want to get well, you should obey the doctor's orders. 10. Take my advice and don't put off till tomorrow what you can do today.

Ex. 5. Translate the following sentences using "had better".

1. Ничего особенного не произошло, и вам лучше бы не поднимать шума из-за пустяков. 2. Вы плохо выглядите последнее время. Вам бы стоило подумать лучше о своем здоровье. 3. Она волнуется и ей трудно говорить. Ей бы лучше сначала успокоиться. 4. Нам бы стоило прислушаться к его словам. Он говорит по существу дела. 5. Вы не показывайте вида, что расстроены. Держитесь так, как будто ничего не случилось. 6. Зачем вам ехать на вокзал? Вы лучше закажите билеты по телефону. 7. Нам бы лучше поспешить, а то мы опоздаем на концерт. 8. Мне бы, наверно, стоило перечитать книгу, прежде чем высказывать свою точку зрения.

Ex. 6. Translate the following sentences using "as it is (was)".

1. Мне нужно идти. **Я и так уже** опаздываю. 2. Не стоит ставить в комнату еще один шкаф. Там **и без того** тесно (мало места). 3. Не надо ничего больше объяснять, **и так все** ясно. 4. Не меняйте ничего в своем докладе, оставьте **все в том виде как есть**. 5. Договоренность осталась **прежняя**. 6. Пальто без пояса **все равно** на ней сидит хорошо. 7. Обе стороны подписали контракт **в том виде как он был**, без каких-либо дополнений.

EXERCISES ON PREPOSITIONS AND ADVERBS

Ex. 7. Study the following phrases; a) recall the sentences in which they are used in the text, and b) use them in sentences of your own.

settle **down**; occur **to** smb; ask smb **out** (**for** the weekend); **by** all means; fear **about** smth/smb; taste **in** literature; borrow smth **from** smb; fuss **about**; room **for**; put smb **off**; solution **to** the matter; liven **up**; turn **up**; one **by** one; fit **into**; be **up to** smb.

Ex. 8. Fill in the blanks with prepositions or adverbs.

1. I have something important to tell you ... connection ... their offer. 2. He would have never borrowed money ... you without good reason. 3. She told herself that she probably was making a fuss ... nothing. 4. There isn't much sense ... warning him ... the dangers of the trip, he knows it all himself. 5. Her taste ... clothes is admirable, she's very particular ... what she wears. 6. As was to be expected, all those present piled him ... questions ... his expedition. 7. I wish we could find a more sensible solution ... the problem. 8. He had an unpleasant feeling as if he were suspected ... telling a lie. 9. Her friends visited her daily to liven ... her stay ... hospital. 10. He couldn't fit the key ... the lock. 11. After supper Father settled ... his favourite armchair ... the evening paper, as was his habit. 12. There is hardly another student... our group who could equal your friend ... intelligence. 13. Though she has a driver's license, she seldom drives ... fear ... meeting ... an accident. 14. "May I come ... Monday?" "... all means." 15. I'd like to ask you ... our country place ... the weekend. Why stay ... town ... such fine weather? We've got room enough ... half a dozen people ... least. 16. She always turns ... when she is least ... all expected. 17. ... all the good will ... the world I can't help you, I'm no good ... solving such problems.

Ex. 9. Give the English for the following phrases, using the preposition "for" in its different meanings. Use the phrases in sentences of your own.

I. уехать из Москвы в Киев; поезд на Хабаровск.

II. а) отправиться на прогулку в лес; поехать покататься на машине; пойти на реку искупаться; пойти в ресторан пообедать (поужинать); пригласить на обед; закрыть на ремонт;

б) обратиться к другу за помощью; попросить совета; послать за доктором; искать кошелек (книгу, ключи); искать в кошельке монету; попросить газету (адрес, номер телефона).

III. по той или иной причине; причина для волнения (радости, беспокойства); ради друга; во имя дружбы; сделать что-л для кого-л; найти время для кого-л/что-л; читать книгу ради удовольствия.

IV. чувствовать любовь (ненависть, неприязнь, восхищение, уважение, сострадание) к кому-л/чему-л; вкус к чему-л; жажда знаний.

V. бороться за равноправие; радоваться за кого-л; опасаться за чью-л жизнь; высказываться в пользу какого-л предложения; извиняться за что-л; благодарить за что-л; наказывать за что-л.

VI. полезный для здоровья; готовый к любым трудностям; важный (необходимый, легкий, трудный) для кого-л.

VII. а) в первый раз; на несколько дней (неделю, воскресенье); в течение двух дней (десяти лет); на протяжении нескольких часов (дней, лет); на время; часами (неделями); навсегда.

б) назначить встречу на 6 октября (следующий четверг, утро, вечер).

MISCELLANEOUS PHRASES

подарок ко дню рождения; интересная тема для разговора; звать-на помощь; ждать кого-л; измениться к лучшему (худшему); отложить на три дня; быть подвижным (хорошо выглядеть) для своего возраста; продавать/покупать за определенную цену; заплатить за вещь; получить даром; из страха сделать ошибку; наверняка

EXERCISES IN LEXICOLOGY

Ex. 10. Paraphrase the following sentences according to the models.

Model 1: The girl **looks pretty**.

She is a **pretty-looking** girl.

1. The student **works hard**. He is sure to make great progress. 2. The fellow **looks suspicious** to me. 3. What is your impression about the man? He **looks** intelligent to me. 4. The house **looked ordinary**. 5. It is her style to wear coats that **fit** her **close**. 6. He always **means well**.

Model 2: He is known for **his good nature**.

He is **good-natured**.

1. She has a **kind heart**, she won't hurt a fly. 2. I like people with a **strong mind**. 3. I never knew she had such a **quick temper**. 4. Have you noticed that he mostly uses his **left hand**. 5. The child has **dark hair** and **blue eyes**. 6. I still remember him as a boy, rather thin with a **pale face**, **long legs** and **narrow shoulders**. 7. She is a woman of **middle age**.

Ex. 11. Give words of the same root in Russian. Compare the meaning.

intelligent, stimulating, company, extreme, charm, ordinary, poetry, temper, mystery, remark, reserve, to treat, catastrophe, absurd

Ex. 12. Compare the meaning of the words in bold type, say which phrase is used literally and which has a figurative sense. Translate the sentences into Russian. Give your own examples.

1. a) Their final decision was to **settle down** in one of the newer towns, b) It usually took him hours to **settle down** to work. c) He was nearing thirty when he decided it was time for him to **settle down**. 2. a) She **turned up** every single bit of paper on the desk, but the note was nowhere to be found, b) He had the habit of **turning up** at the last moment. c) He was a firm believer in his luck; he was sure that some nice offer would **turn up** sooner or later. 3. a) The child **gave up** the toy without a word. b) I **gave up** the cross-word puzzle almost at once, it was too difficult, c) He wouldn't **give up** hope. 4. a) The matter was **put off** for an indefinite time. b) He wouldn't be **put off** with empty promises. c) Failure didn't **put him off**. 5. a) Of all the things offered at the sale he seemed to have **picked up** the most useless, b) She **picked up** the letter and started to read it absent-mindedly.

VOCABULARY EXERCISES

Ex. 13- Fill in the blanks with a suitable word in the correct form. Translate the sentences into Russian.

to annoy; annoying (2); to borrow; charm; to fear; to fuss; intelligence; intelligent; to occur; ordinary; to pile; room (2); sense (2); sensible; to suspect; suspicion; temper; to treat; treatment

1. She ... the matter lightly, as if it were of no importance. 2. We arrived to find them in the middle of their packing, the whole place ... with boxes and packages of all size. 3. At the time her words made little ... to me, I was to understand their full meaning much later. 4. He had the ... habit of... books and then forgetting to return them. 5. There were some cold stares her way. If earlier she had only ... that people were talking behind her back, now she knew it for certain. 6. You may disagree with the author's ... of the problem, but still there seems to be

a lot of ... in his approach. 7. The girl's real ... was not in her looks, which happened to be quite ..., but in her manner. 8. Whenever she visited her aunts they would ... about her as if she were a little girl. It was terribly ...! 9. The new assistant was everything the manager had hoped for and even more, he was quick, ... and hard-working. 10. The suggestions he had made were quite ... and we saw no reason why they shouldn't be accepted. 11. She had the two things that so seldom go together—beauty and 12. A seemingly unimportant incident ..., and if it hadn't been for a well-wishing friend, he would have let it pass unnoticed. 13. She read the letter and all became clear. There was no longer ... for doubt. 14. He was certain to have been ... by the interruption, but he never showed it. 15. Failing to get a reply to my telegram, I began to ... the worst. 16. He had never expected his honesty to be doubted and himself treated with 17. He wished he could learn to keep his ... when dealing with people. 18. He moved up to make ... for another person.

Ex. 14. Paraphrase the following, using words and word combinations from the text, and making all necessary changes.

common sense; had better; to put smb off (3); to make a fuss; to turn up; to borrow; to treat; to occur (2); to be up to smb; to annoy; to settle down; to talk sense; no sense in doing smth; fearless; suspicion; by all means; to go on

1. It had been our idea and it was **for us** to make the necessary arrangements. 2. He finally **appeared**, looking extremely disturbed. 3. What she needs is a little more **practical knowledge of life**. 4. His very first failure at the competitions **made him give up** sports. 5. She **continued** talking as if nothing had happened. 6. I wished she would stop asking those silly questions which only **made** people **angry**. 7. I asked if I could **have the use of** his car for a couple of hours. 8. She had promised to do it **for certain**. 9. The accident **took place** shortly after our arrival. 10. He was full of determination to finish the job and no difficulties could stop him. 11. We thought that **the best thing for him to do** would be **to look upon** the whole matter as a joke. 12. We all agreed it was about time he **got married and had a home of his own**. 13. The matter was small and unimportant and we just couldn't understand why he **got all nervous and excited** about it. 14. I had my **doubts** about his honesty and good will but decided to keep them to myself for a time. 15. **It's useless** trying to prove something to a person who won't listen. 16. **It came into my head** that probably my friend had meant well

and it was no fault of his if things went wrong at the last moment. 17. At last, I remarked to myself with satisfaction, the fellow **was saying something worth listening to.**

Ex. 15. Speak on the following topics, using the words and phrases given below.

1. Settling Down In a New Place

to move; Bournemouth*; England; the island of Corfu; the Mediterranean sea; to travel by train (boat); a tiring journey; finally; to arrive safely; to be impressed by the beauty of; to take a villa; just big enough to house the family; no modern conveniences; to settle down; to have lots of things to take care of

2. Larry Has a Bright Idea

a sudden sort of person; to be used to having one's way; to feel cut off from the world; to be eager for some intelligent, stimulating company; to have highbrow tastes in literature; to have no one to talk art to; to waste no time; to send out invitations; to describe smth in detail; to have no common sense; not to occur to smb; not enough room in the house

3. Larry Breaks the News to Mother

to take up the matter with smb; to mention smth casually; finally; to come to the point; to explain patiently; to express one's point of view; not to like smb's taste in literature; to think badly of mystery stories; detective stories, books on cookery and gardening; to expect understanding from smb; to mean well; to do smth for smb's sake only

4. Mother Fails to See Larry's Point

to be puzzled; to be caught by surprise; not to suspect anything; to be annoyed with smb; to have fears about smth; to put smb off; no room; to be packed like herrings in a tin; to fail to fit thirteen people into the house; to point smth out to smb; to have no patience with smb; to advise; to let the Pension Suisse know about the arrival of several people; to reserve rooms; to try to make smb drop his idea; to get more and more worried; to find it difficult to manage things as it is; to treat smth as a catastrophe

5. Larry Suggests a Solution

* ['bɔ:nmeθ]

to fail to understand; to make a fuss about smth; not to be put off;. the guests; impossible; to get in touch with smb; to be on one's way;. smth ought to be done; a perfectly sensible solution; from smb's point of view; had better; to move at once; without a fuss; to lose one's temper; to argue that ...; to do good to smb; after all; to liven things up a bit; not to arrive all at once; to turn up one by one

6. Mother Puts up a Fight

to be full of determination; to have one's mind made up; to be firm in one's decision; to refuse to be talked into doing smth; to see no sense in moving; to look ridiculous; to rush from house to house; to realise; hopeless; to give up.

7. Larry Has His Own Way

the new villa; enormous; lot of room; to (un)pack; to get things arranged once more; to settle down; finally.

SPECIAL DIFFICULTIES

Ex. 16. Translate the following sentences using, "finally" or "after all" according to the sense.

1. Они долго спорили, но **в конце концов** пришли к соглашению.. 2. Почему вы сердитесь? **В конце концов** вы сами виноваты в том,. что произошло. 3. Зачем беспокоиться о нем? **В конце концов** он сам должен знать, как надо вести себя. 4. После ряда неудач он **в конце концов** решил бросить живопись. 5. Текст оказался **в конце концов** не таким уж трудным, как я представлял себе. 6. Она перемерила дюжину пальто и **в конце концов** остановилась на первом. 7. Оставьте все как есть, не исключайте последний пункт. **В конце концов**, это ничего не изменит. 8. После долгих поисков он **в конце концов** нашел то, что искал.

Ex. 17. Translate the following sentences into Russian. Pay attention to the word "since".

1. Our town has greatly changed since you left. 2. We ought to discuss the plan again **since** some changes were introduced in it. 3. **Since** there was no other job at the moment he accepted what was offered him. 4. We haven't heard anything from him or about him **since** he left. 5. **Since** he is leaving you'd better not trouble him with your questions. 6. **Since** his relatives were away he went to stay with his friends in the country. 7. **Since** he is ill we'd better put off our visit to the museum.

GRAMMAR EXERCISES

Subjunctive Mood (continued)

II. The use of the Subjunctive Mood in "as if (as though)" clauses*

Ex. 18. Study the following chart, translate the sentences into Russian.

adverbial clauses of manner or comparison	1. You are telling me all this 2. He spoke 3. He was looking at the house 4. She had a feeling 5. He spoke English	as if (as though)	it were good news. he knew what he was talking about. he had made it himself. she had known him all her life. he had been studying it for many years.
predicative clauses	6. It isn't 7. She spoke and it seemed 8. It looked	as if (as though)	you were a child. she would never stop . the letter had been written by a child.

Ex. 19. Open the brackets using the correct form of the Subjunctive Mood.

1. His manner was cheerful as ever as if nothing (to happen). 2. He asked me funny questions, it was as if he (not to follow) the story. 3. He didn't pay attention to her cutting remarks as though he (to be used) to being treated like that. 4. She walked proudly as though the world (to belong) to her. 5. She looked as if she (to hurt) by his remark. 6. The line

* In modern English the Indicative Mood is fairly common in "as if (as though)" clauses,

e.g. Try to act as if nothing is the matter.

You act as if you are the only person who knows anything about it.

You act as if nothing has happened

between his eyes deepened as if he (to puzzle) over something. 7. They looked as if they (to be) brother and sister but not husband and wife, so much alike they were. 8. She was crying as if her heart (to break). 9. They treated her as if she (to be) a little girl. 10. They met him as if they (to expect) him. 11. He introduced her to his brother as though they (not to meet) before. 12. I felt funny as if I (to start) crying at any moment. 13. She sounded quite cheerful over the telephone as if she (to look) forward to the trip. 14. The house looked as though it (not to see) paint for a long time. 15. She was listening to me as if she (to annoy).

Ex. 20. Answer the following questions according to the model.

M o d e l : How do you like the suit on Peter? (to fit; to be made to measure).

It fits him as if it were made to measure.

1. Have you seen him after the accident? How does he look? (nothing; to happen to him) 2. How did she take the news? (to take it calmly; to be nothing unusual about it) 3. How does this foreign student speak Russian? (to study the language for many years) 4. How did he take our decision? (to be a surprise to him) 5. Have you heard anything about the film? (to look; to be worth seeing) 6. How did he speak about the task given him? (to sound cheerful; to be happy about it) 7. Did he believe the story? (to look suspicious; not to believe it) 8. How do you feel after the swim in the lake? (to drop ten years) 9. How did they treat him? (to be their brother) 10. Did they include me in the expedition? (to speak of; to be included) 11. How did she like the story? (to seem; to be touched)

Ex. 21. Translate the following sentences.

1. У него всегда такой вид, как будто он спешит куда-то. 2. Она вела себя так, как будто ей всё было безразлично. 3. Дождь шел несколько дней, и казалось, что ему не будет конца. 4. Они мчались с такой скоростью, как будто их кто-то преследовал. 5. Он говорит об этом так, как будто то, что он сделал, было вполне обычной вещью. 6. Он смотрел на всех нас, как будто был удивлен тем, что увидел нас там. 7. Она смотрела вниз со страхом, и ей казалось, что она вот-вот сорвется (упадет вниз). 8. У нее такой вид, как будто она больна.

III. The use of the Subjunctive Mood in an Object Clause after the verb "wish"

Ex. 22. Study the following chart, translate the sentences into Russian.

I wish (wished)	he (you, etc.) were more attentive. it weren't raining. I hadn't missed the chance. she (you, etc.) would take interest in such problems. I could go with them too.
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Ex. 23. Practise the following according to the model.

Model I (a) She is fussy. I wish she **weren't fussy**.

(b) He is not healthy. I wish he **were healthy**.

1. She is very suspicious about people. 2. He is not a man of principle. 3. It's not up to me to make a decision. 4. There isn't enough room for all of us here. 5. She is not well enough. 6. His suggestion is not sensible. 7. He is lazy. 8. She is wasting time when there is such a rush of work. 9. They are too highbrow for my taste. 10. The kid is so annoying.

Model II (a) He has no sense of humour.

I wish he **had** a sense of humour.

(b) She always piles my table with her things.

I wish she **didn't pile** my table with her things.

1. She has no sense of proportion. 2. They don't know their duty. 3. He always borrows money. 4. I just can't get rid of this unpleasant feeling. 5. I don't know what they are suspecting him of. 6. He always interrupts people when they are talking. 7. She often misses her English lessons.

Model III (a) He missed the 8.30.

I wish he **hadn't missed** the 8.30.

(b) He didn't apologize to her.

I wish he **had apologized** to her.

1. They put off the meeting till Friday. 2. This idea occurred to me too late. 3. They didn't include me in the team. 4. He has never been frank with me. 5. I wasted a lot of time on this foolish mystery story. 6. She didn't hide her awful taste in literature. 7. I followed his

advice. 8. They didn't reserve rooms at the hotel for us as they had promised to.

M o d e l IV (a) He will go by the night train.

I wish he **wouldn't go** by the night train.

(b) She won't apologize.

I wish she **would apologize**.

(c) You are not following me.

I wish you **would follow** me.

1. He won't give up smoking. 2. He will borrow the from his neighbour. 3. She won't admit that she is wrong. 4. They will repeat the same mistake. 5. He will start arguing again. not listening to me.

Ex. 24. Answer the following questions according to the model, mind the form of the auxiliary verb.

M o d e l : Are you an early riser? I wish I **were**.

1. Is she good-tempered? 2. Can he do it alone? 3. Have you ever travelled by air? 4. Will they put off their visit? 5. Is she fit for the job? 6. Did you sleep well? 7. Has he settled down anywhere? 8. Did they treat her kindly? 9. Will he arrive to-day? 10. Are you a fast reader? 11. Can you read fifteen pages in half an hour? 12. Is their suggestion sensible?

Ex. 25. Open the brackets using the correct form of the Subjunctive Mood.

1. I wish you (not to fuss) about such unimportant things. 2. He wished he (to take care) of the difficulties himself. 3. I wish you""(to mind) your own business. 4. She felt so lost in this strange city that she wished she (to have) someone to keep her company. 5. He wished the child in the next room (not to cry) and he (to get) a little sleep. 6. I wish she never (to write) this letter. 7. She wished she (to teach) him a good lesson. 8. I wish you (to talk) him into giving up the foolish idea. 9. He wished we (to put off) the party till next Saturday. 10. I wish you (to take) yourself in hand. 11. I wish you (to stay) another couple of days. There is so much I'd like to talk to you about.

Ex. 26. Paraphrase the following sentences using the Subjunctive Mood in an object clause after the verb "wish".

1. I am sorry I have given you so much trouble. 2. You had better put off your visit to them. 3. Why are you talking shop all the time? 4. I am sorry I don't know whom he has told about that. 5. Too bad, we have to change trains twice. 6. He is not a man of his word, I am sorry to say. 7. He wanted to have a seat facing the engine. 8. It would be nice if he agreed to deliver a lecture on modern art. 9. You had better take up a job to your taste. 10. I should not have shown my surprise. 11. She had better treat his words with attention. 12. What a pity I missed such a wonderful chance.

Ex. 27. Translate the following sentences into English.

1. Хотелось бы, чтобы вы оставили эту тему. 2. Жаль, что всем нам не хватает места в машине. 3. Хотелось бы воспользоваться твоим советом, но это невозможно. 4. Хотелось бы, чтобы кто-нибудь внес ясность в этот вопрос. 5. Жаль, что эту книгу не включили в список литературы на этот семестр. 6. Лучше бы вы сами взялись за дело. 7. Они сожалели, что не полетели в Хабаровск самолетом, они бы сэкономили два дня. 8. Напрасно она дала ему этот совет. 9. Жаль, что ее нет с нами. 10. Ему хотелось, чтобы кто-нибудь другой позаботился о билетах. 11. Досадно, что у нее вспыльчивый характер. 12. Хорошо бы нам обосноваться здесь навсегда. 13. Ей хотелось бы говорить по-английски. 14. Жаль, что у нее нет чувства долга. 15. Жаль, что я не могу присоединиться к вам.

**IV. The use of the Subjunctive Mood
in a Subject Clause after "it is high time"**

Ex. 28. Study the following chart, translate the sentences into Russian.

It	's (is) was	(high/about) time	the children were in bed. they knew how to behave.
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Ex. 29. Open the brackets using the correct form of the verb.

1. It's time you (to take) better care of your health. 2. She said it was time you (to get) rid of this bad habit. 3. It's high time something (to be done) about your discipline. 4. It's about time she (to learn) to do without your help. 5. They said it was time he (to tell) us what

he was after. 6. It is time you (to stop) wasting your efforts and (to get) down to real work. 7. I call it a waste of time. It's time somebody (to put an end to it). 8. It's high time you (to learn) to be more particular about how you speak to people. 9. Isn't it time you (to leave) him alone?

Ex. 30. Paraphrase the following sentences using the Subjunctive Mood.

1. He looked at the clock on the station building and understood that it was time for him to get on the train. 2. It's time for you to stop fussing. You make everybody nervous. 3. He was so much in the book that he didn't notice it was high time for him to leave. 4. You are no longer a young man. It's time for you to settle down. 5. I think it's time for us to get down to business. 6. It's high time for the new method to be introduced into our work. 7. Isn't it time for you to be more sensible?

Ex. 31. Translate the following sentences using "it's time" with the Subjunctive Mood.

1. Пора бы организовать выставку его картин. 2. Пора бы признать его метод как самый эффективный. 3. Пора бы прекратить этот бесполезный спор. 4. Тебе давно пора бы представить мне своих друзей. 5. Вам бы давно пора извиниться. 6. Ему пора бы высказать свою точку зрения. 7. Не пора ли обсудить его предложение? 8. Преподаватель сказал, что всем давно пора начать подготовку к экзаменам. 9. Вам пора иметь чувство ответственности. 10. Ему пора зарабатывать на жизнь. 11. Пора нам включить его в нашу институтскую спортивную команду.

Ex. 32. Open the brackets using the correct form of the Subjunctive Mood. Retell the passage.

On Thursday morning at breakfast Steven said: "It's high time you (to make up) your mind about that visit to "Four Winds" this weekend. We ought to go, you know. We haven't been at the Marshalls' for ages, we just can't put them off."

"But, Steven," said Ruth ill-temperedly, "I can't go. If my grey dress (not to send) to the cleaner's I (can) wear it. But I can't wear my new suit, it's not hot enough for it yet."

Steven finished his food and was looking through his mail.

"Why treat it as if it (to be) a serious problem? Why make such a "fuss about nothing? At "Four Winds" everyone wears just anything."

Opening a letter he added: "Really, you're a most annoying person, Ruth. What I want to know is, can you go or can't you?"

"I can if you can. You know that."

"I'm not sure yet how busy I'll be tomorrow. I suggest that you (to go down) tomorrow afternoon. George (to pick) you up and (to drive) you down if you (to agree) to go tomorrow. And I'll turn up in the evening, if I can get away, or on Saturday morning at the latest."

"Oh, no," Ruth laid down her knife and fork. "I wish we (to go) together."

"I wish you (to go) ahead."

"I'm not going without you," Ruth said firmly. "But for you they (not to ask) me to come, anyway. They only ask me because I'm your wife. And it looks as if Marion (to hate) me. I wish you (to ring) them up yesterday and told them that I'm coming with you."

(after "Thursday Afternoons" by M. Dickens)

Ex. 33. Test translation.

1. С вашим другом приятно поговорить, он очень умный человек. К тому же он знает пять иностранных языков. Самое удивительное то, что он одинаково хорошо говорит на всех этих языках. 2. Для своих десяти лет ребенок был очень смысленный. 3. У этой актрисы очень заурядная внешность. Я никогда не подозревал, что она может быть так привлекательна на экране. 4. Ему нечего бояться операции. Все будет хорошо. 5. Они говорили шепотом, боясь разбудить спящего ребенка. 6. Вам нечего опасаться за его здоровье, для этого нет никаких причин. 7. Жаль, что у нее такой неуравновешенный характер. 8. Он сожалел, что вышел из себя и накричал на них. Ему не надо было так поступать. 9. Жаль, что я не занял тогда денег и не купил словарь. Теперь его нет в продаже. 10. Напрасно вы суеитесь из-за пустяков. 11. Боюсь, что места в машине всем не хваїит. Придется взять еще и такси. 12. Ему и в голову никогда не приходит, что его шутки могут раздражать. 13. Им давно пора перестать обращаться с сыном как с ребенком. В конце концов он уже взрослый и сам может позаботиться о себе. 14. Он был рад, что ошибся в своих подозрениях. 15. Не кажется ли вам, что ей бы следовало проявлять побольше здравого смысла при решении таких важных вопросов? 16. Он наконец понял, что такое чувство долга. 17. Пожалуй, стоит прислушаться к его совету. На мой взгляд у него очень разумный подход к решению проблемы. 18. Недельная поездка в горы никак не входила в ее планы. 19. Не стоит вдаваться в подробности, и так все ясно.

SPEECH EXERCISES

Ex. 34. Retell in narrative form.

AN INVITATION

As Dr. Sheppard drew up at the kerb*, his new assistant, young Potter, who looked nervous ever since they turned into Blenheim Avenue, now managed to come out with: "Do come in, won't you ... for a drink, sir?"

"I won't, old boy, thanks all the same. It's time I were at home."

"Oh, but sir, do. I wish you would meet my people."

"No, really, I ..." began Steven, but as he caught the disappointment in Potter's face, sighed and said: "All right, then. Thanks. But I mustn't stay more than a minute."

The door was opened by Mrs. Potter, who said looking at her son:

"Well, Boy, this is a surprise! We didn't expect you so early."

This nickname, which had been used ever since he could remember, had never struck him as unpleasant until now. He wished his mother hadn't called him Boy in front of Dr. Sheppard.

"Dr. Sheppard very kindly gave me a lift. Er — this is Mother, sir. Mother, this is Dr. Sheppard."

"Oh, how do you do? This is a pleasure. We've heard so much about you, Doctor." She held out her fat little hand. Thank goodness she was wearing her blue silk as if she had been expecting company. And to think she had taken off her apron only five minutes ago. What a bit of luck!

"Very glad to meet you, Mrs. Potter," said Steven. "I can't stay more than a minute, I'm afraid."

"Where's Dad?" asked young Potter.

"In the sitting-room, dear. Come along in, Dr. Sheppard. What luck that we are both at home when you call," she exclaimed although she and her husband seldom went out in the evening.

(after "Thursday Afternoons" by M. Dickens)

Ex. 35. Answer the following questions. Sum up your answers.

*kerb = curb обочина

Making an Invitation

1. When do you invite people to your house? 2. Whom do you invite to your parties? 3. What are the different forms of invitation: to a party, a birthday, a house-warming party; when asking a person for a tea, for a weekend? 4. What form would you choose for a close friend, a distant relative, a colleague? 5. How do you deliver your invitations?

2. Your Taste in Literature

1. What are the books everybody should read as a child? 2. What were the books that helped you to form your taste in books? 3. Do you like to read science-fiction*? 4. Why did science-fiction appear only in the 20th century? Would you call books by Alexander Beliaev, Jules Verne, Herbert Wells science-fiction? 5. What are Conan Doyle, Agatha Christie, George Simenon famous for? 6. What is your favourite reading? 7. What authors would you read for pleasure? for information?

Ex. 36. Answer the questions and retell the passage in narrative form, using the vocabulary of the lesson.

'Me — I am not an Englishman,' said Hercule Poirot. 'In my country Christmas, it is for the children. The New Year, that is what we celebrate.'

'Ah,' said Mr. Jesmond, 'but Christmas in England is a great event, not an ordinary holiday. At Kings Lacey you would see it at its best, and it occurred to me that you might be interested. It's a wonderful old house, you know. Why, it dates from the fourteenth century.'

The very thought of a fourteenth century English house filled Poirot with fear. He looked round at his comfortable modern flat with its radiators.

'It's the cold. In the winter,' he said firmly, 'I do not leave the city.'

