

LESSON ONE

Text: A Glimpse of London.

Grammar: There is ... There are ...

Be. Have.

Reported Speech.

Degrees of Comparison of Adjectives.

A GLIMPSE OF LONDON

London is the capital of Great Britain.¹ The full name of the country is the United Kingdom of Great Britain and Northern Ireland.² "Today London is one of the largest cities in the world. Its population* is more than seven million. London is situated on both sides of the Thames. There are fourteen bridges across the Thames.

In fact, there are several Londons.³ There is the ancient City⁴ of London. It is the oldest part of London. There are no houses in the City, only large office buildings. The City is the country's financial and business centre. The Stock Exchange,⁶ the Royal Exchange,⁸ and the Bank of England⁷ are all there. During the day the City has a population of half a million. At night the City is a different place. There's no traffic and very few people. It's quiet and empty.

London has many faces'. There is the West End with its famous shops and hotels. It's the finest part of London." In the West End there are theatres, cinemas, museums, picture galleries, long streets of fine shops and many big houses. There are beautiful parks, too.

The Houses of Parliament,⁸ Whitehall,⁹ Downing Street¹⁰ are all in the West End. Whitehall is the street where all the Government offices are. It is the heart of the government of Great Britain.

If the City is the "money" of London, and the West End is the "goods"¹¹ of London, then the East End is the "hands" of London.

Working-class London is in the East End. It is a district of docks, factories, poor little houses and narrow streets. Housing conditions in this part of London are very bad. Lots of old houses have no modern conveniences, They are damp, dirty and dark.

Every large city is full of contrasts, but London is the city of contrasts.

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NOTES

¹. **Great Britain:** Великобритания. Though Britain, or Great Britain, is often used as a name for the country as a whole, it is, in fact, the name of the larger of the British Isles, and Comprises England, Wales, and Scotland. The other big island, which lies to the West of Great Britain, is Ireland comprising Northern Ireland and the Republic of Ireland.

². **The United Kingdom of Great Britain and Northern Ireland:** Соединенное Королевство Великобритании и Северной Ирландии. This is the country's full official name since 1921 when the Irish Republic became independent. The following shorter names are also correct: the United Kingdom (informally the UK), Great Britain, and Britain.

³. **London** stands for: the City of London (деловая часть города):

the county of London графство Лондон;

Greater London (London with its suburbs) Большой Лондон (город с пригородами).

⁴. **The City:** Сити. The City, the oldest part of London, has an area of just over one square mile, and many centuries ago, there was a wall around the City with gates in it. Used figuratively, the City stands for the country's commercial circles, and is often called "London's square mile of money".

⁵. **Stock Exchange:** фондовая биржа. It is the place where professional brokers buy and sell stocks, bonds and other securities of the big commercial firms. The Stock Exchange is an important part of the financial machinery of the country.

⁶. **Royal Exchange:** королевская биржа. At one time the building was used as a meeting place for the City merchants. Now it is no longer used commercially, the building houses the offices of several insurance companies.

⁷. **Bank of England:** английский государственный банк. The Bank of England is in Threadneedle Street. The Bank's other name is "The Old Lady of Threadneedle Street". Old Lady refers to its traditional conservatism in financial matters. The name of the street comes from "to thread a needle" вдеть нитку в иголку. In olden times it was a tailors' street.

⁸. The proper name for **the Houses of Parliament** is the Palace of Westminster. The building of the Palace of Westminster is the seat of the British Parliament. The British Parliament has two Houses (Chambers): the House of Lords палата лордов and the House of Commons палата общин. -Used figuratively, Westminster stands for the British Parliament

⁹. **Whitehall:** Уайтхолл. In this street are the most important offices of the Government: the Home Office Министерство внутренних дел; the Treasury Казначейство, Министерство финансов; the Ministry of Defence Министерство обороны, and so on. Whitehall is synonymous with the British Government (its offices, or policy).

¹⁰. **Downing Street:** Даунинг-Стрит. The small street off Whitehall contains the Foreign and Commonwealth Office Министерство иностранных дел и по делам Содружества, and No 10 the official London residence of the Prime Minister. Thus, Downing Street may stand for the British Government, Prime Minister, or Foreign Office.

¹¹. **goods:** букв. товары, здесь — витрина, где все выставлено напоказ.

VOCABULARY

full *a* 1. полный (заполненный до предела) The bus is full. 2. полный (наполненный кем-н/чем-н) **Phr** be full **of** people (books, buses, ideas, light, etc) 3. полный (не сокращенный) a full name (answer, text, etc)

population *n* население **across** *prep* через; по другую сторону (чего-н) There is a bridge **across** the river. The post office is **across** the street.

different *a* 1. иной, другой, не такой The street has a different name now. **Phr** be different **from** sb/sth отличаться от кого-н/чего-н 2. различный, разнообразный, разный different people (things, goods, places, questions, problems, etc); **differ** *v* различаться, отличаться The new Moscow greatly differs **from** the old Moscow, **difference** *n* различие, разница There is no (little, some, a wide, etc) difference **between** them; a difference **in** living conditions (colour, temperature, meaning, etc)

traffic *n* уличное движение There is much (little, no, etc) traffic in the street. The traffic is heavy (light) here. **Phr** traffic lights светофор; traffic rules правила уличного движения

quiet *a* тихий, спокойный a quiet place (street, sea, day, night; child, person; voice, etc)

empty *a* 1. пустой, незанятый an empty bag (room, bus, seat, etc) 2. пустой, бессодержательный an empty promise (talk, etc)

famous *a* знаменитый, известный a famous writer (name, picture, monument, etc) **Phr** be famous **for** sb/sth славиться кем-н/чем-н

government *n* 1. правительство Moscow is the seat of the Soviet Government. 2. управление, форма правления

modern *a* современный a modern author (museum, style, dress, industry, model, etc); modern history (literature, art, architecture, etc)

WORD COMBINATIONS

be situated быть расположенным, находиться

in fact фактически, в действительности

financial and business centre финансовый и деловой центр

picture gallery картинная галерея

the working class рабочий класс, трудящиеся

housing conditions жилищные условия

modern conveniences удобства (газ, водопровод, телефон, центральное отопление и т. п.)

EXERCISES

COMPREHENSION

Ex 1. Answer the following questions:

1. Where is Great Britain situated? What is the country's full name? 2. What is the capital of Great Britain? How big is London? What is its population? Where is London situated? How many bridges are there across the Thames? 3. What is the oldest part of London? How important is the City in the life of the country? What is it like during the day? Why is it quiet and empty at night? 4. What other parts of London are there? 5. What is the West End famous for? 6. Where are the Government offices situated? What is in Downing Street? 7. Why is the City the "money" of London and the West End the "goods" of London? 8. What district is the East End? Why is it the "hands" of London? What are the housing conditions in that part of London? What are the houses of the working people like? 9. Why is London the city of contrasts?

Ex 2. Look through the text and notes once again, and explain:

1. the difference between:

- (a) the British Isles, Great Britain, Britain, the United Kingdom, and England.
- (b) London and Greater London.

2. what each of the following stands for:

- (a) the Old Lady of Threadneedle Street, London's square mile of money.
- (b) the "money", the "goods", the "hands", the "lungs" of London.

3. the literal and figurative meanings of:

the City, Westminster, Whitehall, Downing Street.

Ex 3. Find in the text the English for:

полное наименование; административные здания; финансовый и деловой центр; правительственные учреждения; рабочий Лондон; район доков и фабрик; изобиловать контрастами

KEY STRUCTURES AND WORD STUDY

Ex 4. Make up five groups of three words associated in meaning or area of usage:

| | | | | |
|---------|----------|---------|-------|------------|
| river | district | home | house | metropolis |
| country | lake | capital | state | residence |
| city | county | sea | part | nation |

Ex 5. In (a) find words in the text opposite in meaning to the following. In (b) replace the words in bold type by their opposites. Make all necessary changes. Translate the sentences.

(a) small, modern, many, noisy, full, short, ugly, rich, big, wide, good, dry, clean, light.

(b) 1. The bottle is **less** than half **full**. 2. Turn **down** the radio, please. It's too **loud**. 3. The area is **rich** in minerals. 4. The weather was **damp** and **cold**. 5. The sun was **up**. It was **light**. 6. The bag was **full** and very **heavy**. 7. Every time he tells **the same** story. 8. The girl wants a **shorter** dress. 9. Old cities usually have **narrow** streets. 10. The film is too **long**. 11. That's a **bad** joke! 12. The country has a **dry** climate. 13. She likes this sort of **heavy** humour. 14. My friend lives in a **noisy** street. 15. The traffic is not so **heavy** in the morning as in the afternoon.

Ex 6. Compare the meanings of the words in bold type.

1. (I) This is a **new** building, (II) This is a **modern** building. 2. (I) **The** painter was a **big** man. (II) The painter was a **great** man. 3. (I) He **is** a **new** writer, (II) He is a **modern** writer. 4. (I) It was a **damp** day. (II) It was a **wet** day. 5. (I) This is **fine** silk. (II) This is **beautiful** silk. 6. (I) The girl was **quiet**, (II) The girl was **silent**.

Ex 7. In the following pairs of sentences, bring out the difference in meaning between the words in bold type.*

1. (i) There's **heavy** traffic in the dock area. (ii) He speaks with a **heavy** accent. 2. (i) These are all **empty** boxes. (ii) These are all **empty** words. 3. (i) It was a **dark** morning. (ii) It was a **dark** secret. 4. (i) There is a **wide** avenue across the city. (ii) There is a **wide** difference between these two ideas. 5. (i) It was a **quiet** colour. (ii) He was a **quiet** child. 6. (i) **Long** hair is no longer fashionable. (ii) Her sister was ill for a **long** time. 7. (i) This is a **big** place you have here. (ii) "Love" is a **big** word. 8. (i) The bag is **light**. (ii) The colour is **light**. 9. (i) This is **dry** wood. (ii) This is a **dry** subject. 10. (i) The tree is still **green**. (ii) The boy is still **green**. 11. (i) The house is **damp**. (ii) The climate is **damp**. 12. (i) It is a **fine** morning. (ii) This is a **fine** museum.

* The student can bring out the difference in meaning in several ways as through suggesting other words combinations, giving situations, paraphrasing, or through translation.

Ex 8. The words below are names of parts of the body. Complete the sentences, by one of the words (used as a noun) and translate them into Russian.

ear (2), heart (2), hand, face, eye, head, foot, mouth, body

1. Moscow is the — of the Soviet Union. The — of Moscow is the Kremlin. 2. This year the camp is situated at the — of a hill. 3. The child has a good — for music. 4. The painter is very famous. He has a wonderful — for colour. 5. The boy has a very good — for foreign languages. 6. They have some very nice watches in that shop, quite modern, too, with square — and three —, one for the hours, another for the minutes, and still another for the seconds. 7. Father's seat was at the — of the table. 8. A legislative — is a group of persons who make laws. 9. London lies in the — of the Thames.

Ex 9. Compare the meaning of the following words with the words of the same root in Russian.

office, financial, business, hotel, museum, gallery, class, modern, contrast, official, mile, figurative, professional, broker, commercial, firm, company, residence

Ex 10. Translate the following sentences. Note the pattern.

| | | | | | |
|------|-----|----------|---------|-----------|------------|
| five | } { | hundred | | hundreds | |
| | } { | thousand | workers | thousands | of workers |
| | } { | million | | millions | |

1. В 2000-м году население Советского Союза будет более 270 000 000. 2. Ежегодно сотни москвичей получают квартиры. 3. В Большом Лондоне более семи миллионов жителей. 4. В субботу и воскресенье Лондон пустеет. Сотни лондонцев выезжают за город. 5. Днём улицы любой столицы мира заполнены тысячами машин. 6. В Венгрии одно большое озеро. Это—Балатон. А в Финляндии десятки больших и сотни малых озёр.

Ex 11. Answer the following questions, using 'both' and 'all' according to the model.

Model: 1. Which of these two exercises is difficult?
 (a) They are both difficult.
 (b) Both of them are difficult.

2. Where are the government offices in London?
 (a) They are all in Whitehall.
 (b) All of them are in Whitehall.

(A) 1. Which of his brothers is a worker? 2. Are the students in your group Russian? 3. Where are your English books? 4. Are these two stamps English? 5. What are your parents? 6. Where are the children? 7. Are Rooms 30 and 32 on the

left-hand side of the corridor? 8. Are the new hotels in Moscow big?

(B) 1. What cities are Gorky and Saratov? Are they on the Volga? 2. Are Sochi and Gagri on the Black Sea? 3. Where are the theatres situated in London? 4. Are the Stock Exchange, the Royal Exchange and the Bank of England in the City? 5. Are Cambridge and Oxford University towns?

Ex 12. Fill in the blanks with 'it' or 'there' according to the sense.

1. The Lake District in England is called so, because— are really a lot of lakes there. — is a very beautiful part of the country. At the beginning of the 19th century — was a group of poets who lived in this district. They were known as Lake Poets.

2. Prince Edward Island is the smallest province in Canada, both in territory and population. In fact, — is like one large, well-kept farm. — is no place more than a few miles from the coast. — is a very quiet island. — is almost like being in another world. — is no heavy industry on the island. Its main industry is agriculture. Yet — is a historical place for — is the birthplace of Canada.

Ex 13. Add the correct form of 'there is', or 'it is' to the following.

1. — a beautiful cathedral in this place before the war. 2. — a short way from here to the station? 3. — a shorter way to the station if you are in a hurry. 4. — a pity that you won't be at the party. 5. — a woman standing here a minute ago. 6. — a fact that he is a clever man. 7. — no time for tea if we are in a hurry. 8. — time to go to bed. 9. — no place like home. 10. — a problem to get to Oxford from London? — no problem at all. You can get there either by boat or by bus. 11. — one empty seat in the plane when I arrived. 12. — a beautiful park here in a couple of years. 13. Don't you think—time for another cigarette? 14. — a place I know where you can have good coffee. 15. — a crossing here?

Ex 14. Study the following phrases. Recall the sentences in which they are used in the text. Use them in sentences of your own.

one **of** the cities; **in** the world; **on** both sides of the river; **across** the river; **in** fact; **during** the day; **at** night; a street **with** shops; a district **of** docks; **in** the City (this part of the town, the West End, the East End); lots of houses; full of contrasts; a city of contrasts

Ex 15. Fill in the blanks with prepositions or adverbs. Retell the passages.

(A) 1. The full name—the Soviet Union is the Union—Soviet Socialist Republics. Moscow, its capital, is one — the largest cities — "the world. It is situated — both sides — the Moskva. There are ten bridges — the Moskva river. — fact, there are twelve, but two — them are for underground-trains. 2. — the heart — England, about 112 miles north west — London, is Birmingham, a city — over a million inhabitants. The district around Birmingham is a district — factories and

mines. The nearest port is Liverpool—the mouth—the river Mersey—the Irish Sea. 3. One—the towns, right—the centre—England is Stratford, Shakespeare's birthplace. — the bank — the river Avon there is a monument to Shakespeare. Not far — it is Shakespeare's house; a small house — small rooms, and a small garden. Now Stratford is a busy town — streets full — people and cars. 4. The streets — the West End — London are all famous — something: Piccadilly — its clubs, Harley Street — its doctors, Charing Cross Road — its bookshops. 5. If the City is a busy place — the day and a quiet place — night, Soho (— the heart — the West End) which is famous — its French, Italian and Swedish restaurants, is a busy place — night, but quiet — the day.