But it was a matter of state importance and Mr. Jesmond wasn't to be put off so easily. He badly needed practical help from the famous detective and so he began once more to talk about the delights of an English Christmas.

'It's up to you, of course,' he went on, 'but the real old-fashioned Christmas is dying out, you know. People spend it at hotels nowadays. But an English Christmas with all the family at home, the children and their stockings, the Christmas tree, the turkey and plum pudding, the snowman outside the window ...' He suddenly broke off. 'You will go to Kings Lacey, M. Poirot? Can I take it that is settled?'

'And how do I explain myself there? I can't just turn up,' said Hercule Poirot.

* научная фантастика

'That, I think, can be arranged very easily. I have friends,' Mr. Jesmond said. 'It will all seem quite natural. You will find the Laceys most charming. Delightful company.'

'And you spoke the truth about the central heating?'

'Of course, I did,' Mr. Jesmond sounded hurt. 'You will find every comfort there.'

(After "The Adventure of the Christmas Pudding" by Agatha Christie)

Questions

1. What is Christmas for the English? the French? 2. Why did it occur to Mr. Jesmond that Poirot might be interested in an English Christmas? 3. Where did he suggest Poirot should go for Christmas? 4. Why did the very thought of an old English house fill him with fear? 5. Why was he suspicious of old English houses? 6. What was the obvious reason for Poirot's refusal to leave the city in the middle of winter? 7. Why wasn't Mr. Jesmond to be put off so easily? 8. Why couldn't the matter be treated lightly? 9. Why did Mr. Jesmond go into such details describing the delights of the English Christmas? 10. Christmas in England is usually a family affair, isn't it? 11. Why would it seem strange if Poirot just turned up for Christmas at Kings Lacey? 12. What solution did Mr. Jesmond have to the problem? 13. How could an invitation be arranged for Hercule Poirot? 14. Why did the matter of the heating arrangements in the house worry Poirot so much?

Ex. 37. Read the following, answer the questions, retell the text in English.

НЕКОТОРЫЕ ПРАВИЛА ХОРОШЕГО ТОНА

Первое и основное правило: не ходите в гости без приглашения. Не надо приходить даже «на минутку» в те часы, когда, как вам известно, хозяева обедают дома или ужинают.

Не надо опаздывать, если вы договорились на определенный час: «опаздывающий гость хуже непрошенного», как сказал известный сатирик Эмиль Кроткий. Еще хуже, если вы вообще не пришли, когда вас ждали. Поэтому следует взять за правило: если вы опаздываете или не можете придти, то заранее сообщите об этом хозяевам.

Первые ваши приветствия — хозяйке дома. Может статься, что раньше вас в переднюю вошло несколько гостей и вы еще застаете их там. Не выражайте бурного восторга от встречи с ними, прежде чем не поприветствуете хозяйку или хозяина.

Если же в передней незнакомые вам гости, то не представляйтесь им. Хозяйка или хозяин сами найдут момент, чтобы представить вас.

Не следует первым садиться за стол — подождите приглашения. Запомните: первой садится хозяйка.

Не надо засиживаться в гостях.

Если вас что-то расстроило (разговор с кем-либо, услышанная новость), то не показывайте вида: нельзя портить настроение другим гостям.

О своих вкусах говорите только тогда, когда вас спросят, и не спорьте, если ваши вкусы не сходятся со вкусами хозяев. Ваше мнение будет уместно лишь тогда, когда гости собрались для того, чтобы поговорить об искусстве, поспорить о литературном произведении и т.д. Старайтесь высказать свое мнение по существу, но не используйте спор для демонстрации своих знаний.

В домах, где вы бываете часто и уже давно, вы чувствуете себя свободнее. Но старайтесь и там придерживаться всех известных вам правил поведения — пусть они станут привычкой.

Questions

1. What is one of the main rules of polite behaviour? 2. Why must you try not to "drop in" on people at mealtimes? 3. Why must you take care not to be late if you are expected at a certain hour? 4. What does the well-known satirist Emil Krotki have to say about the guest who turns up late? 5. Why will your hosts be even more annoyed if you don't turn up at all? 6. Why must you let them know beforehand that you will be late or not coming at all? 7. Who should you greet first on your arrival? 8. Who is supposed to introduce you to the guests? 9. Who is first to take his seat at table? 10. What is the sensible thing to do if for some reason or other you happen to be upset? 11. Why had you better hide your disappointment, ill temper, etc.? 12. Why must you behave as if nothing has happened? 13. Why is it important to keep cheerful? 14. Why mustn't you make a fuss if the tastes of your hosts happen to be different from yours? 15. Why is it annoying if a guest starts an argument? 16. Why had you better speak to the point when talking art, discussing a literary work, etc.? 17. Why is it inadvisable to make use of this chance to demonstrate one's knowledge of a subject? 18. Why is it necessary to keep one's temper when arguing a point?

Ex. 38. Read and discuss the text.

TOO MUCH OF A GOOD THING after Ring Lardner

My husband has to spend almost all his time in the theater and that leaves me alone in a hotel, if his musical is running out-of-town, and pretty soon people find out whose wife I am and introduce themselves, and the next thing you know they are inviting us for a week or a weekend. Then it's up to me to think of some reason why we can't come. Ben absolutely hates visiting and thinks there ought to be a law against invitations. After a couple of visits Ben thought of a method of putting off people. He would write himself a telegram and sign it with the name of one of the famous producers, and leave the telegram with his secretary with the instructions to send it to us twenty-four hours later. When it arrived at whatever place we were, we would put on long faces and say how sorry we were, but of course business was business, so goodbye. There was never any suspicion even when the telegrams were ridiculous, like this one:

Both the leading actors have laryngitis Stop Score* must be rewritten half a tone lower
Stop Come at once Stop
C. B. Dillingham

However, if we happened to be enjoying ourselves, then Ben would say to our hosts that he wasn't going to let any theatrical producer spoil his fun.

Last September we were invited to come and spend a week with a nice, intelligent couple, the Thayers. "I promise you," Mrs. Thayer said, "that you won't be disturbed at all; we won't invite people in. I won't allow Mr. Drake to even touch the piano. All day he can do nothing or anything, just as he pleases."

We accepted the invitation. "If they stick to their promise, it may be a lot better than staying in New York where my producer won't give me a minute's peace," said Ben. "And if things aren't as good as they look, we always have that telegram."

The Thayers met us at the station in an expensive-looking limousine.

"Ralph," said Mrs. Thayer to her husband, "you sit in one of the little seats and Mr. and Mrs. Drake will sit back here with me."

"I'd rather have one of the little seats myself," said Ben and he meant it.

"No, sir!" said Mrs. Thayer. "You came to us for a rest, and we're not going to start you off uncomfortable." It was no use arguing.

All through the drive Ben was unable to think of anything but how terrible his coat would look when he got out.

* партитура

After luncheon we had coffee.

"Don't you take cream, Mr. Drake?" Mrs. Thayer asked.

"No. Never."

"But that's because you don't get good cream in New York."

"No. It's because I don't like cream in coffee."

"You would like our cream. We have our own cows. Won't you try just a little?"

"No, thanks."

"But just a little, to see how rich it is." She poured some cream into Ben's coffee-cup and for a second I held my breath and closed my eyes for fear of seeing Ben throwing the cup in her face.

After luncheon we were sitting in the living-room when Ben rose and went straight to the piano.

"None of that!" said Mrs. Thayer. "I haven't forgotten my promise."

"But there is a melody in my head that I'd like to try."

"Oh, yes, I know all about that. You just think that you **MUST** play to us! We invited you here for yourself, not to enjoy your talent."

Ben walked over to the book-case and took a book out.

"What book is that?" asked Mrs. Thayer.

"The Great Gatsby*," said Ben. "I've always wanted to read it."

"Heavens!" said Mrs. Thayer as she took it away from him. "That's old! You'll find the newest ones there on the table. We keep pretty well up to date. Ralph and I are both great readers. Just try one of those books in that pile. They're all good."

Ben took a book, sat down and opened it.

"Man! Man!" exclaimed Mrs. Thayer. "You've picked the most uncomfortable chair in the house."

"He likes straight chairs," I said.

"It makes me uncomfortable just to look at you. You'd better take this chair here. It's the softest, nicest chair you've ever sat on."

"I like hard straight chairs," said Ben, fighting down his annoyance but he sank into the soft, nice one and again opened the book.

"Oh, you never can see there!" said the fussy Mrs. Thayer. "You'll ruin your eyes. Get up just a minute and let Ralph move your chair to that lamp."

* a novel by the American writer Scott Fitzgerald (1896—1940)

"I don't believe I want to read just now," said Ben.

And so it went on all through the afternoon and evening.

Just as we were getting to sleep, Mrs. Thayer knocked on our door.

"I'm afraid you haven't covers enough," she called.

"Thanks," I said. "We're quite warm."

"I'm afraid you aren't," continued Mrs. Thayer to whom it never occurred how annoying she was.

"Lock the door," said Ben ill-temperedly, "before she comes in and feels our feet."

All through breakfast next morning we waited for the telephone call about the telegram. The phone did ring once and Mrs. Thayer answered, but we couldn't hear what she said.

After breakfast Ben told Mrs. Thayer that he had a feeling that he must be back in New York.

"That's very strange," said Mrs. Thayer, "because a telegram came to you at breakfast time. I wasn't going to tell you about it because I had promised that you wouldn't be disturbed. I remember the telegram by heart. It ran:

Bass drum part* all wrong. Would like you to come to the theater tonight.

Gene Buck

Just as the trainmen were shouting "Board!" Mrs. Thayer said: "Please forgive me if I have done something terrible, but I answered Mr. Buck's telegram. I wired: 'Mr. Ben Drake resting at my home. Must not be bothered. Suggest that you keep bass drums still for a week.' And I signed my name."

Ex. 39. Use the following words and phrases in situations-

1. On Books

to be fond of reading; can't do without smth; to borrow books from the library; a regular reader; to offer a wide choice of books; to every taste; piles of books to choose from; to consult a catalogue; to pick up a lot of useful information; to obey the rules of the library; to be careful with books; not to make any marks in a book; not to spoil; to change books every other fortnight; to arrange literary disputes; to broaden one's mind

2. A Dilemma

* партия большого барабана

to receive a telegram; to run (of a telegram); to be coming (arriving) on a short visit; to be caught by surprise; to find oneself unprepared; to think of a sensible solution; to reserve a room at a hotel; to telephone; to find out; packed full; a rush of visitors; rather annoying; to occur (to); to come to think of it; after all; not to make a fuss about smth; not to treat smth as if it were a catastrophe; to solve the problem; a helpful and sensible saying: "The more, the merrier."

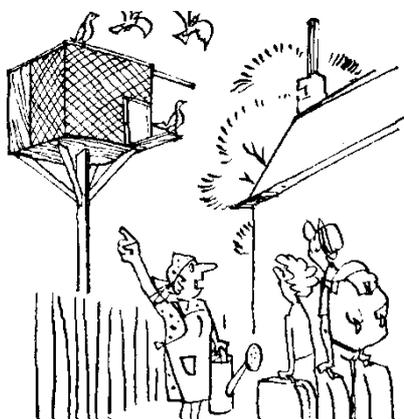
3. Never Put Off Till Tomorrow...

to have a job to do; to think smth can wait; to treat smth lightly; to be too sure of oneself; would rather; put off till a later date; not to be sensible on smb's part; to fail to realize; time is short; to spoil smth; rather annoying; to lose one's temper; to occur (to); nobody's fault but one's own; to be taught a good lesson; to know better next time; never put off till tomorrow what you can do today; ought to make smth a habit.

4. Where There is a Will There is a Way

a hard problem to solve; to be puzzled; to feel shaky about smth; to fear difficulties; to look as if; next to impossible; nearly; to lose one's head; to give up as hopeless; for a while; to be helpless; to occur (to); ought to; to take oneself in hand; to think calmly; to realize; after all; a sense of duty; a matter of principle; to do some hard thinking; to give close attention (to); to put off all doubts and fears; to exclude the possibility of failure; to clear smth up; to be determined; to find a sensible solution; in this connection; nothing is impossible to a willing heart.

Ex. 40. Tell the story of the picture.



to make inquiries; to hope that smth will turn up; to occur to smb; after all; to be included in the rent; a pigeon-house.

Most certainly you can have it! As to the price ... well, that depends on whether you'll be using the ladder or not.

Ex. 41. Subjects for oral and written composition.

1. Give character-sketches of a) Larry; b) Mother.
2. Retell the story as if you were a) Mother; b) Larry; c) Gerald
3. Take the parts of Mother and Larry and enact the story.
4. Write up the episode in narrative form.
5. Write a letter describing the incident in short and expressing your own ideas in connection with it.
6. Try to imagine what life was like when Larry's friends came to stay with the Durrells.
7. Tell a humorous episode from the history of your family, or something that you have read about.
8. Imagine that you have moved to another town, or another part of the country. Describe in detail the preparations and arrangements for the journey, the journey itself and your first impressions of the new place.
9. Tell a story to illustrate the proverb "Where there's a will there's a way."

Lesson Five

Text: Crabbe's Practice (after Conan Doyle¹)

Grammar: The Use of the Subjunctive Mood in Nominal Clauses

Crabbe's Practice

Crabbe took his degree² a year before I did, and went down with his young degree, and a still younger wife, to a large port in England, which we will call Brisport. At that time I was acting as assistant to a medical man in Manchester, and heard little from my friend.

One day to my surprise I received a telegram from Mrs. Crabbe asking me to run down to Brisport to see her husband, as he was far from well.

I certainly found Crabbe changed very much for the worse, though he brightened up wonderfully at the sight of an old Friend.

After dinner the three of us sat down to talk things over. It seemed Tom had a lot to complain of. "If I could make myself known it would be all right. The place seems to be overcrowded with doctors. I wouldn't mind if these other fellows were good men,³ but they are not. Yet they make a pound to my shilling."⁴

"Couldn't we get up⁶ some incident," said I, "which would make your name known to the public?"

"My dear Barton, that's exactly what I want. If I could manage to get my name into the Brisport Chronicle it might be the making of me. Wait a bit till I think."

Tom seemed lost in thought. "Can you swim?" he asked.

"Fairly⁶ well."

"Then come out," said Tom.

I couldn't get a word out of him as to his intentions, so I just walked along beside him, wondering what he was going to do.

Our first stoppage was at a small dock which is crossed by an iron bridge. He hailed the boatman and inquired about the terms of boat hire. Then, to the boatman's disappointment, we set off in the opposite direction.

Our next stoppage was at the Jolly Mariner's Arms.⁷ Did they keep beds? Yes, they kept beds. We then went to the chemist's. Did he keep a galvanic battery? Once again the answer was in the affirmative and with a satisfied smile Tom Crabbe headed for home, leaving some very angry people behind him.

That evening, over tea, he told us his plan — and the council of three accepted it, with the immediate result that I at once moved to the Brisport Hotel.

It was nearly nine o'clock when I woke up next day. I jumped out of bed and started to dress hurriedly. "Well," I said to myself, "If old Tom Crabbe doesn't get his name in the papers today, it isn't my fault. I wonder if any friend would do as much for me!" I swallowed a cup of coffee and set out.

Brisport seemed unusually lively this morning. As I reached the little dock with the iron bridge I caught sight of a man. There was no mistaking the hat and spectacles of Thomas Crabbe.

I passed him without sign of recognition and went straight to the boathouse.

"Could I hire a boat for an hour?" I asked the boatman.

"One minute, sir," he said. "Would you want me to row you, sir?"

"Yes, you'd better."

"Aye, aye,⁸ sir," said he and away we went. At the end of the hour we turned back and pulled up to the quay.

"Give me the oars," said I. "I want a bit of exercise — let us change places," and I stood up.

"Take care!" cried the boatman, but it was too late. With a sharp, melodramatic cry I fell overboard.

I hardly realised what I was going to do until I had done. It was not a pleasant feeling to have the water closing over one's head. I struck the bottom with my feet, and shot up again to the surface. The boatman came to my rescue at once. He hit me a painful blow on the head with something and I went down again. When I came up next time the boatman seized me by the hair of my head as if he would tear my scalp off and got me to land.

There I lay on the hard stones of the quay. "He's gone,⁹ poor fellow!" said someone. "Quite dead." "Turn him upside down." "Nothing will cure him." "Feel his pulse."

"Stop," said a firm voice — "stop! What has occurred? Can I be of any help? I am a physician."

"A man drowned," cried several voices.

"My name is Doctor Crabbe. Dear me, poor young gentleman. Take him up to the tavern."

We got to the Mariner's Arms. At Crabbe's request I was stripped and laid in the best bed. The news of the accident seemed to have spread, for there was a crowd in the street. Tom insisted that everybody except a dozen of the more respectable of the townspeople should leave the room.

"Shall I bring brandy?" said the landlady.

"Yes, and towels — but the brandy first."

"Why, he's drinking it," said the landlady, as she put the glass to my lips.

"A reflex, automatic action," said Tom. "My good woman, any corpse will drink brandy if you give it some. Stand aside and we will try Marshall Hill's treatment."

After a quick examination Tom started pushing me about in a very rough manner.

"It's hopeless," he said at last, stopping and covering my head with the bedclothes. "Send for the police!" and he walked towards the door. There he hesitated. A thought seemed to strike him, and he turned back. "There is yet a possible hope," he said, "we have not tried electricity. I am doubtful, though, that the treatment should help." He sent a boy to the nearest chemist's to fetch a galvanic battery.

"Now, gentlemen," said Tom, "I believe I may say that I am the first practitioner¹⁰ in Great Britain who has used electricity for this purpose. I warn you that I have seen it produce surprising effect: it may again in this case."

It certainly did. Tom always said that it was an accident, but, as it was, he sent the strongest current through my body adding greatly to my suffering. I gave one loud cry and jumped out of bed right into the middle of the room.

"You idiot!" I shouted shaking my fist in Tom's face.

Tom's usual presence of mind saved the situation. "A miracle!" he cried, "send for a cab. Poor fellow," Tom continued, "he's alive, but he has developed some dangerous symptoms. Now help me lead him to the cab. If any of you have any information to give which might throw light on this case my address is 81 George Street. Remember, Doctor Crabbe, 81 George Street."

I could not stay in Brisport long for I got a telegram from my principal demanding that I should return immediately. I waited long enough to get an early copy of the Brisport Chronicle. A column and a half was about Dr. Crabbe and the extraordinary effects of electricity upon a drowned man.

As to the financial success of our little experiment I can only judge from the following letter from Tom Crabbe:

Dear Jack,

You want to know how all goes in Brisport, I suppose. Well, I'll tell you. I've never had a day since our little joke without half a dozen new names on the list. Just let me know when you are going to set up, and I'll manage to run down, old man, and give you a good start in business.

Good-bye. Love from Missus.¹¹

Ever yours,

Thomas Waterhouse Crabbe,

M.B.¹² Edin.¹³

81 George Street,

Brisport.

NOTES

1. **Sir Arthur Conan Doyle**, 1859—1930, British physician, novelist, and detective story-writer, born in Edinburgh. Best known for his detective stories about the fictional character of Sherlock Holmes of Baker Street, London, and his friend Dr. Watson, as *The Sign of the Four* (1889), *Adventures of Sherlock Holmes* (1891), *The Memoirs of Sherlock Holmes* (1893), *The Hound of the Baskervilles* (1902), *Return of Sherlock Holmes* (1904).

2. **degree**: in a university it is a title to one who has finished a course of studies and passed an examination.

3. **good men**: good doctors

4. **Yet they make a pound to my shilling**: while I make a shilling, they make a pound each.

5. **get up**: organise, arrange

6. **fairly**: it is mainly used with 'favourable' adjectives and adverbs (e.g. good, nice, bravely, well, etc.) while rather is used in this sense either before 'unfavourable' adjectives or adverbs (e.g. bad, silly, ugly, poor, etc.) or before 'neutral' ones to which it will add a negative meaning. E.g. 1. You seem to have done fairly well in your exam, but your friend did rather badly. 2. It was rather warm in the room (meaning "too" warm for one's comfort).

7. **Jolly Mariner's Arms**: the name of a tavern which was also an inn

8. **ayeint.** yes

9. **he's gone**: he's dead

10. **practitioner**: a general practitioner, a doctor; амбулаторный врач

11. **Missus**: a familiar way of speaking of one's wife

12. **M.B.**: Bachelor of Medicine, Bachelor being the first university degree

13. **Edin.**: Edinburgh, here — University of Edinburgh.

VOCABULARY

practise *n* 1. практика, действие, применение You must have more practice if you want to speak a foreign language well. They wanted to see the machine in practice. **Phr.** put smth (a plan, a new method, etc.) into practice применить на практике, осуществить (план, новый метод ит.п.); be out of practice не иметь практики, потерять навык „2. клиентура (врача, юриста) Dr. Brown had a large practice, practise *vt* 1. тренироваться; применять You should practise a lot to be a good figure-skater., to practise a new method in one's work, etc. 2. заниматься медициной (правом ит.п.) to practise medicine (law, etc.)

act *vt* 1. действовать; поступать, вести себя We must act at once. He acted like a hero. **Phr.** act as работать в качестве (кого-л) He acted as (a) guide during the trip. 2. играть (на сцене) Who acted the main part in the play? action *n* действие, поступок The time for action came. We should judge a man by his actions not by his talk. **Phr.** take action(s) принимать меры

sight *n* 1. зрение; взгляд; поле зрения He has good (poor, bad, etc.) sight. **Phr.** at first sight с первого взгляда; **at the sight of** при виде (кого-л, чего-л); catch sight of увидеть; заметить; lose sight of потерять из виду; short-sighted *a* близорукий; long-sighted *a* дальновзоркий 2. вид, зрелище a beautiful (poor, ugly, etc.) sight; sights *n* достопримечательности **Phr.** go sightseeing осматривать достопримечательности

complain *vt/vi* выражать недовольство; жаловаться to complain of a headache, (pains in the stomach, etc.); to complain to smb about/of difficulties (hard work, late delivery of the goods, etc.); The work was hard but he never complained, complaint *n* недовольство; жалоба **Phr.** make a complaint against smb подать на кого-л жалобу

intend *vt* намереваться What do you intend to do about it? intention *n* намерение He had no intention(s) of changing his plans.

inquire (enquire) *vt* спрашивать, узнавать; осведомляться, запрашивать to inquire the way (smb's name, smb's address, etc.) of smb; He inquired what our intentions were. to inquire after (about) smb (smb's health, etc.); to inquire for information (facts, details, etc.) **Phr.** inquire into (the matter, etc.) исследовать, выяснять, разобраться; inquiry *n* запрос; наведение справок; расследование **Phr.** make inquiries (about smb/smth from smb) наводить справки (о ком-л/чем-л у кого-л)

terms *n* 1. условия What are the terms of the contract? The firm was prepared to buy the goods on the terms offered by the sellers. **Phr.** make terms ставить условия 2. личные отношения to be on good' (friendly, speaking, etc.) terms with smb

hire *vt* нанимать; снимать; брать напрокат to hire a car (a hall, a boat, a servant, etc.); hire *n* наем, прокат The garage has cars **for** hire.

opposite *a* противоположный, обратный the opposite side (point of view, direction, etc.); He went **in** the opposite direction, opposite *adv/prep* напротив, против He took a seat opposite **(to)** me.

direct *vt* руководить, управлять; направлять to direct business (work, people, etc.); to direct one's efforts (attention, steps, remark, etc.) **to**; Can you direct me to the station? The ship was directed **to** another port. direction *n* направление **Phr.** in the direction **of** по направлению к (чему-л)

sign *n* 1. знак; признак, примета He gave them a sign to leave. A dark cloud is a sign of rain. 2. вывеска (на магазине, гостинице и т.п.) What does the sign read?

pain *n* боль He felt (a) sharp pain in the arm. painful *a* причиняющий боль, мучительный, болезненный, трудный a painful operation (moment, sight, etc.); painless *a* безболезненный

cure *vt* вылечивать, исцелять to cure smb **of** a disease (a bad habit, etc.); cure *n* 1. излечение The treatment guarantees an effective cure **of** the disease. 2. средство, лекарство What is the best cure **for** a cold? (in)curable *a* (не)излечимый

request *n* просьба to do smth **at** smb's request; **Phr.** meet smb's request удовлетворить чью-л просьбу; request *vt* просить to request smb to do smth

spread (spread) *vt/vi* распространяться); разносить(ся) to spread knowledge (information, ideas, disease, panic, etc.) The news of his arrival spread quickly **over** the place.

insist *vi* настаивать, утверждать Don't agree unless he insists. She insisted that she was right. He insisted that the work should be done immediately, to insist **on** smth (doing smth); insistence (insistency) *n* настойчивость; insistent *a* настойчивый an insistent demand (request, etc.)

respect *n* уважение; почтение to have (show) respect **for** smb; He was treated **with** respect, respect *vt* уважать to respect a person (oneself, the law, -smb's wishes, smb's interests, etc.); respectable *a* уважаемый, почтенный, представительный. *a* - respectable person (name, district, etc.); respectability *n* уважаемость, почтенность

treat *vt* лечить Do you know how to treat a cold? to treat smb **for** an illness (a disease) **with** medicine (pills, etc.); treatment *n* лечение **Phr.** take a course **of** treatment (**for** smth) пройти курс лечения

rough *a* 1. грубый, жесткий, грубоватый *a* rough towel (road, voice, manner, reply, etc.) 2. бурный, резкий *a* rough sea (wind, etc.) 3. черновой (вариант) *a* rough copy (translation, etc.)

hesitate *vi* колебаться, медлить, быть в нерешительности *to* hesitate **with** one's answer (**about** one's choice, etc.) He did not hesitate to tell the truth. They hesitated whether to go there or not. *hesitation* *n* колебание, нерешительность She stopped in hesitation. He answered **without** hesitation.

purpose *n* намерение, цель What was the purpose **of** his visit? They came here **with** a definite purpose. A special commission was set up **for** the purpose **of** inquiring into the matter. **Phr.** *on* purpose нарочно, намеренно He said it **on** purpose.

case *n* 1. случай, обстоятельство **In** what case would you say "How do you do"? **Phr.** *in* any case во всяком (любом) случае **in** no case ни в коем случае 2. случай в практике (медицинской, судебной и т.п.)

suffer *vi* *i* страдать *to* suffer **from** headaches (rheumatism, etc.) She suffered greatly. **Phr.** suffer losses понести потери, убытки; *suffering* *n* страдание

develop *vt* развивать *to* develop science (industry, trade; an idea, etc.); *to* develop symptoms (a cough, etc.) развиваться (о симптомах и т.п.), начаться (о кашле и т.п.); *development* *n* развитие, событие the development **of** industry (events, etc.); an unexpected (unforeseen, new, etc.) development

demand *vt* требовать *to* demand an answer (an explanation, etc.) He demanded to be told the truth. They demanded that immediate action should be taken, *demand* *n* требование; спрос These goods are in great demand. There is a great demand **for** these goods. **Phr.** meet (satisfy) demand(s) удовлетворять спрос, требования

success *n* успех, удача His success was the result of hard work. **Phr.** be a success иметь успех, пользоваться успехом The play was a great success. He is a great success as an actor, (un)successful *a* (не)успешный, (не)удачный; (не)преуспевающий; *succeed* *vi* достигать цели; иметь успех, преуспевать If you try hard you will succeed, *to* succeed **in** one's work (attempts, etc.) He finally succeeded **in** getting what he was after.

judge *vt* судить, давать оценку; полагать It was difficult to judge which of them was right. You should not judge a person **by** his appearance. He is too young to judge **about** such things, *judge* *n* ценитель, знаток; судья (*также юр.*) He is a good judge **of** painting (flowers, horses, etc.) **Phr.** judging **from** (**by**) (smb's words, smb's behaviour, etc.) судя (по словам, поведению и т.п.); *judgement* *n* оценка, решение, суждение He was wrong **in** his judgement.

WORD COMBINATIONS

far from (well, real, etc.) далеко не (здоров, реален и т.п.)

be lost in thought быть погруженным в размышления

set off/out отправляться в путь

hit (strike) a blow (on the head, etc.) нанести удар (по голове и т.п.)

upside down перевернутый (вверх дном, вверх ногами)

presence of mind присутствие духа

throw light (on/upon smth) пролить свет (на что-л)

set up(a monument, a committee, a school, a practice, etc.) установить (памятник),
создать (комитет и т.п.)

EXERCISES ON THE TEXT

Ex. 1. Answer the following questions:

1. Where did Crabbe settle down after taking his degree? 2. How did it happen that Barton came to see his friend? 3. What were Crabbe's complaints about the new place? 4. Why was he unable to stand competition against the local doctors? 5. What suggestion did Barton make? 6. What was the purpose of Crabbe's visits to the boathouse, the tavern and the chemist's? 7. Why did Barton move to a hotel? 8. Why did Barton set off in such a hurry next morning? 9. Why did he pass Crabbe without sign of recognition? 10. How did Barton arrange the accident? 11. Why did he find himself wishing he had never agreed to Crabbe's plan? 12. How did the boatman rescue Barton? 13. At what exact moment did Crabbe turn up? 14. How did Crabbe deal with the situation? 15. Why was the tavern immediately crowded with people? 16. Why didn't Crabbe seem to mind the presence of some of the more respectable townspeople in the room? 17. Why was the landlady surprised to see Barton drinking brandy? 18. What treatment did Crabbe try first? 19. Why did he instruct the landlady to call the police? 20. What made Crabbe hesitate at the door? 21. What doubts did he express? 22. What happened when Crabbe sent a strong current through Barton's body? 23. How did Crabbe save the situation? 24. What did the local paper write about Crabbe? 25. How successful was the "little experiment"?