(B) Scotland is — the north — the British Isles. It is — the north — England. Scotland is a country — its own traditions, traditions which are alive even now and are rare — the modern world. Scotland is part — Britain, but Scotland is not England. It differs — England — many ways. Scotland has her own administration of government* which is centred—Edinburgh. She has her own national heroes, a national dress, the kilt** (which is, strictly speaking, only — men); her own typical instrument, the pipes*** (or the bagpipes); her own national country dances and songs (some — which are very popular — England, too); her poetry (some — which is famous — the English-speaking world). In short: Scotland is not England.

Ex 16. Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.

several (2), different, difference (4), differ, damp (2), famous (3), full, empty (2), quiet, modern

1. Charles Dickens is a — 19th century English writer. He is— for his novels about working-class England. 2. There are—paintings by Rembrandt in the Hermitage, the world — museum in Leningrad. 3. The Rossiya hotel in Moscow is an interesting example of — architecture. 4. In the words of the great American writer Mark Twain the — between the right word and the almost right word is the — between lightning and the lightning bug.**** 5. The family was out of town, and the house stood —. 6. The play is — of humour. 7. You really mustn't smoke on an — stomach. 8. The woman's clothes were — with the rain. 9. There were — people at the bus-stop. 10. There is a world of — between "few" and "a few", "little" and "a little". 11. October weather is — and foggy. 12. In contrast to his brother who is a noisy sort of man, he is very —. 13. The sisters — from one another in the colour of their eyes. 14. In fact there is no — in meaning between "have something" and "have got something". 15. Three — persons told me the same story.

* органы местного самоуправления

** kilt: юбка шотландского горца

*** pipes (or the bagpipes): волынка

**** lightning: молния lightning bug (Am. E): firefly жук-светляк

Ex 17. Replace the Russian words and phrases by suitable English equivalents. Retell the passage.

I was born in a small town in the north of England. There is a big castle in the centre of the town and (несколько) fine old churches. Here most of the streets are dark and (узкие); the houses are on both sides of the streets and they are not much (отличаются от) each other. In the suburbs the houses are bigger and newer, with (всеми удобствами), and the streets are (шире).

There are three cinemas in the town. One of them is not far from our house. I usually go there once a week; but when the film is good we all go to the cinema together. Before the war we still had trams, but now we only have buses.

The town itself is a (тихое) place now, with very few people in the streets during the day and very (небольшое уличное движение). But there was a time (несколько) hundred years ago when the town was quite (знаменитым). (Действительно) it has a long and interesting history.

The country around it is very beautiful. There is a river nearby where one can bathe, or fish. There are two bridges (через) the river. On the other side of the river there are some low, green hills.

Ex 18. Test translation.

(A) 1. Столица Советского Союза — Москва. Она расположена по обеим сторонам Москвы-реки. Москва — большой промышленный город со множеством фабрик и заводов. Это также порт пяти морей. Москва является культурным центром страны. Здесь много музеев, картинных галерей, театров и кино. Библиотека имени В. И. Ленина — одна из самых крупных библиотек мира и самая большая библиотека в Советском Союзе. Она находится в самом центре Москвы, недалеко от Кремля. 2. Москва — очень старый город; ей более 800 лет, но это также и молодой город с новыми проспектами, красивыми площадями и парками. Новые районы города отличаются от старых. Улицы в новых районах широкие, с высокими домами по обеим сторонам. Здесь нет ни фабрик, ни заводов. Здесь много солнца и воздуха. В жилых домах все удобства. В Москве живет более 8 млн. человек.

(B) 1. Какая самая красивая улица Москвы? 2. Сколько мостов через Москва-реку? 3. Где самый большой стадион в Москве? Как он называется? 4. Чем отличаются новые районы Москвы от старых? 5. Как сейчас выглядят Ленинские горы? 6. Где самое большое уличное движение в Москве? 7. Чем славится Красная площадь? 8. Как полностью называется Советский Союз? 9. Каково население Советского Союза?

GRAMMAR

There is ... There are Be. Have.

Ex 19. Study the following charts.

(A) With Countable Nouns

| | | |
|-------------------------------|---------------|---|
| 1. There is ('s) There is | a (some) a | book on the table. pen and some pencils in my bag. |
| 2. There are ('re) | some (a few) | chairs in the room. |
| 3. Is there | any (a) | river in "this place?" |
| 4. There was | no* | wind yesterday. |
| 5. There were | few | factories in this district. |
| 6. There will be ('ll be) | a lot of | students at the meeting |
| 7. There won't be | many | visitors tomorrow. |

(B) With Uncountable Nouns

| | | |
|----------|--|---|
| There is | some little a little no a lot of much | bread in the breadbox. sugar in the cup. butter on the plate. money in my bag. oil in our country. work at our office today. |
|----------|--|---|

Ex 20. Use the correct form of the verb 'be'.

1. The hour was late, there—no taxis. 2. There—a lot of students at our Institute now, there — more next year. 3. — there no talk about it at supper? 4. — there time to do this work tomorrow? 5. There — a lot of people at the meeting tomorrow. 6. There — little snow in this part of the country last year. 7. There — only a few new houses here some years ago. 8. The street was very noisy when there — a bus line here. 9. There — a lot of coal in the Donbas. 10. There — a lot of fruit in our garden next summer.

* Note other possible forms of negative sentences: There isn't a book on the shelf. There aren't any pictures on the walls. There isn't oil in that country.

Ex 21. Make up sentences of your own according to the patterns in the above charts.

1. a beautiful picture; on the wall. 2. a lot of children; in the garden. 3. any factories; in this town; before the revolution? 4. a few English books; in my library. 5. a rich library; at our institute. 6. one thousand words; in this dictionary. 7. any water; in the glass? 8. time; for this work; tomorrow. 9. how many parts; in this book? 10. a picture of London and two maps; on the wall. 11. a lot of fruit; in Bulgaria. 12. traffic lights; at every corner in this city. 13. any gold; in this part of the country? 14. no guests; in the house; last Sunday. 15. milk; a little; in the bottle. 16. much money; not; in my pocket; when I was a student. 17. how many; films; at the festival; of the Moscow Studio? 18. heavy traffic; in the centre of the city.

Ex 22. Replace the Russian words by suitable English equivalents.

1. He takes (мало) sugar in his tea. 2. There is (немного) sugar in the sugar-bowl. 3. She has (немного) books on this subject in her library. 4. There are (много) interesting books in my bookcase. 5. There are (совсем нет) factories in this town. 6. There is (сколько-то) bread in the house. 7. There is (немного) butter in the butter-dish. 8. I had (мало) money on me at the moment. 9. You won't get (много) advice from him. He is too young. 10. Is there (какая-нибудь) river in those parts? 11. Give me (какую-нибудь) book on the Economy of this country. 12. There is (большое) traffic in this part of the city. 13. There is (много) fruit in the Caucasus. 14. Did you get (сколько-нибудь) information from this book?

Ex 23. Express the opposite idea.

1. There are **few** government offices in this part of the town. 2. There is only **one** bridge across the river in this place. 3. When I was there last, there were **no** houses on the left side of the street. 4. There isn't **any** sugar in my tea. 5. We had a fine spring, there will be **a lot** of apples this year. 6. There is **some** writing paper on the desk. 7. There was **no** time to visit the museum. 8. There are **several** bookshops in this street.

Ex 24. Complete the following, using "there is ...", "there are ..". Use "a lot of", "much", "many", "few", "a few", "little", "any", "no" where necessary.

1. This is the older part of the city (*historical places*). 2. Moscow is a very big city (*more than 5,000 streets, avenues, and squares*). 3. The theatre is not far from here (*still a shorter way across the square*). 4. This sidestreet is very quiet (*traffic*). 5. The film was interesting to me (*people who did not like it*). 6. It's very late (*time to go there on foot*). 7. The sky is dark (*a heavy rain in a few minutes*). 8. The lecturer was a very interesting man (*questions when the lecture was over*). 9. I am sorry we are late. (*another train for at least two hours*). 10. Nobody is at home (*light in the windows*). 11. Don't leave yet (*supper soon*). 12. We'll have a hard time this spring (*examinations*). 13. I have an invitation to the party (*interesting people*).

Ex 25. Change the following sentences, using 'there is ...', 'there are ...'.

1. We have about 5,000 male and female names in the list of Russian names, but not all of them are popular today. 2. The Rossiya Hotel is the biggest in the USSR and in Europe. It has 3,071 rooms and may have 5,374 guests. 3. Moscow has 28 markets and soon it will have another two. 4. "Have you tram-lines in Moscow?" "Yes, we have, but not many." 5. They still had several empty seats in the plane when we arrived at the airport. 6. They have a very good dance band in that restaurant. 7. Hurry up. We have no time for tea. 8. Some five years ago they had no metro in their town. Now they have several lines and no transport problems. 9. We shall have a heavy rain in a moment, I think. 10. They had no railway in that part of Siberia for a long time. 11. They will have a good film on at our local cinema tomorrow. 12. How many students have you got in your class?

Ex 26. Translate the following sentences into English, using 'there is ...', 'there are ...'.

(A) 1. В Лондоне много театров. Все они в Уэст-Энде. 2. В Сити нет жилых домов. 3. Днем на улицах Сити очень много народа, а ночью улицы пустые. 4. На Оксфорд Стрит очень много магазинов. 5. В Ист-Энде мало парков, там много фабрик и заводов.

(B) 1. В Советском Союзе много больших рек. 2. Сколько озер в Советском Союзе к востоку от Урала? 3. На Волге много больших промышленных городов. 4. Сколько рек в Москве? 5. На Калининском проспекте много высоких красивых домов. Много там и магазинов. 6. В Москве девять железнодорожных вокзалов.

(C) 1. Сколько слов в этом словаре? 2. Раньше эта улица не была шумной, а теперь на ней большое движение. 3. В этом году в нашем саду будет очень много цветов. 4. У нас в аудитории нет часов. 5. В этой библиотеке есть читальный зал? 6. Сколько будет аудиторий в новом здании вашего института? 7.—Почему твой портфель такой тяжелый? — В нем словарь, учебник и несколько тетрадей. 8. В бутылке мало молока. 9. В этой части страны мало холодных месяцев, но в каждом месяце бывает несколько холодных дней. 10. Раньше в этом городе не было кинотеатров, а теперь здесь три кинотеатра и клуб.

Ex 27. Practise the following according to the models.

Model 1: Now Mary is well but a week ago she (*very ill*).
but a week ago she **was very ill**.

1. I am a teacher now but a year ago I (*a student*). 2. Now we are students but a few months ago we (*school children*). 3. It is cold today but yesterday it (*still warm*). 4. Now she is a long way from here, but yesterday she (*at home*). 5. He is an engineer now but two years ago he (*Д worker*). 6. Now the weather is nice but early in the morning it (*rainy*). 7. Now the hall is empty but it (*full of people*) just five minutes

ago. 8. There are a lot of people in the streets today, but yesterday they (*empty*).

Model 2: I think (*he, be, there, tomorrow*)
I think he'll **be there tomorrow**.

I think: 1. he, be a musician. 2. they, be present at the meeting. 3. we, be at home, on Sunday. 4. the weather, be good, tomorrow. 5. there, be a lot of people at the party. 6. she, be a good teacher. 7. the party, be very interesting. 8. the book, be very difficult for her. 9. I, be there, at five o'clock, too.

Ex 28. Translate the following sentences.

1. Она будет хорошим специалистом. 2. Мы были в Москве во время кинофестиваля. 3. Она сейчас в деревне. Они будут в городе не раньше понедельника. 4. Я буду дома в субботу. 5. Он был очень интересным докладчиком (лектором). 6. Они были в Лондоне два года назад. 7. Сколько студентов в вашей группе? 8. У него прекрасная библиотека. 9. Приходите к нам в воскресенье. Все будут рады видеть вас. 10. Много лет тому назад этот город был столицей страны. 11. У меня завтра не будет времени. 12. У них была прекрасная машина, а где она сейчас?

Ex 29. Form disjunctive questions.

1. You weren't busy in the morning. 2. Your school was near home. 3. Your parents are not in town in summer. 4. A lot of people will be present at the meeting today. 5. There are a lot of interesting things in this museum. 6. Everybody'll be happy to meet the famous writer. 7. They had quite a problem with the boy. 8. The train was not late today. 9. We'll have a meeting on Friday. 10. Everybody's busy. 11. She has a country house near Moscow. 12. I'm right. 13. There's nobody at home. 14. You'll be in Irkutsk on Saturday. 15. The book won't be interesting for them. 16. Tomorrow's Sunday.

Ex 30. Open the brackets, using the correct form of the verb 'be' and retell the texts.

(A) PARKS OF LONDON

There — more than eighty parks in London. The best known parks near the centre of London — Hyde Park, Regent's Park and St. James's Park. Hyde Park — a large park of three hundred and forty acres. At the time of King Henry VIII there — wild animals in the park. Today people walk in the park or sit on the grass. The Serpentine — a lake in the middle of Hyde Park. In summer you can swim in the Serpentine or go out in a boat.

Regent's Park — larger than Hyde Park. The London Zoo — in Regent's Park. There — more than six thousand animals and birds in the Zoo. You can visit the Zoo by boat. The boat goes along the Regent's Canal. There — also an open air theatre in Regent's Park. You can see Shakespeare's plays there in summer.

St. James's Park — the oldest and the smallest of these three parks. It — very near Buckingham Palace. The lake and gardens in St. James's Park—very beautiful.

(B) In A.D. 61, in the times of the Romans, London (it — Londinium in those days) — a walled city. But there — probably a small settlement even before that time. The first settlements — on two hills on the north bank of the Thames. These places today—Westminster and St. Paul's.* In the city walls there— "gates". Now there—still several: Bishopsgate and Ludgate — two of them.

Reported Speech
Imperative (Requests, Warnings, Instructions, Prohibition)

Ex 31. Study the following chart.

| Direct Speech | Reported Speech |
|--|--|
| 1. The old lady says/said to the young man: "Give me a hand with my heavy suitcase." | 4. The old lady asks/asked the young man to give her a hand with her heavy suitcase. |
| 2. "Never say such things again," Father said to me. | 5. Father told/ordered me never to say such things again. |
| 3. Peter said to his wife: "Don't forget to send me a telegram, please." | 6. Peter asked/begged his wife not to forget to send him a telegram. |

*Ex 32. Use Reported Speech.***

1. "Don't repeat this mistake again!" the instructor warned the sportsman. 2. "Leave your address with the secretary," the assistant said. 3. "Phone to me for an answer tomorrow," the manager said to the client. 4. "Don't be so silly," the father said to the kid. 5. "Give a smile," the photographer said to me. 6. "Please, help me to make a decision," Ann asked her friend. 7. "Don't leave these books on the table, put them back on the shelf," the librarian said to the student. 8. "Be a good girl and sit quietly for five minutes," the nurse said to the child. 9. "Leave your things here," my companion advised me. 10. "Don't discuss this question now," said the chairman.

* St. Paul's Cathedral

** Some other changes should be observed in Reported Speech: "now" is changed to "then", "tomorrow" – "the following day/the next day", "here" – "there", "this/these" - "that/those".

Degrees of Comparison of Adjectives

Ex 33. Study the following chart.

| Positive | Comparative | Superlative |
|--|---|--|
| small hot . easy narrow | smaller hotter easier narrower | smallest hottest easiest narrowest |
| { old | older elder | oldest eldest |
| comfortable | more comfortable | most comfortable |
| { good } bad } little much many far | better worse less more farther further | best worst least most farthest furthest |

Ex 34. Compare the following according to the model.

Model: the Don, the Dnieper, the Volga: long, short

1. The Don, the Dnieper and the Volga are long rivers.
2. The Dnieper is longer than the Don but shorter than the Volga.
3. The Volga is the longest of the three, and the Don is the shortest.

1. the Urals, the Pennines, the Alps: high, low; old, young. 2. the climate of Karelia, the Central Asia Republics, Siberia: damp, dry; cold, hot. 3. the Azov Sea, the White Sea, the Caspian Sea: deep, shallow; cold, warm. 4. the Behring Strait, the English Channel, the Gibraltar Strait: narrow, wide. 5. the four seasons of the year: spring, summer, autumn, winter; cold, warm; beautiful.

Ex 35. Use the following patterns in sentences of your own.

1. The weather today is better (worse) than it was yesterday.
2. This book is as interesting as that one.
3. The Thames is not so (as) long as the Dnieper.
4. He is twice as old as I am.
5. His library is much richer than mine.
6. She is two years younger than I (am).

Ex 36. Translate the following sentences.

1. Какой из шести континентов самый большой? 2. Какой самый короткий месяц в году? 3. Днем на улицах города гораздо больше транспорта, чем вечером. 4. Новые здания гостиниц более современные и они гораздо выше, чем старые. 5. Моя библиотека не столь интересна и богата, как библиотека моего друга. 6. Николай самый молодой из моих друзей. Ему столько же лет, сколько и моей младшей сестре. 7. Кто у них в семье самый- старший из детей? 8. Летом у нас больше свободного времени, чем зимой. 9. В конце года у них в отделе вдвое больше работы, чем обычно. 10. Мой брат на три с половиной года старше меня.

Ex 37. Fill in the blanks with the correct form of the adjective given in the brackets. Use the article where necessary.

1. The Soviet Union is — country in the world (*large*). Its territory is 22,402.2 thousand square kilometres. 2. There is no country in the world that is as — in minerals as the Soviet Union (*rich*). The Soviet Union has — reserves in the world of important minerals such as coal, oil, gas, iron, zinc, nickel and others (*rich*). 3. Moscow, the capital of the Soviet Union, is one of its — towns (*old*). It is — than Leningrad (*old*). 4. Red Square is — place in Moscow (*beautiful*). In old days it was — place in Moscow (*busy*). 5. The Hermitage in Leningrad is one of—of the world's art museums (*fine*). There are—than two and a half million works of art of different ages, countries and peoples (*many*). 6. Leningrad, like Moscow, is one of — industrial centres in our country (*important*). 7. The British Museum in London is famous for its library, which has one of — collections of books in the world (*rich*). 8. The English Channel, at its — part, the Strait of Dover, is 32 kilometres wide (*narrow*). 9. Among the world's— countries are the Vatican, in Rome, and Monaco, which is situated in the South of France (*small*). 10. The Sears Tower in Chicago is the world's — all-electric building (*tall*). It is — than both the Empire State building and the World Trade Centre in New York (*tall*).

The Article

Ex 38. Study the following chart.

- | |
|--|
| <p>A. Give me a book. (<i>any book</i>) Give me the book. (<i>the book in your bag</i>)</p> <p>B. There is an article in today's paper. The article is on modern architecture. It's an interesting article.</p> |
|--|

Ex 39. Make up situations, explaining the use of the article in the following pairs of sentences.

1. (I) This is a house, (II) This is **the** house. 2. (I) You can have a new bag. (II) You can have **the** new bag. 3. (I) May I have an English dictionary? (II) May I have **the** English dictionary? 4. (I) This is a famous picture, (II) This is **the** famous picture. 5. (I) You had a copy of my report, (II) You had **the** copy of my report. 6. (I) She is a doctor, (II) She is **the** doctor.

Ex 40. Fill in the blanks with articles.

1. This is—very difficult sentence for me.—sentence has too many unknown words in it. 2. Ours is — noisy street. — street is in the centre of the city. It is — street with very heavy traffic during the day. 3. "Is there — theatre in your town?" "Yes, we have one. — theatre is in the town's central square." 4. You have — mistake in the second form of the verb. — mistake is bad, it is not — spelling but — grammar mistake. 5. He has— interesting collection of butterflies. —collection is the second best in our country. 6. He has — elder brother. — brother is away the greater part of the year. He is— sailor.

Ex 41. Fill in the blanks with articles. Retell the passage.

I like Elsom. It is — seaside resort in — South of England. — town is not very far from Brighton and it has the charm of — old town. — town was never fashionable. In winter Elsom was usually — quiet place and the Dolphin — very comfortable inn. In — hall of — inn there still is a framed letter from Mr Thackeray, — famous writer. In August and September — town is full of holiday-makers and is for two months — noisy place.

(After "The Round Dozen" by W. S. Maugham)

READING

Ex 42. Read the text, timing yourself. Make up questions covering the contents. Retell the text.

IONA

The island of Iona is situated to the West of Scotland. Iona is a very small island. In fact it is one of the smallest islands in the Atlantic.

The population of the island is not large. There are not very many people there. Life on the island is very different from life in town; there are no big shops or blocks of flats* or busy roads. There is only one car on the island, but every family has a boat. There is lots of fish and crabs in the sea.

The houses have no modern conveniences. There is no electricity for electric lights and no running water. So in the summer people are up with the sun and in bed with the sun, too. In the winter they have oil lamps or candles in their cottages.

* многоквартирный жилой дом

Iona is a wonderful place for a holiday. It is very quiet there. There are hundreds of holiday-makers there every summer. There are beautiful long beaches where the sand is very, very white, and most of the time the sea is very clear. In fact Iona is famous for its beaches.

The island also has its historical place of interest — the ancient Abbey, which is on a small hill in the middle of the island. In fact there is very little of the old Abbey today, only the walls and the old stone church.

After a holiday on Iona life in a big city with its noise, tall houses, big shops and heavy traffic is a great contrast.

SPEECH AND COMPOSITION

Ex 43. (A) Ask your friend:

| | |
|--------------|--|
| what | the capital of the USA is; the name of the official residence of the president of the USA is; New York is famous for; islands it is situated on; the longest river in the USA is; river in Great Britain is the most important; the British Museum is famous for; the names of the two oldest universities in Great Britain are; country has the largest population in the world; countries are situated on islands; the oldest part of Moscow is; the Kremlin is famous for; places of interest there are in Moscow; etc. |
| how | big the population of the Soviet Union is; many republics there are in the Soviet Union; large the Soviet Union is; old Moscow is; different new Moscow is from old Moscow; many people there are in Moscow; many stations the Moscow metro has; many metro stations there were in 1935; many bridges there are across the Moskva; etc. |
| if (whether) | the USA is the full name of the country; New York is the capital of the USA; the Houses of Parliament is one building; there is much traffic in Oxford Street; the Thames is as long as the Volga; the Thames is the longest river in England; the British Isles were part of the continent at one time; etc. |
| when | Leningrad had the name of Petersburg; Moscow had the biggest fire; Moscow was not the capital of the country; Red Square is full of people; etc. |
| where | Great Britain is situated; Hyde Park is; the new building of Moscow University is situated; etc. |
| why | Moscow is called a port of five seas; the seat of the British Government is called the Houses of Parliament; etc. |

(B) Tell me:

- what your name is; place you are from; your home town is like now; it was like ten years ago; places of interest there are in your town; your town (street) is famous for; time you are usually free; your plans for tomorrow (next Sunday) are; lessons you will have tomorrow; etc.
- how old you are; big your family is; many brothers and sisters you have; far your home town is from Moscow; far your house is from the Institute; many lessons you have every day; many lessons you had yesterday; etc.
- if (whether) your home is in a new district; your house has all modern conveniences; there is much traffic in your street; you have classes every day; you will be free tomorrow; you were busy yesterday; you were a student two years ago; you have many friends; your friends are also students; etc.
- when your classes are over; reading halls are full of students; the Institute is a quiet place; students have the busiest time of the year; you will have your examinations; etc.
- where your home town is situated; you are usually on Sundays; you were last Sunday; etc.
- who your best friend is; has a rich library of English books in your group; you usually have talks on books with; etc.

Ex 44. *Answer the following questions, using the vocabulary of the lesson. Sum up your answers.*

SOME FACTS ABOUT THE SOVIET UNION

1. What is the full official name of the Soviet Union? 2. What is the geographical position of the country? 3. What seas and oceans wash its shores in the North? In the North-East? In the East? 4. What countries border on the Soviet Union in the West? In the South? In the South-East? 5. How large is the country's territory? 6. How big is the population of the USSR? 7. What are the names of the fifteen Union Republics comprising the USSR? 8. What are the capitals of the Union Republics? 9. What are the biggest rivers in the European part of the USSR? In Siberia? In the Far East? In Central Asia? 10. What are the largest lakes on the territory of our country? 11. Is the Caspian Sea a lake or a sea? 12. What is Lake Baikal famous for? 13. What are the biggest mountain chains in our country? 14. What are the highest mountain peaks in the Caucasus? In the Pamir? 15. What are the most important industrial districts, and where are they situated?

A VISIT TO MOSCOW

1. How old is Moscow? 2. What is the heart of Moscow? 3. What is Moscow famous for? 4. What places of interest are there in Moscow? 5. Which historical building do you think the most interesting, and why? 6. What are Moscow's shopping centres like? 7. What parks are there in Moscow? 8. How many stadiums are there in Moscow? 9. What is Moscow's biggest stadium? 10. What are the new residential districts like? 11. What conveniences are there in a modern flat? 12. How different is new Moscow from old Moscow? 13. How big is Moscow's population? 14. What will Moscow be like in ten years' time?

GOVERNMENT IN BRITAIN

1. What is Britain's political system? 2. What is a constitutional monarchy? 3. Why is England a kingdom? 4. What is the role of the monarch? 5. Does the country have a written constitution? 6. What is Britain's legislative body? 7. How many chambers are there in the British Parliament? What are their names? 8. What is the country's executive body? 9. Who forms the British Cabinet? 10. What are the main political parties in Britain? 11. What party is in power? 12. Who is Prime Minister?

Ex 45. Read the following. Answer the questions. Write up the passage in English.

На Британских островах, отделенных от Западной Европы проливом Ла-Манш (the English Channel), расположилась Великобритания, а официально— Соединенное Королевство Великобритании и Северной Ирландии. По форме правления это государство является конституционной монархией. Площадь Великобритании 244,1 тысяч кв. км, население составляет 56 млн. человек. Государственный язык — английский.

В состав Соединенного Королевства входят Англия, Уэльс, Шотландия, Северная Ирландия (Ольстер Ulster).

Англия — историческое ядро Соединенного Королевства — раскинулась в южной и средней частях самого крупного из Британских островов — Великобритании.

Уэльс занимает юго-западную часть острова Великобритания, Шотландия же — его северную часть, а также прилегающие острова: Гебридские (the Hebrides), Оркнейские (the Orkneys) и Шетландские (the Shetland Islands).

Северная Ирландия расположена в западной части Соединенного Королевства на острове Ирландия, втором по величине острове.

Questions:

1. What is the full official name of the country often called "Great Britain"? 2. What piece of water separates the British Isles from the Continent? 3. What form of government does the country have? 4. How big is the country's territory? 5. How big is its population? 6. What is the country's state language? 7. What are the names of

the parts comprising Great Britain? 8. What is the country's ancient heartland? 9. Is Wales in the south-eastern or south-western part of the island of Great Britain? 10. Where is Scotland situated? 11. What islands lie off the Scottish coast? 12. Which island is the larger — Great Britain or Ireland?

Ex 46. Act as interpreter. Sum up the dialogue.

Question: What is the political system of the Soviet Union?

Answer: Советский Союз является социалистическим общенародным государством.

Q: What is the highest body of state power of the USSR?

A: Высшим органом государственной власти в СССР является Верховный Совет СССР.

Q: How many chambers are there in the Supreme Soviet?

A: Верховный Совет состоит из двух палат: Совета Союза и Совета Национальностей.

Q: What are the legislative and executive bodies of the USSR?

A: Верховный Совет СССР является законодательным органом, а Совет Министров СССР, т. е. Правительство СССР, является высшим исполнительным и распорядительным (administrative) органом.

Q: What is the role of Moscow in the political life of the country?

A: Ее роль очень велика. В Москве находится Центральный Комитет Коммунистической партии Советского Союза, Президиум Верховного Совета СССР и Советское правительство.

Ex 47. Speak on the following topics. Make use of the words and phrases given below.

1. In My Part of the Town

the finest part of the city; a new district; many new buildings; long streets of tall houses; blocks of flats; be different from; be famous for; clean; quiet; little traffic; little noise; no factories; no factory smoke; a beautiful park with big old trees; trees on both sides of the street; lots of flowers; a post office across the street; a cinema at the corner; many different shops; an excellent bus service; in fact.

2. Our New Home

a family of four; a two (three, etc)-room flat; a corridor; a kitchen; a bedroom; a living-room; a bathroom; all modern conveniences; pictures on the walls; a carpet on the floor; flowers in a vase; a table in the middle of the room (at the wall); curtains on the windows; an armchair in the corner; quiet; large windows; a TV set; a bookcase with books.

3. My Home Town

(a) a small town; green; quiet; clean; few big houses; lots of one-family cottages; modern conveniences; narrow streets; a river; be situated on both sides of a river; lots of trees and flowers; much snow in winter; several bridges across the river; a railway station in the heart of the town; be famous for; be different from; full of holiday-makers in summer; at the foot of a big mountain.

(b) a big industrial centre; capital; noisy; heavy traffic; in the heart of ...; several parks; lots of office buildings; full of people; hotels; big shops; tall houses; population; be empty on Sundays; in the country; be famous for.

Ex 48. Discuss the following, giving your arguments for or against.

1. You think that it's better to live in a big town. Your friend says that he likes living in a small town much better.

2. You are a student living away from home. Compare the city you are living in now with your home town. Say which is bigger, has more places of interest, etc.