Ex. 2. Find in the text the English for:

а) 1. не получать известий от кого-л; 2. измениться к худшему; 3. говорить о делах; 4. добиться того, чтобы чье-л имя попало в газету; 5. не добиться ни слова относительно чьих-л намерений; 6. поинтересоваться условиями проката лодок; 7. к чьему-л разочарованию; 8. отправиться в противоположном направлении; 9. дать утвердительный ответ; 10. с довольной улыбкой; 11. направиться домой; 12. за чашкой чая; 13. совет трех; 14. принять план; 15. вскочить с постели; 16. одеться наспех; 17. проглотить чашку кофе; 18- взять лодку напрокат; 19. подъехать к причалу; 20. поменяться местами; 21. упасть за борт; 22. прийти на выручку; 23- больно ударить по голове; 24. слух о происшествии; 25. для этой цели; 26. потрясти кулаком перед чьим-л носом; 27. спасти положение; 28. пролить свет на случившееся; 29. утренний выпуск газеты; 30. финансовый успех;

б) 1. получить диплом врача; 2. работать в качестве ассистента врача; 3. аптека; 4. пощупать пульс; 5. терапевт; 6. осмотр (врачебный); 7. способ лечения; 8. усугубить чьи-л страдания; 9. опасные симптомы; 10. случай (в медицине); 11. воздействие тока на кого-л; 12. маленький эксперимент (опыт); 13. начать врачебную практику.

Ex. 3. Give the four forms of the following verbs:

set, act, inquire, hit, cure, spread, drown, lose, swim, keep, wake, catch, fall, strike, shoot, turn, feel, lay, drink, occur, strip, shake, lead, throw.

EXERCISES ON PREPOSITIONS AND ADVERBS

Ex. 4. Study the following phrases: a) recall the sentences in which they are used in the text, 2) use them in sentences of your own.

assistant to smb; to smb's surprise; at the sight of; complain of; get one's name in(to) the papers; be lost in thought; inquire about smth; set off/out; in the direction of; head for; to catch sight of; seize smb by the arm; tear off; to be of help; for some purpose; in this case; add to smb's suffering; to throw light on/upon; the effects of smth upon smb; judge from; a start in business

Ex. 5. Fill in the blanks with prepositions or adverbs.

A. 1. What cure would you suggest ... a bad cold? 2. She's ... high spirits today and seems to be ... good terms ... the whole world. 3. They inquired ... the terms ... express delivery. 4. We felt, not without reason, that someone who had failed to do a simple exercise was unlikely to succeed ... a more difficult task. 5. The man who rescued the child chose to

remain unknown, he didn't want his name to get ... the papers. 6. There is a page missing ... the book, it looks as if somebody has torn it purpose. 7. After graduation he returned ... his native village ... the purpose ... setting ... a school there. 8. I couldn't help feeling that the letter had been left lying ... the middle ... the desk ... a definite purpose. 9. The only person who could throw some light ... the incident wouldn't talk. We just could not get a word him. 10. He did not see the coming car, and I was just ... time to seize him ... the arm and pull him away. 11. The doctor hesitated to practise the new treatment ... the patient, he wasn't sure ... the effect it might have ... the man's heart. 12. The weather was quickly changing ... the worse, and the tourists turned ... and headed ... the camp. 13. He was far ... satisfied ... the way things turned out. He sat lost ... thought. 14. You'll get the best start ... business as a medical man if you go ... some out-of-the-way place where you will be dentist, eye specialist, surgeon and physician, all ... one, but not if you stick around here as assistant ... some famous doctor. 15. Judging ... the results, you have done a good job. 16. I hear you've been complaining lately ... pains ... the heart; you should see a doctor. 17. ... his relatives' most insistent demand the patient was taken ... hospital.

B.

INFLUENZA

One morning on waking ... Philip felt his head swim and going back ... bed discovered, ... his great surprise, that he was ill. When the landlady brought his breakfast he said he wasn't well and asked ..a cup ... tea and a piece ... toast.

A few minutes later Griffiths came They had lived ... the same house ... over a year, were both medical students, but had never been close. Griffiths had dropped ... to inquire ... Philip's health.

"I hear you've fallen ill. I thought I'd come ... and see if I can be ... any help. What are you complaining ...?"

"Nonsense," said Philip. "There's nothing the matter ... me. I wish you wouldn't worry ... me."

"But it isn't any trouble. You'd better let me take your temperature," Griffiths insisted. He sat the side ... the bed ... Philip and talked brightly ... a moment. Then he took the thermometer and looked ... it. "Now, look here, old man, you must stay ... bed. You don't need to send ... a doctor. I'll run the hospital and bring old doctor Deacon ... to have a look ... you. He'll examine you and he's sure to cure you ... whatever you've got."

Philip knew the old doctor, whom all the students treated ... great respect, only by sight. All the fuss Griffiths was making ... his illness only added ... Philip's suffering. But Griffiths was most insistent:

"Here, drink some hot tea." And he put the cup ... Philip's lips. "Now go to sleep and I'll fetch the old man."

... the end ... the hour he was back ... doctor Deacon.

(after "Of Human Bondage" by W.S. Maugham)

Ex. 6. Give the English for the following phrases, using the preposition "at" in its different meanings. Use the phrases in sentences of your own.

I. а) у стола (окна, двери, ворот); на углу; у светофора; у обочины дороги;

б) быть дома (в школе); за работой; за обедом (ужином); за столом (во время еды);

в) прибыть на станцию; встретиться на вокзале; сойти на следующей остановке; сделать пересадку в Харькове; остановиться в гостинице; остановиться у киоска;

г) в начале (конце страницы, списка, рассказа); в конце коридора (платформы).

II. а) в .6 часов; в полдень; в полночь; на рассвете; на закате; ночью;

б) в то время; в настоящее время; в назначенное время; в одно и то же время; временами; с интервалами в 5 минут; тотчас: самое раннее.

III. в возрасте 25 лет; в раннем возрасте.

IV. а) смотреть/взглянуть, пристально смотреть (на кого-л/что-л); улыбнуться кому-л; смеяться над чем-л;

б) удивляться чему-л; восхищаться чем-л/кем-л.

V. по чьей-л просьбе; по чьему-л приглашению (настоянию)

MISCELLANEOUS PHRASES

уметь хорошо делать что-л; обыграть кого-л в шахматы; указать на что-л; зайти куда-л; подъехать к остановке; ехать со скоростью 30 км в час; поставить будильник на 7 часов; по крайней мере; при виде

EXERCISES IN LEXICOLOGY

Ex. 7. Paraphrase the following sentences using the prefix "over" with the word in bold type. Make other necessary changes.

M o d e l : The bus was too **crowded** for us to get in.

The bus was **overcrowded** and we couldn't get in.

1. His **joy** was too great for words. 2. When **doing** something you should know where to stop. 3. It seems to me that the price you **paid** for the repairs is too high. 4. He shouldn't **eat** so much, it's bad for his health. 5. He lost balance and the boat **turned** over. 6. Do they pay for the **time** spent in working after the regular hours? 7. You should take care of him, he **works** too hard. 8. She **dresses** too loudly for my taste. 9. If the **production** of goods is more than is needed to satisfy demand then it often leads to economic troubles. 10. The boy **slept** too long and was late for classes.

Ex. 8. Paraphrase the following sentences using a noun with the suffix "-ing" instead of a verb. Make other necessary changes.

1. What does the word "sign" **mean**? 2. I **warned** him but he paid no attention. 3. I can't stand when people **suffer**. 4. It was very difficult to describe what he **felt** at the moment. 5. How long did it take you to **pack** the things?

Ex. 9. Paraphrase the following sentences using a verb instead of a noun. Make other necessary changes.

1. He was at the **head** of the expedition. 2. She ran her **eyes** over the boy with suspicion. 3. He held out his **hand** to help her out of the bus. 4. They stood **face to face**. 5. There was a large crowd on the platform and he had to push his way to his car with his **elbows**. 6. She has an annoying habit of going about and pushing her **nose** into other people's business.

Ex. 10. Give words of the same root in Russian. Compare the meaning.

assistant, medical, galvanic, battery, melodramatic, scalp, pulse, respectable, reflex, automatic, effect, symptom, extraordinary.

Ex. 11. Replace the words in bold type, using a suitable phrasal verb from the list. Translate the sentences into Russian. Give your own examples.

L I s t: to go off; to set off; to keep off; to take off; to put off; to ring off; to cut off; to break off;

1. She put down the receiver before I could inquire for her name. 2. You had better be careful with that gun, or it may shoot. 3. An unexpected development of events made us postpone the trip. 4. The sign warned the passers-by not to walk on the freshly-cut grass. 5. They stopped talking rather suddenly when I entered the room. 6. The first group of climbers started on their journey at sunrise. 7. We were interrupted in the middle of our telephone conversation. 8. He removed his muddy boots and put on a pair of slippers.

VOCABULARY EXERCISES

Ex. 12. Fill in the blanks, with a suitable word in the correct form. Translate the sentences into Russian.

to act (2); action; case; to complain (2); to cure; to demand; demand; to develop; hesitation; to inquire (2); to insist (2); to intend (2); intention; to judge (2); opposite; pain (2); purpose (2); to respect (2); respect; rough; sign; to spread; to succeed (3); terms; treatment;

1. The point was of particular interest and I ... to make wide use of it in my report. 2. In a few short sentences the inspector made clear the ... of his visit. 3. There was a general ... that a committee be set up to .. into the matter. 4. The events were ... fast, leaving little room for doubt or hesitation. The commander knew he had to ... at once. 5. The scientist's point of view, though exactly ... to mine, was still not without interest. 6 An outspoken man, my friend, had never made a secret of his ..., so we were fully prepared for what happened later. 7. There were moments of weakness when the patient thought the ... was more than he could stand. 8. The head of the department wanted his orders to be obeyed and his wishes In fact, he ... on it. 9. He ... to soften the blow, but the words he had chosen were wrong, and he only ... in making things worse. 10. It is true that my friend's manner may be a little ... but he has a heart of gold. 11. The forest fire was quickly ... north. The situation •• immediate 12. Though the facts were against him, he continued to ... that he had had no part in the accident. 13. It was strange to think he should have made the remark on ..., just to annoy us. 14. The actress had ... her part extremely well. 15. Victory 'was "near, another effort and we would have 16. He would never agree to work for them on such ..., it was useless even

asking him. 17. The doctor recommended a new ... which had proved highly effective. Several of the ... believed hopeless had been successfully 18. Though she didn't know a word of the language, she ... in making herself understood by gestures. 19. The patient's temperature had dropped. It was a good 20. Seized with doubt I stopped in ... at the door not knowing whether to go on with my task or leave things as they were. 21. The expert ... the painting to be an early Raphael. 22. She was always finding fault and ...; most annoying, if you know what I mean. 23. The visitor ... for Mr. Brown, the department manager. 24. I could see that the old man was treated with great ... in his family. 25. He looked at the map and ... the distance to the nearest village to be something between 100 and 150 kilometres. 26. A careful examination showed nothing out of the ordinary, yet the patient continued to ... of a sharp ... in the side.

Ex. 13. Paraphrase the following, using words and word combinations from the text, and making all necessary changes.

to hesitate; to judge; to intend; intention; to spread; to suffer; far from; at first sight; to make inquiries; to complain; on purpose

1. I recognized him **the minute I saw him**. 2. It was advisable that **questions be asked and the necessary information collected** without attracting attention. 3. For some time he **couldn't make up his mind** about the offer. 4. What she said made me wonder. It was **nothing like** the truth. 5. Every step was taken to stop the epidemic from **moving on** to other districts. 6. He had done it **specially** to annoy me. 7. She was always **unhappy about something and finding fault**, very hard to please, indeed. 8. His **plans and resolutions** are wonderful as a rule, but the trouble is that he never puts them into practice. 9. The old man had **had** rheumatism for years and now seemed quite used to the pain. 10. From what he heard the man say he **understood** him to be a man of wide learning and deep knowledge.

Ex. 14. Speak on the following topics, using the words and expressions given below.

1. Crabbe Tells His Sad Story

to arrive; to find one's friend greatly changed for the worse; far from well; to hear smb out; to get a degree; to settle down; to set up; to complain; to have a bad time; financial difficulties; impossible to make both ends meet; to have trouble; to turn to smb for advice; to

come to smb's rescue; a quick mind; to suggest; to get up an incident; to get smb's name into the papers; to be the making of

2. Crabbe Thinks of a Plan But Keeps It to Himself

to be unable to get a word out of smb as to his intentions; first (second, etc.) stoppage; the boathouse; the tavern; the chemist's; to inquire about the terms of boat hire (whether smb keeps beds, a galvanic battery); to disappoint smb; to be satisfied with the information received; to set off in the opposite direction; to head for home

3. The Friends Prepare for Zero Hour

to agree to risk one's life for one's friend's sake; to move to a hotel; to wake up; to swallow a cup of coffee; to set out; to catch sight of smb; to pass smb without sign of recognition; to hire a boat; to have smb row; to make an attempt to get hold of the oars; to pay no attention to the cry of warning; to insist; to lose balance; a sharp, melodramatic cry; to fall over into the water; to wish; not a pleasant feeling; to have the water close over one's head; to strike the bottom with one's feet; to shoot up to the surface; to imitate an accident; to be oversuccessful

4. The Boatman Does His Bit

to be caught by surprise; not to expect smth to occur; to keep one's head; to show presence of mind; to act quickly; without a fuss; to be used to dealing with such situations, to rescue smb; to hit smb a painful blow on the head; to seize by the hair; to drag smb to land; to have no suspicions

5. Crabbe Steps in

to turn up; to offer one's help; to introduce oneself; a physician; to inquire what has occurred; to give instructions that ...; to insist; except for a dozen of the most respectable townspeople; to give smb a quick examination; to make an attempt to bring smb back to life; to try Marshall Hill's treatment; to push smb about; in a rough manner; to express one's fears; impossible to cure; a hopeless case; to be through with smb; to be up to the police; to get rid of the corpse

6. Crabbe Decides to Try His Own Method

to occur to smb; a possible hope; not to be put off by failure; to intend; to try electricity; to hesitate; to be doubtful that ...; to have smb fetch a galvanic battery; the first to use electricity for this purpose, to warn; to produce surprising effects; harmless; to send a strong current through smb's body; to give smb a terrible shock; to add greatly to smb's suffering; extremely painful

7. The Treatment is Effective

the patient; to be unable to stand the pain; to give a loud cry; to jump out of bed; to lose one's temper; to suspect; to do smth on purpose; to shake one's fist in smb's face.

Crabbe; to calm smb; presence of mind; to save the situation; to explain; a miracle; to develop dangerous symptoms; to need rest; to lead the patient to the cab; to keep repeating one's name and address

8. The Plan is a Success

to succeed in getting one's name into the papers; a column and a half; to describe in detail; the extraordinary effects of electricity on a drowned man; a wonderful cure; to make a great impression on the public; to mark a turning point in smb's career; a financial success; lots of new names on the list; after all; to be worth the trouble; to send smb a letter of thanks; to offer one's services to smb.

SPECIAL DIFFICULTIES

Ex. 15. Translate the following sentences using "case", "incident", "accident", "chance" according to the sense.

1. Это необычный **случай**, на него следует обратить особое внимание. 2. Не волнуйтесь! Он придет в любом **случае**. 3. Говорят, что на днях здесь произошел несчастный **случай**. 4. Ему следовало бы знать, как надо поступать в таких **случаях**. 5. В своей юридической практике ему пришлось иметь дело с разными **случаями**. 6. Это неприятный **случай**, и мне не хотелось бы вспоминать о нем. 7. За последнее время у них было только два **случая** заболевания скарлатиной. 8. Жаль, что вы упустили такой прекрасный **случай**. 9. Он не мог забыть о забавном **случае**, который произошел с ним однажды. 10. Это дело **случая**.

Ex. 16. Fill in the blanks with the verbs "to lie" or "to lay" in the correct form according to the sense.

1. You are young and a great future ... in front of you. 2. The agreement... the foundation for the development of future closer contacts between the two countries. 3. After he had made inquiries into the matter he ... the facts before the committee. 4. From the airplane we could see the valley ... below. 5. The mother ... her hand on the child's shoulder and he calmed down at once. 6. They are redecorating the flat and intend to ... the floors with carpets. 7. She picked up the book which ... open on the table and started reading. 8. He won't join us, he is ... up with the grippe. 9. He was half ... on the deck chair enjoying the sun. 10. The village ... in ruins after the bombing. 11. The scene of the tragedy "Hamlet" is ... in Denmark. 12. Some minerals ... deep in the ground.

2.1.1 GRAMMAR EXERCISES

Subjunctive Mood (continued)

The use of the Subjunctive Mood in Nominal Clauses*1. *inu subject clause*

Ex. 17. Study the following chart.

it is (was)	necessary important desirable advisable recommended suggested requested demanded ordered	that	the problem (should) be** settled as soon as possible. everybody (should) read the book. you (should) follow the instructions. she (should) be careful in dealing with such problems.
-------------	--	------	--

*This use of the Subjunctive Mood is sometimes considered apart from the Subjunctive Mood proper and called "conjunctive". Its use is more restricted than that of the Subjunctive Mood. It's mainly used in subordinate clauses, its meaning depends on lexical and grammatical connections inside the sentence. It is characteristic of formal style.

**The synthetic form "be settled" is used in official documents and American English.

Ex. 18. Open the brackets using the Subjunctive Mood.

1. It's **necessary** that enquiries (to make) before raising the question at the meeting. 2. It is **requested** that all the library books (to return) before the summer vacation. 3. It's **desirable** that we (to see) this method in practice first before introducing it into our work. 4. It was **suggested** that a committee (to set up) to examine such questions. 5. It's **necessary** that she (to practise) more if she wants to take part in the competitions. 6. It is **important** that you (to keep) to a diet. 7. It was **demanded** that the goods (to deliver) to the port by the end of the month. 8. It's **advisable** that you (to take up) sports to keep fit. 9. It is **demanded** that absolute silence (to keep) during an operation. 10. It is **recommended** that medical students (to take) a longer course of training before they are sent to work.

Ex. 19. Study the following chart, translate the sentences into Russian .

it is (was)	strange natural impossible doubtful	that	he shouldn't want to take part in the discussion. he should not have taken part in the discussion. she should say such things. she should have said such a thing.
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Ex. 20. Practise the following according to the model; mind the tense form.

Model: The operation is (will be) painless, (possible?)

Is it possible that the operation should be painless?

He gave up painting, (impossible)

It's impossible that he should have given up painting.

1. He has been cured (possible?) 2. She was not impressed by the film (impossible). 3. The treatment will work (possible?) 4. He believes her story (doubtful). 5. She was hurt by his remark (natural). 6. He swam across the Volga (doubtful). 7. She doesn't know her diagnosis (strange). 8. She acts the part of Ann in the play (doubtful).

Ex. 21. Paraphrase the following using the Subjunctive Mood.

*The Indicative mood is used in subject clauses after "It's strange, natural" etc. to express a real state of things, e.g. It was natural that he was annoyed with you. It's strange that he is not here.

1. It's necessary for you to see an eye specialist. 2. The child got frightened at the sight of the doctor. It was quite natural. 3. He has not answered the letter on purpose. Is it possible? 4. Travellers crossing the border are requested to fill up a special form. 5. Is it important for you to go into details? 6. I don't see why she doesn't want anybody to know about this. It's strange. 7. Everybody was ordered to leave the hall during the break. 8. Visitors are requested not to touch the exhibits on show. 9. It's impossible for anyone to be angry with her. 10. It was natural for the news to be kept secret.

Ex. 22. Translate the following sentences using the Subjunctive Mood in subject clauses.

1. Желательно, чтобы все выступающие говорили по существу, не вдаваясь в подробное и. 2. Необходимо, чтобы все их требования были удовлетворены. 3. Важно, чтобы вы приняли меры немедленно. 4. Посетителей просят оставлять одежду в гардеробе. 5. Не может быть, чтобы самолет вылетел в такую погоду. 6. Было распоряжение, чтобы они немедленно навели справки об этом деле. 7. Важно, чтобы в доклад были включены все основные вопросы. 8. Желательно, чтобы вы нам рассказали об этом случае на собрании. Всем было бы интересно послушать вас. 9. Необходимо, чтобы вы относились к нему, как к взрослому. 10. Вполне естественно, что ее взяли в больницу. Ее можно вылечить только в больнице. 11. Было предложено, чтобы перед походом все прошли медицинский осмотр. 12. Неужели ее вылечили? 13. Странно, чтобы он вышел из себя. Он всегда такой спокойный.

II. in an object clause

Ex. 23. Study the following chart.*

1. The doctor **insisted** that the patient **(should) be placed** in hospital.
2. I **advise** that you **(should) see** the doctor.
3. They **recommended** that I **(should) repeat** this course of treatment in a year.

Ex. 24. Open the brackets using the Subjunctive Mood in an object clause.

1. The doctor **suggested** that I **(to see)** a heart specialist. 2. He **advised** that a new treatment **(to try)**. 3. The nurse **insisted** that the patient **(to take)** the medicine as instructed by

*The verbs to suggest, to demand, to request, to order (to give orders) are on the same pattern.

the doctor. 4. We **requested** that the speaker (to touch upon) the progress in modern medicine
5. They **demanded** that an explanation (to give) why the work had not been done in time. 6.
He **ordered** that action (to take) immediately.

Ex. 25. Paraphrase the following using the Subjunctive Mood in object clauses.

Model: He suggests our going there by boat.

He suggests that we should go there by boat.

1. She insisted on our hiring a porter to help us with our suitcases. 2. With the sudden change of weather the guide had to order the tourists to return to the camp. 3. He advised us to set up camp on the bank of the river. 4. The doctor recommended me to return home as soon as hot weather set in. 5. They suggested our going sightseeing on the second day of our arrival. 6. We insisted on the terms being made quite clear. 7. The nurse advised the mother to stay with the child in the hospital.

Ex. 26. Translated the following sentences using the Subjunctive Mood in an object clause.

1. Выставка произвела на него большое впечатление, и он посоветовал нам посетить ее. 2. Мы предложили отложить поездку из-за плохой погоды. 3. Он потребовал, чтобы мы дали объяснения по поводу нашего отсутствия. 4. Все настаивали, чтобы он подробно рассказал, как это случилось. 5. Комиссия рекомендовала, чтобы вопрос, находящийся на рассмотрении, был передан специалистам. 6. Я попросил, чтобы кто-нибудь позаботился о билетах заранее. 7. Он потребовал, чтобы они прекратили обращаться с ним как с ребенком. 8. Врач посоветовал, чтобы больной повторил курс лечения через год. 9. Я предложил, чтобы его послали делегатом на конференцию от нашего института. 10. Я настаиваю, чтобы вы приняли это лекарство.

III. in a predicative clause

Ex. 27. Study the following chart.

1. The **suggestion** is that we (**should**) **hire** a car.
2. The **matter** is that everybody (**should**) **take** part in the discussion.
3. The **request** was that all the guests (**should**) **leave** the keys with the reception clerk.

Ex. 28. Paraphrase the following sentences using the Subjunctive Mood in a predicative clause.

M o d e l : It was **ordered** that every **student should** go through a medical examination before joining the sports club.

The order was that every student **should go through** a medical examination before joining the sports club.

1. It was **suggested** that the conference should be held in April. 2. It's **requested** that visitors should not touch the museum exhibits. 3. It's **ordered** that those who leave last should switch off the light and lock the laboratory. 4. It is **recommended** that he should give up sports for a while to catch up with his studies 5. It was **demanded** that he should give an explanation for his behaviour.

Ex. 29. Translate the following sentences using the subjunctive mood in predicative clauses.

1. Было распоряжение, чтобы в субботу собрания не проводились. 2. Его предложение заключалось в том, чтобы каждый высказал свое мнение по поводу внедрения новых методов в работу. 3. Просьба подавать жалобы в письменном виде. 4. Дело в том, чтобы вы поняли значение этой задачи и отнеслись к ней со всей ответственностью. 5. Наше основное требование заключается в том, чтобы вы проявляли больше активности при обсуждении этого вопроса.

Ex. 30. Open the brackets using the Subjunctive Mood.

BENSKIN'S ROMANCE

We, medical students, spent two days a week in the accident room, where I began to feel I was at last learning a little medicine by discovering how to put a bandage* on without dropping it to the floor first.

The order was that a pair of us (to sleep) once a week in hospital attending to cases that came during the night. This system was nearly the end of Tony Benskin. In his walks round the sleeping hospital he had met a pretty nurse and it looked as if he (to fall) in love with her. Benskin's romance (to end) harmlessly if he (not to make) a mistake on the last night of our work in the hospital. To celebrate the end of our week in the accident room we spent the

*бинт

evening in the King George**. At eleven, when it was time we (to return) to the hospital, Benskin rushed to see his night nurse, while I went to bed.

Just after three I was shaken awake. Automatically I reached for my trousers, thinking that it was necessary that I (to go) to the accident room: but it was Benskin.

"I wish you (to let) me sleep," I said in a rough voice.

"Old man!" he said. "You've got to help me!" He acted as if something terrible (to happen).

"What's the matter?" I inquired sleepily.

"You know that night nurse — Molly?"

"Umm."

"Well, listen, old man, Oh, I wish you (not to go) to sleep again. Tonight I came to see her and before I knew where I was I'd asked her to marry me! But for the pint I had had at the King George I never (to do) a thing like that!"

I tried to clear the sleep and alcohol out of my eyes: "It's doubtful that she (to accept) you."

"But she did. Don't you realise what's happened! She's set her heart on marrying me!"

"Perhaps she'll have forgotten all about it by the morning," I suggested hopefully.

"Forgotten? Not on your life! You know what these women are! The news'll spread all over the hospital by nine o'clock in the morning. I wish I never (to do) a foolish thing like that!"

"If I (to be) you, I (to go) and explain that it was all in fun."

Benskin gave a laugh: "You go!"

"I see your point. It's necessary that I (to think) in silence."

After about twenty minutes I had an idea. I criticized it to myself carefully, and it looked as if it (to work).

"I think I've got the answer," I said and explained it to him. He shook me warmly by the hand and rushed away.

The solution was a simple one. My advice was that Benskin (to propose)* to every single night nurse in the hospital.

(after "Doctor in the House" by Richard Gordon)

V. The Use of the Subjunctive Mood and Modal Verbs in on Adverbial Clause of

** apub

* делать предложение (о браке)

Purpose

Ex. 31. Study the following pattern.

1. I'll buy a magazine **so that** you may read during the journey.
2. Let's have a break **so that** we **may (can)**** air the room.
3. I stepped aside **so that** she **might (could)** pass by.
4. He hid the gun carefully **in order that***** the children **should (might)** not take it.

Ex. 32. Paraphrase the following sentences on the above pattern.

1. The secretary brought some papers **for me to sign**. 2. I am telling all this **for you to understand** what we expect of you. 3. The sign "Mind the step" was fixed to the door for **everybody to see it**. 4. They wanted to get up an incident **for his name to get into the local paper**. 5. She gave him a pain-killing medicine **to make him sleep**. 6. The teacher brought as many copies of the book as there were students **for each student to have one**. 7. I'll buy a TV-set **for my old people to enjoy it**. 8. He fixed the shelf low **for the boy to reach it**. 9. He spoke loudly **to make those in the back seats** hear him. 10. He gave up his life **for his people to live more happily**.

Ex. 33. Translate the following sentences into English.

1. Им дали время, чтобы они могли обдумать план действий. 2. Она отвернулась, чтобы он не заметил ее волнения. 3. Они расширили дорогу, чтобы машины могли проходить быстрее. 4. Она вышла, чтобы дать им возможность поговорить. 5. Они говорили шепотом, чтобы их никто не мог услышать. 6. Вы должны отправить его на юг, чтобы вылечить от этой болезни. 7. Он сообщил им о своем приезде, чтобы они могли его встретить.

Ex. 34. Test translation.

1. В нашей стране уделяется большое внимание развитию науки. 2. За последние годы создан целый ряд научно-исследовательских (research) институтов. Их работой

**Can (could) is used in colloquial speech.

***In order that ... not = lest, e.g. He hid the gun carefully lest the children should take it.

руководят известные ученые. 3. Новый метод лечения ревматизма, разработанный группой ученых-медиков, успешно применяется на практике. 4. Он хорошо знает предмет теоретически, но у него не было еще случая применить свои знания на практике. 5. Если вы хотите иметь разговорную практику на английском языке, советую вам поработать с иностранной делегацией в качестве экскурсовода. 6. Положение было опасным, и мы должны были действовать немедленно. 7. В их работе были отмечены некоторые недостатки. Хотелось бы знать, какие меры (шаги) принимаются в этом направлении. 8. Он близорукий и поэтому носит очки. 9. У нее радостно забилось сердце при виде родного города. 10. Они всегда были близкими друзьями, но после окончания института разъехались в разные города и потеряли друг друга из виду. 11. Я уверен, что он не хотел обидеть вас. Он действовал из самых лучших побуждений. 12. Вам каждый укажет, как пройти к морю. 13. Я не намерен говорить о делах сегодня. 14. Узнайте, пожалуйста, на каких условиях можно снять зал в ресторане для вечера. 15. Когда меня попросили подробно рассказать о случившемся, она подала мне знак молчать. 16. Он не почувствовал никакой боли во время операции. 17. Я могу порекомендовать вам хорошее средство от простуды. 18. Зачем вы сеете панику? Опасности никакой нет. 19. Какова была цель его визита? 20. Судить о человеке надо не по словам, а по его поступкам. 21. Судя по его виду, он чем-то расстроен. 22. Нельзя судить о человеке по первому впечатлению. 23. Он настаивал, чтобы ему дали возможность доказать свою правоту.