3. You have been on a holiday to the seaside. Your friends have been in a students' camp on the Volga or some other river, or in the mountains. Describe each of these places and compare them.

Ex 49. Subjects for oral and written composition.

1. Moscow—the capital of the USSR.
2. The state and political system of the USSR.
3. The story of the capital of one of the Union Republics.
4. The state and political system of (a) Great Britain; (b) the USA.
5. Places of interest in London (Warsaw, Budapest, Prague, Sofia, Berlin, Paris, Rome, Washington, etc).
6. My home town.
7. Places of interest in your home town.
8. Describe a busy street, a shopping centre, a building of historical importance.
9. Your home town now and what it was like ten years ago.
10. New cities on the map of the USSR.
11. Write a letter to your friend who has left the town and has gone to live in another. Ask him to describe it.

* * *

*

LESSON TWO

Text: An Englishman's Diary (after Stephanie Andrews).

Grammar: The Indefinite Tense Forms (Present, Past and Future).
Reported Speech. Sequence of Tenses.

AN ENGLISHMAN'S DIARY

An Englishman's day — and who can describe it better than an Englishman's wife? It begins when he sits down to breakfast with his morning newspaper.

As he looks through the headlines there is nothing he likes better than his favourite breakfast of cornflakes with milk and sugar (porridge if he lives in the North), fried bacon and eggs, marmalade¹ on toast² and tea (with milk, of course) or coffee.

He in fact gets such a meal if there is enough money in the family to buy it.

After breakfast, except on Saturdays and Sundays which are holidays, he goes to work by train, tube,³ bus, car, motor scooter, motor bike⁴ or walks there. He leaves home at about 7:30.

At offices or factories there is a tea or coffee break at eleven. Then at mid-day everything stops for lunch.⁵ Most offices and shops close for an hour from one to two.

Englishmen are fond of good plain food, and they usually want to know what they eat. They like beefsteaks, chops, roast beef and Yorkshire pudding,⁶ fried fish and chipped potatoes.

There are usually two courses⁷ in the mid-day meal — a meat course with a lot of vegetables, a sweet dish,⁸ perhaps fruit pudding and custard⁹ with tea or coffee to finish.

Then back to work again with another break in the middle of the afternoon, once again for tea or coffee, sometimes with a cake or biscuit.¹⁰

The working day finishes at any time between four and six. When an Englishman gets home he likes to inspect his garden before the evening meal: tea, high tea,¹¹ dinner or supper. When his evening meal is over, the Englishman may do a little gardening and then have a walk to the "local"¹² (the nearest beerhouse) for a "quick one" (a drink, alcoholic, of course!). There are a lot of people at the "local" and he can play darts, dominoes, billiards or discuss the weather, the local events or the current situation. But if the Englishman stays at home, he may listen to the radio, watch television, talk or read.

Then at any time between 10 and 12 he has his "nightcap" — a drink with a snack — and then off to bed ready for tomorrow.

NOTES

1. **marmalade:** a kind of jam made of citrus fruit джем (особ. апельсиновый или лимонный). Note that the English for мармелад is "candied fruit jelly".

2. **toast:** (a slice/piece of) bread made brown and crisp by heating at a fire

ломтик хлеба, подрумяненный на огне; гренок. In English this noun is uncountable, always used in the singular.

3. **tube** (*coll*): the London underground railway (from the shape of the tunnels, which look like large tubes into which the trains fit very neatly; similarly *a tube train, a tube station*).

4. **motor bike** (*coll*): motor cycle

5. **lunch**: any light meal, especially the regular mid-day meal between breakfast and dinner. For the working people "lunch" is "dinner" and the evening meal "supper". Dinner, whether eaten at mid-day or in the evening, is a formal meal with several courses.

6. **Yorkshire pudding**: пирог из жидкого теста (приправа к мясу). The dish comes from Yorkshire, England's largest county. Yorkshiremen eat it separately before a meal.

7. **course**; a part of a meal. *Eg* We usually have a three-course dinner.

8. **dish**: a particular kind of food блюдо. *Eg* My favourite dish is spaghetti with cheese.

9. **custard**: a kind of sauce made of milk, sugar, eggs, etc сладкий крем (из яиц, молока, муки и т. д.)

10. **biscuit**: сухое печенье, галета. Note that the English for бисквит is "sponge cake".

11. **high tea**: an evening meal with tea and usually meat, eggs, etc плотный ужин с чаем

12. **local** (*coll*): the local public house, or "pub"

VOCABULARY

describe *vt* описывать (словами) describe a person (a picture, a place, etc) He described **to** us the most interesting places of the town; **description** *n* описание give a description

as *conj* когда; в то время как; пока; по мере того как As he walked on he got more and more tired.

meal *n* еда; принятие пищи He likes a good meal in the middle of the day. We have four meals a day. У нас четырехразовое питание. (Мы едим четыре раза в день.)

enough *a* достаточный (по количеству) There is enough time (money, food, etc). There are enough books for everybody. He hasn't got enough money to buy a radio-set yet; **enough** *adv* достаточно, довольно The book is interesting enough. I don't know him well enough.

except *prep* кроме, за исключением Everybody knew the answer except me; **exception** *n* исключение There are several exceptions to this rule. **Phr with** the exception of (sb/sth) за исключением (кого-н/ чего-н)

leave *vt/vi* (left) 1. уходить, уезжать; отправляться When did they leave (Moscow) **for** Kiev? What time does the train leave? It's time to leave. 2. оставлять Leave your hat and coat **in** the cloakroom. Leave the letters **with** the secretary. He left his watch at home. Он оставил (забыл) часы дома. **Phr** leave sb alone оставить

кого-н в покое **Phr** leave school окончить школу; 3. leave **out** пропускать, не включать He told the story leaving out the names.

any *indef pron* любой Any student knows it. Take any, book you like.

discuss *vt* обсуждать discuss a question (a film, a contract, the price, the weather, etc); **discussion** *n* обсуждение have a discussion (on/about sth)

event *n* случай, событие, происшествие an important (unforgettable, sporting, etc) event The past year was full of events. **Phr** current events текущие события

stay *vi* 1. оставаться He must stay **at** home for some days as he is ill. Will you stay **for** dinner? 2. останавливаться, жить, гостить (где-н, у кого-н); stay **at/in** a hotel (**at** one's friend's; **with** friends, etc); **stay** *n* пребывание

watch *vt* наблюдать, следить (за кем-н/чем-н) watch (the) children (stars, etc); **Phr** 1. watch TV (television) смотреть телевизор He stayed to watch a football match **on** TV; 2. Watch your step! (*coll*) Осторожнее! Смотрите под ноги!

WORD COMBINATIONS

sit down to breakfast (**work, chess, one's lessons, etc**) садиться, приниматься за завтрак (работу, шахматы, уроки и т. п.)

look through a newspaper (**book, letter, etc**) просматривать газету (книгу, письмо и т. п.)

be fond of sb/sth (doing/sth) любить кого-н/что-н (делать что-н) **once again** опять, снова

do the/one's gardening (shopping, cooking, etc) заниматься садом (делать покупки, заниматься кулинарией и т. п.)

be off (home, to bed, to work, etc) отправляться (домой, спать, на работу и т. п.)

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. How does an Englishman's day begin? 2. What is his favourite breakfast? 3. When does he in fact get such a breakfast? 4. When does he leave home in the morning? 5. How does he get to his place of work? 6. How many breaks does he have during the working day? What are they for? 7. What does an Englishman usually have for his mid-day meal? 8. What food are the English fond of? 9. At what time does an Englishman finish work? 10. What does he like to do when he comes home from work? 11. What sort of meal does he get in the evening? 12. What does an Englishman usually do in the evening?" 13. What is a "local"? Why do people like going there? 14. How does an Englishman's day end?

Ex 2 Look through the text once again, and see if you can:

1. **explain the meaning** of the word "diary".
2. **give the meaning of the words:** the "local", a "quick one", a "nightcap", and explain why they are in inverted commas.
3. **find facts to prove that;**
 - (a) The text is about an Englishman (and not, say, a Frenchman).
 - (b) The story is told by the wife.
 - (c) The English are fond of gardening.
 - (d) The English like good plain food.
 - (e) The English are conservative in their habits.

Ex 3 *In the following groups of sentences, bring out the difference in meaning between the words in bold type. Say in which meaning they occur in the text.*

1. (i) She **left** town. (ii) She **left** the children with her mother. 2. (i) The girl is **about** my age. (ii) The book is **about** the habits and customs of the English. (iii) The man came to see the manager **about** work. 3. (i) I haven't **any** book. (ii) **Any** book is better than no book. 4. (i) The doctor **got** home late. (ii) He **got** the magazine at the newspaper kiosk. 5. (i) He said it in **plain** English. (ii) He drank a glass of **plain** water. 6. (i) The women **watched** the children. (ii) The women **watched** TV. 7. (i) He **stayed** at the office for some time. (ii) He **stayed** at a hotel.

Ex 4 *Pick out words and phrases from the text, and group them under the following headings.*

1. Meals. 2. Dishes. 3. Games. 4. Pastimes.

Ex 5 *Find in (he text the English for:*

утренняя газета; просматривать газетные заголовки; кроме субботы и воскресенья; ехать на работу; идти пешком; во второй половине дня; где-то между четырьмя и шестью; рабочий день; говорить о погоде; обсуждать текущие события.

KEY STRUCTURES AND WORD STUDY

Ex 6 *Give the four forms of the following verbs.*

sit, be, get, buy, go, leave, stop, know, eat, come, do, have, play, read, drink, begin.

Ex 7 *In the following groups of words, pick out the word which, you believe, is the most general in meaning.*

- (a) wife, husband, son, family, daughter, children.
- (b) picnic, high tea, breakfast, supper, meal, lunch, snack, dinner, tea, luncheon.
- (c) tea, coffee, drink, lemonade, ale, beer, whiskey, brandy.
- (d) tram, motor bike, transport, taxi, motor scooter, car, bus, bicycle, train, tube, trolley car, airplane.

Ex 8 *Replace the words in bold type by their opposites. Make all necessary changes. Translate the sentences into Russian.*

1. This is a **national** newspaper. 2. The mechanic **started** the motor. 3. I **started** the book this morning. 4. She **opened** the windows. 5. He **came** home **later** than usual. 6. **Heavy** food is **bad** for the stomach. 7. The family **got up from** a **heavy** meal. 8. Work at the factory **finishes** at seven. 9. Classes **are over** at four. 10. The news is of **local** importance.

Ex 9 *Compare the meanings of the words in bold type.*

1. (i) He usually has a **snack** at this time of the day. (ii) He usually has a **meal** at this time of the day. (iii) He usually has **lunch** at this time of the day. 2. (i) Every morning I **look through** the paper. (ii) Every morning I **read** the paper. (iii) Every morning I **read through** the paper. 3. (i) At six o'clock the family sat down to **tea**. (ii) At six o'clock the family sat down to **high tea**. 4. (i) The friends **talked about** the current situation. (ii) The friends **discussed** the current situation. 5. (i) Lemonade is a **soft drink**. (ii) Whiskey is an **alcoholic drink**. 6. (i) My sister **likes** light music. (ii) My sister **is fond of** music. 7. (i) Have a **cake**. (ii) Have a **biscuit**.

Ex 10 *Fill in the blanks with 'come' or 'go'. Translate the sentences.*

1. You may — at any time after 6, we are always at home evenings. 2. Good-bye and — again when you have time. 3. If you want bus 24, — to the corner of the street. 4. "May I — in?" John asked and opened the door. 5. On Saturday evening they sometimes — to the cinema or the theatre. 6. — into the corridor, don't smoke in the room. 7. — to the library, you can get any book you like there. 8. The doctor says I must not — out, not in such weather. 9. — and have tea with us. 10. He usually — home late in the evening when the children were already in bed.

Ex 11 *Complete the following sentences by nouns corresponding to the words in bold type.*

(A) 1. She can't **answer** the questions. She doesn't know the—. 2. In fine weather he usually **walks** to the office. It's a short —. 3. (i) I can't **drink** the tea. It's too hot. (ii) Tea is a national — of the English. 4. My brother **works** at a factory. He says the—is interesting enough. 5. (i) In the country, a pub is often part of an inn

where you can **stay** for the night. (ii) My friends will come to Moscow for a short —.

(B) 1. The book **describes** the Olympic Games opening ceremony in full. The book gives a full — of the Olympic Games opening ceremony. 2. The film version of the story is **different** from the book. There is a — between the film version of the story and the book. 3. We often **discussed** books and films in class. Those—were most interesting.

Ex 12 Translate the following sentences, using a different phrasal verb in each.

look back, get back, come back, give back, walk back, sit back, go back

1. **Возвращайтесь** скорее! 2. Я закончу читать книгу и **верну** ее тебе. 3. Он **откинулся на спинку стула** и закурил. 4. Всю **обратную дорогу** от станции домой он **шел пешком**. 5. Мы зашли в кафе, выпили по чашке кофе, и он **пошел обратно** на работу. 6. Не **оглядывайся**. 7. Когда они **добрались обратно** до лагеря, было около двух часов ночи.

Ex 13 Compare the meaning of the following words with words of the same root in Russian.

favourite, family, inspect, vegetables, fruit, bacon, marmalade, toast, pudding, cake, biscuit.

Ex 14 Combine the following sentences according to the model.

Model: 1. I don't know the book well enough. I can't discuss it.
I don't know the book well enough to discuss it.
2. He has enough money. He can buy a new suit, He has enough money to buy a new suit.

1. He knows English well enough. He can read English books in the original. 2. The boy is not strong enough. He can't swim across the river. 3. I don't remember the poem well enough. I can't tell it by heart. 4. Have you enough time? Can you stay for tea? 5. The museum is near 'enough. We can walk there.

Ex 15 Use 'enough' with the words in bold type.

1. Let's go and see the film. It's **interesting**. 2. We can go for a long country walk today. The weather is **warm**. 3. Don't leave. There is **work** for all. 4. I can't tell you the story from beginning to end. I have no **time**. 5. You can't do this work. You are not **strong**. 6. You must know this actor. He is **famous**. 7. Now I can buy a TV set. I have **money**. 3. You needn't buy any notebooks. I have **notebooks** at home.

Ex 16 *Make up sentences with the given phrases according to the model. Translate them into Russian.*

Model: 1. There is nothing he (she, etc) likes better than his favourite breakfast of cornflakes.
2. There is nothing I (they, etc) like better than to play tennis (playing tennis).

1. a good mid-day meal; iced tea on a hot day; a quiet evening at home with the family; modern painting; etc

2. discuss new books and films; play a game of chess after the working day is over; watch a football match on TV; sit down to a book by us favourite writer; etc

Ex 17 *Study the following phrases and recall the sentences in the text.*

sit **down to** breakfast; look **through** (the headlines); a breakfast **of** smth; tea **with** milk; **after** breakfast; **on** Saturday; go **to** work; go **by** train; **at about** 7:30; **at** offices (factories, the "local"); **at** eleven; **at** mid-day; stop **for** lunch; close **for** an hour; **from** one **to** two; be fond **of** sth/sb; **in** the middle **of** the afternoon; a break **for** tea; **between** four and six; **before** supper; be **over**; stay **at** home; listen **to** the radio; be **off** (to work); ready **for** sth.