SPEECH EXERCISES

Ex. 35. Retell in narrative form.

3 DOCTOR SALLY

Lottie, a fashionable young lady, had always been ill-tempered, but that morning when she came into the sitting-room and found there a charming young woman, she made herself particularly unpleasant to the visitor, and giving her a nasty look started with:

"And who may this be?"

"I'm a doctor," said Sally.

"You? A doctor?"

"Can you read?" asked Sally with annoyance.

"Of course I can read."

"Then read this," said Sally and handed her card to Lottie.

"Doctor Sally Smith," Lott'ie read. "Well, I suppose it's all right. Still it looks strange to me. And let me tell you ..."

"Quiet, please," said Sally. "I want to make an examination," and she became busy with her stethoscope. "Take off your dressing gown."

"Eh? Oh, all right."

"Take a deep breath... The lungs appear to be good," said Sally. "Well, the heart seems all right, too. Now for the reflexes. Cross your legs... Nothing the matter with them. All right, that's all."

"Examination over?"

"Yes."

Lottie became interested. "What's wrong with me?"

"Nothing much. You need a rest."

"Aren't you going to look at my tongue?"

"I can tell, without looking at it, that that needs a rest too. What you want is a few weeks in a nice, quiet sanatorium."

"You're going to send me to a sanatorium?"

"Well, I'm advising that you should go. You need a place where there are cold baths and plain food, and no cocktails and cigarettes."

(after "Doctor Sally" by P.O. Wodehouse)

Ex. 36. Answer the following questions using the active vocabulary. Sum up your answers.

1. Hospitals

1. What are the oldest hospitals in town? 2. How do the new hospitals differ from the old ones? 3. What does the inside of a hospital look like? 4. What is a ward? 5. How many hospital-beds are there usually in a ward? 6. How does the post-operation ward differ from an ordinary one? 7. Why are operations made in the operation theatre?

2. In Hospital

1. What cases are treated in hospitals? 2. What case would need operative treatment? 3. How long are patients kept in hospital after an operation? 4. Why aren't patients allowed to leave hospital if they are still running temperatures? 5. What kind of medicine are they given to take off the pain? 6. When is a patient allowed to leave hospital?

3. Visiting a Friend In Hospital

1. Why are there special days and hours set for visitors? 2. In what cases are visitors allowed to come daily? 3. Why are no visitors allowed when there is an influenza epidemic in town? 4. What would you bring a sick friend to liven up his stay in hospital? 5. How will you try to take his mind off the illness? 6. What will you wish him when leaving?

4. Laid up With the Flu*

A. 1. In what cases do you send for a doctor? 2. What kind of examination does a doctor give you? Why does he feel your pulse? ask you to show him your tongue? inquire about the temperature and whether you have any complaints? 3. In what way will your answers help him? 4. What will he do if the illness demands daily treatment and attention? 5. What will he do if he finds that you're suffering from a bad cold (pneumonia, etc.)? 6. What is the best cure for a bad cold? 7. How long will you be on sick-leave** if you have a cold? 8. Why is it important that you should follow the doctor's instructions?

B. 1. What do you feel when you're falling ill? 2. Can you go on with your usual work? 3. Why had you better keep to your bed? 4. How will the illness develop if you disobey the doctor's orders? 5. What kind of a patient are you: the quiet or the noisy type? Do you complain all the time? How do you stand pain? Do you make a fuss about little things? Do you lose your temper easily? 6. What are the signs that you're getting well again?

Ex. 37. Read the passage, answer the questions, using the vocabulary of the lesson and write it up in about one third of the original length.

'There are one or two elementary rules to be followed,' remarked Dr. Budd turning to Doyle. 'The most obvious is that you must never let the patients see that you want them. Never make the mistake of being polite to them. There's no better advertisement than a patient whose feelings have been hurt. I quarrelled with one man about his liver****, and it ended by my throwing him down the stairs. What was the result? He talked so much about it that the whole village from which he came, sick and well, rushed to see me. It's human nature, my boy, and you can't change it. You make yourself cheap and you become cheap. You put a high price on yourself and they take you at that price. Suppose I set up in Harley Street tomorrow, and made it all nice and easy, with hours from ten to three, do you think I should get a patient? Never. How would I work it? I should let it be known that I only saw patients

*flu = influenza = the grippe

**бюллетень (по болезни)

****печень

from midnight until two in the morning, and that bald-headed**** people must pay double. That would make people talk, and in four months the street would be blocked all night. That's my principle here. I often come in the morning and send them all about their business, tell them I'm going off to the country for a day. I lose forty pounds, and it's worth four hundred as an advertisement.'

'But I understand that the consultations are free?'

'So they are, but they have to pay for the medicine. But mind you, Doyle, don't make any mistake about this! All this would go for nothing if you had not something real behind — I cure them. That's the point. I take cases that others have given up, and I cure them. All the rest is to bring them here. But once here I keep them because I know the treatment and the cure. It would all be useless but for that.'

(after "Conan Doyle" by Hesketh Pearson)

3.1.1 Questions

1. What was Mr. Budd's idea-as to how a doctor should treat his patients? 2. Why should he be careful not to let them know that he wanted them? 3. Why did Dr. Budd never hesitate to be rough with his patients? 4. What made him believe that rough treatment usually produced a good impression on them? 5. What happened after Dr. Budd had thrown someone downstairs? 6. Why didn't the patients complain? 7. What did Dr. Budd have to say about human nature? 8. How would Dr. Budd run his practice if he set up in Harley Street? 9. Why were the patients prepared to accept Dr. Budd on his own terms? 10. What cases did he often take up? 11. What was the real secret of Dr. Budd's success as a doctor? 12. What if Dr. Budd had used the time and effort he wasted on advertisement to some good purpose?

Ex. 38. Read the following, answer the questions, retell the text in English.

4 РУССКИЙ ДОКТОР — ПРЕЗИДЕНТ ГАВАЙИ

В конце XIX века на Гавайских островах появился седой белокожий человек. Он был очень внимателен к местным жителям, которые обращались к нему «за исцелением», и бедных лечил бесплатно. Слава об этом человеке распространилась мгновенно. Называли его «доктор Руссель», но никто не знал его настоящего имени. Кто же он был на самом деле?

**** лысый

Уроженец России из белорусской семьи на Могилевщине, Николай Константинович Судзиловский, медик по образованию, еще в студенческие годы начал участвовать в нелегальных организациях народовольцев. Его повсюду разыскивала царская полиция, чтобы упрятать в тюрьму. Однако ему удается нелегально перебраться через границу в Румынию.

И отправился путешествовать политический эмигрант по свету, меняя имена и внешний облик, занятия.

Двенадцать лет прожил Судзиловский на Гавайских островах. Этот бесстрашный человек и здесь оставался верным своим принципам, требуя государственного контроля над здравоохранением, улучшения жизненных условий рабочих на сахарных плантациях. Он не скрывал своих намерений революционизировать общество."

После «свержения» проамериканскими агентами туземной королевы, на острове были объявлены выборы в сенат. И в этот момент, кроме традиционных демократов и республиканцев, появляется третья партия, возглавляемая русским доктором. Об успехе третьей партии можно судить хотя бы по тому, что именно Николай Судзиловский становится первым президентом страны. Он пытается заставить сенат принять «билль о народном здравоохранении». Он настаивает на том, чтобы было организовано местное самоуправление, чтобы народное образование стало бесплатным, требует, чтобы" развивалась местная промышленность. Но против него тотчас поднялись местные богатей и североамериканские агенты. Доктору Русселю приходится уйти с поста президента.

Осталось огромное количество разного рода документов, связанных с доктором Русселем и его деятельностью.

Questions

1. When did the Russian doctor arrive in Hawaii?
2. Why did his fame spread so quickly?
3. What name did the local people give the doctor?
4. What was his real name?
5. Where was he born?
6. What was he by education?
7. What organisation did he belong to in his student years?
8. Why was the czarist police after him?
9. Why did he have to cross the border into Roumania?
10. What would have happened to him if he had stayed in Russia?
11. Where did he set out from Roumania?
12. How long did he live in Hawaii?
13. Did he drop his political activity when he arrived there?
14. What were his demands as to public health care?
15. Why did he fight for better living conditions for the workers on sugar plantations?
16. Did he make a secret of his intentions to revolutionize society?
17. What election was

announced following the "overthrow" of the native ruler? 18. What third party took part in the election campaign? 19. What is there to show that the third party was a success? 20. Who became first president of Hawaii? 21. Why did the new president insist that the Public Health Care Bill should be among the first passed by the Senate? 22. What other points were there on his program? 23. Who rose against the new president and his program of reforms? 24. Why did Doctor Russel have to give up his post?

Ex. 39. Read and retell the text.

DR. FRANKLIN OF HARLEY STREET*

A year ago, when I was still quite a kid, I had food poisoning**. That's what I had — but that's not what the doctors told me. Judging by what they said I had almost everything except food poisoning. Believe me, I'm not inventing anything. When the local doctor gave me up, I went to hospital on the national health***, where at least three of them examined me, gave me pills and injections and sent me away as cured, exactly as before. For days I was in great pain. I ran temperatures and was sick almost hourly. I was beginning to get really frightened.

Then I had an idea. Everybody knows that Harley Street is where the best doctors practise their trade. I went there one day. I decided that I'd choose the same street number as the day it happened to be and ring the bell, and see what happened. The trouble was there turned out to be six bells; so, without hesitation I rang them all. If you don't believe this story, remember that I was drunk with fever and just didn't care what happened. I'd coire there with one purpose—to reach somebody who knew what the matter was. Well, the six bells were all answered by the same person: a sort of nurse-secretary, and before I had time to make any inquiries, I collapsed**** in the hall.

When I came round I saw a tall, intelligent-looking young man, who asked mi to tell him all about my trouble, which I did. He gave me an hour's examination, and then said, "Well, I don't know what's the matter with you, but we must find out."

I can't tell you how these words of Doctor Franklin impressed me and how my heart filled with respect for him. Because all the other doctors said they knew what the matter was, but Dr. Franklin of Har-ley Street said he didn't know. He got an ambulance and placed me

*a street in London where doctors have their offices.

**пищевоеотравление

***a city hospital where patients receive free treatment

****потерять сознание

inside one of those eighty-a-week clinics where they pierce**** your ear-lobes****, or change your sex for you, for three-figure fees — all without any mention of who was going to pay or on what terms I was going to be kept there.

To cut a long story short, he found there was an abscess, and pierced it, and down went the temperature, and that was that. Dr. Franklin insisted that I should stay another week inside the clinic. Every day he would drop in to say "Hi", and he always treated me in front of the nurses as if I were a cabinet minister or someone — I mean he was so wonderfully polite. I really think he had the nicest manners I have ever seen in anyone, and I shan't forget it.

But on the day I was to go home, he did not turn up at all, and so I didn't have a chance to thank him, or to raise the question of how to pay for my stay in the clinic. I wrote him, of course, but though he answered very nicely, he didn't mention the money. So I did this. While I was in the place, I took pictures with my Rolleiflex of nurses and patients, and some of them were really funny. So I picked out the best, made enlargements, put them in an album, and dropped it in at Harley Street, and he wrote back and said, if ever I got into the clinic again, which he sincerely hoped I wouldn't, he'd confiscate my Rolleiflex first.

(from "Absolute Beginners" by Collin MacInnes)

Ex. 40. Use the following words and phrases in situations.

1. Public Health Services In the Soviet Union

the Constitution; to guarantee the citizens of the country the right (to); free medical service; to take great care (of); people's health; to offer; free treatment; radio-active treatment; laboratory test; clinics, dispensaries, hospitals; to practise prophylactics and periodical medical examinations (check-ups); to fight epidemics; to take action against; to succeed (in); to wipe out infectious diseases; in addition to; for this purpose; to set up; sanatoria, holiday homes, country hotels, tourist camps, children's health homes, etc.

2. Soviet Medical Science

to hold a leading place in world science; to set an example; the latest discoveries; to play an important role in the development (of); to make smth possible; progress in medicine;

**** прокалывать
***** мочки ушей

to carry experiments; to prove successful in practice; to set up; scientific research institutes; to work out effective methods;

3. A Visit to the Doctor

to feel far from well; to suffer from awful headaches; to have pains in the back (in the stomach, etc.); to keep putting smth off; finally; to go and see the doctor; the purpose of one's visit; what's the matter with you?; to complain of; to describe the symptoms of one's illness; to feel smb's pulse; to take smb's temperature; to strip to the waist; to examine carefully; in the end; to suggest; a course of treatment; to insist; ought to; to take better care of one's health; to inquire; to suggest a cure; to take up time; after all; up to smb; it's part of the cure to wish to be cured; to obey the doctor's orders; to keep to a diet; an apple a day keeps the doctor away; to show signs of recovery; to be worth the effort

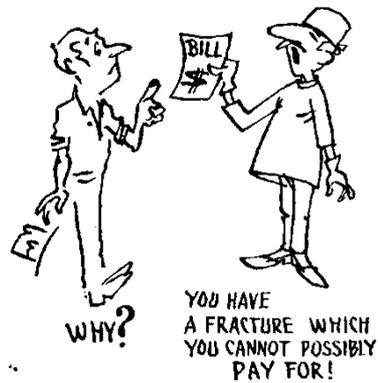
4. A Dangerous Case

A. a surgeon; to have several cases to attend to; to discover; to suspect; there was no mistaking the symptoms; a dangerous disease; a careful examination; to put smb to laboratory tests; to throw light on smth; no time to lose; a matter of life or death; to take immediate action; a sensible solution: to talk the matter over (with smb); to explain the situation; to be patient with smb; to calm smb;

B. a patient; to suffer from; to have pains; can hardly stand smth; to be placed in hospital; to be prescribed some treatment; to be X-rayed; judging by; at the mention of; to sink (of one's heart); to be paralyzed with fear; common sense; the sooner, the better; to agree to be operated on; to set the date; to be prepared for the operation; to put all worries aside; to intend; to go through the operation; to be a success; to take a course of treatment; to be cured

Ex. 41. Tell the story of each of the pictures.





Now, why on earth did you have to go and tell the guests I was a doctor!

to seize the chance; to queue up; in different stages of undress; to consult a doctor; free of charge; to complain about one's aches and pains; to ruin the party for smb.

Ex. 42. Subjects for oral and written composition.

1. Retell the story as if you were: a) Barton; b) Crabbe; c) Crabbe's wife; d) the boatman; e) the landlady; f) one of the townspeople.
2. Give character-sketches of a) Crabbe; b) Barton.
3. Write an article as it might have appeared in the Brisport Chronicle.
4. Explain why Crabbe needed advertisement.
5. Describe a visit to a doctor.
6. My idea of a good doctor.
7. Tell a story to illustrate the following proverb: "An ounce of prevention is worth a pound of cure": Предупреждение лучше лечения.
8. My idea of true friendship.

9. What success in life means to me. 10. Medical care in the Soviet Union.

Lesson Six

Text: "A Canary for One" by E. Hemingway¹

Grammar: The Gerund

A Canary For One

The train passed very quickly a long, red-stone house with a garden and four thick palm trees with tables under them in the shade. On the other side was the sea, which was seen only occasionally and far below against the rocks.

"I bought him in Palermo,²" the American lady said. "We only had an hour and it was Sunday morning. The man wanted to be paid in dollars and I gave him a dollar and a half. He really sings very beautifully."

It was very hot in the train and it was very hot in the compartment. No breeze came through the open window. The American lady pulled the window-blind down and there was no more sea, even occasionally. On the other side there was glass, then the corridor, then trees and flat fields of grapes, with grey-stone hills behind them.

Coming into Marseilles³ the train slowed down and followed one track through many others into the station. The train stayed twenty-five minutes in the station at Marseilles and the American lady bought a copy of the Daily Mail⁴. She walked a little way along the station platform, but she stayed near the steps of the car because at Cannes,⁵ where it stopped for twelve minutes, the train had left with no signal of departure and she had only gotten⁶ on just in time. The American lady was a little deaf and she was afraid that perhaps signals of departure were given and that she did not hear them.

After it was dark the train was in Avignon.⁷ People got on and off. At the news-stand Frenchmen, returning to Paris, bought that day's French papers.

Inside the compartment the porter had pulled down the three beds from inside the wall and prepared them for sleeping. In the night the American lady lay without sleeping because the train was a rapide⁸ and went very fast and she was afraid of the speed in the night. The

American lady's bed was the one next to the window. The canary from Palermo, a cloth spread over his cage, was cut of the draught in the corridor that went into the compartment washroom. There was a blue light outside the compartment, and all night the train went fast and the American lady lay awake and waited for a wreck.

In the morning the train was near Paris, and after the American lady had come out of the washroom, looking very wholesome and middle-aged and American in spite of not having slept, and had taken the cloth off the bird cage and hung the cage in the sun, she went to the restaurant car for breakfast. When she came back to the compartment again, the beds had been pushed back into the wall and made into seats, the canary was shaking his feathers in the sunlight that came through the open window, and the train was much nearer Paris.

"He loves the sun," the American lady said. "He'll sing now in a little while. I've always loved birds. I'm taking him home to my little girl. There — he's singing now."

The train crossed a river and passed through a very beautifully tended forest. The train passed through many outside of Paris towns. There were tram-cars in the towns and big advertisements on the walls toward the train. For several minutes I had not listened to the American lady, who was talking to my wife.

"Is your husband American too?" asked the lady.

"Yes," said my wife. "We're both Americans."

"I thought you were English."

"Oh, no."

"I'm so glad you're Americans. American men make the best husbands," the American lady was saying. "That was why we left the Continent,⁹ you know. My daughter fell in love with a man in Vevey.¹⁰" She stopped. "They were simply madly in love." She stopped again. "I took her away, of course."

"Did she get over it?" asked my wife.

"I don't think so," said the American lady. "She wouldn't eat anything and she doesn't seem to take an interest in anything. She doesn't care about things. I couldn't have her marrying a foreigner." She paused. "Someone, a very good friend, told me once, "No foreigner can make an American girl a good husband."

"No," said my wife, "I suppose not."

The train was now coming into Paris. There were many cars standing on tracks — brown wooden restaurant cars and brown wooden sleeping cars that would go to Italy at five o'clock that night; the cars were marked Paris—Rome, and cars, with seats on the roofs, that went back and forth to the suburbs with, at certain hours, people in all the seats and on the roofs.

"Americans make the best husbands," the American lady said to my wife. I was getting down the bags. "American men are the only men in the world to marry."

"How long ago did you leave Vevey?" asked my wife.

"Two years ago this fall.¹² It's her, you know, that I'm taking the canary to."

"Was the man your daughter was in love with a Swiss?"¹³

"Yes," said the American lady. "He was from a very good family in Vevey. He was going to be an engineer. They met there in Vevey. They used to go for long walks together."

"I know Vevey," said my wife. "We were there on our honey-moon."

"Were you really? That must have been lovely. I had no idea, of course that she'd fall in love with him."

"It was a. very lovely place," said my wife.

"Yes," said the American lady. "Isn't it lovely? Were you there **in** the fall?"

"Yes," said my wife.

We were passing three cars that had been in a wreck.

"Look," I said. "There's been a wreck."

The American lady looked and saw the last car. "I was afraid of just that all night," she said. "I'll never travel on a rapide again at night. There must be other comfortable trains that don't go so fast."

The train was in the dark of the Gare de Lyons,¹⁴ and then stopped and porters came up to the windows. I handed the bags through the windows, and we were out on the platform, and the American lady put herself in charge of one of three men from Cook's¹⁵ who said: "Just a moment, madam, and I'll look for your name."

The porter brought a truck and piled on the luggage, and my wife said good-bye and I said good-bye to the American lady.

We followed the porter with the truck down the long cement platform beside the train. At the end was a gate and a man took the tickets.

We were returning to Paris to set up separate residences.¹⁶

NOTES

1. **Ernest Hemingway**, American writer, born in 1899 in Oak Park near Chicago. He first went to Europe during World War I, where his experiences gave him material for such of his works as "Men Without Women" (1928) and "A Farewell to Arms" (1929). In the twenties he attended the Genoa and the Lausanne conferences as correspondent. He was also correspondent in Spain during the 1936— 37 Civil War where he wrote "The Fifth Column". In 1939 he settled down in Cuba where he wrote "For Whom the Bell Tolls" about the Spanish Civil War. In 1944 he was sent as war correspondent to London.

In 1952 he won Pulitzer Prize for "The Old Man and the Sea" and in 1954 he got the Nobel Prize for literature. Hemingway died in 1961.

2. **Palermo**: the largest city and port of Sicily

3. **Marseilles**: a seaport in southeastern France on the Mediterranean

4. *the Daily Mail*: an English conservative newspaper

5. **Cannes**: a resort in the Riviera, southeastern France, famous also for the Film Festivals held there every year

6. **gotten** (*Am. E.*): got

7. **Avignon**: a city in southern France, on the Rhone

8. **rapide** (*Fr.*): a fast train

9. **the Continent**: all of Europe except the British Isles.

10. **Vevey**: a town in Switzerland on the Lake of Geneva

11. the construction **can't (couldn't, shan't, won't) have smb do/doing smth** in a negative context has the meaning of *фразгешать, допускать, терпеть*
e.g. I won't have you say (saying) things like that.

12. **fall** (*Am. E.*): autumn

13. **Swiss**: a native of Switzerland; швейцарец

14. **Gare de Lyons**: the Paris terminus (ж.д. конечная станция) of the Paris-Lyons Mediterranean railway line

15. **Cook's**: Thomas Cook (1808—1892) English tourist agent, founder of the Thomas Cook and Son, a travelling agency that helps tourists to make tours of Europe and the American continent (since 1864) and provides them with hotel accommodations

16. **to set up separate residences**: to set up different homes; (*here*) to arrange a divorce
...чтобы начать дело о разводе

VOCABULARY

occasion *n* событие (торжественное, печальное и т.п.); случай; повод; подходящий момент a great (happy, sad, particular, fitting, proper, etc.) occasion. Did he mark the occasion? This is not an occasion **for** laughter (joking, etc.). I met him **on** several occasions. The suit will do **for** all occasions. **Phr. on the occasion of** (one's birthday, graduation, smb's arrival, etc.) *послучаю, в честь (дня рождения и т.п.); occasional* *случающийся время от времени* an occasional visitor (letter, talk, quarrel, etc.); occasionally *ад время от времени, изредка* They met but occasionally.

against *prep* на фоне чего-л, по сравнению с кем-л, чем-л The house was dark **against** the snow. There is a marked rise in this year's export figures **against** last year's.

flat *a* 1. плоский, ровный, гладкий a flat nose (chest, etc.) 2. скучный, однообразный; пресный, выдохшийся (о пище, напитке) a flat joke (story, life, voice, etc.); flat food (wine, beer, etc.) 3. категорический отказ a flat refusal; **Phr.** fall flat (*lit. & fig.*) упасть плашмя; не иметь успеха He fell flat on the ground. Their efforts fell flat.

depart *vi* отходить (о поезде и т.п.); уходить, отклоняться (от темы и т.п.) What platform will the train depart **from**? to depart **from** the subject (point, etc.); departure *n* отъезд; отправление, отплытие

in spite of=**despite** *prep* несмотря на They accepted the goods **in spite of** late delivery.

charge *n* 1. забота, попечение, заведывание to be **in charge of** an office (a department, the work, etc.); **Phr.** leave smb/smith **in** smb's charge оставлять кого-л, что-л на чье-л попечение; 2. цена; *pl.* расходы, издержки They will pack your things **for a** small charge. What **are** the charges **for** a room and meals at this hotel? **Phr.** free of charge бесплатно; charge 1. vt поручать, вверять to charge smb with a task (a mission, etc.) 2. vi назначать, взимать цену How much do they charge for a room (repairing a TV set, etc.)

comfort *n* 1. комфорт, удобство She likes comfort. 2. утешение; поддержка (моральная) His letters were a great comfort **to** her. comfort vt утешать, успокаивать Go and comfort her. She is upset, comfortable *a* 1. удобный, уютный a comfortable seat (chair, room, train, etc.); Are you, comfortable there? Вам удобно? **Phr.** make oneself comfortable удобно расположиться, устроиться 2. утешительный, успокоительный a comfortable thought (piece of news, etc.)

separate *a* отдельный, отдельно взятый; cсбый a separate country (part, room, sentence, etc.); separate vt/vi отделять(ся); разделяться); расходиться(ся) England is separated **from** the Continent by the English Channel. They separated two years ago. separately *adv* отдельно, по одному to travel (live, etc.) separately. The matter was to be dealt with separately.

WORD COMBINATIONS

in the shade в тени (деревьев и т.п.)

make a good doctor (engineer, etc.) из него (ее и т.п.) выйдет хороший врач (инженер и т.п.)

fall in (out of) love with smb влюбиться в (разлюбить) кого-л.

get over a shock (a blow, a fright, a surprise, one's failure, etc.) пережить, прийти в себя, оправиться после (удара, испуга и т.п.)

EXERCISES ON THE TEXT

Ex. 1. Answer the following questions.

1. How does the story begin? 2. What are the main characters of the story? 3. What was it like in the train? 4. What did the American lady tell the author and his wife about her daughter? 5. Why did she buy a canary for her daughter? 6. Why couldn't she have her daughter marry a foreigner? 7. What did the author's wife remember of Vevey? 8. Why were the author and his wife returning to Paris?

Ex. 2. Find in the text the English for:

а) 1. в тени; 2. платить долларами; 3. время от времени; 4. ровные поля; 5. газетный киоск; 6. типичная американка средних лет; 7. солнечный свет; 8. рекламный плакат; 9. выйти замуж за иностранца; 10. в определенные часы; 11. вверить себя чьим-л. заботам; 12. проститься с кем-л; 13. разъехаться на разные квартиры.

б) 1. в поезде; 2. купе вагона; 3. замедлить ход; 4. по одному из бесчисленных путей подойти к вокзалу; 5. перрон; 6. подножка вагона; 7. сигнал отправления; 8. сесть в поезд; 9. сойти с поезда; 10. проводник вагона; 11. откинуть койку; 12. идти на большой скорости; 13. крушение поезда; 14. вагон-ресторан; 15. спальный вагон; 16. на вагонах были таблички «Париж—Рим»; 17. вагон пригородного сообщения; 18. снимать багаж (с полки); 19. удобный поезд; 20. носильщик; 21. тележка для багажа; 22. нагрузить багаж; 23. выход (в конце платформы); 24. билет.

Ex. 3. Give the four forms of the following verbs:

cut, pay, sing, lie (лежать), shake, eat, sleep, say, set, spread, speed, hang, travel, bring.

Ex. 4. Translate the following into English, use the construction: "can't (shan't, won't) have smb do/doing smth".

1. Я возражаю против того, чтобы вы вносили какие-либо изменения в наши планы в последнюю минуту. 2. Нельзя допускать, чтобы он бросил занятия живописью. 3. Я не могу допустить, чтобы вы взяли все заботы на себя. 4. Пойдемте и поговорим с ней. Нельзя допустить, чтобы она распространяла подобные слухи. 5. Никто не

разрешит вам говорить больше десяти минут на собрании. 6. Нельзя допустить, чтобы он пошел на такой риск. Надо предупредить его об опасности.

Ex. 5. Translate the following into English, use the construction, "to make a (good, poor) painter, driver, etc".

1. Он как раз тот человек, который нам нужен. Из него выйдет прекрасный руководитель экспедиции, г.к. он и с людьми умеет работать и дело хорошо знает. 2. Чтобы из вас вышел хороший специалист, вы, прежде всего, должны любить свою работу. 3. Из тебя никогда не получится водителя, если ты не будешь хорошо знать правил уличного движения. 4. Из нее со временем выйдет прекрасная учительница — посмотрите, как она терпелива и в то же время тверда со своими младшими братьями и сестрами. 5. У него хорошее чувство цвета, у него задатки художника. 6. Он никогда не будет таким хорошим охотником, каким был его отец: у него не хватает терпения. 7. Вряд ли из нее получится хорошая спортсменка, она не уделяет достаточно времени ежедневным тренировкам.

EXERCISES ON PREPOSITIONS AND ADVERBS

Ex. 6. Study the following phrases, a) recall the sentences in which they are used in the text, and b) use them when retelling the text.

in the shade (sun, etc.); **against** the rocks; to pay **in** dollars; **in/on** the train; slow **down**; get **on/off** the train; next **to**; **in/out** of the draught; **in** spite **of**; **in** a little while; fall **in/out of** love **with** smb; be **in** love; get **over**; interest **in**; **at** certain hours; **in** charge **of**; **at** the end **of** (the platform, corridor, etc.).

Ex. 7. Fill in the blanks with prepositions or adverbs.

A. 1. Having been in the country ... only a couple ... months she very quickly got ... the language difficulty. 2. His main interest lies ... research, don't charge him ... managerial work. 3. ... the two sisters the younger was a much better actress, always leaving the elder sister ... the shade. 4. The medicine ought to be taken ... definite hours... a glass... warm milk. 5. Don't sit ... the draught, or you'll catch a cold. 6. ... spite ... the early hour we found a restaurant already open and went a quick meal. 7. His report would have been more ... the point if he hadn't gone ... details and hadn't departed ... the subject. 8. Though he was doing his best to

hide his feelings, it was obvious that he was very much ... love ... the girl. 9. The last time we met was ... the occasion ... some family meeting. 10. It's all so sudden. I can't join the party, I'm not dressed ... the occasion. 11. She got ... the shock ... a speed I never expected ... her. 12. The new model ... the car looks much more beautiful ... the old model. 13. The little boy was left ... the charge ... his sister only ... one occasion, and they both enjoyed themselves a lot. The day started and ended ... ice-cream, and no dinner. 14. She took the new life ... its difficulties very hard, as she had always lived ... comfort. 15. This problem can't be dealt ... separately ... the rest. 16. I must have my TV set repaired. Do you happen to know how much they charge ... repairing this particular model?

B. ARRIVING... LONDON

The train was no longer going ... a great speed.

"We shall be ... London ... five minutes now," said Alban looking the window ... the white smoke ... the engine ... the grey London sky.

The train slowed ... and followed one track ... many others ... the station. Alban put'... his hat and took the racks the things; then he pulled the window ... and waved his arm ... a porter. The train pulled the platform. A porter opened the door and Alban handed him ... one suit-case ... another. Then, ... his polite way, having jumped the platform, he gave his hand to Anne to help her The porter went to fetch a truck. When he came the truck, the luggage was piled ... it, and they followed the porter ... the cement platform ... the gate.

When the taxi came, the luggage was placed next ... the driver. Alban gave the porter half-a-crown and they drove

(after "The Door of Opportunity" by W. S. Maugham)

Ex. 8. Give the English for the following phrases, using the preposition "with" in its different meanings. Use the phrases in sentences of your own.

I. а) дом с садом; женщина с сумкой в руке; человек с портфелем; девушка с голубыми глазами;

б) с волнением в голосе; с удивлением во взгляде; говорить с акцентом.

II. а) вместе с товарищем; приехать с семьей; пообедать с кем-л.;

поиграть с собакой; поехать за город с детьми;

б) говорить (беседовать, спорить, соглашаться) с кем-л; иметь дело (торговать, иметь договоренность) с кем-л; подружиться (ладить, поссориться), с кем-л; влюбиться в кого-л.

III. а) писать ручкой (карандашом); резать ножом (ножницами); ударить молотком (камнем, веслом); толкнуть плечом (ногой, рукой); наполнить водой; покрыть одеялом; украсить цветами;

б) сделать (построить) собственными руками.

IV. а) работать с энтузиазмом; наблюдать с интересом; говорить с раздражением; смотреть на кого-л с восхищением (удивлением, безразличием);

б) быть вне себя от возбуждения; дрожать от холода; обезуметь от радости; побледнеть от ужаса (ярости); покраснеть от стыда (гнева); ослабеть от голода; устать от шума; кричать от боли.

V. быть удовлетворенным (недовольным) результатами; быть сердитым (раздраженным) на кого-л; быть разочарованным чем-л; потерять терпение с кем-л.

MISCELLANEOUS PHRASES

начать со вступления; закончить доклад словами благодарности; пожать кому-л руку; связаться с кем-л по телефону; купить что-л на деньги; набить чемодан книгами; попасть в аварию; с самыми добрыми намерениями; при всем желании; взять телеграмму дрожащими руками.

EXERCISES ON LEXICOLOGY

Ex. 9. Paraphrase the following sentences using an adjective with the suffix "-able (-ible)".

Make other necessary changes.

M o d e l I: We were prepared to accept the terms offered. The terms offered were acceptable.

1. She was used to living in **comfort**. 2. There seems to be a lot of **sense** in his suggestion. 3. He says that he has all the illnesses that one can only **imagine**. 4. Be careful with the vase, it's easy to **break**. 5. The weather in England **changes** several times a day. 6. The old coal mine can still be **worked**. 7. My **advice** is that you should get in touch with the manager. 8. The idea can be easily put into **practice**.

Model II: I could hardly recognize him.

He was unrecognizable.

1. The child was difficult to **manage**. 2. I saw no **reason** in his demands. 3. He had no words to **describe** the joy he felt. 4. The beer tastes flat, it's not fit to **drink**. 5. His sufferings were difficult to **imagine**. 6. There is no **possibility** to get a ticket for the show. 7. There was no **mistaking** the pride with which he spoke of his son. 8. The question had no **answer**. 9. His behaviour was impossible to **explain**.

Ex. 10. Fill in the blanks with a suitable word from the list: below, asleep, awake, alone, alike, ashamed, alive

1. The pain in the leg kept her ... all night. 2. He settled down comfortably in an armchair and never noticed how he fell... . 3. The two brothers were very much 4. The noisy company had departed and he was ... at last. 5. He was more dead than ... with fear. 6. He was ... of his behaviour.

Ex. 11. Give words of the same roots in Russian. Compare the meaning.

canary, palm (tree), breeze, platform, signal, comfortable, cement, separate, residence.

Ex. 12. Translate the following, using suitable phrasal verbs from the list below.

L I S T: to set up; to fill up; to keep up; to clear up; to cheer up; to turn up (2); to make up; to take up (2); to grow up; to wash-up;

1. Памятник герою был **установлен** на центральной площади города. 2. Бланк оказался **заполненным** неправильно. 3. Часы пробили семь, пора было **вставать**. 4. Дети **выросли**, но все еще часто обращались к родителям за практическим советом. 5. Когда он наконец **появился**, обсуждение уже подходило к концу. 6. Случай, описанный в книге, не **придуман**. Все так и было на самом деле. 7. Профессор почему-то настаивал, чтобы именно я **занялся** этой проблемой. 8. После ужина она сразу же пошла на кухню помочь матери **вымыть посуду**. 9. Ей не хотелось вступать в спор, не **выяснив до конца** всех подробностей дела. 10. Я несколько раз безуспешно пытался **завести с ним разговор** на тему о моей будущей поездке. Он каждый раз отмалчивался. 11. Иногда бывает достаточно одного слова, чтобы **приободрить** человека. 12. Наконец-то **подвернулась** работа, которая полностью отвечала его вкусам. 13. Уметь **поддержать** разговор — большое искусство.

VOCABULARY EXERCISES

Ex. 13. Fill in the blanks with a suitable word in the correct form. Translate the sentences into Russian.

to charge; charge (2); to comfort; comfort; comfortable; to depart (2); departure; flat (2); occasion (2); occasional (2); occasionally; separate; uncomfortable (2).

1. The hotel gave excellent service at perfectly reasonable 2. All his attempts to learn the truth seemed to fall 3. After the accident the car looked a poor sight and he wondered how much they would be ... him for repairs. 4. He had paid the matter little attention, never giving it more than an ... thought. 5. It was a small station where the trains arrived at and ... from the same platform. 6. I didn't see what was so funny about it. To my mind it was no ... for laughter. 7. He was not to be allowed to ... from the point at any price, for once started there would be no stopping him. 8. It was a dull sort of play, and the ... jokes thrown in did little to liven it up. 9. An ... night on board the plane made her fussy and ill-tempered. 10. We would meet ... to discuss some burning problem of the day. 11. The girl was so upset over her failure that there was no ... her. 12. The day of her friend's ... was nearing, and it made her sad. 13. The shoes, though pretty, were far from 14. Modern trains combine speed and 15. On the several ... I happened to meet him, he had always made a very good impression on me. 16. Something had definitely gone wrong. Her usually cheerful voice now sounded ... and lifeless. 17. He knew he was alone, yet he had the ... feeling of being watched. 18. He had been in ... of the department for years and had never, until now, given reason for dissatisfaction. 19. The sick boy was to be placed in a room ... from the rest of the children.

Ex. 14. Paraphrase the following, using words and word combinations from the text, and making all necessary changes.

to fall flat; flat; in spite of; on the occasion of; for all occasions; occasional; occasionally; to get over (2); to charge (2); in charge of; comfortable; can't have smb do(ing) smth; to depart

1. He would always remember the champagne **party that had been arranged to mark** his fiftieth birthday. 2. All his efforts to succeed seemed to **be wasted**. 3. **Though** he had received his warning, he went on as before, as if looking for trouble on purpose. 4. He was

head of the expedition and quite prepared to take whatever action was necessary. 5. On the whole the weather was all we could wish for, warm and sunny, with **a bit of rain now and then**. 6. The dress in the shopwindow caught her attention at once. Yes, it was just what she needed, something that would do **both for everyday and formal wear**. 7. **Letting him** change his mind **was something** we couldn't **allow**. He was to be made to stick to his promise at any price. 8. The letters she got **from time to time** kept her well-informed as to how things were going in her native town. 9. It took her several weeks to **recover fully from** her illness. 10. He was **set** the task of making a careful study of the problem and reporting on the results. 11. The food seemed **tasteless**. 12. He wondered if he wasn't running a temperature. 13. It was a different kind of life, easy and **free from all worries**. 14. It's difficult to follow him, he **never keeps to** the subject. 15. His failure in the exam was a hard blow to him. It would take time **getting used to**. 16. **The prices** for the garage services seemed to be quite reasonable.

Ex. 15. Speak on the following topics, using the words and phrases given below.

1. In the Train

An American lady; two other passengers; a fast train; a sleeping car; a compartment; a porter; to pull up (down) the window-blind; to make oneself comfortable; to have the seats made into beds for the night; to get off the train; to walk a little way along the platform; to stay near the steps of the car; for fear of; to be left behind; to leave with no signal of departure; to be afraid of the speed (a wreck).

2. From Palermo to Paris

to take a train; to travel first (second, etc) class; to speed across the country; to cover many miles; in the south; to see the sea occasionally; far below against the rocks; further north; to change (of the city); flat fields of grapes; greystone hills; on the way; to stop at Marseilles, Avignon; to slow down; to follow one track through many others; to pull into (out of) the station; to cross a river; to pass through many outside of Paris towns; big advertisements on the walls toward the train; to near Paris.

5. Arrival In Paris

to come into Paris; to arrive safely; to have a comfortable journey; to have no complaints about the service; to get down the bags; to hand the bags to the porter; to pile the luggage on a truck; to go out on to the platform; to say goodbye to one's fellow-passengers; to give up one's ticket to the man at the gate.

4. The American Lady

to look very wholesome, middle-aged and American; respectable; middle-class; narrow-minded; to be used to having one's own way; to push one's ideas on smb; to stick to one's ideas; to be dissatisfied with smb's choice; to be firm with smb; to leave nothing to chance; not to recognize smb's right to happiness; to ruin smb's life; to set the date of departure; to take smb away; to try to comfort smb; to buy a canary as a present.

5. The Story of the American Lady's Daughter

to go on a trip to the Continent; to stop at a hotel; to fall in love with smb at first sight; to be happy in one's love; a hard blow; to give up easily; not to fight for one's happiness; to be taken away; to suffer; to be used to; to respect smb's wishes; to obey smb's orders; to lose interest in life; to become flat (of life); to take smth hard; not to care about things; not to get over smth.

6. The Story of the Author And His Wife

to listen with half an ear; to be at a loss what to say; to have one's own worries; to be full of one's own thoughts; to go wrong (of the marriage); impossible to put smth right; to be smb's fault; to realize that smth is hopeless; the reason for smth; to return to Paris with a definite purpose in mind; to set up separate residences; not to breathe a word to smb about smth.

SPECIAL DIFFICULTIES

Ex. 16. Translate the following sentences using "occasion" or "event" according to the sense.

1. Почему бы нам не отметить такое важное **событие**? 2. Какое **событие** было поворотным пунктом в вашей жизни? 3. День был полон **событий**. 4. Приезд сына на каникулы был всегда большим **событием** в их семье.

Ex. 17. Translate the following sentences using the word. "idea".

1. **Я понятия не имею**, что он за человек. Мне никогда не приходилось иметь с ним дела. 2. Они не **представляли**, что поездка окажется такой продолжительной. 3. Он **не думал**, что операция пройдет так быстро. 4. **Я не знаю**, что он имел в виду. 5. Мы **не ожидали**, что мальчик так хорошо играет в шахматы. Ему нет равных в школе. 6. С какой платформы отправляется поезд? — **Понятия не имею**. 7. Они **не**

предполагали, что им придется делать пересадку в пути. 8. Мы **не ожидали**, что из него выйдет такой отличный специалист. 9. Я и **понятия** не имел, что он когда-то был известным боксером.

GRAMMAR EXERCISES

4.1.1 The Gerund

1. The Syntactic Function of the Gerund

Ex. 18. Study the following chart. Translate the sentences into Russian.

subject	1. It's no use arguing with her. 2. His* being so slow is very annoying.
predicative	3. What annoys me is his being careless.
direct object	4. I don't mind your including this book in the list. 5. He suggests getting in touch with her as soon as possible.
prepositional object	6. He insists on doing the job himself. 7. I am thinking of writing to him.
attribute	8. I don't see the reason for his complaining about it.

Ex. 19. Paraphrase the parts in bold type using gerundial phrases, mind the prepositions.

1. That she is so fussy is not a little unpleasant. 2. What surprised everybody was that he was able to do it. 3. The doctor insists that she should put off the trip. 4. We don't mind if we go there by train. 5. He suspected that I knew the truth. 6. There is no doubt that he is intelligent. 7. He suggests that we should watch the football match on TV instead of going to the stadium.

*A possessive pronoun or a noun in the possessive case before {he gerund denotes the doer of the action expressed by the gerund. Compare:

- (a) I insist on writing to him myself.
- (b) I insist on your writing to him.

Ex. 20. Make one sentence out of the following pairs of sentences by using gerundial phrases.
The part in bold type is to become the predicate.

1. He is clever. There is no doubt about it. 2. Why waste time on such things? There is no sense in that. 3. He solves cross-word puzzles very well. He is good at it. 4. He likes to talk music. He gets pleasure out of it. 5. The child usually drinks milk before going to bed. He's used to it. 6. He has an annoying habit. He mispronounces names. 7. You were running a risk. You might have caught cold. 8. You can't treat him like a child. It's no use.

Ex. 21. Make up sentences using gerundial phrases according to the model.

Model: (a) to be tired of (b) to argue

I am tired of arguing.

1. (a) to be good at (b) to make friends. 2. (a) to be busy* (b) to arrange an exhibition of the best photos of the year. 3. (a) to be proud of (b) to be a pilot. 4. (a) to be tired (b) to quarrel with smb. 5. (a) to be afraid of** (b) to catch a cold. 6. (a) to be fond of (b) to dance. 7. (a) to be sure of (b) to be ill. 8. to be ashamed of*** (b) to be impolite to smb. 9. (a) to be worth (b) to remember.

Ex. 22. Study the following char.**** Translate the sentences into Russian.

an adverbial modifier of time	<ol style="list-style-type: none"> 1. On (upon) seeing me on the other side of the street he shouted to me. 2. In copying the text he missed a line. 3. After finishing his work he went for a walk. 4. Before taking action you had better make inquiries.
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*No preposition is used after "to be busy" when it is followed by the gerund, e.g. He is busy looking through the morning mail. Compare: I am busy with my work.

**An infinitive, not a gerund, is used after to be afraid, if it denotes dare not бояться=неосмеливаться, e.g. I am afraid to ask him about it. Compare: I am a-fraid of failing at the examination.

***An infinitive, not a gerund, is used after to be ashamed when it refers to something that hasn't taken place yet, e.g. I'd be ashamed to ask him for help.

****The gerund may also be used in the function of an adverbial modifier of- 1) concession, e.g. In spite of being busy, she came to the party. 2) condition, e.g. Don't enter without being invited. 3) purpose, e.g. His method is used for teaching children. 4) cause or reason, e.g. He kept silent for fear of making a mistake.

modifier of manner or attending circumstances	<p>5. He left without letting us know.</p> <p>6. I upset all their plans by refusing to come.</p>
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4.2 A. *An Adverbial Modifier of time*

Ex. 23. Replace adverbial clauses of time by gerundial phrases.

1. When he arrived at the airport, he went to the left-luggage office first thing. 2. When he was looking through the documents he came across a very interesting photograph. 3. After he had packed all the things he phoned for a taxi. 4. She hesitated before she entered the room. 5. When I was passing their house, I noticed that all the windows were dark. 6. After they settled down they started enjoying the place. 7. When I learned the results of the competition I rushed to the telephone-booth. 8. When he reached the village, he slowed down. 9. Before she rose from table she made me a sign to follow her. 10. When she left school, she got a job at the post-office.

B. An Adverbial Modifier of Manner or Attending Circumstances

Ex. 24. Answer the following questions using gerundial phrases according to the model.

M o d e l : (a) How did he manage to calm her? (to promise to return soon). He managed to calm her by promising to return soon.

(b) How did they listen to her? (not to interrupt) They listened to her without interrupting.

1. How did you learn to speak the language so well? (to speak) 2. How did the committee accept the terms? (not to argue) 3. How did the teacher find the way to the child's heart? (to treat kindly) 4. How did he leave? (not to say good-bye) 5. How did she learn to play the piano so well? (to practise a lot) 6. How did he tell you about the accident? (not to go into details) 7. How did they manage to get such excellent results? (to use a new method) 8. How did the delegate manage to get there in time? (to take a plane)

Ex. 25. Supply the missing prepositions to suit the syntactic junction of the gerund.

1. I stopped, ... opening the door. 2. This time he felt no surprise ... meeting his friend. 3. ... washing up she settled down in a comfortable armchair before TV. 4. As the visitor looked through the open doorway, ... passing, he stopped short. 5. What did she mean ... being busy? 6. He tore the note into pieces ... reading it. 7. The Gadfly couldn't run the risk ... being seen. 8. I insist ... remaining here. 9. Outside it kept ... raining. 10. The child nodded his head ... replying. 11. I kept her ... falling down. 12. He went ... saying the things that meant nothing at all, but which were, somehow, better than silence. 13. ... washing up she broke a cup.

Ex. 26. Translate the following sentences using the gerund in the function of an adverbial modifier.

1. Он включил меня в список экскурсантов без лишних разговоров. 2. Она уговорила меня ехать, сказав, что она присоединится ко мне через неделю. 3. Тем, что ты будешь надоедать ему, ты только рассердишь его еще больше. 4. Она уладила этот вопрос, не поднимая лишнего шума. 5. Проснувшись, я не сразу понял, где нахожусь. 6. Проходя мимо их дома, он решил зайти. 7. После окончания школы она стала работать секретарем. 8. Не вдаваясь в подробности, он сразу перешел к существу дела. 9. Упаковывая вещи, он вдруг вспомнил, что совершенно машинально (не думая) вместе с документами упаковал и билет. 10. Мы чувствовали себя бодро, несмотря на то, что были очень голодные. 11. Перед тем как лечь спать, он решил написать письмо домой.

4.2.1 II. The Forms of the Gerund

Ex. 27. Study the forms of the gerund.

form	active	passive
non-perfect	The American lady lay without sleeping. My watch needs repairing.*	He had a feeling of being watched.

*After the verbs to need, to want, to require and the adjective worth the gerund **is** used in the active form though it is passive in meaning.

perfect	The American lady looked wholesome in spite of not having slept.**	I've never heard of the house having been painted*** once since it was built.
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Ex. 28. Use the correct form of the gerund.

1. I think I'll have a chance of (to introduce) you to my friends. 2. I've just had the pleasure of (to introduce) to your sister. 3. Everybody was surprised at her (to leave) so soon. 4. I am tired of (to treat) like a child. 5. You've changed so much that he might be excused for not (to recognize) you. 6. She had to leave the house without (to see) by anybody. 7. I remember (to be) on friendly terms with him. 8. This matter wants (to clear up). 9. She was dancing wonderfully. I couldn't help (to impress). 10. Boys always enjoy (to swim). 11. The children were annoyed at (to tell) to leave. 12. She looked disappointed. We suspected him of (to tell) her the sad news.

Ex. 29. Translate the following sentences using gerundial phrases.

1. Прежде чем заполнять анкету, ознакомьтесь с ней. 2. Я помню, как а) я был огорчен его неудачей; б) он был огорчен моей неудачей. 3. Вы не возражаете, если я присоединюсь к вашей компании? 4. Перестань надоедать ей глупыми вопросами. 5. Мы сократили путь, переплыв' реку. 6. Увидев вдали автобус, я бросился бежать к остановке. 7. Прежде чем давать окончательный ответ, хорошенько подумай. 8. Товарищи внимательно слушали и не прерывали ее. 9. Овод рисковал быть узнанным. 10. Он разорвал письмо, не читая его. 11. Он хорошо разгадывает кроссворды. 12. Мой любимый спорт плавание. 13. Я боюсь провалиться на экзамене. 14. Ребенок боялся, что его оставят одного дома. 15. Она просто не может не опаздывать. 16. Этот факт стоит запомнить. 17. Она рассказывала мне об этом, не глядя мне в глаза. 18. Он далеко не простой человек, и с ним трудно договориться. 19. Нет смысла обсуждать этот вопрос в его отсутствии.

MIXED BAG

Ex. 30. Paraphrase the following sentences using "to forget" or "to remember" followed by either an infinitive or a gerund; mind the explanation given in the model.

**The non-perfect form of the gerund is often used in place of the perfect form, e.g. I remember seeing the film. Your refusing to help them was a shock to everybody. He mentioned speaking to them on the subject.

***The perfect form of the gerund, passive voice, is practically not used.

Model: He forgot to post the letter (He didn't post it. He forgot.)

He forgot mentioning the fact to her (He mentioned the fact to her and forgot about it.)

I remembered to post the letter (I didn't forget to post it.)

I remember posting the letter (I remember that I posted it.)

1. Do you remember you beat him at chess once? 2. Please, remember that you must ring me up on Saturday. 3. I didn't return the book I had borrowed from him, I quite forgot. 4. She forgot that she had given him her telephone number and was surprised to hear his voice on the phone. 5. She quite forgot that she had asked you to book the tickets. 6. She said that she remembered that she had had a talk with him on the subject. 7. I remember I enjoyed this film. 8. Don't forget that you must write a letter. 9. Did she remember that she was to get in touch with him? 10. She forgot that she had postponed the appointment.

Ex. 31. Fill in the blanks with "not" or "without"* thus using either Participle 1 or gerund.

1. ... knowing the answer, she continued to puzzle over the problem. 2. He looked at me ... recognizing me. 3. ... recognizing me she passed by. 4. He received the news calmly ... making a fuss about it. 5. I kept silent ... wishing to attract attention. 6. ... having noticed the mistake he could not understand why they were laughing at him. 7. She departed ... once turning her head. 8. She felt lonely ... having any friends there. 9. He left the house ... waking anyone. 10. I hung up the phone ... waiting for her answer.

Ex. 32. Translate the following sentences using the gerund, the infinitive or Participle I according to the sense.

1. Ему стыдно, что он вышел из себя. 2. Ему было стыдно признаться (сказать), что он не сдал экзамен по английскому языку. 3. Я боюсь, что мне зададут этот вопрос. 4. Я боюсь сидеть на сквозняке. 5. Я помню, что ему предлагали эту работу. 6. Я забыл предложить ему чашку чая. 7. Он не забыл навести справки об условиях приема в институт. 8. Она заявила, что уже включила его в список. 9. Они остановились, чтобы перекусить. 10. Они перестали спорить. Они поняли, что это потеря времени. 11. Не желая ссориться с ним, она переменяла тему разговора. 12. Они могли спорить, не

*without + gerund is an adverbial modifier of manner or attending *circum* stances, not + Participle I is an adverbial modifier of reason.

ссорясь. 13. Ножницы используются для стрижки волос, разрезания бумаги, ткани и т.п. 14. Я воспользовалась ножом, чтобы разрезать книгу.

Ex. 33. Fill in the blanks with the correct form of a verbal (gerund, participle or infinitive).

Dora got into the train. It was now very full indeed and people were sitting four a side. Before ... (to sit down) she inspected herself quickly in the mirror. She looked good in spite of ... (not to sleep). She turned towards her seat. A large elderly lady moved a little ... (to make room). (It was a devilish hot day). She thought that she was lucky ... (to have a seat) and with a certain satisfaction watched the corridor ... (to fill) with people who had no seats.

Another elderly lady, ... (to make one's way) through the crowd reached the door of Dora's carriage and addressed her neighbour. "Ah, there you are, dear, I thought you were nearer the front." They looked at each other rather sadly. The ... (to stand) lady had her feet ... (to catch) in the luggage. They began a conversation about how they had never seen the train so full.

Dora stopped ... (to listen), ... (to strike) by a terrible thought. She ought to give up her seat. She refused to believe the thought but it came back. There was no doubt about it. The elderly lady who was standing looked very weak indeed, and it was only proper that Dora, who was young and healthy, should give her seat to the lady who could then sit next to her friend. Dora felt the blood ... (to rush) to her face. She sat still ... (to think over) the matter. There was no point in ... (to be hasty). It was possible of course that while clearly ... (to understand) that she ought to give up her seat she might nevertheless simply not do so out of pure selfishness. On the other side of the ... (to stand) lady a man was sitting. He was reading his newspaper and didn't seem ... (to think) about his duty. There was another aspect to the matter. She had taken the trouble of ... (to arrive) early, and surely ought ... (to reward) for this. Though perhaps the two ladies had arrived as early as they could? There was no ... (to know). But in any case there was an elementary justice in the first comers ... (to have) their seats. She thought of her state of mind as neurotic. She decided not to give up her seat.

She got up and said to the lady "Do sit down here, please. I'm not going far, and I'd much rather ... (to stand)."

"How very kind of you!" said the lady. "Now I can sit next to my friend. I have a seat of my own further down, you know. Perhaps we can just exchange seats? Do let me ... (to help) you to move your luggage." The train began ... (to move).

On ... (to reach) the other carriage Dora at once saw an empty corner seat by the window. The elderly lady departed and Dora settled down.

(after "The Bell" by Iris Murdoch)

Ex. 34. Test Translation.

1. По случаю окончания института мы организовали вечер. 2. Я мало знаю его. Мы встречаемся от случая к случаю, и разговор у нас обычно бывает только об учебе. 3. На мой взгляд это был не повод для шуток. 4. После большого и шумного города жизнь в деревне показалась им скучной и однообразной. 5. Если у вас плоскостопие, то вам лучше бы сделать туфли на заказ. 6. Невзирая на все доводы, он наотрез отказался принять наши условия. 7. Чем был вызван его поспешный отъезд? — Трудно сказать. 8. Еще до сих пор не назначен день отъезда. А ведь нам надо подумать о билетах. 9. Несмотря на то, что результаты работы были хорошими по сравнению с прошлогодними, главный инженер сказал, что надо добиться того, чтобы они были еще лучше. 10. Вам стоит починить холодильник. Он вполне еще может послужить. Ремонт обойдется недорого. 11. Из него определенно вышел бы хороший спортсмен, если бы он больше тренировался. 12. Я чувствую себя неловко в этом пальто. Оно мне велико. Мне надо было бы купить другое, на размер меньше. 13. Книги были единственным утешением для него во время болезни. 14. Этим вопросом следует заняться отдельно. Он требует изучения. 15. Они знали, что все трудности уже были позади, и это была очень утешительная мысль. 16. Ему, вероятно, потребуется немало времени, чтобы придти в себя после такого потрясения. 17. Просят, чтобы выступающие не отклонялись от темы, а говорили по существу. 18. Цена за товар не включает упаковку. Плата за упаковку взимается отдельно.

SPEECH EXERCISES

Ex. 35. Retell in narrative form.

I went to Grand Central Station to see off my uncle's family. There the train came in a little before twelve. I helped my uncle take the things into the compartment. It seemed as if only a few minutes had passed, but it was time for me to get off the train. I kissed my little cousins good-bye and gave them each a box of chocolates. "I'll miss you, Frankie," Irene, the older one, said. "I'll miss you too," I said. I turned to my uncle and held out my hand. We shook. "Good-bye, uncle. Good luck."

He smiled. "So long, Frankie. Be a good boy. It won't be long before we are back again."

My aunt was next. She put her arms around me and kissed me. She was crying. "I wish you were coming with us, Frankie," she said.

"I do, too," I said. I could hardly keep from crying, I tried not to because I didn't want them to feel bad. "Thanks for everything."

I didn't know what to say. Just then the porter touched me on the shoulder. "You'd better be getting off, sir. We're going to start any minute."

I nodded to him. I stood up and looked at them. "Well," I said, "so long." I could feel the tears coming into my eyes in spite of all my efforts, so I turned and got off the train.

I heard their good-bye in my ears as I walked down the platform to where their window was and waved to them. The girls had their noses flat against the glass. My uncle was trying to say something, but I couldn't hear him through the closed window. The signal of departure was given and the train started.

Ex. 36. Answer the following questions using the active vocabulary of the text. Sum up your answers.

1. The Railway

1. How old is the railway? 2. When did the first railway lines appear in Europe? 3. What two cities did the first railway line connect in Russia? 4. What are the main lines in our country now? 5. Why is it important that industrial centres should have more railway lines? 6. How are the tracks kept in order? Why is it necessary that they should be cleared of snow, etc? 7. What kinds of engines are used more often now: steam or diesel-oil-electric? 8. Why are lines electrified?

2. The Train

1. What does a modern train look like? 2. What kind of engines have: suburban, fast, goods trains*? 3. How many carriages are there in a suburban, fast, goods train? 4. In what way does a carriage of a local train differ from that of a fast train? 5. Why are there no compartments on a local train? 6. Why are there sleeping and restaurant cars only on long-distance trains? 7. How many passengers does a local train carriage (a long-distance train

*goods train (*Am. E.*)= freight train

compartment) hold? 8. What does a goods train carry? 9. What is the speed of a suburban train, a fast train, a goods train? 10. What kind of service do you get on the train?