Ex 18 *Fill in the blanks with prepositions or adverbs.*

(A) 1. "How do you like your coffee?" "— milk and a lot — sugar." 2. "How do I get — the shopping centre?" "— bus. The bus-stop is over there —the street." 3. The note became clearer only after he looked — it another time. 4. She liked to stay — home — the evening — an interesting book. 5. They are fond — classical music. They can listen — Bach or Beethoven — hours. 6. When the last exam was — he was so tired that she couldn't sleep — night. 7. He liked to have supper — his family. 8. We shall first go—that part—the museum where the old masters are. 9. Now I want to take you — the house —a cup of tea. 10. She said she had friends — Chester — whom she planned to stay — a week or two. 11. "When will you leave — Sukhumi?" "Not before the end — the month." "How long will you stay there?" "Not more than — two weeks. Then some time — the middle — July I will go — Odessa — boat." 12. Where are you —? Describe your home town—us. 13. I saw this film — our local cinema last month. 14. "I'm — — the library!" "When will you be back home?" "I'll be — — supper, — — eight o'clock." 15. The director was out, so I left my report — the secretary. 16. "How long will your friends be staying — us?" "They are coming — the week-end," 17. Tell us the story once again, but leave — the details this time. 18. We had a heated discussion — the modern school of painting.

(B) Al and Max came — Henry's lunchroom, sat — and began to look — the menu.

Al's face was small and white. Max's face was different — Al's but they both looked very much alike. They both had their hats and gloves on; their coats were too small — them.

A waiter came——their table.

"What do you want to have — dinner, Al?" Max asked.

"I want to have meat — a lot — vegetables and fruit pudding."

"This is dinner," said the waiter, "Now I can't give you anything — sandwiches. Come — any time — five and you can have dinner. But now we close — an hour till five."

(After "The Killers" by E. Hemingway)

Ex 19 *Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.*

describe, description, discuss, discussion, stay *n v*, watch *v*, leave *v* (2), favourite, except, as, enough, any

1. The picture gallery is open all days of the week — Tuesday. 2. I know the man well —. You needn't — him to me. 3. "How was the film?" "Oh, I loved it. All my — actors are in it." 4. That afternoon he — at the office later than usual. He had work to do. 5. Did you tell him to — his address with the secretary? 6. During her — at her mother's. she did all the shopping, cooking and house-cleaning. 7. — he read on he got more and more interested in the subject. 8. Can you give me some writing paper? — old paper will do. 9. In those days we often went into the small café across the street for a quick cup of tea and a short — of the latest film or book. 10. My sister looked into the room and said she had a few things to — with me. 11. The old man stopped at the busy street corner to — the holiday crowds. 12. If I remember right, the book begins with a — of the author's home town. 13. They went to the theatre and — their children with the baby-sitter.

Ex 20 *Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell the passage.*

Mr Sellyer's bookshop is (через) street from my house. It (расположен) in a tall (современном) building and it is quite (знаменит). It is always (полон) people.

I often go there to (просматривать) new books. (В самом деле), there's nothing I like better than to (просматривать) the (различные) books he has on his shelves. When I go to Mr Sellyer's shop I usually (провожу) there for (несколько) hours.

On that day (пока) I (просматривал) the books I (наблюдал) Mr Sellyer at work.. I (опишу) some of his methods to you.

A lady came into the shop and asked for a book.

"(Любую) book or something special?" said Mr Sellyer showing her "Golden Dreams".* "Mr Slush is a (знаменитый) author and this is his latest book. It is

* «Золотые мечты»

interesting (достаточно) to read. The readers (очень любят) his books."

Another lady entered the shop. She was in black. Mr Sellyer also gave her "Golden Dreams". "It's a beautiful book," he said, "A love story, very simple, but sad, (конечно). When my wife read it she cried all the time."

"Have you any good light reading for vacation time?" asked the next customer. Mr Sellyer recommended "Golden Dreams" (еще раз). "The most humorous book of the season," he said. "My wife began laughing the minute she (села за) it. It's her (любимая) book now."

Every customer who entered the shop went away with "Golden Dreams". To one lady he (описал) it as the reading for a holiday, to another as a book to read on a rainy day and to a fourth as the right book for a fine day.

It was (около) four o'clock and time to go home. But before I (ушел из) the shop I came up to Mr Sellyer. I wanted to (обсудить) "Golden Dreams" with him.

"Do you like the book yourself?" I asked.

"I have no time to read every book in my shop."

"But did your wife like the book?"

"I am not married, sir," answered Mr Sellyer smiling.

(After Stephen Leacock)

Ex 21 Test translation.

(A) 1. Утром я встаю около семи часов, делаю зарядку и через несколько минут сажусь завтракать. За завтраком я успеваю просмотреть газету. 2. Я ухожу из дома в восемь часов. В институт я еду автобусом. 3. Мы занимаемся каждый день кроме воскресенья. Занятия начинаются в девять утра и кончаются в три часа дня. 4. У нас читаются лекции по различным предметам. Мой любимый предмет — история. 5. На уроке английского языка мы разговариваем по-английски, задаем друг другу вопросы и отвечаем на них. Закончив чтение текста, мы обсуждаем его. 6. Я часто остаюсь в институте заниматься. У нас хороший читальный зал и богатая библиотека, где можно получить любую книгу. В течение дня читальный зал обычно заполнен студентами. 7. Все наши студенты любят спорт. Одни увлекаются лыжами и коньками, другие волейболом и теннисом. Многие студенты любят играть в шахматы. Однако самый любимый вид спорта большинства студентов — это футбол или хоккей.

(B) 1. — Где вы обычно питаетесь? — Завтракаю и ужинаю я дома, а обедаю в институте. 2. В воскресенье мы часто обедаем в кафе напротив. У них всегда разнообразный выбор блюд: мясных, овощных, рыбных. 3. — Что у нас сегодня на обед? — На первое суп, на второе мясное блюдо с овощами и на третье что-нибудь сладкое. 4. — Какое ваше любимое блюдо? — Я люблю все кроме рыбы. 5. Скажите детям, чтобы они не забывали мыть руки перед едой. 6. Скорее садитесь в поезд, он отправляется через две минуты. 7. — Скажите, пожалуйста, как мне доехать отсюда до центра? — Любой автобус довезет вас

туда. Автобусная остановка напротив. 8. Он поехал туда автобусом, так как у него не хватило денег на такси. 9. Они уехали на юг вчера и пробудут там до конца отпуска. 10. Я его недостаточно хорошо знаю, чтобы обсуждать с ним такие вопросы. 11. Попросите Николая описать картины, которые он видел вчера в музее. Он сделает это лучше меня. Он даже сделает это лучше любого из нас. 12. Я недостаточно хорошо понял вчера ваше объяснение. Повторите, пожалуйста, еще раз. 13. Игра была настолько интересной, что я остался смотреть ее до конца. 14. Больше всего моему сыну нравятся книги, в которых описываются исторические события.

GRAMMAR

The Indefinite Tense forms (Present, Past and Future)

Ex 22 Study the following chart.

| | |
|---------|---|
| Present | <ol style="list-style-type: none"> 1. I usually go to work by bus. 2. They live in the country. 3. We don't know his address. 4. Does she speak English? 5. The book describes the museums of our town. 6. The earth moves round the sun. |
| Past | <ol style="list-style-type: none"> 1. She lived in Smolensk before the war (in 1940, three years ago, etc). 2. He caught a big fish just now (yesterday, last week). 3. When he came, she told him everything. 4. When did you see him last? 5. He got to the station in time, bought a ticket and went out on the platform. |
| Future | <ol style="list-style-type: none"> 1. I shall ('ll) * finish this work tomorrow (in two days, next week, etc). 2. We shall not (shan't) have a meeting on Monday. 3. She will ('ll) be busy in the evening. 4. They will not (won't) come here next year. |

Ex 23 Practise the 3rd person singular. Present Indefinite Tense.

Model 1: Does Ann study at the Institute for Foreign Languages?
No, she doesn't. She studies at the Institute for International Relations.

1. Does he teach at school? (at the Institute). 2. Does it often rain here in summer? (in autumn). 3. Does she work at a factory? (at an office). 4. Does he live in

* In modern English "will" is often used with the 1st person, *sing* and *pl*. The shortened form of "shall" and "will" is the same "ll".

Leningrad? (in Moscow). 5. Does he get up at 7 o'clock? (at 8 o'clock). 6. Does he go to his office by bus? (by the underground). 7. Does she sleep in the open air during the summer? (in the house). 8. Does he smoke before lunch? (after lunch),

M o d e l 2: You **speak** English and Mary speaks French.

1. They like to dance and she — to sing. 2. Her parents live in the country and she — in town. 3. I go to bed at 11 o'clock but the child — to bed at nine o'clock. 4. We have tea at five o'clock and Mary — milk at five o'clock. 5. They watch TV in the evening and their son — it in the afternoon. 6. You read English books and your brother — French books. 7. I hear well and my grandmother— badly.

Ex 24 *Open the brackets, using the Present Indefinite tense form, and retell the story.*

MID-MORNING BREAK

Have you ever heard of "elevenses"?

At eleven o'clock a lot of people (*stop working*) and (*have*) a cup of tea or coffee, or, if they (*be*) at school, a bottle of milk. This mid-morning snack (*be*) called "elevenses".

"Elevenses" also (*mean*), of course, time for a chat and there (*be*) always a lot to talk about. Ladies (*talk*) about the weather and the latest fashion. Men (*discuss*) politics, business and the latest news. Mike and Jane (*work*) at an office. They usually (*have*) their "elevenses" right in the office room. It (*not take*) them much time, fifteen minutes all in all. Mike (*like*) his tea rather sweet and strong. Jane usually (*have*) a cup of coffee with one lump of sugar.

Ex 25 *Complete the following sentences, using the Past Indefinite Tense.*

M o d e l : Now he **lives** in Moscow but a few years ago he **lived** in Kiev.

1. Now he **studies** English but at school —. 2. Now he often **sleeps** in the daytime but he never — before. 3. Now she **knows** something about the life of these people but before she came to live here she — nothing about them. 4. Now I **play** tennis well but when I was eighteen —. 5. I am a student now and **have** my lunch at the Institute but when I was a schoolboy, I —. 6. He **leaves** home at 8 in the morning but when he lived in the country he —. 7. He **doesn't smoke** now but only a few months ago —. 8. She seldom **writes** to me now but there film was to their liking. 6. I don't. My brother does. He goes to work by the underground. 7. No, it isn't. Fifty roubles is not enough to buy a good radio-set. 8. No, they won't. They are out of town. 9. I do. But my English is not quite up to the mark. 10. Yes, there are. The only thing we haven't got in our flat is air-conditioning.

Ex 34 Express disagreement with the following statements.

1. She never has milk for supper. 2. He won't answer her letters. 3. They studied German at school. 4. The students at our Institute have lunch at three o'clock. 5. She will never go there by plane. 6. There won't be many people in the streets on Sunday. 7. They work at this office on Saturdays. 8. He left school long before the war.

Ex 35 Make up sentences from the following groups of words, the missing elements may be added.

1. during their summer vacation; go home; all foreign students.
2. next year; these students; study many more subjects.
3. be his favourite writer; Mark Twain; when he was a schoolboy.
4. bring more chairs; be a lot of guests; at today's meeting.
5. when it began to rain; stop playing football; the boys.
6. be no more wars; if peace-loving people; fight for peace.
7. often; we; have long discussions; the current situation; our teacher.
8. after two years in the army; come back; a different man; I am sure.
9. Bernard Shaw; be born to a poor family; begin to work at an early age.
10. the last years of his life; Nikolai Gogol; Suvorov Boulevard; live; here; read for the first time; to the actors of the Art Theatre; his comedy "Inspector General".
11. Alaska; leave for; 1897; Jack London together with thousands of other people; not find gold; write a lot of stories.

Ex 36 Translate the following sentences into English, using the Indefinite tense forms (Present, Past or Future).

1. Он ездит на работу на автобусе. 2. Я помню, что я тоже ездил на работу на автобусе, когда жил в этом районе. 3. Вчера мы не обедали дома, мы ходили в ресторан. 4. Что у вас обычно бывает на завтрак? 5. Он начал изучать английский язык, когда был еще ребенком. 6. Сколько вам понадобится времени, чтобы закончить перевод? 7. Он очень хорошо описал нам дорогу к историческому памятнику. Мы сразу нашли его. 8. Ты знаешь, когда начнется собрание? 9. Я просмотрю ваш доклад завтра. 10. Мой день начинается с зарядки. 11. Когда он уехал в Ленинград? 12. Все студенты ездили в Киев во время каникул, кроме Петрова. 13. — Поезд давно отошел? — Десять минут назад. 14. Когда я жил в деревне, я любил утренние прогулки до завтрака. 15. Этот автобус здесь не останавливается, пройдите немного дальше по улице. 16. Вчера у них была беседа на эту тему. 17. Он не всегда обедает в институте.

Ex 37 Open the brackets, using the correct tense form.

THERE IS NO PRESENT WITHOUT THE PAST

Although we (*live*) in the twentieth century, many people (*be interested*) in things that (*happen*) in the sixteenth century or (*happen*) in the twenty-first century. A lot of films, books and plays (*be*) about historical subjects or science fiction.* One day you (*watch*) a film about Henry VIII, and the next day (*read*) a book about men on Mars.

We must remember though that the present (*come*) from the past, and the future (*come*) from what (*happen*) now.

It (*be*) difficult to imagine man in different ages. What (*feel*) it like to live in the thirteenth century? What (*eat*) we in the year 2000? Of course, we (*know*) a lot about what (*happen*) in the past. There (*be*) books that (*describe*) the past, letters and things from the past centuries. But what it (*be*) like in the twenty-second century? Historians (*look*) at our clothes and (*laugh*)? They (*be surprised*) that our transport (*be*) slow, and our life busy? They (*think*) that our food (*be*) strange? Perhaps they (*think*) we (*be*) lucky to live in a world which still (*have*) some room and where people (*be*) happy. Or perhaps they (*be*) happy living on the Moon or even Mars and (*stay there and not wonder*) about what (*happen*) on Earth.

Reported Speech

Ex 38 Use Reported Speech according to the model.

Model 1: She says: "I am busy."
 She says (that) she is busy.

1. They say: "We have lunch at the Institute." 2. He says: "My parents live in Kiev." 3. She says: "I entered the Institute three years ago." 4. Mary says: "I can describe the place to you. I know it very well." 5. John says: "I'll meet my parents at the station." 6. The teacher says: "You know this lesson."