3. Travelling by Train

1. When do you book tickets beforehand? 2. When do people go to the station to see off their friends? 3. When do you take a porter? 4. What's your idea of a comfortable journey? 5. Would you rather have a lower or an upper berth? 6. Would you rather travel facing the engine or with your back to the engine? 7. What has a news-stand to offer a traveller? Why do you buy magazines or newspapers when going on a journey?

4. A Local (Suburban) Train

1. What do you call the trains that connect the suburbs with the city? 2. What is the usual speed of a local train? 3. How often do local trains run? 4. Who uses local trains? 5. What do the carriages of a local train look like?

5. Booking Tickets

1. How do you book tickets if you intend to go on a journey? 2. How do you reserve tickets by telephone? 3. When are tickets delivered to your home? 4. What is a single, season, return ticket, half ticket? 5. When are tickets booked on the day of the departure? 6. In what case do you return your ticket? 7. Why are travelling agencies to be found only in big cities?

6. A Railway Station

i. How does a big city railway station look different from a small station? 2. What are the duties of a porter? 3. What is a left-luggage department for? When do you use it? 4. What is a time-table for? 5. What is a waiting room for?

Ex. 37. Read the following, answer the questions using the vocabulary of the lesson. Give a name to the story and retell it.

A famous actor often had to travel by train. Of course, a lot of his fellow-passengers used to recognize him on his journeys, and some of them tried to get into conversation with him, but he was usually feeling tired after acting until late the night before, so he did not talk to them.

One day he had just got into the train with all his luggage, when a young man came and sat down in the seat opposite him. The young man took out a book and began to read it, while the actor tried to get some sleep in his corner of the compartment.

When he opened his eyes, he found that the young man was looking at him wide-eyed and open-mouthed, his book forgotten. The actor shut his eyes and tried to go to sleep again, but every time he opened them he would see the young man staring at him. At last he gave up the attempt to sleep, took out a newspaper, put it up in front of him and began to read.

After a few moments the young man cleared his throat and spoke, 'I beg your pardon, sir,' he said, 'but haven't I seen you somewhere before?'

The actor did not answer. He did not even put his newspaper down. The young man said nothing more for several minutes, but then he tried again: 'I beg your pardon, sir,' he said, 'but are you going to San Francisco?'

The actor put his paper down this time, looked at the young man coldly without saying a word, and then put the paper up in front of him again.

This time there was an even longer pause before the young man spoke again. Then he said in a last attempt to start a conversation with the great man, 'I am George P. Anderson of Wilmington, Vermont.'

This time the actor put his paper down and spoke. 'So am I,' he said.

That was the end of the conversation.

Questions

1. Did the actor make regular or occasional trips by train?
2. Why was he often recognized by his fellow-passengers?
3. Why would he usually be annoyed by their attempts to enter into conversation with him?
4. Why didn't he care to talk to them?
5. What happened on that particular occasion?
6. What did the young man realize on giving his fellow-passenger a closer look?
7. Did the actor give any sign to make the young man believe that he wanted to talk to him?
8. Any person would have felt extremely uncomfortable being stared at, wouldn't he?
9. Why did the actor's obvious unwillingness to talk make no impression on the young man?
10. Why did the young man introduce himself?
11. For what purpose, do you think, was the young man trying to make conversation with the great actor?
12. Was the young man put off in any way by the actor's flat refusal to talk?
13. Do you believe that the actor's answer cured the young man of his annoying habit?

Ex. 38. Read the following, answer the questions and retell the passage in English.

СЛУЧАЙ С ТРАГИКОМ

Знаменитый трагик нигер Олдридж в 1860 году объехал всю Европу. Ему везде сопутствовал успех.

Находясь уже в Северной Америке, он получил приглашение из города Мобилэ, находящегося в южных штатах. Несмотря на то, что этот город был одним из центров расизма, Олдридж все же принял приглашение.

На третий день своего пребывания в Мобилэ, он решил повидаться со своим приятелем, жившим в Монтгомери, и взял туда билет первого класса. Кассир на вокзале, узнав знаменитого актера, конечно, не подумал сказать ему то, что обыкновенно говорил всем чернокожим: «Ваше место в вагоне для негров».

Артист вошел в пустой вагон, удобно уселся и погрузился в чтение газеты, скрывавшей его лицо. Вагон постепенно наполнялся пассажирами. Раздался свисток, и поезд двинулся.

Через некоторое время Олдридж опустил газету. Пассажир, сидевший напротив, вскочил и потребовал, чтобы кондуктор вывел из вагона негра, сказав, что если он этого не сделает, то потеряет работу, т.к. он Франциск Парри — член правления этой дороги.

Вскоре поезд остановился у маленькой станции.

—Сэр, вы видите, я должен вас просить... —сказал кондуктор. Так как артист отказался наотрез выйти, то пришлось вывести его из вагона.

Артист стоял на платформе, тяжело дыша. Поезд ушел. К вечеру Олдридж вернулся в Мобилэ, Он был так потрясен происшедшим, что решил немедленно покинуть южные штаты и отправился в театр переговорить с директором. Увидев Олдриджа, директор бросился к нему с радостным криком;

— Это вы, Олдридж? Вы живы? Вы ведь сегодня уехали утром в Монтгомери?

— Да, но одно происшествие, о котором я вам сейчас расскажу, вынудило меня покинуть поезд.

— Так благодарите это происшествие за то, что вы живы. Поезд, в котором вы ехали, потерпел крушение около Монтгомери. Среди пассажиров много убитых. Прочтите в вечерней газете.

Олдридж схватил газету. В списках погибших он прочел имена Франциска Парри и знаменитого трагика Олдриджа...

Questions

1. What was Aldridge? 2. When did he tour Europe? 3. How great was his success in Europe? 4. What invitation did he receive one day? 5. Where did it come from? 6. Why did he accept the invitation in spite of the fact that Mobile, a town in one of the southern states, was a centre of racism? 7. What did he decide to do on the third day of his stay in the town? 8. Where did his friend live? 9. How did he intend to travel? 10. Why did the booking-dark make no mention of the "Jim Crow" car? 11. What did Aldridge do on taking his seat in the train? 12. Why didn't his fellow-passengers notice at first that they were travelling in the same car with a Negro? 13. What happened when Aldridge put down his paper? 14. Why did the passenger sitting opposite Aldridge demand that the actor should be immediately thrown out of the car? 15. Why couldn't the porter disobey an order coming from Francisco Parry, a member of the Railroad Board? 16. What happened when the train stopped at a small station? 17. Why did Aldridge refuse flatly to leave the car? 18. What feelings rose in him? 19. How was Aldridge removed from the car? 20. Aldridge was badly shaken by what had happened, wasn't he? 21. Why was it impossible for him to remain in the South after the incident? 22. Why was the director filled with joy to see Aldridge back? 23. What occurred as the train was approaching Montgomery? 24. What did Aldridge read in the evening paper?

Ex. 39. Read and retell the text.

ON TIME

After John O'Haza.

Laura was the first person to take a seat in the Pullman. It was always that way with Laura. Whether for a train, a dentist appointment, the theatre, a dinner-party, Laura was always punctual. In her home town, her friends would look out of their windows, and seeing Laura on her way to a luncheon or other meeting, they would say, "We have plenty of time. Laura's just leaving." Her punctuality meant that she often had to wait for people. In fact, some time ago, she had been kept waiting a very long time. And now here was the man who had made her wait, taking his seat at the other end of the car.

After ten years, she still knew him before she saw his face. She was annoyed with herself because the sight of him made her realize that she still cared. Just in time she pretended to shade her eyes with her hand as he turned around before sitting down.

The train started. Frank was deep in his paper and a dozen Pullman chairs away from him, Laura was left with her memory of an afternoon a decade ago, an afternoon when she had waited, and waited alone. He had arranged to meet her at Luigi's. He had chosen the place with great care, it was a place where no one knew her. "I'll telephone them to expect you, and you go straight through the bar to the last booth. You won't know anybody, but just in case."

When she went into the place, the owner seemed to recognize her. "Yes, lady, you are meeting Mr. Hillman. Right this way, please." He led her to the booth, took her order for the first drink. She had left her bags in the front of the restaurant, and there was not the slightest doubt in her mind that the owner knew what was going on. He was very polite, very attentive as though every afternoon at four, he greeted young women who were walking out on their husbands because they had fallen madly in love with someone else.

There was admiration but no disrespect in his eyes as he brought her the first drink. The admiration gave way to pity after she had waited two hours and had taken her sixth drink. Then she went home. Frank had tried to get in touch with her, but all his attempts were unsuccessful because she had never replied.

"Would you like to have lunch with me in the dining car?" Frank was standing over her with his easy charming smile.

"Why, Frank," she said, pleased that she did not sound as frightened as she felt. "Why, yes, thanks." She got up and they went to the diner. They did not speak until they had ordered. She hoped that the years had changed her as little as they had him. He was still very handsome.

"I'm very pleased," he said.

"Why? At what?"

"That you speak to me. For ten years I've wanted to tell you about that awful day. I know you think I should at least have telephoned. but you never gave me a chance to tell you what happened. Do you know what happened?"

"What happened, Frank?"

"I met with an accident on my way to Luigi's, I was run down by a taxi. When I woke up in the hospital it was too late to call you even if I could have got out of bed, which I didn't for nearly three months."

"Really?" she said.

"And of course there was no one I could ask to phone you. No one else knew."

All at once she saw a way to wipe out the humiliation of those ten years and that one afternoon. 'Frank, I've got to tell you something. I wasn't there.' She looked at him and, she knew, convincingly.

"What?"

"I never went to the place. I did come to New York. I was going to meet you, but at the last minute I was afraid."

"But, Laura," he said, "when I got out of the hospital, I asked Lui-gi. He said yes, he remembered a lady waiting for me."

"It wasn't I. I just couldn't do it. I couldn't walk out on Bob that way. Then when I went home I was ashamed for being such a coward. That's why I never returned your calls. I was too cowardly."

"You weren't there." He said in a flat voice. "I can't believe it. I can't believe it."

"It worked out better this way," she said. She was heartless, cruel, but she got some comfort out of what she had said.

"Well, I suppose so," he said. He was taking it very well. He couldn't have her see what a hard blow it was for him. "Punctual Laura, on the one occasion when you really should have been on time, you didn't turn up at all."

"Well, better never than late, as they say," she said sweetly.

Ex. 40. Use the following words and phrases in situations.

1. A Trip

to intend to go on a trip some place; to set a day for the departure; to choose to travel by railway; to make inquiries about smth by phone; to book a return ticket in a sleeping car; to start packing one's luggage; an eventful day; to fuss about smth; to turn one's flat upside down; at smb's suggestion; to take smth along; to be on the safe side; finally; to set out; to take a taxi; to arrive at the station safe; to hire a porter; to pile one's luggage on a truck; to have one's luggage put in a luggage van; to catch sight of smb; to come to seesmboff; towishsmb a comfortable journey; to be in high spirits; a signal of departure; to pull out of the station; to wave good-bye to smb; to move slowly; to pick up speed; to be out of sight; to settle down to enjoy smth

2. At a Railway Station

an impressive building outside; to be equally impressive inside a large main hall; on one side; a booking office; news-stands; an information bureau (inquiry office); on the opposite

side; a left-luggage office; a restaurant; waiting rooms; all kinds of signs and advertisements; to help smb in every possible way; to include; time-table boards; to go outside; departure and arrival platforms; to be covered with roofs; porters with trucks; to rush in all directions; judging by; the atmosphere and spirit; a picture of a busy life

3. Travelling Companions

A. to go on a holiday; to go by train; to have a seat facing the engine; to address oneself to smb; to make a polite remark on the weather; to receive only a nod in return; to suspect; to be a little deaf; to raise one's voice; to be eyed with suspicion; to feel uncomfortable; to have no idea; to mean; after all; to have the best of intentions; not to notice; to approach a big station; to see smb get down his luggage; to depart in a hurry; to remain alone.

B. on one occasion; to travel on business; to be charged with an important mission; lost in thought; to be directed to (about one's thoughts); to be interrupted; to have the seat opposite; to remark on the weather; to be obvious; to start a conversation; to have no intentions; to keep up the conversation; to nod politely in reply; in spite of; not to be put off; to inquire about smth; to mumble smth back; a sign of displeasure; to get annoyed with smb; luckily; to come to an end

4. A Careless Driver

heavy traffic; to cross the road; to take care not to get run down; to hear a car braking; at full speed; another second and...; to be the driver's fault; to break the speed-limit; to feel more dead than alive; to show presence of mind; to get over the shock; to calm down

5. A Fault-finder

to have occasional quarrels; to find fault with smb; to have unreasonable demands; besides; to have a quick temper; to make things still worse; to be deaf to reason; to suffer greatly; to lose one's patience; after all; to show common sense; to make one's intentions clear to smb; judging by; to realize; to apologize to smb for smth

Ex. 41. Tell the story of the picture.



5 It's these new divorce laws—you get half each!

Ex.42. Subjects for oral and written composition.

1. Retell the story as if you were: a) the American lady; b) the author; c) the author's wife; d) the American lady's daughter.
2. Give a character-sketch of the American lady.
3. Say whether you believe the girl would ever get over her love for the young Swiss.
4. Say whether you think the canary would comfort the girl.
5. Explain the title of the story.
6. Tell a story of true love that wins in spite of all difficulties.
7. Tell a story to illustrate each of the following proverbs: "Love is blind"; "He who hesitates is lost."
8. Express your point of view as to the say parents should have in such matters as marriage of their grown-up children.
9. Describe a journey by train.
10. Tell a story you have heard from a fellow-passenger during a trip.
11. Write your impressions of a journey by train in the form of travel notes.

Text: "Ball of Paper" by William Cooper¹

Grammar: Modal Verbs must, can (could)

Ball of Paper

I was in my lab² one afternoon. It must have been about half-past five, anyway, time to think about going home. There were a couple of observations I wanted to make before I went and it was a quarter of an hour before I could make the second check. During that quarter of an hour the wretched Johnson incident happened.

I decided to use the spare time filling up a form. This form was to do with Johnson's promotion. Johnson had got to go up for an interview³ and he couldn't go till the form was completed. I'd given our Establishment Officer⁴ my word that I'd definitely do it before I went home this afternoon. I was Johnson's senior officer⁴ and whoever read that particular bit of paper was probably going to pay some attention to what I said on it. I hoped they would anyway.

Since Johnson came to me he'd done a good job as an Experimental Officer.⁴ I could put my hand on my heart and say that. But he was not everything he ought to be. He was inconsistent, inconsistent in a way I just somehow couldn't put up with.

I'm not consistent at all myself. I work in bursts and keep irregular hours. But I can see the sense in that. I couldn't see the sense in the way Johnson went on. He wasn't consistent intellectually. He wasn't consistent in his attitude either. More than once I caught him going behind my back for something he wanted. In fact, he'd have done me one or two dirty tricks if I hadn't found out and stopped him. But that's the personal side of it. What really bothered me was the way he was erratic in his ideas.

To be fair to the man, I've got to admit that he'd had a lot of experience. He had some good ideas as well. I'd even go so far as to say one or two of them were really good, far beyond what you could expect from an E.O.⁴ He'd also had quite a few bad ones, in fact bad is hardly the word for them. They were blunders. On top of all he had an ungovernable temper.

It was a very difficult decision to make. Moving Johnson up from E.O. to S.S.O.⁴ was risky. A man as erratic as Johnson is a risk anywhere. In our kind of work he's a menace. But

I had to admit that as the years went by he was getting more sensible. He was having his good ideas just as often and he was making blunders less frequently. I was coming round to thinking the risk might be worth taking. These were the lines I was thinking along, and I should have gone on thinking along them if Johnson hadn't come into the room that evening just at the critical moment.

I suppose you must have guessed that Johnson thought the reason he hadn't succeeded in getting promoted already was because I'd given him a bad write-up,⁵ that I was responsible for the delay. Mind you, it was a difficult thing to do, to get the kind of appointment he was aiming at. Johnson had it fixed in his head that a poor write-up from me would not permit our people to promote him. As usual he was exaggerating. I'd first reported impartially on his actual work, and then given my personal opinion of the risk of making him an S.S.O. After that it was up to them.

On the last two occasions the Commission had come down on my side of the line. Now I'd come to the conclusion that the line didn't quite stand where it did. The man was definitely taking himself in hand, both in his ideas and in his personal behaviour. I thought the risk was definitely less than it had been, and I was prepared to say so. And that, I thought, might mean that this time Johnson would get what he wanted.

I picked up my pen. Now I'd got down to it, the job was not as disagreeable as it might have been.

I was just reading the form over before I put my name to it when the door flew open. It was Johnson. I could tell by the look in his eyes that he knew what I was doing.

I shall now have to describe the lab. It was what's called a hot lab.⁶ This means there are radio-active substances about the place that can do you serious harm if you expose yourself to too much radiation from them. You've probably seen pictures of people working in hot labs, handling things by remote control, wearing protective clothing and all the rest of it. The labs are air-conditioned, they don't have any windows and they are constantly being swept and polished.

What caught your eye when you came into my lab was an object called a coffin⁷ in the middle of the floor. A coffin is a large brick-shaped block of solid lead with a cavity on the top. Lead is one of the best materials for stopping radiation. At the bottom of the cavity lay a uranium slug — that's where the radiation was coming from. The slug was fresh from the reactor.

What goes on in an atomic pile is this. Bars of uranium, called slugs, are pushed along channels through the reactor, and while they're there fission of the uranium takes place, so

that when they come out at the other end they've been partly transformed into plutonium and fission products. What I have to draw your attention to is that the longer the slug has been in the pile, the more active it's likely to be when it comes out.

I can't describe the experiments I was doing because they are secret. The only two things you need to know I actually can tell you. First, the slugs I was experimenting with had been kept in the reactor a long time. Second, the coffin I was using was one I had designed myself, and it gave very little protection. I didn't like that, naturally. But I couldn't do the experiments on the slug that I wanted to do unless I had that design of coffin. So there it was. When we weren't doing any experiments we covered the cavity over with lead bricks. When the bricks were off you had to keep way.

So there we were, Johnson and I facing each other.

Johnson's eyes were bulging. His specs² were slipping off his nose.

"Oh, hello," I said. I put down my pen.

"Hello, Curtis."

He spoke in a menacing tone and what's more he dared to come and stand not far from my elbow. I was used to dealing with him in this mood. I said:

"You've just come in time, Johnson. The next observation is due at —" I don't remember now actually what time it was, but I told him then.

"O.K.," he said. "That leaves us eight minutes. I wanted to have a word with you about that, Curtis."

"About what?" I said.

"About that confidential report on me." There was no denying it.

"I'm not going to pretend it's not what you think it is, Johnson." I said. "It is."

He came still nearer. His eyes were now popping out of his head, not at me, but in an effort to read what I'd written.

"What I'd like to know," he said, "is whether you're going to wreck my chances again."

"Who said I wrecked your chances before?"

"Come off it,⁸ Curtis; you know you did. That's why I'm going to have it out with you now. I want to know where I stand."

"You seem to know more than I do."

"For once I don't."

I was pretty fed up⁹ with him.

"I'm going to tell you what I've written about you, and then you can judge for yourself. It'll be up to you then to decide whether I'm wrecking your chances or not. I've given a very

fair account of what you've done so far. I've said I think there's a risk in putting you up to S.S.O. but"—I paused—"I'd be willing to take it."

"If that's what you've written, let me see it!"

I lost my temper with him. I don't lie. Nothing would make me lie. Not about that sort of thing, anyway.

"You're not going to see it."

"Then that proves my point!" He jumped towards me and seized the form.

"Give that back!" I jumped up.

To stop me getting it he crushed it into a ball between his hands.

"Give it back!" I pulled at his forearm and he pulled it away. The ball flew out of his hands, through the air, across the floor till it came to the coffin.

"Come back!"

He was already picking the ball of paper up, opening it, **READING IT WHERE HE WAS STANDING.**

I'd got the telephone receiver off and was asking for Health Physics¹⁰ before I knew what I was doing. I was telling Health Physics what he'd done. I looked at him and put the telephone down.

"They're going to be here for you in about three minutes!"

He said nothing and neither did I. When he did speak his eyes were fixed on my face.

"Do you think I've got it?"

I said: "I think you've had something." I don't know why, but I suddenly thought about his wife and kids.

I noticed him touching the film-holder on the lapel, as if he was making sure it was there. It was the sort of badge we all wear. It contains a piece of photographic film between two thin sheets of lead with windows in the front one. When the Health Physics people develop the film they can tell the amount of radiation that has fallen on it. I suppose the first thing they'd do when they took him away now was develop his film. He must have been thinking the same thing.

Johnson couldn't have had a fatal dose,¹¹ I was convinced of that:

If he'd had the sort of dose I thought he'd probably get away with it. Then another thought occurred to me — it was a hundred to one the medicals would say he wasn't to come near any more radiation for quite a time. And it was beyond my power to do anything either. He had put himself out of just the job he wanted and just the job he was most useful for.

NOTES

1. **William Cooper** (1910): a modern English writer, critic and expert on atomic energy. His main works are: "Scenes from Provincial Life" (1950); "Scenes of Married Life" (1961); "The Novel and Anti-novel" (1961).

2. **lab**(*coll.*): an abbreviated form of "laboratory". Note also:

specs: spectacles; doc: doctor; bike: bicycle.

3. **interview**: a meeting to test the suitability of a candidate for a post.

4. **Experimental Officer, Senior Scientific Officer; Establishment Officer**: terms loosely corresponding to the Russian: младший, старший научный сотрудник; работник отдела кадров

5. **write-up**: (*зд.*) характеристика

6. **a hot lab**: лаборатория для исследования радиоактивных веществ

7. **coffin**: (*зд.*) контейнер, хранилище

8. **Come off it! (coll.)**: Stop pretending!

9. **fed up**: (*sl.*) sick and tired (of)

10. Health Physics study the ill-effects of ionizing radiation on humans and their protection from them дозиметристы

11. the fatal dose for man is put down at 400 r. (r.=roentgen=-Rtgn.) Roentgen W.K. (1845—1923) German physicist, discoverer of X-rays.

VOCABULARY

observe *vt* 1. наблюдать, следить (за) to observe planets (changes, smb's behaviour, etc.)

2. соблюдать, придерживаться to observe a rule (law, order, etc.); observation *n* наблюдение

Phr. make an observation (**of** smth) делать, проводить наблюдение; (un/in)observant *a* (не)наблюдательный, (не)внимательный

check *vt* 1. проверять, контролировать to check facts (figures, money, luggage, speed, etc.) 2. останавливать, сдерживать, препятствовать to check one's anger (progress, inflation, etc.); check (-up) *n* проверка, контроль

spare *a* свободный, лишний, запасной spare time (money, etc.); a spare ticket (notebook, room, etc.); spare parts запасные части; spare *vt* уделять, располагать (временем и т.п.) I have no time to spare today. Can you spare me a minute (a cigarette, a pen, etc.)?

establish *vt/vi* устанавливать (истину, факты и т.п.); основывать, создавать (государство, научный центр и т.п.) to establish the truth (a fact, etc.; a theory, a law, a rule, a custom, contacts, etc.; a state, a new scientific centre, etc.) The law of gravity was established by the English scientist Newton.

attitude *n* позиция, отношение What's your attitude **to (towards)** the question? **Phr.** take an attitude *занять позицию* (в отношении вопроса и т.п.)

bother *vt/vi* надоедать; беспокоить(ся), волновать(ся) Don't bother me with your questions. You needn't bother **about** such little things. Don't bother to do it now, it can wait. He even did not bother to answer my question, bother *n* беспокойство, хлопоты We had much bother driving through the fog. The boy seemed to be quite a bother to his parents.

fair *a* честный, справедливый a fair demand (attitude, treatment, arrangement, price, compensation, etc.); to be fair **to** smb; to be fair **in** one's judgement (attitude, etc.); *unfair* нечестный, несправедливый

admit *vt* 1. признавать, сознавать (ошибку, вину и т.п.) He admitted his mistake (having made a mistake; that he had made a mistake). 2. впускать (в помещение) Visitors are not admitted **into** the office after working hours. 3. принимать (в институт, клуб и т.п.) He was admitted **to** the pilot school after medical examination, admission *n* 1. признание (вины и т.п.) He refused to make an admission **of** his fault. 2. вход, допуск, доступ Admission is free (**by** tickets, etc.) 3. прием (в учебное заведение и т.п.) Admission **to** the institute is **by** examination.

beyond *prep* по ту сторону, за; вне, сверх, выше The village is beyond the forest, beyond doubt (suspicion, recognition, reason, etc.) What are you saying is beyond me (my understanding).

experience *n* 1. опыт (жизненный, трудовой) He has much (little, no, etc.) experience **in** life (teaching, etc.). **Phr. by/from** experience по опыту 2. переживание; ощущение to have a pleasant (interesting, unusual, etc.) experience; He told us about his experiences in the Arctic. experience *vt* ощущать, испытывать to experience joy (pain, disappointment, etc.) (in/un)experienced *a* (не)опытный an experienced doctor (teacher, driver, etc.)

guess *vt/vi* 1. угадать, отгадать to guess an answer (smb's age, smb's intentions, etc.); You guessed right (wrong). I could not guess what he meant. 2. (*Am. coll.*) полагать, считать I guess you are right.

responsible *a* ответственный a responsible post (position, decision, etc.); to be responsible **for** smth/smb **to** smb. responsibility *n* ответственность

delay *vt* задерживать The train was delayed **by** the heavy snowfall. delay *n* задержка, промедление We must start without delay.

appoint *vt* 1. назначать, определять (надолжность) He was appointed director of the automobile works. 2. назначать (время, встречу и т.п.) The meeting was appointed **for** five o'clock. They all came at the appointed time. appointment *n* 1. назначение; должность He was highly pleased with his new appointment. 2. свидание, условленная встреча (деловая) to have (make, keep, break, miss, etc.) an appointment **with** smb

aim *n* 1. цель, намерение His aim **in** life is to be useful to people. **Phr.** reach one's aim достигать цели; aim *vt* стремиться (к чему-л);

нацеливаться (на что-л) Soviet foreign policy aims **at** promoting friendship among nations.

fix *vt* 1. укреплять, устанавливать; фиксировать Help me fix the shelf **to** the wall. The fact (event, day, etc.) was fixed **in** my mind. **Phr.** fix one's eyes (one's attention, one's mind) **on** smth/smb остановить взгляд (внимание) на чем-л/ком-л 2. назначать (цену и т.п.) to fix a price (a date, etc.) 3. (*coll.*) чинить, исправлять; приводить в порядок to fix a watch (a machine, a TV set; one's hair, etc.)

opinion *n* мнение, взгляд to have a good (bad, etc.) opinion **of/about** smb/smith **in** my opinion he is right. What is your opinion **on** the matter? I am **of** the opinion that this matter should be dealt with without delay. **Phr.** public opinion общественное мнение

permit *vt* разрешать, позволять; давать возможность Smoking is not permitted here. The new model of the engine permits a speed of one hundred kilometres, permission разрешение to ask (give, get, etc.) permission. He needed the professor's permission to make the experiment.

conclude *vt/vi* 1. заканчивать, завершать; делать вывод to conclude a speech (a lecture, an experiment, etc.) As he did not come at the appointed time we concluded that he was ill. 2. заключать (договорит.п.) to conclude a contract (an agreement, etc.); conclusion *n* 1. окончание, завершение; вывод **Phr.** **in** conclusion в заключение What did he say **in** conclusion? come **to** (arrive **at**, reach) a conclusion прийти к выводу, заключению; make (draw) a conclusion сделать вывод, заключение 2. заключение (договора) The conclusion of the new agreement was of great importance to both countries.

expose *vt* 1. подвергать (опасности и т.п.) to expose oneself/smb to danger (unnecessary risks, difficulties, suspicion, criticism, etc.) 2. разоблачать (кого-л/что-л); to expose smb (smb's intentions, a plan, a secret, etc.); -He lived in fear of being exposed.

tell (told) *vt* (used generally with **can**) отличать, различать; узнавать, определять и т. п. to tell one thing **from** the other; to tell the difference **between** (the) colours, etc.; I could tell **by** his tone that he was annoyed.

handle *vt* обращаться с (кем-л./чем-л.); управлять to handle a person (a child, a tape-recorder, a yacht, etc.) Handle the box with care, please.

constant *a* 1. постоянный, неизменный a constant visitor (noise, demand, complaint, habit, fear, etc.); to be constant **in** one's idea (principles, tastes, etc.); *inconstant* непостоянный

mood *n* настроение; расположение духа to be in a good (cheerful, joyful, bad, nasty, etc.) mood; to be **in** a (the; no) mood **for** smth (doing smth) He was not **in** the mood **for** talking business that night.

due *a* 1. должный, надлежащий due respect (attention, etc.) They treated him with due respect. **Phr. in** due time вовремя, своевременно 2. ожидаемый The plane was due at the airport at six o'clock. to be due to do smth The meeting was due to start at five o'clock. **Phr. due to** = because of The delay in the arrival of the ship was due **to** the thick fog.

deny *vt* отрицать; отвергать; отказываться to deny one's words (signature, etc.) He flatly denied that he had said it (having said it). denial *n* отрицание, опровержение

pretend *vt* притворяться, делать вид, симулировать He pretended to be asleep (ill, surprised, etc.); pretence *n* pretворка, притворство Don't believe him, that's all pretence.

dare *vt* (модальный глагол, употр. в вопросах, и отрицат. предложениях) сметь, осмелиться, отважиться He dared not say a word against the arrangement. She did not dare to go there alone. How dare you say that?

account *vt* отчитываться; объяснять to account **to** smb **for** smth. His illness accounts **for** his absence, account *n* отчет; счет (денежный) They gave a detailed account of the work done. Do you have an account **with** a bank? **Phr. take** smth **into** account принимать во внимание (в расчет), учесть что-л You should take all these facts into account. on account **of** из-за, вследствие He missed classes on account of his illness.

convince *vt* убеждать; доводить до сознания She was difficult to convince. We finally convinced him that he should give up smoking. (in)convincing *a* (не)убедительный a convincing fact (argument, tone, etc.); conviction *n* убеждение, убежденность

power *n* 1. сила, мощь; энергия water (electric, atomic, etc.) power I can't help you, it's **beyond** my power. 2. власть, могущество; полномочие Which party is **in** power in Great Britain now? He was charged with special powers. 3. держава, государство the Great Powers великие державы; powerful *a* мощный, могущественный, сильный a powerful

person (position, argument, imagination, blow, etc.); powerless a бессильный He was powerless to do anything.