* научная фантастика

Model 2:

| | <i>Direct Speech</i> | <i>Reported Speech</i> |
|---------------------------|---|--|
| Peter asks (me, him, etc) | 1. "Are you a student?" 2. "Does Mary know my address?" 3. "Will you be present at the meeting?" 4. "Did they come here by train or by bus?" | if/whether I am a student if/whether Mary knows his address if/whether I'll be present at the meeting whether they came here by train or by bus |

1. Do you often have lunch here? 2. Will you have coffee or milk for breakfast? 3. Does she like tea better than coffee? 4. Will you leave in a week? 5. Do trains stop here? 6. Are you both fond of music? 7. Did she get a letter from her parents? 8. Were they all there at the station? 9. Is there anything else to see in this town? 10. Are all boys fond of playing football?

Model 3: He asks: "Why (when, how many times a week, etc) do you get up so early?"
 He asks (wonders) why (when, how many times a week)
 I get up so early.

Begin the sentence with: (a) I wonder (ask) why...
 (b) I don't know (nobody knows) why (when...)

1. Why do they stop their work at one o'clock? 2. How many students are there at Moscow University? 3. What questions did they discuss at their meeting? 4. Where did he hear the news? 5. When will he leave for Leningrad? 6. What did she speak about at the meeting? 7. How many students will be present at the conference? 8. How long did he stay there? 9. How did she describe the place to them? 10. Who teaches them English?

Sequence of Tenses

Ex 39 Study the following chart.

| Direct Speech | Reported Speech |
|--|--|
| 1. They said: "We are late. We are sorry." 2. He asked: " Do you always take | 1. They said that they were late and they were sorry. 2. He asked me (wondered, wanted to know) if (whether) I always took a walk in the |

| | |
|--|---|
| <p>a walk in the afternoon?"</p> <p>3. She said: "I'll * answer the phone."</p> <p>4. I asked: "When will the taxi be here?"</p> | <p>afternoon.</p> <p>3. She said that she would answer the phone.</p> <p>4. I asked when the taxi would be there.</p> |
|--|---|

Ex 40 Use Reported Speech.

1. She said: "I like oranges better than bananas." 2. The music teacher said (to me): "You play the piece very well." 3. "Are you busy now?" he asked. 4. The dean said: "I want to have a word with you." 5. "Do you always have ice-cream for dessert?" she asked. 6. "We'll have enough time to finish the work," the workers said. 7. The teacher asked: "How long will it take you to prepare your talk?" 8. My mother asked: "Why are you so sad?" 9. "Shall I open the window?" the student asked. 10. The boy said: "I'll never smoke again." 11. The librarian said: "There are a lot of English books in our library." 12. "Do you know why he is absent?" the teacher asked.

Ex 41 Read the dialogue, study the sample in narrative form, refer the narrative to the past.

WAITING FOR TEA

(Anne, Peter, Mother)

A.: Where's Mother, Peter?

P.: She is out shopping, but she'll be back soon.

A.: I am hungry, I want my tea.

P.: Oh, here's Mother. Anne is hungry, so am I.

M.: Sorry, dears. There are so many people shopping, but I won't be long.

A.: What have you got, Mummy?

M.: Plenty of good things, darling. See how heavy my shopping bag is.

P.: Did you get a pot of marmalade? We finished the last one at breakfast, and there are no more cornflakes.

M.: Well, I've got a big pot of marmalade this time to last us longer but I haven't got the cornflakes. There was no more room in my shopping bag. Buy one or two packets, Peter, after tea.

P.: All right, Mother.

* The verbs "shall" and "will" according to the rules of sequence of tenses have the forms of "should" and "would" in the Future-in-the-Past. In modern English "would" is more common for all persons of the singular and plural. "Should" must be used when it has the meaning "Do you want me to..."

Sample Paraphrase

Anne and Peter are alone at home. Anne wonders where Mother is. Peter tells her she is out shopping and will be back soon. They are both hungry and want their tea. Soon Mother comes in. She explains to them why she is late. There were so many people shopping. She also says tea will soon be ready. Anne wants to see what Mother has in her bag. There are a lot of good things in it, it is heavy. Peter asks her about the marmalade because they finished the pot at breakfast. But this time Mother has got a larger pot to last them longer. There was not enough room in the bag to buy cornflakes and she asks Peter to buy a packet or two after tea. He says he will.

Ex 42 Rewrite (or retell) in narrative form.

MONDAY MORNING

Monday morning is always the worst morning of the week in the Crawford family. Everybody is sleepy and everybody is in a hurry.

"Hurry up, Nick," father called out as he stood in front of the bathroom door. "I've got a train to catch."

"I'm shaving," Nick answered. "I'll be out in a minute."

"Breakfast is ready," mother called from the kitchen. "Where's David? Is he still in bed?" She went up to David's room: "Get up! It's a quarter to eight. Your breakfast will get cold."

"I don't want any breakfast," David said; "I'll have another five minutes sleep."

At this moment the postman rang the bell;

"Good morning, Mrs.Crawford. Isn't it a nice day?"

"Monday is never a nice day in our house."

(After "Present Day English for Foreign Students" by E. F. Candlin)

The Article

(a) W i t h t h e n a m e s o f m e a l s

Ex 43 Study the following chart.

| |
|---|
| It's time for dinner . What a good dinner! You are a fine cook. The dinner she gave us was well-cooked. After dinner we shall have coffee. |
|---|

Ex 44 Insert the article where necessary.

1. — supper will be served at nine. 2. Father usually reads his morning paper at — breakfast. 3. She had — breakfast of toast with butter which she washed down

with a cup of coffee. 4. He left house soon after — breakfast and promised to be back some time before — lunch. 5. We shall have — light supper because we had — good dinner. 6. Do we have time to watch the film on TV before — supper? 7. She invited us to stay for — dinner, and — dinner, I must say, was very good. 8. There will be nobody to — dinner except the family.

Ex 45 *Translate the following.*

1. Что у нас сегодня на ужин? 2. В кафе напротив всегда можно получить горячий завтрак. 3. По воскресеньям у нас обычно кто-нибудь бывает к обеду. 4. У вас достаточно времени для небольшой прогулки перед завтраком. 5. Твоя сестра угостила нас прекрасным обедом. 6. Мы позавтракаем на террасе, хорошо? 7. Врачи рекомендуют ранний и легкий ужин. 8. Купить что-нибудь на обед? 9. Закажи, пожалуйста, обед из трех блюд на меня тоже, 10. Я больше всего люблю кашу на завтрак.

(b) *With names of materials*

Ex 46 *Study the following chart.*

| |
|--|
| This country exports coffee . The coffee is of high quality. Have a cup of hot coffee . |
|--|

Ex 47 *Explain the use of the article. Translate the sentences.*

1. Waiter, **a coffee** and **two teas**, please. 2. I met him at **a dinner** at Smith's house. 3. "Essentuky" is **a mineral water**. 4. Of all **the teas** I like **the green tea** most; it's a nice drink on a hot day. 5. **A hot coal** fell from the fire on the carpet. 6. Have **an ice-cream**. 7. Hungary is famous for its **wines**. 8. This is **a light Caucasian wine**.

Ex 48 *Insert the article where necessary.*

1. He usually has a glass of — water with his dinner. 2. There are places where — water is as precious as gold.* 3. — water in the lake is so clear that you can see every single stone. 4. After a hard day's work I like — hot milk. 5. Come quickly, — milk is getting cold. 6. Don't sit on — sand, it's damp after the rain. 7. My shoes are full of — sand. 8. There are people who will eat — ice-cream in the street even in winter. 9. Why is — coal better for heating than wood? 10. — coal of Newcastle is rich in carbon. 11. Put the bottle into the ice-box to cool — wine for dinner.

* **as precious as gold:** на вес золота

READING

Ex 49 Read the text, and do the assignments coming after it.

Many people begin their day by reading the paper. In this way they learn what is going on in the world. Sometimes, however, they don't have the time to read the news carefully and must be satisfied with a quick look at the front page; at other times they may be in such a hurry that they have time only to look through the headlines.

Most newspapers have several sections. There are, in addition to the front page with the most important news, the sports section, book reviews, special articles on topics of interest at the moment, the amusement section, a business page, and the editorials.

The first function of newspapers is to give the news. It is very important to know the difference between **fact** and **opinion** and to compare the space various newspapers give to the same news items. Some will give several columns to a murder case and a few lines to a really important event.

The Times, The Guardian and *The Daily Telegraph* are Britain's "quality" newspapers. They tell a lot about what is going on in the world. These papers are strongly right-wing in their opinions. The readers of these papers are usually people who work in the City, and professional politicians.

The Daily Mirror, the Daily Express and *The Daily Mail* are the "mass-circulation", "popular" papers. They are right-wing in their opinions, too. Though all the "popular" papers give the main news of the day, there is very little background information. In fact, a lot of the pages are full of pictures and gossip, not news. All "popular" newspapers are easy to read.

Morning Star is Britain's only working-class paper. It is the organ of the British Communist Party. *Morning Star* is the only paper that gives a true picture of the current situation in the country and in the world, and consistently fights for the rights of the British working people.

Almost all of Britain's national newspapers are published in Fleet Street. This street has been the home of the British press for over 300 years.

Assignments

(a) Quickly look through the list and mark the lettered phrase nearest in meaning to the word or phrase tested.

1. Opinion: (i) a belief not based on facts; (ii) the advice of an expert; (iii) that which a person thinks about something.

2. Editorial: (i) an article on current events; (ii) an article expressing the opinions of the paper's editor or publisher; (iii) a sort of crossword puzzle.

3. Background information: (i) information about the reporter; (ii) facts about a problem or event; (iii) information needed to understand a problem or event.

4. Gossip: (i) a friendly talk; (ii) informal writing in magazines and newspapers

about the lives of well-known persons and different social happenings (amusements, parties, receptions, etc); (iii) frivolous talk about other people's business, especially of a personal or sensational character.

- (b) Say why the words 'quality', 'mass-circulation', and 'popular' are in inverted commas.**
- (c) Explain the difference between: (i) news and gossip; (ii) fact and opinion.**
- (d) State briefly the main function of a newspaper.**
- (e) Describe a newspaper, the types of material that go to make up each of its sections. State the purpose of the editorial.**
- (f) Explain how a 'quality' newspaper differs from a 'mass-circulation' newspaper.**
- (g) Explain why it is important for a newspaper reader to know the difference between FACT and OPINION.**
- (h) Explain in what ways the "Morning Star" differs from both the 'quality' and 'popular' newspapers.**
- (i) Mention two reasons why people read newspapers.**
- (j) Explain the literal and figurative meanings of 'Fleet Street',**
- (k) Make up questions covering the contents of the text.**
- (l) Give a brief talk on the newspaper you read, explaining why you prefer it to other papers.**

SPEECH AND COMPOSITION

Ex 50 Answer the following questions, using the vocabulary of the lesson. Sum up your answers (orally or in writing).

MEALS

1. What are the meals of the day? 2. How many meals do you have during the day? 3. What time do you usually have breakfast (lunch, etc)? 4. What is the time for lunch and dinner in Britain? 5. What is your favourite breakfast? 6. What is the difference between an English and a "continental" breakfast? 7. What do you usually take for breakfast (lunch, etc)? 8. What are your favourite dishes? 9. What national dishes do you know? 10. What is the Russian (Ukrainian, etc.) national dish? 11.

Which are the best restaurants (cafés) in your town? What are they like? 12. Where do you usually take your meals?

FREE TIME

1. When do you have free time? 2. What do you usually do when you are free? 3. Do you help about the house in your free time? What household or family duties do you have? 4. How often do you go to the theatre (cinema, local, club, etc)? 5. What sport are you fond of particularly, and why? 6. How often do you watch TV (listen in)? Which is your favourite programme? 7. What is your hobby? 8. What do you usually do on Sundays? When on vacation?

Ex 51 *Read the following. Answer the questions. Retell (or write up) the passage in English.*

СЕГОДНЯ В МЕНЮ АЛЛИГАТОР-ФРИ

На одной из тихих улочек Монпарнаса в Париже есть небольшой ресторан. Ресторан славится на весь Париж своей кухней. Лишь в меню этого ресторана есть такие блюда, как суп из морских змей (sea snakes), паштет из носорога (rhinoceros paté) и аллигатор-фри.

Многие парижане любят эти экзотические блюда, и в любой день недели в ресторане полно посетителей.

Однажды в ресторан пришел корреспондент газеты. Просмотрев меню, он спросил шеф-повара: «Где вы достаете столько аллигаторов и носорогов, что на всех посетителей всегда всего хватает?»

Шеф ответил: «Когда кончаются аллигаторы, я просто открываю банки с тушеной говядиной. И, знаете, клиенты довольны».

Questions

1. What is there in a quiet street in Montparnasse? 2. What is the restaurant famous for? 3. What dishes do they have on the menu? 4. Why is the restaurant full of customers every day of the week? 5. Who came to the restaurant one day? 6. What question did he ask the head cook after he looked through the menu? 7. What does the head cook do when there are no more alligators? 8. Do the customers know the difference between fried alligators and canned beef?

Ex 52 *Take a daily (weekly) newspaper (Pravda, Literaturnaya Gaseta, Moscow News, Morning Star, etc), read the heading and sum up the information contained in it.* After this, talk to your friends about the papers you*

* Practise making statements about the newspapers, eg This newspaper was founded in ... It is published by ... The paper comes out on Monday, Tuesday, etc (every day of the week except ...). It is a daily (weekly). The price of a copy is ..., etc.

read, using the questions given below as guides.

1. Why is it important to read the papers regularly? 2. What newspapers do you read? 3. When do you usually read your papers? 4. What section of the newspaper do you read first? 5. Who else in the family reads your paper? etc

Ex 53 Act as interpreter. Sum up the dialogue.

Q: Which newspaper is the most popular in the USSR?

A: Газета «Правда» — самая популярная газета из 8000 газет, которые издаются в нашей стране. «Правда» является органом ЦК Коммунистической партии Советского Союза.

Q: When was it founded? When did its first issue come out?

A: Она была основана В. И. Лениным в 1912 году. Ее первый номер вышел 5 мая 1912 года.

Q: What is its daily circulation?

A: Ее ежедневный тираж составляет более 10 000 000 экземпляров. Она выходит на 6—8 страницах.

Q: Does it cover only the events of home life?

A: Она освещает все важные события как внутри страны, так и за рубежом.

Q: What other newspapers are there in the Soviet Union?

A: В Советском Союзе 8000 газет. Среди них можно назвать газету «Известия» («Известия Советов народных депутатов СССР»), которая издается Президиумом Верховного Совета СССР, газету «Труд» — орган профсоюзов СССР и другие.

Q: In what language are the newspapers in your country published?

A: Газеты печатаются почти на всех языках народов и народностей, которые живут в Советском Союзе.

Q: Какая газета является органом Коммунистической партии Великобритании?

A: It's, the *Morning Star*, formerly the *Daily Worker*, which came out in January 1930. It's the working-class newspaper.

Ex 54 Speak on the following topics, using the words and phrases given below.

1. In the Morning

every day except Sunday; the day begins; get up at six (seven, etc; late, early); do one's morning exercises; take a bath (shower); wash one's hands and face; clean one's teeth; shave; comb one's hair; dress; put on one's shirt (tie, shoes, etc); sit down to breakfast; eat; drink; look through the newspapers (headlines); leave home; go to one's work (office, the Institute, etc); go by bus (the underground, etc); take a bus; take a morning walk.

2. At the Institute

classes begin at ...; come to the Institute; have lessons (lectures, etc); study many different subjects, such as English, etc; be present at the lesson; be absent from the lesson; except; during the lesson; ask (answer) questions; write a dictation (exercises, etc); read a text (article, etc); discuss an interesting problem (book, film, the current situation, etc); describe; give a description; have a meeting; the meeting is over at ...

3. In the Reading Room

after classes; go to the Reading Room; do one's homework; sit down to work; work at one's English (a report, etc); take a book from the shelf; learn the new words (expressions); translate an article from English into Russian; look through the newspapers (magazines); begin (finish) one's work; be ready to leave at five (six, etc).

4. At the Institute Cafeteria

lunch break; have (take) lunch; self-service; sit down at a table; look through the menu card; take potato (vegetable, etc) soup for the first course; take meat (fish) for the second course; like the cooking; have no time for lunch; have a snack; have sandwich with a glass of milk.

5. In the Evening

stay at home; visit a friends-go to the cinema (theatre, etc); watch TV; watch one's favourite programme (a football match, etc); listen to the radio (music, a concert); discuss the weather (the current situation, a new film, etc); be fond of music (books, reading, etc); do some reading; play a game of chess (billiards, etc) with a friend; go to bed early (late; at ... o'clock).

Ex 55 Discuss the following, giving your arguments for or against.

1. Your friend says that men make houses and women make homes. You believe that nowadays both men and women make houses and the role of the men in making a home is as important as that of a woman.

2. You think that many illnesses result from overeating, and that three meals a day is quite enough for a person. Your friend says that a young, growing person must eat four or five times a day.

3. Your friend says that all great men kept diaries. He believes, in fact, that all people should keep diaries. Diaries are important written documents for future historians. You say you have nothing to write in a diary. He disagrees with you.

4. Your friend says that it is not at all necessary to read newspapers, it is quite enough to watch TV. The news programme, he believes, has all the news you may want in it.

Ex 56 Subjects for oral and written composition.

1. Describe a day in the life of an Englishman.
2. Say what newspaper this particular Englishman is likely to read. Give your reasons.
3. Say whether you think this particular Englishman works at an office or at a factory. Give your reasons.
4. Describe your working day.
5. Speak of things you like doing, and why.
6. Speak on your hobby.
7. Describe what you usually do in the evening on a week-day, on a Saturday or Sunday.
8. Explain the proverb: "Home is where the heart is."

LESSON THREE

Text: More about the English.

Grammar: The Continuous Tense Forms (Present, Past and Future).

Reported Speech. Sequence of Tenses (contd).

Degrees of Comparison of Adverbs.

MORE ABOUT THE ENGLISH

Like any other country Britain has its manners and customs as well as reputation.

Foreigners often say that in English trains people never speak to each other. But this, of course, is not true.

Not long ago I was travelling to London. In my compartment there were many passengers and they talked to each other almost all the time. They told each other where they lived, where they were going and, of course, talked about the weather. As soon as the train started a little girl, sitting by the window, called out: "We're off!" I found out that she was going to her aunt's in Chiswick.¹ "It's somewhere near the Thames but I don't know exactly where ... Shall we be passing anywhere near it?" "Chiswick? That's easy to find. You can get to it on the Tube. I'll show you where to go when we arrive," I told her.

"Goodness,² how fast the train is going!" said an old lady. "Do they go so fast in foggy weather and at night?" Her neighbour smiled, took out a book and began to read. Here was a typical Englishman: during the whole journey he did not say a single word. But as we arrived in London, he got up, and turning to the lady he said with a strong accent: "Excuse me. I do not understand English. I am from Poland."

The English people often say something about the weather when they begin a conversation with strangers. In fact, people talk about the weather more in Britain than in most parts of the world. For one thing, the weather in Britain changes very quickly. One day may be fine and the next day may be wet. When you go to bed the stars may be shining brightly and when you wake up it may be raining heavily. You can never be quite sure what the weather is going to be like. The English often say "Other countries have a climate, in England we have weather." For another thing, the weather is a safe topic for conversation. When two Englishmen meet, if they can't think of anything else to talk about or if they don't know each other well enough to discuss personal matters, they talk about the weather.

If it's nice and warm and the sun is shining brightly, a person usually says, "It's a lovely morning, isn't it?" or "Isn't it hot today?", and the answer is "Yes, it's wonderful weather we're having." After a night of heavy snowfall and hard frost he may say: "A cold morning, isn't it?", and the answer is "Yes, we're having a very cold winter."

Or perhaps the day is dull; it is raining a little, the sky is grey and cloudy, and everyone is wearing a raincoat or carrying an umbrella. As it gets darker a thick fog covers London. Cars and buses put on their lights and move slowly along the wet,

slippery roads. As one friend meets another the usual remark is, "Isn't the weather awful!"

As the weather changes so often, it is of course quite important. It plays a big part in the lives of the British people.. Every daily newspaper publishes a weather forecast. Both the radio and the television broadcast news about the weather several times each day.

NOTES

1. **Chiswick**: a small town in Middlesex, England.
2. **Goodness**: an exclamation of surprise or wonder боже мой¹ батюшки!

VOCABULARY

true *a* 1. правдивый, правильный a true story (fact, description, etc); 2. верный, преданный a true friend (comrade, etc) He is a true friend **of** our family (**to** me). **Phr** come true сбыться His dreams came true; **truth** *n* истина, правда **Phr** tell the truth сказать правду; по правде говоря; (**un**)**truthful** *a* (не) правдивый.

travel *vi* путешествовать travel by train (plane, air, sea, etc) He travelled all **over** the world (round the country, etc); **travel** *n* путешествие He told us about his travels. **Phr** go on a travel (trip, journey); a book of travels; a travel film

start *vi* 1. отправляться, трогаться (в путь) We shall start in five minutes. **Phr** start **on** a trip (journey) отправиться в путешествие; start **for** some place (Leningrad, etc) *vi/vt*; 2. начинаться start work (a conversation, a discussion, a war, etc) Classes start at nine; start to do (doing) sth; **start** *n* начало **Phr from start to finish**=from beginning to end

pass *vt/vi* 1. проходить, проезжать (мимо) He passed me and didn't say a word. What town will the train be passing? 2. проходить (о времени) Time passes very quickly. 3. сдать (экзамен) He passed his examinations well.

arrive *vi* прибывать, приезжать arrive **in** a country (city, big town); arrive **at** a station (village, hotel, etc); **arrival** *n* прибытие

fast *a* быстрый a fast runner (game, etc); a fast train скорый поезд; My watch is ten minutes fast (slow) Мои часы спешат (отстают) на 10 минут; **fast** *adv* быстро walk (read, think, move, etc) fast

whole *a* весь, целый (*употр. только как определение*) the whole world (town, day, book, group, etc); the whole **of** Europe (Asia, etc) **Phr on the whole** в целом. **On the whole** you are right.

turn *vt/vi* 1. поворачивать(ся) He turned (his head) and said something. She turned and left the room. **Phr** turn (to the) right/left (round the corner); 2. обращаться к кому-н (с вопросом, за советом, за помощью и т. п.) turn **to sb with** a question (for advice, for help, etc)

stranger *n* незнакомец, чужой (человек) He is a stranger here (to me, **to** the place); **strange** *a* 1. незнакомый, неизвестный a strange face (voice, place, etc); 2. странный, необычный a strange question (look, thing, story, idea, etc) There is

something strange **about** the man (place, etc).

change *vt* 1. (из)менять, менять; обменивать change a plan (one's address, one's name; one's clothes, etc) Can you change a five rouble note?; *vi* 2. изменяться, меняться The weather changes very often in England. **Phr** change **for** the better (worse); **changeable** *a* непостоянный, изменчивый, неустойчивый changeable weather; a changeable climate (situation; person, etc); 3. делать пересадку change **to** a bus (**for** another Metro line); **change** *n* изменение, перемена **Phr** make changes (**in** sth) вносить изменения (во что-н); **for** a change для разнообразия I'll take fruit soup today for a change.

wake *vi* (woke, woken) **up** 1. просыпаться; *vt* 2. (раз)будить (кого-н) Wake me **up** at seven o'clock, please.

sure *a* уверенный Are you sure **of** his knowledge? Perhaps they'll come but I am not quite sure **about** it. I am sure (that) everything will be all right. **Phr** be sure **of** oneself быть самоуверенным. **Phr** make sure убедиться, удостовериться. He made sure that the door was closed. **Phr for** sure наверняка I know it **for** sure; **surely** *adv* конечно, несомненно

(un)safe *a* (не)безопасный, (не)надежный a safe topic (subject, place, hour, etc) Don't drive so fast, it's not safe; **safely** *adv* безопасно

matter *n* дело, вопрос an important (different, personal, business, etc) matter What's the matter? В чем дело? Что случилось? What's the matter **with** you? Что с Вами? There is something the matter **with** sb/sth **Phr** it's a matter of time (chance, taste, principle, etc) это дело времени (случая, вкуса, принципа и т. п.)

hard *a* 1. жесткий, твердый Is this wood hard or soft? 2. трудный, тяжелый hard work; a hard man (life, time, day, task, etc); 3. сильный (о морозе, ветре, дожде и т. п.) a hard frost (wind, rain, etc); **hard** *adv* 1. усердно, упорно, напряженно work (study, think, etc) hard; 2. сильно It was raining hard yesterday.

dull *a* 1. скучный, неинтересный a dull book (film, party, life, man, etc); 2. пасмурный (о погоде) dull weather; a dull morning (day, etc)

wear *vt/vi* (wore, worn) носить(ся) (об одежде) She is wearing a new dress today. This material wears well; worn-out поношенный, старый worn-out clothes (shoes, etc)

cover *vt* 1. покрывать; прикрывать, закрывать Dark clouds covered the sky. She covered her eyes **with** her hands. **Phr** be covered (**with**) быть покрытым The ground is covered with dry leaves; 2. (*fig*) охватывать, относиться (к чему-н) What events does the article cover?

move *vt* двигать, передвигать move a table (chair, etc); *vi* двигаться, передвигаться; переезжать He was too weak to move. When are you moving to the new flat? **Phr** move **in** (**out**) въехать в новую квартиру (выехать из квартиры); **movement** *n* движение I heard some movement in the other room. a revolutionary (labour, national, youth, etc) movement

publish *vt* публиковать; издавать, опубликовывать publish a newspaper (book, magazine, etc); publish news (advertisements, etc), a publishing house (office) издательство

broadcast *vt* (broadcast) передавать по радио; вести передачу; вещать

broadcast news (an opera, a concert, a football match, sb's speech, weather report, etc); **broadcast** (= broadcasting) *n* радиовещание

WORD COMBINATIONS

as well as еще, в дополнение (к), также

call out крикнуть, выкрикнуть

for one thing с одной стороны; **for another (thing)** с другой стороны

put on (out) the lights зажигать (тушить) свет

play a big (small, important, etc) part in sth играть большую (малую, важную и т. п.) роль в чем-н

weather forecast прогноз погоды

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. What reputation do the English have among foreigners? 2. Where was the author going one day? 3. What did the passengers in his compartment talk about? 4. Why did the author describe one of the passengers as a typical Englishman? 5. Why didn't this passenger say a single word during the whole journey to London? 6. How do the English people usually start a conversation with strangers? 7. Why is the weather always a safe topic for conversation? 8. What is the usual remark for good (bad, cold) weather? 9. What does London look like on a rainy day? (When a thick fog covers the city?)

Ex 2 Look through the text once again, and see if you can find facts to prove that:

1. Every country has its own reputation.
2. People in Britain talk about the weather more than in any other country in the world.
3. The weather, good or bad, is the safest subject for conversation with strangers as well as with friends.
4. The English are rather proud of their weather.
5. The weather is really important to the British.

Ex 3 Pick out words and expressions from the text, and group them under the following headings.

1. Travelling by train.
2. Good weather.
3. Bad weather.
4. Talking to strangers.
5. Driving in bad weather.

Ex 4 Find in the text the English for:

нравы и обычаи страны; в поезде; купе вагона; пассажир; говорить о погоде; ночью, вытащить книгу; в течение всей поездки; не проронить ни слова; говорить с сильным акцентом; завязать разговор с незнакомым человеком; быстро меняться; ложиться спать; светить ярко; безопасная тема для разговора; обсуждать личные дела; великолепное утро; прекрасная погода; сильный снегопад; сильный мороз; холодная зима; мрачный день; серое, затянутое тучами небо; идти под зонтиком; густой туман; зажечь фары; медленно продвигаться; мокрая скользкая дорога; ужасная погода; играть большую роль в чьей-л жизни, ежедневная газета; публиковать прогноз погоды.

KEY STRUCTURES AND WORD STUDY

Ex 5 Give the four forms of the following verbs.

say, speak, travel, tell, find, show, take, understand, shine, wake, meet, think, wear, carry, put, play, broadcast.

Ex 6 Make up five groups of three words associated in meaning or area of usage.

| | | | | |
|------------|-----------|-------------|---------|--------|
| manners | passenger | newspaper | topic | train |
| television | subject | snowfall | customs | radio |
| theme | frost | compartment | fog | habits |

Ex 7 Replace the words in bold type by their opposites. Make all necessary changes. Translate the sentences into Russian.

1. There was a **light** frost during the night. 2. Clearing away the snow was **hard** work for a boy of his age. 3. The man moved **quickly** to the door. 4. She only looks **kind**. 5. The girl heard **every** single word of her parents' conversation. 6. The sky is **clear**. 7. The girl was **ill**. There was a **dull** look in her eyes. 8. The boy is a slow learner. 9. The woman **put away** her purse. 10. The train **left** the station on time. 11. The car turned **right**. 12. **Part of** the day he was writing an article for the local newspaper.

Ex 8 Recast the following according to the model.

Model: 1. Newspapers publish a weather forecast **every day**.

Newspapers publish a weather forecast **daily**.

2. "Ogonyok" is a social-political, literary and art magazine that is published **once a week**.

"Ogonyok" is a **weekly** magazine.

1. The Moscow Metro trains carry more than six million passengers **every day**. 2. What magazine that is published **once a quarter of the year** do you know? 3. The doctor told the patient to take the medicine **every hour**. 4. The Budget day is an event in the life of the country that usually takes place **once a year**. 5. The number of readers in the Lenin Library is more than 5,000 **a day**. 6. They have meetings **every month** to discuss business matters.

Ex 9 Recast the following, using adjectives with the suffix '-y'. Make necessary changes.