WORD COMBINATIONS

do with smb/smth иметь отношение к кому-л/чему-л, касаться кого-л/чего-л

do a good (poor, etc.) job хорошо (плохо) справиться с работой

put up with smb/smth терпеть, мириться с кем-л/чем-л

work in bursts работать рывками

catch smb doing smth застать кого-л (на месте преступления)

come round to thinking склоняться к мысли

take oneself in hand взять себя в руки

all the rest of it и всё такое прочее

catch the/one's eye попасть в поле зрения, попасться на глаза

fresh from (school, the country, etc.) только что (со школьной скамьи, из деревни и т.п.)

draw smb's attention to smb/smth=call smb's attention to smb/smth

have a word with smb переговорить с кем-л (по делу)

have it (a question, a matter) out with smb выяснить (вопрос, дело) до конца с кем-л

for (this) once на этот раз, в виде исключения

judge (see) for oneself убедиться самому

be willing to do smth быть готовым сделать что-л охотно

make sure убедиться, удостовериться

get away with (it) сойти с рук, остаться безнаказанным, выйти сухим из воды

so far as настолько; поскольку

so far до сих пор, пока

prove one's point доказать свою правоту

EXERCISES ON THE TEXT

Ex. 1. Answer the following questions.

1. What kept Curtis busy at the lab? 2. Why was it so difficult for him to make up his mind about recommending Johnson for promotion? 3. What was wrong with Johnson in Curtis's opinion? 4. What reasons did Curtis have to doubt Johnson's sense of responsibility?

5. What made Curtis come to the conclusion that the risk might after all be worth taking? 6. What did Johnson think were the reasons for the delay in his promotion? 7. What brought Johnson to the lab? 8. What was the lab like inside? 9. Why was Johnson beside himself with nervous excitement? 10. What accounted for the aggressiveness of Johnson's mood? 11. Was Johnson right in his suspicions about Curtis's role in delaying his promotion? 12. What actually set off the argument? 13. Why wouldn't Curtis show Johnson the write-up? 14. How did Johnson get hold of the form? 15. How did it happen that the form, crushed into a ball, came to rest beside the coffin? 16. Why was it dangerous to be near the coffin? 17. Why didn't the coffin offer adequate protection against radiation? 18. Why did Curtis call Health Physics at once? 19. What made Curtis suddenly think of Johnson's wife and kids? 20. How would Health Physics establish the exact amount of radiation Johnson had exposed himself to? 21. Whose fault was it actually that Johnson lost his job? 22. Knowing Johnson for what he was, did Curtis do right in not showing him the write-up? 23. Would the accident have occurred if Curtis had shown Johnson the write-up immediately on his request?

Ex 2. Find in the text the English for:

a) 1. неприятный инцидент; 2. использовать свободное время; 3. пройти собеседование; 4. дать слово кому-л; 5. хорошо проявить себя; 6. сказать что-л с полной ответственностью; 7. не придерживаться режима; 8. поймать (с поличным); 9. «подложить свинью»; 10. справедливости ради; 11. склоняться к мысли; 12. дать плохую характеристику; 13. вбить себе в голову; 14. дать объективную оценку проделанной работе; 15. выразить личное мнение; 16. определить по выражению глаз; 17. бросаться в глаза; 18. держаться подальше от чего-л; 19. испортить чьи-либо шансы; 20. справедливая оценка; 21. выйти из себя; 22. смять в комок; 23. не сводить глаз с чьего-л лица; 24. лацкан пиджака

b) 1. проводить наблюдение; 2. проверка; 3. лаборатория для исследования высокоактивных веществ; 4. подвергнуться облучению; 5. дистанционное управление; 6. защитная одежда; 7. чистый свинец; 8. поглощать радиацию; 9. урановый стержень; 10. атомный реактор; 11. расщепление (атомного ядра); 12. превратиться в плутоний и продукты распада; 13. ставить опыт; 14. кассета; 15. свинцовая пластинка; 16. проявить пленку; 17. определить дозу облучения.

Ex. 3, Give the four forms of the following verbs:

pay, keep, catch, find, stop, admit, think, permit, mean, fly, handle, wear, sweep, lie, push, draw, need, slip, deal, deny, feed, lie (лежать), fall, occur, dare.

Ex. 4. Begin or complete each sentence with "there is (was) no+gerund", translate the sentences into Russian.

M o d e l: (to mistake)..., it was his fault.

There is no mistaking it was his fault.

1. (to tell) ... how it all would have ended. 2. (to get away)... from the fact that he is seriously ill. 3. (to know) ... what he will" do next. 4. Now he will talk for hours, ... (to stop him). 5. She was right, ... (to argue about it). 6. It was a hard blow, ... (to get over it). 7. He is an expert in art, ... (to deny it). 8. She seems to like this combination of colours, ... (to account) for tastes.

Ex. 5. Translate the following sentences according to the model.

M o d e l: 1) "... **the longer** the slug has been in the pile **the more** active it is likely to be when it comes out."

2) **The more** he reads, **the better** he will know the subject.

1. Чем меньше он будет волноваться, тем скорее поправится. 2. Чем больше ребенок находится на воздухе, тем лучше для его здоровья. 3. Чем скорее вы поймете это, тем лучше. 4. Чем дешевле вещь, тем скорее она изнашивается. 5. Чем скорее он признает свою ошибку, тем лучше будет для него. 6. Чем больше старания, тем лучше результат.

EXERCISES ON PREPOSITIONS AND ADVERBS

Ex. 6. Study the following phrases: a) recall the sentences in which they are used in the text, and b) use them when retelling the text.

do **with** smth/smb; put **up with**; work **in** bursts; sense in smth/doing smth; erratic (inconsistent, mistaken, etc.) **in** smth; be fair **to** smb; come (**round**)**to** thinking; **at** the critical moment; responsible **for** smth/ smb; aim at smth/doing smth; have smth fixed in one's head; come **to** the conclusion; take oneself **in** hand; get **down to** (work, business, etc.); put one's name **to** (a document, paper, etc.); tell **by** (the look, smb's words, etc.); expose oneself **to** (radiation, light, etc.); **by** remote control; all the rest **of** it; fresh **from**; transform **into** smth;

draw smb's attention **to** smth/smb; make/do experiments **on** smth; keep **away (from)**; speak **in** a (menacing, etc.) tone; be used **to** doing smth; **in** a mood; be due **at**; have a word **with** smb; a report **on** smb/smth; **in** an effort to do smth; **for** once; have it **out with** smb; be fed **up with** smb/smth; to judge **for** oneself; pull **at** (the arm, sleeve, etc); be convinced **of** smth; get **away with** (it); a hundred **to** one.

Ex. 7. Fill in the blanks with prepositions or adverbs.

A. 1. To be fair ... her, she handled the situation expertly. 2. Hasn't it ever occurred ... you that you might have been the one responsible ... the accident? 3. Though I've been following you ... the greatest attention, I must admit that I don't quite see what your suggestions are aimed 4. It was a painful minute before the colour came ... to his face and he took himself ... hand. 5. Having filled ... the form he put his name ... it and handed it ... the Customs Officer. 6. Nobody was admitted ... the laboratory while the experiment was ... , and pictures ... what was going ... inside were taken ... a remote-control camera. 7. The train is due ... five, that leaves us twenty minutes ... a quick meal. 8. Before writing an account ... the incident, I thought I had better get a clear picture ... my mind ... what exactly had happened. 9. May I have a word ... you ... a business matter? 10. Don't bother ... the tea. I've just had mine. 11. I have an appointment ... the head engineer which I can't break even ... account ... your arrival. 12. Your story doesn't sound true enough, you won't be getting it. 13. The sooner he gets work, the better. 14. The matter ought to be dealt delay. 15. ... judging of the results ...the experiment we must take ... account the fact that he has been working under great difficulties ... several months. 16 Trains ... Rockwell may be up to twenty minutes late... account ... repairs to the track. 17. I always found his attitude ... me rather puzzling. 18. His chances ... recovery after the operation were a hundred ... one, but he did get well. 19. He clearly felt that he couldn't put such unfair treatment any longer and decided to have it the manager that same afternoon. 20. There is no better way ... learning something than ... experience. 21. If he gets something fixed ... his head there's no power ... earth that can stop him.

B.

THE NEW LABORATORY

Joyce had great respect ... science but no understanding. Often she would ask Martin to explain his work, but when he started on some subject, ... the most interesting moment, she would interrupt him. Her serious face would transform ... a charming smile, and ... a sweet

voice, she would ask him to light a cigarette ... her, and Martin could tell ... the look ... her eyes that her thoughts had been far away.

Martin was fed ... the constant parties Joyce had ... the house, and he didn't want to have anything to do ... all these wealthy* people who didn't care ... his work.

He worked ... bursts, sometimes ... night. Joyce saw no sense ... the way he went ... and pointed it ... more than once. She had it fixed ... her head that he worked evenings because he didn't w'-ant to stay ... her guests, which was true, ... a way.

"But I've got to work evenings and nights; when I get down ... some experiment I just can't interrupt it, don't you see!"

"I know but — Darling, couldn't you put ... your work just ... once so that we could—"

Time went ... and Joyce seemed to have got used ... his late hours. She kept ... the laboratory and Martin came ... thinking that Joyce had finally learnt to put ... her husband's work.

Joyce was wealthy and energetic and Martin never suspected what she was doing ... his back until one day Joyce came ... the laboratory with: "I've got a surprise ... you."

She led him ... the spare room they had over the garage. There she had set... him the best bacteriological laboratory he had ever seen: white floor and enamelled walls, ice-box and incubator and all the rest ... it.

"There!" sang Joyce ... a triumphant smile. "Now when you simply must work evenings and nights you won't have to go ... the university'.

If you don't want to stay ... my guests all evening, you can slip* ... here, and work as late as you please. Have I done it right? I tried so hard — I got the best men I could to do the job."

"Now," Martin was thinking, "I'll never be able to get ... here."

(after "Martin Arrowsmith" by Sinclair Lewis)

Ex. 8. Give the English for the following phrases, using the preposition "about" in its different meanings. Use the phrases in sentences of your own.

I. ходить по комнате; бродить по лесу; разъезжать по городу на машине; путешествовать по стране; бегать по саду; искать по всему дому; осматриваться.

II. около двух часов; приблизительно 4 км; около 30 человек;

III. а) говорить (рассказывать, болтать, спорить) о чем-л; читать (писать) о чем-л;

*состоятельный
*ускользнуть

б) думать о чем-л; слышать о чем-л; знать (узнать, разузнать, спрашивать, наводить справки) о чем-л.

IV. беспокоиться (волноваться, заботиться) о чем-л; нервничать по какому-л поводу; докучать кому-л чем-л; суесться из-за чего-л; быть привередливым/разборчивым в чем-л.

V. что-то странное (необычное, неприятное, примечательное) в чем-л поведении (внешности, манерах).

MISCELLANEOUS PHRASES

собираться сделать что-л; иметь сомнения относительно чего-л; жаловаться на что-л; носить всегда при себе; находиться где-то поблизости

EXERCISES IN LEXICOLOGY

Ex. 9. Study the following sentences. Give the meaning of the prefix "fore-".

1. He had a nasty fall and put out his **forearm**. 2. The boy pointed at the map with his **forefinger**. 3. The horse slipped on the ice and broke its **foreleg**. 4. His **forehead** was heavily lined. 5. Judging by the **foreword** the book promises to be interesting. 6. Having been **forewarned** about the change in the arrangement he rearranged his time-table. 7. Have you heard the weather **forecast** for tomorrow? 8. It's his fault that the project failed. He ought to have **foreseen** the difficulties. 9. The results were easy to **foretell**. 10. If you had had more **foresight**, you would have saved yourself a lot of trouble. 11. The work of the builders' team was directed by a **foreman**.

Ex. 10. Recast using verbs instead, of nouns with the suffix "-ment". Make other necessary changes.

1. The **establishment** of business contacts between the Soviet Union and Great Britain took place in 1924. 2. They all agreed to the **post-ponement** of the experiment till a later date. 3. The **payment** for the goods was to be made by the buyers within fifteen days after signing the contract. 4. How long does the **development** of a photographic film take? 5. Schoolboys usually take great **enjoyment** in reading science fiction. 6. The failure of the business was due to improper **management**. 7. His **appointment** as head of the department came as a surprise to many of us. 8. It did not take them long to come to **an agreement** about the most important question under discussion.

Ex. 11. Paraphrase the following sentences using a noun instead of an adjective. Make other necessary changes.

Model: They were convinced that the decision was important.

They were convinced of the importance of the decision.

1. The professor was convinced that the operation was **necessary**. 2. The members of the expedition were convinced that the discovery they had made was **important**. 3. I am firmly convinced that he is an **honest** person. 4. Are you convinced that the experiment will be **successful**? 5. He was convinced that the argument was **useless**. 6. They were convinced that the conclusions they had drawn were **correct**.

Ex. 12. Give words of the same root in Russian. Compare the meaning.

observatory, fix, radio-active, substance, serious, exposition, radiation, control, protection, reactor, atomic, transform, naturally, actually, pause, fatal, dose, container, trick.

Ex. 13. In the following groups of sentences compare the meaning of the words in bold type.

Translate the sentences into Russian. Give your own examples.

A. 1-a) The boy **looked up** to watch the plane going out of sight. b) The Browns are old friends of the family and my brother could not have left town without **looking them up**. 2. a) There was little sense in **putting off** what had to be done. b) It must have been the responsibility going with the appointment that put him off. 3. a) The man moved up and I took my seat beside him. b) On the way home he wondered if they would dare to move Nicholls up over his head. 4. a) On finishing school he gave away all his textbooks saying he had no further use for them. b) We guessed he was an American. It was his accent that gave him away. 5. a) In the end I found out what was wrong with my TV set. b) Being convinced that we would never find him out, he went on practising his little jokes on us.

B. 1. a) He said he had caught an enormous fish but it got away. b) He's constantly missing classes. It's a wonder how he manages to get away with it. 2. a) We had already crossed the river and were well into the forest when he caught up. b) He had missed a whole term and would have to work hard to catch up with the class. 3. a) I could tell by the look in his eye that he was fed up. b) We were all fed up with this wet weather.

VOCABULARY EXERCISES

Ex. 14. Fill in the blanks with a suitable word in the correct form. Translate the sentences into Russian.

to account; admission; to admit; to aim; aim; to appoint; appointment; attitude (2); to bother (2); to check; check; conclusion (2); conviction; convincing; to dare; to delay; delay; to deny; experience (2); to fix; to guess; guess; mood; observation (2); opinion; permit; responsible; responsibility; to tell (2)

1. ... of the moon's surface made by the Luniks ... the scientists to draw important ... about the origin and age of the moon. 2. Directing the work of a chemical laboratory was a highly ... job. 3. For one who has spent his life in town a trip into the mountains could prove an unforgettable 4. He ... at quick results and, therefore, could not be bothered with details. In my ... it was just this that ... for his failure with the experiment. 5. You can hardly expect a frank ... from a person who has made a habit of lying. 6. He had done what he believed to be right and was fully prepared to take the ... for his action. 7. Before drawing any ... he intended to make a careful ... of the facts connected with the case. 8. Once he had set himself an ... there could be no doubt whatever that sooner or later he would reach it. 9. It had always been his firm ... that the best way to learn was to learn by 10. Unable to ... his annoyance at the unforeseen ..., he struck the table with his fist. 11. People suffering from colour blindness can't ... colours. 12. His reasons for taking that particular ... to the problem were not difficult to 13. He felt restless, though he knew that everything was taken care of and there was no need for him to 14. The doctor's instructions on leaving were that the patient should be kept under constant 15. When questioned, the night watchman flatly ... having seen or heard anything suspicious. 16. From where I stood it was difficult to ... the exact distance to the mountain top. I could only make a rough 17. Though the story may have sounded ... enough, I still had my doubts. 18. The thought that he may have misjudged his friend kept ... him. 19. He had been unexpectedly ... at the office and was now in a hurry to keep his ...with the dentist. 20. Looking back on the incident he had to ... that he had mishandled the job. 21. Her quickly changing ... made her a difficult companion. 22. His beliefs and ... were something he did not care to discuss in company. 23. She would never ... to disobey her mother's orders. 24. My friend's ... to the matter puzzled me beyond words. 25. You ought to have a specialist look at your radio. Maybe he could ... it. 26. He wondered who would be ... chairman of the newly-established committee.

Ex. 15. Paraphrase the following, using words and word combinations from the text. Make all other necessary changes.

to check (4); to handle (2); to fix; to pretend; to bother; to put up with; to aim (at); to have to do with; to have it out with smb; to convince; conviction; to make sure; fresh from; opinion; experience; responsible (for); to account (for).

1. **Having just finished** school, the girl was inexperienced in any kind of work. 2. He **looked over** the luggage piled at his feet **to see if** it was all there. 3. The fellow **was after** easy success. 4. After going through the facts once more, my doubts turned into firm belief. 5. We were all interested in, what the professor would say about the article since it dealt with the very problem he was working at. 6. Seeing the **.,** puzzled expression on his face I nearly burst out laughing, but stopped myself in time. 7. There was really no way of making him realize that what he intended to do meant exposing himself to a great risk for nothing. 8. The experiment had failed and the professor wondered whose **'**, fault it could have been. 9. It had not been an easy job, but the practical knowledge he got proved well worth, the time and the effort. 10. He was warned to be careful in working with the apparatus since there was a danger that if it broke down there would be no one to put it right. 11. The job was connected with things I hardly knew anything about when I first started on it. 12. She tried to look indifferent as if she weren't in the least interested in my attitude. 13. The thought of the children, alone in the house, gave her no peace. 14. He had been treated unfairly, and he wouldn't stand it. 15. There was no way to explain his strange behaviour. 16. I wished I had settled the misunderstanding with him then and there.

Ex. 16. Speak on the following topics, using the words and expressions given below.

1. Inside the Hot Lab

radio-active substances; to handle things by remote control; to wear protective clothing; air-conditioned; windowless; to be swept and polished constantly; to take care not to expose oneself to too much radiation; extremely dangerous; to catch one's eye; in the middle of the floor; a coffin of a particular design; a large brick-shaped block of solid lead; the best material to stop radiation; to give very little protection against radiation; a cavity; a uranium slug; fresh from the reactor; atomic pile; to be pushed along the channels; to take place (of fission); to transform partly into plutonium and fission products; to experiment with slugs; the longer the slug has been in the pile, the more active it's likely to be when it comes out; to do (make) an

experiment; to be off (of the lead bricks); to make observations; to check smth; to read the instruments; to have everything under control

2. Curtis Faces a Difficult Decision

a senior officer; to be responsible for smth; to give smb a write-up; to treat smth seriously; to give one's word to the Establishment Officer; to fill up a form; to have to do with smb's promotion; to go up for an interview; a spare quarter of an hour; a difficult decision to make; to show a responsible attitude; to report impartially on smb's actual work; to give a fair account of smth; not to hesitate to give one's personal opinion; to be up to the Commission (to decide)

3. Johnson's Chances of Promotion

to have one's good (bad) points; difficult to handle; to put it mildly; a nasty temper; unaccountable; to be inconsistent intellectually, in one's behaviour; to see no sense in the way smb goes on; to catch smb going behind one's back; to do smb a dirty trick; no sense of responsibility; to be erratic in one's ideas; a blunder; a risk; a menace; to be more than one can put up with; to go by (of the years); to be fair to smb; to become more sensible; to do a good job as Experimental Officer; to have everything in one to make a good Senior Scientific Officer; to have a lot of experience; to take oneself in hand as to one's ideas and personal behaviour; to come to the conclusion; to move smb up; the risk might be worth taking

4. Johnson Comes to Have it Out With Curtis

Johnson: to aim at an appointment; to have it fixed in one's head; the delay in one's promotion; to be smb's fault; to have strong suspicions (about); to be determined to get hold of the confidential report at any price; to expose smb; to burst in; to be beside oneself with anger; to speak in a menacing tone; to demand an explanation; to be convinced that ...; to wreck smb's chances of promotion; to want to know where one stands; to take the wrong attitude;

Curtis: to look up at smb in mild surprise; to guess the purpose of smb's visit; to be used to dealing with smb in such a mood; to tell by the look in smb's eye; to mean trouble; to try to calm smb down; not to deny; to admit willingly; to give an account of what was written in the write-up; to draw smb's attention to smth; to give smb a chance to judge for oneself about smth; to conclude by saying that ...; in spite of smth; to be perfectly willing to take the risk; to expect smb to re-spect one's judgement; to catch smb looking over one's shoulder; to lose

one's temper with smb; to be unable to check one's anger; to be fed up with smb; to wonder how smb can dare to doubt smb's word; to refuse to put up with smth

5. The Ball of Paper

to jump (towards); to seize the form; to pull away; to crush the form into a ball of paper between one's hands; to let smth fly; to come to rest beside the coffin; to rush forward; to pay no attention to the cry of warning; to be blind to danger; to be deaf to reason; to pick up the ball of paper; to expose oneself to radiation; to be at a loss

6. Johnson Wrecks His Own Chances

to act without delay; to call up Health Physics; to feel sorry for smb; a painful sight; to notice smb touching the film-holder on the lapel; as if to make sure; to contain; a piece of photographic film; between two sheets of lead with windows in the front one; to have the film developed; to tell the amount of radiation; a medical check-up; to be convinced of smth; not a fatal dose; to be a hundred to one (of the chances); to get away with it; not to permit smb to work with smth; to put oneself out of a job; to realize that all is lost; a heavy blow; to be hard hit by smth

SPECIAL DIFFICULTIES

Ex. 17. Translate the following sentences using "what" or "that" according to the sense.

1 а) Я знаю, что он мог сказать, б) Я знаю, что он сказал правду. 2. а) Главный инженер объяснил нам, что значит практический опыт. б) Главный инженер объяснил молодым специалистам, что опыт в их работе значит многое. 3. а) Я видел, что читала девушка, сидящая рядом со мной. б) Я видел, что она читала научный журнал. 4. а) Мы не могли догадаться, что беспокоило ребенка. б) Мы не знали, что наше молчание очень беспокоило наших друзей. 5. а) Он продолжал отрицать то, что сказал накануне, б) Он продолжал отрицать, что сказал это.

Ex. 18. Translate the following sentences using phrases with "beyond".

1. За последние годы наш город изменился до неузнаваемости. 2. Такое замечательное произведение искусства ни с чем нельзя сравнить. 3. То, о чем вы меня просите, не в моей власти. 4. Мы без сомнения справимся с заданием в срок. 5. Радость, которую он испытывал в ту минуту, нельзя описать словами. 6. То, что вы говорите, недоступно их пониманию. 7. Цель, которую он наметил, была недостижима. 8. Он

полагал, что его действия вне подозрения. 9. Ваши часы уже нельзя починить. 10. То, что он предлагает, не укладывается в голове (не поддается разумному объяснению).

Ex. 19. Translate the following sentences using the verb "tell".

1. Вы можете определить расстояние отсюда до противоположного берега озера?
2. Я никогда не различаю братьев, они так похожи друг на друга,
3. По выражению его лица я понял, что он чем-то недоволен.
4. Этого актера всегда можно узнать по голосу.
5. По вашим часам очень трудно определить время. Они очень маленькие.

GRAMMAR EXERCISES

Modal Verbs

I. Must* (in the meaning of supposition of high probability)

Ex. 20. Study the meaning of the verb "must" and the tense relations expressed by the forms of the infinitive.

1. She must be about twenty five now. She went to school with my sister.	1. Должно быть , ей сейчас около двадцати пяти лет. Она училась в школе с моей сестрой.
2. It's five o'clock. He must be working in the garden.	2. Сейчас пять часов. Он, должно быть (вероятно) , работает в саду.
3. Something must have happened . He has never been late before.	3. Должно быть , что-то случилось. Он раньше никогда не опаздывал.
4. The visitor is still here. He must have been waiting for an hour.	4. Посетитель все еще здесь. Он ждет по всей вероятности уже час.

Ex. 21. Watch the meaning of the verb "must", translate the sentences into Russian.

1. (a) She must be very careful. The work at the laboratory is very dangerous, (b) She must be very careless if she left, forgetting to lock the flat.
2. (a) She must wait for us at the metro station, (b) She must be waiting for us at the metro station.
3. (a) The matter must be settled before his arrival, (b) The matter must have been settled before his departure.
4. (a)

***Must** is not used in the meaning of supposition of high probability with reference to the future, **to belikely** or **probably** is used instead, e.g. He is likely to arrive tomorrow.

She must know nothing about it. It will only make her suffer, (b) She must know nothing about it, if she says the task is easy,

Ex. 22. Fill in the blanks with the correct form of the infinitive.

1. The roofs and streets are wet. It must ... (to rain). 2. The book must ... worth reading if he has read it twice (to be). 3. The house must ... in the middle ages. The walls are very thick and the windows narrow (to build). 4. We must ... a wrong turning. I don't recognize the road(to take). 5. Judging by the expression of his face he must ... by what he heard (.to impress). 6. Something serious must ... him (to delay). He should have been here at least an hour ago. 7. He must ... a lot if he was able to show such good results (to practise). 8. You must ... the answer by now (to guess). 9. She must ... with his rough manner, that's why she lost her temper (to be fed up). 10. She must... very unobservant if she didn't notice the change in him (to be). 11. Judging by his story he must ... to many dangers and ... his life more than once (to expose; to risk). 12. She must ... the shock by now (to get over).

Ex. 23. Answer the following questions, using "must", mind the tense form of the infinitive.

Model: Why didn't he come? (to be ill)

He must have been ill.

1. Why isn't he here? (to delay) 2. What would you say he is, judging by his appearance? (to be a painter) 3. How old was he when he set out on his first expedition to the North? (thirty) 4. Why are they never seen together now? (to quarrel) 5. What's all that knocking in the next room? (to fix a shelf to the wall) 6. Where is she? (to wait for us at the entrance to the Museum) 7. How did he manage to arrive so soon? (to come by plane) 8. What accounts for their delay? (the fog) 9. Why didn't he join in the discussion of the problem? (to have no interest in the subject) 10. Why is the photograph so pale? (the film; to expose to light) 11. Why was he so impolite? (to be annoyed with smb for disturbing him)

Ex. 24. Paraphrase the following sentences using "must".

1. It looks as if he were out of practice, that's why he lost the game. 2. I see a crowd of people before the door. No doubt something has happened. 3. He has obviously been working at this Research Institute for a long time. Everybody seems to know him. 4. Evidently* they

*evidently очевидно (по всей вероятности)

were getting ready for another experiment. They wanted no strangers at the laboratory. 5. Obviously he was speaking from his own experience. He sounded very convincing. 6. Judging by the frosted windows the weather to-day is surely far from warm. 7. Evidently she was ashamed of her behaviour.

Ex. 25. Translate the following sentences using "must".

1. Вы, должно быть, только что вернулись из деревни. Вы прекрасно выглядите. 2. По всей вероятности он забыл, что раньше он придерживался другого мнения. 3. Я не думаю, чтобы он сердился на вас. Он, должно быть, был в плохом настроении. 4. Сейчас еще рано звонить ему. Вероятно он еще спит. 5. Какой прекрасный телевизор. Должно быть вы за него много заплатили. 6. Ты, должно быть, очень голоден. Ведь ты не ел с утра. 7. Я плохо себя чувствую. У меня, должно быть, температура. 8. Не случайно вас остановил милиционер. Вы, должно быть, превысили дозволённую скорость (лимит скорости). 9. Он, должно быть, давно болен. Он все время жаловался на плохое самочувствие. 10. Она, должно быть, задумалась и не заметила, как проехала свою остановку.

Ex. 26. Study how negation is expressed in the following sentences, translate them into Russian.

1. **Nobody** must have noticed him leave. 2. He must have left the door unlocked on purpose. 3. He thought that he must have taken the wrong train, because the names of the stations they were passing seemed unfamiliar. 4. The news must have never reached him. He never says a word about it. 5. He must have failed to see his mistake, for he didn't stop to correct it. 6. He must have refused the offer. 7. He denied having spoken to her on the subject. 8. He seemed to be a very quiet child. He must have given you no trouble at all. 9. They must have been unwilling to leave so early. 10. They treated our offer with suspicion. They must have misunderstood our intentions. 11. Such a possibility must have never occurred to him. 12. He must have failed to prove his point. 13. They must have missed the train. They had left too late.

Ex. 27. Change the following sentences making them opposite in meaning, make all other necessary changes.

1. The student must have given the right answer. The teacher was pleased. 2. Everybody must have noticed her turn pale. 3. He must have recognized me for he nodded my way. 4. She must have taken herself in hand. She never said a word. 5. He must be very observant. He always notices a new dress when I have one. 6. He must have admitted the truth. 7. He must have kept his promise. 8. She must be very patient with children, they like her. 9. They must have caught the train.

Ex.. 28. Translate into English.

1. Должно быть, он не смог прийти в условленное время. 2. Должно быть, вы были несправедливы к нему. 3. Вероятно, ему не сообщили, что собрание перенесено. 4. Должно быть, вы не наблюдательны, если вы не заметили у нас никаких перемен. 5. Вероятно, он еще ничего не знает о своем новом назначении. 6. Должно быть, не удалось установить фактов и обсуждение вопроса было отложено. 7. Вероятно, на этот раз ему это не сошло с рук. 8. Цифры, должно быть, "е были проверены. Они вызвали большое сомнение. 9. Вероятно, он еще неопытен в решении таких вопросов. 10. Должно быть, не было смысла дожидаться его приезда. 11. Мои слова, должно быть, "е убедили его. Он продолжал спорить. 12. Должно быть, ему не Удалось доказать свою точку зрения. У него расстроенный вид.

II. Can (could) in the meaning of supposition with implied surprise, disbelief, great doubt

Ex. 29. Study the meaning of the verb "can (could)" and the tense relations expressed by the forms of the infinitive.

<p>1. It can't* (couldn't)** be true.</p> <p>2. Can (could) it be true?</p> <p>3. He can't (couldn't) have said such a thing.</p> <p>4. She can't (couldn't)have failed to get in touch with them.</p> <p>5. Can (could) he have reserved rooms in the hotel?</p> <p>6. Can (could) he have lailed to get her on the phone?</p> <p>7. Who could have thought that he wouldn't come?</p>	<p>1. Не может быть, чтобы это была правда.</p> <p>2. Неужели это правда?</p> <p>3. Не может быть, чтобы он сказал такую вещь. (Он не мог сказать такую вещь)</p> <p>4. Не может быть, чтобы ей не удалось связаться с ними.</p> <p>5. Неужели он забронировал комнаты в отеле?</p> <p>6. Неужели он не дозвонился ей?</p> <p>7. Разве кто-нибудь мог подумать, что он не придет?</p>
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*can in the meaning of supposition very seldom occurs in positive sentences

**could, the Subjunctive mood of can, makes the statement less categorical, milder

Ex. 30. Translate the following sentences into Russian, mind the meaning of the verb "can (could)".

1. I can't open the door, it seems to have got stuck. 2. Something must have happened. He can't be late. 3. Can he use the car in your absence? 4. Can he have used the car in my absence? 5. Who could have thought that he could leave without letting us know? 6. When he was young he could cover great distances on foot without getting tired. 7. He offered his help in good time. Nothing could have been more useful to her at the moment. 8. He couldn't have received the news with indifference. 9. You can't judge of things you don't understand. 10. He can't have failed to notice you. 11. Can they have failed to let her know that they were not coming? 12. A person of common sense can't have acted like this. 13. He is over eighty but can still read without glasses. 14. It was more than I could put up with. 15. With the best will in the world I couldn't show him more respect.

Ex. 31. Express doubt, surprise or disbelief using the verb "can (could)"* according to the model, give reasons for your disbelief, surprise etc.

Model I: It looks as if she were still sleeping.

Can she be still sleeping?

She can't be still sleeping. It's time she were at work.

1. He seems **to be still writing** his course-paper. 2. They say he is **a fair man**. The film is said **to be very bad**. 4. It seems she **is silent** on the matter for fear of making him angry. 5. He is **said to be good company**. 6. He appears **to be still waiting** for her. 7. They say she **is completely cured**. 8. Leave me alone. **I am tired**. 9. He **is still hesitating** about our offer. 10. They say he **is still a student**. 11. They say he **is very experienced**.

Model II: They say he put his idea into practice.

Can he have put this idea into practice?

He **can't have put** his idea into practice. It's quite impracticable.

1. I hear they treated her unkindly. 2. Everybody thinks her remark was intended for you. 3. He is said to have given up music. 4. Believe it or not, she hesitated before accepting

*In all these cases where can is used could is also possible. Couldn't, however, must be used if the finite verb in the principal clause is in the past.

e.g. She **said** that he **couldn't** have done it.

his proposal of marriage. 5. I hear people say he has made a good doctor. 6. He was appointed secretary of the committee, they say. 7. He is said to have been promoted again. 8. She seems to have missed the joke. 9. I hear he sharply criticized your suggestion. 10. They put him off with some excuse and they gave the job to a different man. 11. He has guessed about our intentions, I think.

Ex. 32. Translate the following sentences according to the model.

Model I: **Не может быть**, чтобы он **не** пришел в условленное время.

He can't have failed to come **at** the appointed time.

1. Не может быть, чтобы она не заметила, что он был расстроен. 2. Не может быть, чтобы он не проверил аппарат перед включением. 3. Не может быть, чтобы она не поняла, какую цель мы преследовали. 4. Не может быть, чтобы он не предусмотрел эту трудность. 5. Не может быть, чтобы они не убедили его. 6. Не может быть, чтобы она не изменила своего мнения после нашего разговора.

Model II: Неужели телеграмма не дошла до них?

Can the telegram have failed to reach them?

1. Неужели он не смог доказать свою точку зрения? 2. Неужели она не поняла его шутку? 3. Неужели он не проверил багаж прежде чем отправить его на станцию? 4. Неужели она так и не увидела разницы между оригиналом и копией?

Ex. 33. Paraphrase the following sentences using "can (could)"; mind the form of the infinitive.

1. It is impossible that he should put pleasure before duty. 2. Is it possible that he should have broken the appointment? 3. I don't believe that he failed to reach his purpose. 4. It's hardly likely that he should have been denied what he had a right to. 5. It is unbelievable that she should have said nothing to account for her absence. 6. Is it possible that he should have guessed what they were after? 7. It's very doubtful that they should have come to the same conclusion. 8. Is it possible that he should be of the same opinion? 9. Are they still arguing?

Ex. 33. Translate into English using "can (could)".

1. Неужели ты засветил пленку? 2. Не может быть, чтобы он так разговаривал с вами. Он умеет держать себя в руках. 3. Вряд ли он примирился с такой ситуацией. 4.

Неужели он не признал свою ошибку? 5. Разве 'мог кто-нибудь подумать, что ему удастся опять выйти сухим из воды?! 6. Неужели он не догадался о ваших намерениях? 7. Не может быть, чтобы он не смог доказать своей правоты. 8. Не может быть, чтобы она не заметила, что он остался при своем мнении. 9. Разве мог кто-нибудь подумать, что он вернется в спорт после автомобильной катастрофы. 10. Не может быть, чтобы ошибка осталась незамеченной.

Ex. 35. Test translation.

1. Цель переговоров была достигнута. Обе стороны подписали соглашение о дальнейшем развитии внешней торговли. 2. В результате наблюдений, проведенных над планетами, польский астроном Коперник (Copernicus 1473—1543) пришел к выводу, что земля и другие планеты движутся вокруг солнца. 3. После проверки результатов опыта ученые-медики убедились, что новый метод лечения сердечных заболеваний эффективен. 4. Если бы он был более наблюдателен во время проведения опыта, он бы не пропустил такую важную деталь. 5. Он уже хотел сказать ей о своей неудаче, но во-время сдержал себя, увидев, что она и без того чем-то расстроена. 6. Он подумал, что ему лучше не высказывать своего отношения к данному вопросу, поскольку он еще недостаточно хорошо изучил его. 7. Не беспокойтесь о билетах, я обо всем позабочусь сам. 8. Вам бы лучше не беспокоить его своими вопросами. Он очень занят. 9. Их требования совершенно справедливы. В этом нет никакого сомнения. 10. По моему мнению вы не совсем справедливы в своем отношении к нему. Необходимо учесть, что он работает у нас недавно и поэтому у него еще нет достаточного опыта. 11. Не может быть, чтобы она не признала того, что ошибка произошла по ее вине. 12. Он успешно сдал вступительные экзамены, и его приняли в институт. 13. Справедливости ради, нам следует признать, что без его помощи нам бы не удалось установить истину. 14. Он обещал прийти сегодня пораньше, но его все нет. Должно быть, важные дела задержали его на работе. 15. Задержка в поставке товара произошла из-за неблагоприятной погоды. 16. Весной у студентов нет ни минуты свободного времени. Они заняты подготовкой к экзаменам. 17. Пойдем с нами в кино, у нас есть лишний билет. 18. У него большой опыт работы, и его вполне можно назначить на должность директора фирмы. 19. Судя по его ответу он, должно быть, догадался о наших намерениях. 20. После тщательного изучения нового метода мы пришли к выводу, что его стоит применить (внедрить) в нашей работе. 21. Не может быть, чтобы он не учел наши замечания. Он всегда прислушивается к мнению своих товарищей. 22. У него,

должно быть, не было веских аргументов, поэтому он не осмелился выступить против нашего предложения. 23. Я не в настроении сегодня говорить о делах. Я бы предпочел послушать музыку. 24. Не может быть, чтобы он ушел без разрешения. Это на него не похоже. 25. Поезд должен быть в пять часов, так что есть еще время, чтобы проверить, все ли готово к отъезду. 26. Странный она человек, постоянно чем-то недовольна. 27. Будьте осторожны в обращении с огнем. Не подвергайте себя опасности. 28. Не может быть, чтобы он отказался от своих слов.

PRECIS WRITING*

Ex. 36- Learn to write a precis. Use the following as a model.

Model: a) Read the passage and give it a title.

From Switzerland comes news of a robot telephone which can announce its number, the name of its absent owner and its willingness to record automatically any information given to it. When the called person returns, he has to push a button and the phone recites what has been said to it during his absence.

(55 words)

b) Give brief answers to the following questions in your own words as far as possible.

1. What can an automatic Swiss telephone do? An automatic Swiss telephone gives its absent owner's name and number. 2. What is it meant for? It is meant to record messages. 3. How does the owner learn the message? The telephone repeats the message when the owner returns.

c) Write a precis summing up the answers (in 20 words).

An automatic Swiss telephone gives its absent owner's name and number, and records messages to repeat them when he returns.

(20 words)

Ex. 37. a) Read the passage; b) Do the assignments following the passage.

a) The hidden face of the moon has so long been a mystery that the first successful attempt to show it will probably go down in history as one of the most important steps man has made to enlarge his knowledge of outer space. What the voyage of Columbus was to the

*precis [*preisi:*] writing —реферирование

world in the fifteenth century, the journey of the rocket, *Lunik 3*, might well be to the twentieth.

Lunik 3 was shaped like a cone and weighed about 614 pounds. It travelled from the earth to the south side of the moon and continued its journey for some 400 miles beyond the other side before the moon's attraction made it change its path, making it turn round. When this occurred, the rocket was in a direct line between the sun and the moon and a great number of things happened. At a signal from the earth, the rocket stopped turning and a cover opened at its nose. Two cameras appeared, one of which magnified* the moon two and a half times more than the other. The film that was used to take the pictures had special markings on it so that the photographing of the moon's far side could be controlled from the earth. When the pictures had been taken, they were developed automatically by a special device** designed to work under conditions of weightlessness.*** Now it was time for the rocket to move again, and another signal from the earth set it turning once more, for there was danger that if it remained still, its underside would freeze and its topside become too hot and so do irreparable harm to the delicate instruments within. The rocket then continued its journey round the moon, and on its way back to earth began to send the photographs that had been taken, with the help of a special television-camera which translated the lines on the pictures into radio signals. In this way, the hidden face of the moon became known to everybody. Those few who had expected to hear of strange animals or lost civilizations may have been disappointed. But for most people, the photographs solved an age-old mystery and gave the first really exciting glimpse of outer space.

b) 1. Give the passage a title.

2. Give brief answers to these questions in your own words as far as possible. Use one complete sentence for each answer, a. With what voyage is the journey of the rocket, "Lunik 3", compared? b. Why did the rocket turn round and face the moon when it reached the other side? c. What caused the rocket to stop turning? d. How were the photographs taken by the cameras in the rocket sent back to the earth?

3. Describe in not more than 80 words everything that happened to the rocket from the moment it left the earth to when it sent back photographs. Use your own words and do not include anything that is not in the passage.

*увеличивать

**приспособление, механизм

***невесомость

SPEECH EXERCISES

Ex. 38. Retell in narrative form.

STOLEN FAME

When Pauli rushed to Jane among the crowd leaving the train and dragged her into a small restaurant near the station, Jane at once saw that Pauli was very nervous.

When they were seated in a quiet corner Pauli said to the waiter:

"Two coffees, please." Jane said: "I've got your telegram. Now, please, what is the matter?"

Pauli watched the waiter go back to the counter, then took a newspaper out of her handbag. She passed it to Jane with her finger marking one of the pages. It was the news of Framm's discovery.

"I've read it on the train," Jane said. "What does Brad have to say about it?"

"That's just the point," Pauli tried hard to be calm. "He refuses to do anything. But it is ... it is his own discovery ... Brad's ... and Hugo Framm has stolen it. It's Brad's work, not Framm's at all."

"That's pretty serious," Jane said at last. "How are you going to prove it?"

"I have hundreds of proofs. Pages and pages of Brad's notes. I have been copying them for him every night when he came home from the laboratory — every night for months. And I know his work well enough to realise that all the conclusions are the same."

Jane's silence made her exclaim: "You do not think I speak the truth? You think it is impossible!" But Jane was convinced that Pauli was speaking the truth.

"Of course not. I just can't get over it — the idea of Brad doing all the work and Framm getting all the fame."

"Oh, no... I'm not going to let that happen. Something must be done. Do you think I would stand by and see my husband ruined?"

(after "Nothing So Strange" by J. Hilton)

Ex. 39. Answer the following questions, using the active vocabulary of the text. Sum up your answers.

1. Atom For Peace

1. Why did Roentgen's discovery of X-rays open a new era in medicine? 2. How do X-rays help to diagnose a case? 3. What diseases are treated by X-rays? 4. Is there any cure for

leukemia*? 5. Why should you have your lungs X-rayed from time to time? 6. What does an X-ray room look like? 7. Why do doctors, nurses and technicians working there wear special clothes? 8. What is the purpose of the screen? 9. What other safety measures are taken in an X-ray room?

2. Protection Against Radiation

1. What is the best protection against radiation? 2. Why do people working with radioactive substances wear protective clothes.? 3. Why do they have film-holders on the lapels of their coats? 4. How do Health Physics establish the amount of radiation? 5. What is the fatal dose? 6. Why are things in hot labs handled by remote control? 7. What else is done to protect people from radiation in hot labs?

3. A Research Laboratory

1. What purpose does a laboratory serve? 2. What kind of laboratories do you know? 3. What does the inside of a laboratory look like? 4. How does an ordinary kind of laboratory differ from a hot lab? 5. Why is a hot lab usually housed in a separate building? 6. Why does a research worker sometimes design his own equipment**? 7. What may careless handling of equipment in a laboratory lead to? 8. Why does work in a laboratory need constant attention? 9. Why is it important that instruments should be checked before starting an experiment? 10. Why must a laboratory be spotlessly clean and have good ventilation?

4. On Observatories

1. What kind of work is done in an observatory? 2. What do you call the scientists who watch the movements of stars and planets? 3. What are the biggest observatories in our country? in the world? 4. Why are observatories usually situated a long distance from big industrial centres? 5. What instruments help astronomers make their observations? 6. What has greatly helped the astronomers in their work in the last decade? 7. How much do we know now about the Moon, Mars, etc.?

5. On Hobbies

1. What do you do in your spare time? 2. What is your hobby? 3. In what way do hobbies (such as stamp-collecting, etc.) develop (broaden) the mind? 4. What information do

*[lu:'ki:mia] белокровие, лейкемия

**оборудование

stamps, picture post-cards, badges, etc. contain? 5. Why is it important that a system should be worked out in collecting them? 6. What makes a stamp unique? 6. What is your opinion of hobbies?

Ex. 40. Read the following, answer the questions, using the vocabulary of the lesson, and retell the passage.

6 VICTORY OVER DEATH

It is impossible to say what death is worse. But, probably worst of all, is to feel quite healthy and, yet, know that you must die.

It happened in September, 1958, in the Yugoslav Atomic Centre. Six scientists were looking over the switched off atomic pile. Suddenly the signal lights flashed red, the instrument indicators started their mad dance: the reactor had gone into action. There were no cries, no blood, no pain; beyond the lab walls work went on as usual, people walked un-hurriedly along the corridors. "It was as if nothing had happened," reads a note in the diary of one of the six made at a later date. "Only after reading the Geiger counter did I realize that it was the end."

The scientists were rushed to Paris by plane. There they were admitted to the hospital of the Pierre Curie Institute in d'Ulm Street. The six men were given a careful check-up to establish the exact amount of radiation they had exposed themselves to. The instruments showed that five of them had received 700r and hardly had a chance. There was hope for only one of them.

The scientists, however, did not lose courage.* In the quiet hospital wards they studied French, listened to the radio and played chess. At first there were no outward signs of the disease, yet it was quietly stealing up on them. Nothing seemed to help: neither frequent blood transfusions,* nor large doses of antibiotics.

But the doctors would not admit failure. When the patients had only some two or three days to live the Medical Centre called a consilium. In an effort to save the lives of the six scientists it was decided to try a bone-marrow transplant.** It was certainly a risk, but a risk well worth taking.

Four Frenchmen volunteered to act as donors and give the marrow necessary for injection. Now there was nothing to do but wait.

* мужество

* переливание крови

** пересадка костного мозга

Several days passed. One of the patients died, but the other five lived. Death was defeated.*** The daring experiment was a success.

The miracle in d'Ulm Street gives hope that medical science will learn to fight leukemia — this terrible and still incurable disease.

Questions

1. When and where did the accident occur? 2. How did it happen that the scientists were exposed to an overdose of radiation? 3. Ordinarily things would be checked by remote control, wouldn't they? 4. What happened when the reactor went into action? 5. What told the scientists of the extreme danger? 6. What instrument is used to establish the amount of radiation? 7. What conclusion did the scientists make on reading the Geiger counter? 8. Why was it necessary to act without delay? 9. What hospital were they admitted to? 10. What did the check-up show? 11. What were the chances of the six scientists to live? 12. How did the scientists take the doctors' verdict? 13. What was life like for them in the hospital wards? 14. What did they do in their spare time? 15. Why was it important to keep the patients under constant observation? 16. What treatments were tried? 17. What decision was finally taken in an effort to save the lives of the scientists? 18. What was the purpose of a bone-marrow transplant? 19. Why was a bone-marrow transplant believed to be risky? 20. Could anyone guess what the result of the operation might be? 21. Who volunteered to act as donors? 22. What was the effect of the treatment on the patients? 23. Why was the experiment described as daring? 24. What sort of hope does the success of the experiment give to people? 25. Can it be said with conviction that a cure has been found for leukemia?

Ex. 41. Read the following, answer the questions, and retell the passage in English.

СВЕТ НАД РОССИЕЙ

Глеб Максимилианович Кржижановский, член партии с 1893 г., отбывал ссылку в Сибири, в далеком Минусинском округе.

Сибирские села Шушенское и Тесинское, куда были сосланы Ленин и Кржижановский, находились неподалеку друг от друга, и это позволяло им часто видеться, обсуждать политические вопросы. Совместная работа Кржижановского с

*** побеждена

Лениным в петербургских революционных кружках, а затем годы, проведенные в ссылке, определили весь его дальнейший жизненный путь.

После поражения революции 1905 года, активным участником которой стал по возвращении из ссылки Кржижановский, царское правительство лишило его права проживать во всех промышленных центрах и университетских городах. В Петербурге он проживал нелегально.

Когда в стране победила пролетарская революция, Кржижановский, понимая, как важна ленинская идея электрификации России, принимает самое активное участие в разработке и осуществлении Государственного плана электрификации России.

Выдающийся английский романист Герберт Уэллс, посетивший Советскую страну в 1920 году, писал, что осуществление такого дерзновенного проекта в России «можно представить себе только с помощью сверхфантазии».

В 1924 году вступила в строй Кизеловская ГРЭС, в 1925 — Горьковская, Балахнинская, Шатурская... План ГОЭЛРО успешно претворялся в жизнь.

В 1921 году, по рекомендации Ленина, Кржижановский становится первым председателем Госплана, в чью задачу входило внедрение планирования в народное хозяйство страны.

Questions

1. Where was Krzhizhanovsky exiled? 2. How was it possible that while in exile, Lenin and Krzhizhanovsky should frequently meet to discuss political matters? 3. What factors determined Krzhizhanovsky's choice of his road in life? 4. Where did Krzhizhanovsky return after exile? 5. What was his part in preparing the Revolution of 1905? 6. What happened after the Revolution was defeated? 7. Why was Krzhizhanovsky denied the right to live in industrial centres and university towns? 8. How soon after the victory of the proletarian revolution did work start on the State Plan for the Electrification of Russia? 9. Why did Krzhizhanovsky believe it all-important to have the plan worked out and put into practice without delay? 10. What was the attitude of Herbert Wells, the famous English novelist, to Lenin's daring project? 11. Why did he believe that the project was impracticable? 12. Why did Wells speak of "superimagination" in connection with this project? 13. What facts were there to prove that the plan for the electrification of the country was being successfully put into practice? 14. When was the Kizelov hydro-electric power station commissioned? 15. What electric power stations were commissioned in 1925? 16. When was the State Planning

Commission set up? 17. On whose recommendation was Krzhizhanovsky appointed chairman of the Commission? 18. Why was it important to introduce planning in the country's national economy?

Ex. 42. Retell the following in English.

АТОМ УЧИТСЯ РАБОТАТЬ

«Не входи!» Надпись весьма категорична. Но я смело вхожу в лабораторию. Стрелка индикатора, укрепленного на лацкане белого халата, абсолютно спокойна.

То, что найдет геолог, часто бывает загадкой, даже если он нашел то, что искал. Сколько руда содержит металла или минерала? Насколько велико месторождение? Ответ на эти вопросы будет получен в лаборатории. В большинстве случаев проводится химический анализ, который известен еще с древних времен. Хотя методы его менялись, но все-таки он занимает пока часы, а то и дни-

И вот передо мной первый электронный циклотрон с детектирующим устройством.

Главной целью лаборатории, созданной десять лет назад, был и остается поиск методов анализа руд одновременно на многие элементы. Наиболее быстро и точно это можно сделать с помощью радиоактивного облучения. Новый циклотрон определяет одновременно и с большой точностью количественное содержание в руде нескольких элементов.

Так, шаг за шагом, усилиями ученых мирный атом все глубже входит в нашу жизнь.

to serve the needs of man; No admittance; boldly; a geologist; to remain a mystery; ore; to contain; a deposit; an electronic cyclotron with a detecting device; to test ore for elements; radioactive irradiation; to establish the exact amount of smth in smth; step by step.

Ex. 43. Read and retell the following. Use the text as a starting point in speaking of Soviet successes in space research.

7 108 MINUTES

Gagarin lay strapped down* in his seat in a tunnel of instruments, each one humming, clicking, buzzing, flashing. It was zero plus 100 seconds, and the pressure** was getting less. To his left, without moving his head, which felt as though it was bursting, he read the altimeter: 7,000 metres. Another five seconds ticked by. Now he was higher than any birds had ever flown, speeding upwards faster than any man had travelled.

9.11 Moscow time. Gagarin had left the Earth's atmosphere. The second stage had separated and fallen away. Temperature and speed dropped sharply. He was in orbit.

Gagarin pulled his body towards the cabin window and the light beyond. "I can see the Earth in a haze.*** Feeling fine." He added, after a second look, "How beautiful..."

Now he was able to move for the first time, and he loosened his straps. At once his body rose from the seat and he was floating.**** Already he had been in a state of zero gravity, in flight,**** longer than any man had experienced. To him it meant nothing; there was no unpleasantness, nothing unexpected.

Outside Vostok there was complete silence, absolute silence, as the ship, now a satellite, fell around the Earth like a stone dropping down a bottomless well.*****

10.15. He reported: "Over Africa." At 10.16 a red light went on to let him know that he would be going down in ten minutes. Quickly he checked his instruments again, reported once more that all was well.

Even firmly strapped in, Gagarin felt the atmosphere around him in the cabin change. Overload***** was greater than on the way up; the pressure was painful in the extreme. Instruments began to swim in front of his eyes, but through it all the clock was seen ... 10.27. There were twenty-eight minutes to go. Then he was warned by orange lights and radio to prepare for landing. Gagarin felt a powerful push on the chest as the parachutes opened up high above the capsule.

Two women working in the fields were staring at the sky. The dot***** grew larger, changing from black to white. Frightened but determined, they ran towards the object as it floated over the trees and hit the earth in the middle of a field. As they ran a door opened and

* привязанный (ремнями)

** давление

*** дымка

**** парить

***** полет

***** колодец

***** перегрузка

***** точка

a head appeared, followed by a body in a sky-blue suit. Gagarin smiled and called: "Hallo, give me a hand." At the realization of what they had seen one of the women burst into giggling, while the other almost collapsed with shock. A man arrived and shook Gagarin's hand. The little party was still standing, looking at each other with delight, when the first car came speeding up ...

Ex. 44. Use the following words and phrases in situations.

1. Making the Atom Serve the Needs of Man

to establish a research centre; leadings-scientists; to take part (in); to carry out research work; to make experiments; to study the possibilities of using the atom for scientific and industrial purposes; to aim (at); the peaceful uses of atomic power; to develop in two directions; power (nuclear power stations and motors) and non-power (the use of radioactive substances and their radiation in industry and science); to build the world's first industrial nuclear power station (in 1954); a gramme of uranium 235; to produce during fission as much energy as 2.5 tons of the best coal; the daily amount used; to be equal to 30 grammes; a cheap way of producing electrical energy; to design bigger nuclear power stations; to use

2. Research Work

to carry out research in the field of; to make a study of the problem; to make experiments; to have to do (with); to be successful; to establish important facts; judging by; to come round to thinking; to be worth; to go into details; to make several observations; to come to the conclusion; to put the project into practice; beyond doubt; to be convinced; an important discovery

3. The Man Who Foresaw ...

the brilliant Russian scientist Vladimir Ivanovich Vernadsky; to l-'ve a long and active life; to become famous all over the world; to solve L'ndreds of important problems; to develop new sciences; to develop the theory of neosphere; to argue that; to be part of cosmos; to be the first to explain the role of man on our planet; to warn smb that ...; to approach a turning point in the life of man; to foresee great changes; to live in an atomic age; to use the power of atomic energy; to be in the hands of man; to have possible effects; to be the duty of scientists; to direct the efforts of scientists in the right channels; to be responsible for the results; to make science serve the needs of man

4. What Makes a Good Specialist

to believe what one is doing; to see one's aim clearly; to be convinced of smth; to be firm in one's principles; not to be put off by difficulties; to make an experiment; to be observant; to give constant attention to smth; not to expose oneself to unnecessary risks; to check the results of the experiment; to take all the factors into account; to draw the right conclusion; to go on with one's research; to be satisfied with the results.

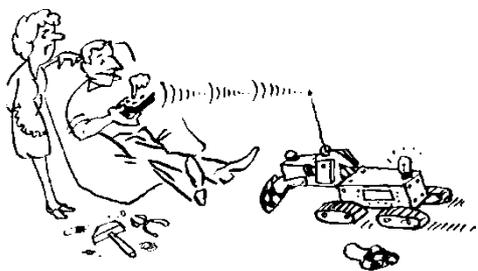
5. A Business Appointment

to have some problem to solve; to need smb's advice; to telephone to inquire about smth; to make an appointment with smb; to fix the time; to introduce oneself; to state the purpose of one's visit; in the course of the discussion; to discover; to have a different opinion on the subject; to use the argument that ..., to draw smb's attention (to); to explain one's attitude (towards); to be convincing; to come down on smb's side; in conclusion; to admit; to arrive at a sensible solution

6. A Business Interview

to expect a visitor coming to see smb; to arrange for the interview-through the secretary; to be made an offer; to sound rather promising; to get interested in smth; to ask for additional information; to be satisfied with the terms; to talk the matter over; to discuss the details; to agree about the terms and conditions; to be fair; to fix prices; to be reasonable; to attend to smth without delay

Ex. 45. Tell the story of each of the pictures.



to be keen on cybernetics; to design a robot; the latest achievements in science and technology; remote control; to push buttons; to bring smb down to earth.



to sell the family car; to go out of fashion; to look around for a second-hand spaceship; safe; easy to handle; a week-end trip.

Ex. 46. Subjects for oral and written composition.

1. The life story of a great Soviet physicist.
2. An important discovery in physics, chemistry or biology
3. A new science that has appeared in recent years.
4. Science in our life.
5. Soviet successes in scientific development.
6. Soviet scientists work for peace.
7. Retell the story as if you were a) Curtis; b) Johnson; c) the Establishment Officer; d) Johnson's wife.
8. Write a summary of the story.
9. Say whether you think Curtis was partial or impartial in his attitude towards Johnson.
10. Express your own opinion about the incident. Say who you think was actually responsible for the tragic occurrence and if it could have been prevented.
11. Try to imagine what happened further—after Johnson came out of hospital.
12. Speak on the qualities that you believe are necessary to make a good research worker.
13. Explain why it is important at all times to be master of one's emotions.