Model: It often **rains** in autumn.
Autumn is a **rainy** season.

1. Sometimes London has bad **fogs** in November. 2. After a night of hard **frost** the river was covered with ice. 3. When we woke up in the morning the **sun** was shining brightly. 4. There is hardly any part in the town that has so much **wind** than the district around these hills. 5. You can't bathe today. The water is as cold as **ice**. 6. Today the sky is covered with heavy **clouds**. 7. There was **dirt** all around the place. 8. There was a heavy **storm** on the sea last night. 9. The beach was covered with fine **sand**.

Ex 10 Translate the following into English, using a different phrasal verb in each of the sentences.

take out, call out, read out, come out, get out, run out, look out, bring out, go out

1. Сосед по купе **достал** бутерброд и начал есть. 2. Она не любила **выходить на улицу** в такую погоду. 3. Старик с трудом **вылез** из машины. 4. **Принеси** сюда стулья. Давай посидим в саду. 5. Наскоро выпив чашку кофе, он **выбежал** из дома. 6. **Выйди** на минуточку, мне нужно поговорить с тобой. 7. На улице мальчишки **громко выкрикивали** названия газет. 8. Она **выглянула** в окно, но на улице уже никого не было. 9. **Прочитай** третье предложение **вслух**.

Ex 11 Compare the meaning of the following words of the same root in Russian.

manner, reputation, passenger, typical, accent, strange, personal, remark, to publish.

Ex 12 Translate, using 'say', 'speak', 'tell'.

1. Он сказал, что его семья переезжает на дачу во вторник. 2. Вели брату разбудить меня в шесть. 3. Твой приятель, как всегда, проговорил целый час, но не сказал ничего нового. 4. Передай ему, что скорый прибывает в Ригу в 10

часов вечера. Попроси его встретить меня на вокзале, если ему это удобно. 5. Секретарь сказала, чтобы я обратился к вам с этим вопросом. 6. С ним интересно поговорить, он много путешествовал. 7. Студенты говорят, что книга скучная и им хотелось бы почитать что-нибудь более современное. 8. В нашем купе был человек, который говорил с сильным акцентом, и я с трудом понимал, что он рассказывал. 9. Скажи им, чтобы они садились ужинать без меня, я немного опоздаю. 10. Он прошел мимо и не сказал ни слова.

Ex 13 Make up sentences with the following phrases, using 'say', 'tell', 'speak'.

about the weather; was raining hard; the truth, I am sure; cover the flowers for the night; the exact time; he would start on the trip next Monday; she wasn't sure of the day of their arrival; very fast; I don't know the language well enough to understand him; he was a stranger here himself and didn't know the way to the museum; change at the next station; wear glasses; not forget to put out the light; about the wonderful music the composer writes for children.

Ex 14 Translate the following

(a) using 'little', 'a little', 'few', 'a few':

1. Я знал, что в том, что он рассказывал, было мало правды. 2. Он немного подумал, прежде чем ответить. 3. Погода понемногу меняется с каждым днем, и сейчас уже значительно холоднее, чем было в начале месяца. 4. Не уходи, мы будем обедать через несколько минут. 5. Его мало кто понимает, он говорит с сильным акцентом. 6. Он всегда мало говорит, а в тот вечер вообще не проронил ни слова. 7. Мало кто ездит этим поездом. 8. Я увижу его через несколько дней.

(b) using 'like any (other) ...':

1. Как любой дачный поселок, Мамонтовка пустеет, когда кончается летний сезон. 2. Вчера, как в любой понедельник, у нас было очень много работы; к концу недели работы бывает меньше. 3. Ты спрашиваешь, что из себя представляет улица, на которой я живу. Как всякая центральная улица в большом городе, она днем перегружена транспортом. 4. Он, как всякий зоолог, может часами говорить о животном мире нашей планеты. 5. Как любому молодому человеку, ему хотелось путешествовать. 6. — Почему он не хочет переезжать? — Как всякий старый человек, он не любит перемен. 7. Разве ты не знаешь, что он, как всякий настоящий спортсмен, не курит?

* It will be noted that "few" expresses a negative idea and means "a very small number". It is often used with "very", eg There were very few books on the subject. "A few" expresses a positive idea, especially when used with "quite", eg There were quite a few books on the subject. Notice, however, that if "only" is used with "a few", then the meaning is again negative, eg There were only a few books on the subject.

Ex 15 Study the following phrases, and (a) recall the sentences in which they are used in the text; (b) use them in sentences of your own.

in a train (compartment); speak (talk) **to** sb; **about** sth/sb; **by** the window; call **out**; find **out**; go (travel) **to** some place; get **to** some place; **on** the Tube; **in** foggy weather; **at** night; take **out** sth (take sth **out of** a bag); **during** the journey; arrive **in/at** a place; get **up**; turn **to** sb; say sth (speak) **with** an accent; be **from** some place; say sth **about** sth/sb; **in** a part **of** the world; **for** one thing ... **for** another; go **to** bed; wake **up**; a safe topic **for** conversation; think **of** sth/sb; put **on/out** the lights; move **along** the road.

Ex 16 Fill in the blanks with prepositions or adverbs.

(A) 1. The old man slept badly — the train, and woke — several times — the night. 2. "Do I have to change trains?" "Yes, — the next station." 3. If you want to get — the underground station, go — this street as far as the traffic lights, then take the first turning — the left. 4. They were not quite sure — the exact day — their son's arrival. They only knew that he would arrive — Moscow some day the coming week. 5. The train arrives — this small station — night and stops — three minutes only. 6. I'll wake you — five; we must start — the trip very early, before it gets too hot to travel. 7. "Please stand — when I call — your names," the teacher said. 8. This is not a topic — conversation — front — the children. 9. "What do you know — your neighbours?" "Not much. We say good-morning — each other, speak — the weather and that's about all." 10. I am so happy to hear you are moving — a new flat next month. 11. The weather forecast said that the weather was changing — the better. 12. "What's the matter — you? What did the doctor tell you?" "I've just found — that my brother's condition has changed — the worse." 13. He was — such difficulty that he turned — help — a complete stranger. 14. The professor said my report was good but, to make it better, I must make a few changes — it. 15. The teacher's second question was — the part Cromwell played — the history — England, and the girl knew the answer — that, too. 16. I am not sure I always get him right, he speaks — such a heavy accent. 17. Will you put — the light, it's getting dark and I can't see what I am reading any more. 18. It was a most unusual picture to see the streets of this southern town covered — snow. 19. Motorists don't like driving — foggy weather. 20. A raincoat is good only — rainy days; why do you wear it — all weather? 21. Why do you speak so highly — this writer? — one thing, it's early days to say what will become of him (it's his first book), — another, he is still very young.

(B) — the train Stephen moved — the corridor looking for a seat. He passed carriage after carriage. The train was full.

— one compartment there was a girl sitting — the corner — the window. She was different — all those dull-looking English. She had sad dark eyes of the South. It was all wrong that this girl — some place — the south — Europe (Stephen was almost sure — it) should be — a train going — the midlands of England.

She was fine, exotic. What was she doing — this country — fogs and rains?

The girl had also noticed him. He was, she thought, like the actors she had seen — Wild West Films.

Stephen thought: "I've got to know who she is and what she's doing here... I've got to find —"

And when Stephen came — the carriage, Pilar knew that, — course, he wanted to talk — her. The English people, Pilar knew, often said something — the weather when they started a conversation — strangers.

But Stephen said: "The train is very full."

"Oh, yes, indeed. The people go away — London, because it is so black there."

He smiled and said: "True, London is rather an awful place. You are not English?"

"I come — Spain."

"What made you come — England?"

"I am going to stay — my relatives — the country... — my English relatives."

(After "A Holiday for Murder" by A. Christie)

Ex 17 Fill in the blanks with a suitable word. Use the correct form.

matter *n*, arrival, arrive, pass *v* (2), change *v* (2), cover *v*, move *v* (2), truth, whole, hard, awful, exact, dull, sure, true, fast, strange

1. The traffic lights — from green to red and all cars stop. 2. Let's go out on the platform. The train will be — any minute now. 3. The light is too strong, it's bad for the eyes, — the lamp with something. 4. That was an — thing to do! Go and say you're sorry. 5. There's no such thing as easy work. All work is —. 6. She wrote to a friend asking him to meet her daughter on her — in Moscow, giving him the — time, date and place. 7. Some people say that Dickens is too — for the modern reader, but nothing can be farther from the —. 8. I wonder what's the — with John. He's so quiet these days. 9. After a night of heavy rain the roads were very slippery. I — along in my car very slowly, but I was afraid the — time. 10. Did he say he was coming at four? Are you — you heard him right? 11. Several years — before the magazine published the — story of the poet's life. 12. The other day my neighbour came to me with a — story. It was something about noises he heard at night. I didn't know what to think. 13. The boy was learning — but there was still a lot to learn. 14. She telephoned to say that as she was — to another part of the town, she would be also — her place of work. 15. A week —, then another, and still there was no news of the expedition.

Ex 18 Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell the passage.

In summer I (поехал) to Scarborough. When I (прибыл) there it was late afternoon. After dinner I put on my raincoat and went out for a walk. It was a (пасмурный) day,

the sky (было покрыто) with clouds, and it was raining a little. The wind was very strong and it was difficult to walk, but I wanted some air. (Во время того, как) I (продвигался) slowly along the (тихой) (пустой) street I saw (незнакомого мне человека). He first (прошел мимо) me, but then he stopped.

"Is that you, old man?" he (крикнул). "It's (прекрасно) to see you! I was never so glad to see you in my (всю) life!"

I (повернул) my head. It was Jones.

"Why, what are you doing here? What's the (дело)?" I said. "And aren't you cold?" Jones (был одет в) flannel trousers and a thin shirt. "Why don't you go home?"

"I cannot," he answered. "I forgot the name of the hotel where my wife and I (остановились). Take me with you and give me something to eat."

"Haven't you any money?" I asked.

"(Ни единого) penny. We (добрались) here from York, my wife and I, at (около) eleven. We (оставили) our things at the station and went to a hotel. I (сменил) my clothes and (вышел погулять). The sun was shining brightly and there was nothing in the (прогноз погоды) about rain. But I forgot to take the address."

"Can you (описать) the street or the house?"

"No," he said sadly.

"Well, I'm (уверен) that we'll (выясним) where you live soon (достаточно)," I said. I took him to my hotel and (накормил его). Here we (обсудили) the situation. We then (начали) telephoning all the hotels in Scarborough. We did it so well that next afternoon Jones found both his hotel and his wife.

(After "An Absent-Minded Man" by Jerome K. Jerome)

Ex 19 Complete the questions and answers.

ON WEATHER

A: What is the weather like in England?

B: — changes in our country more often than in other countries, that's why we say:

"Other countries have —"

A: Are all the days alike in autumn?

B: Oh, no, — and the next day —

A: Look! The sky is covered with heavy dark — and it's going to —

B: It may, but you can never be sure —. After a whole day of —

A: — it often rain in —?

B: — is a rainy month. You were quite right, it is — already. The people in the street are opening — and the pavements are wet with — But don't think it will last —

A: Do Englishmen always — raincoats and — umbrellas in autumn?

B: As a rule, they do.

A: And what — in winter?

B: Wintercoats, if —

A: I see that — for conversation.

B: It is. We never get tired of it.

A: What do you say to start a conversation?

B: —

Ex 20 Test translation.

(A) 1. – Расскажите, пожалуйста, какая у вас бывает зима. – Зима у нас наступает рано. Иногда уже в конце ноября все покрывается снегом. Декабрь и январь — самые холодные месяцы в году. В декабре выпадает много снега, а в январе самые сильные морозы. Зимой дни короткие, а ночи длинные. Солнце светит ярко, но оно не греет.

2. Осенью погода обычно сырая. Небо серое, покрыто тучами. Часто идут дожди. Дни пасмурные. Солнца мало. По ночам бывает сильный туман. Ветер часто меняется. Когда он дует (приходит) с севера, то становится холодно.

(B) 1. Он мне верный друг. Я всегда могу обратиться к нему за советом. 2. Вы говорите, что все эти факты достоверны. По правде говоря, я не совсем в этом уверен. 3. В своих рассказах автор дал правдивое описание жизни островитян. 4. Мой старший брат очень любит путешествовать. Для него нет ничего более увлекательного, чем путешествовать по морю. 5. — Ваши часы показывают точное время? — Нет, они спешат (отстают) на пять минут. 6. Не говорите так быстро. Вас трудно понимать. 7. Мы позвонили на станцию, чтобы узнать время прибытия поезда из Киева. 8. Если мы будем проезжать Байкал ночью, разбудите меня, пожалуйста. Я хочу посмотреть на это чудесное озеро. 9. Странно, что во время собрания он не проронил ни слова. Мы решили, что с ним что-то случилось. 10. — Скажите, пожалуйста, как пройти к музею Пушкина? — Это где-то поблизости, но я не знаю, где точно. Дело в том, что я нездешний. Обратитесь к кому-нибудь еще. 11. У меня уходит более часа на дорогу от дома до работы? Сначала я еду на метро с пересадкой в центре, а затем автобусом. 12. — Где мне сделать пересадку на станцию метро Пушкинская? — Доезжайте до станции Горьковская, а там пересядете на Пушкинскую. 13. Я уверен, что после нашего разговора все изменится к лучшему. 14. Экзаменационная сессия — трудное время у студентов. Они много и напряженно работают. 15. Кто усердно работает, тот хорошо сдает экзамены. 16. Вы сейчас свободны? Я хочу поговорить с Вами по важному делу. 17. — Когда вы переезжаете на новую квартиру? — Как только закончится учебный год. 18. Он не такой уж скучный человек, как вы говорите. Мы с ним хорошо побеседовали о текущих событиях. 19. Музыка играет большую роль в его жизни. Его любимый композитор — Чайковский. 20. В Англии погода очень изменчива. Поэтому англичане всегда носят с собой зонты. 21. Начинается дождь. Надень плащ и возьми с собой зонт. 22. Он крикнул ей что-то, но она не расслышала. 23. Я хочу знать всю правду относительно этого дела.

GRAMMAR

The Continuous Tense Forms (Present, Past and Future)

Ex 21 Study the following chart.

| | |
|------------------------------|---|
| The Present Continuous Tense | 1. She is in her room. She is looking through the morning newspapers. 2. They are working at this problem at present. |
| The Past Continuous Tense | 1. He was working in the garden at six in the morning (when I came home, after lunch, etc) 2. They were studying at the University in 1977. |
| The Future Continuous Tense | 1. I wonder what he will be doing at this time tomorrow. 2. They will be writing their course papers in April. 3. I can send the telegram. I'll be passing by the post-office. |

Ex 22 Answer the following questions, using the continuous tense forms (Present, Past or Future).

1. What is the weather like? (*rain a little*). 2. Why didn't you go to the country yesterday? (*rain*). 3. What will the weather be like tomorrow? (*the radio, give the weather forecast in a few minutes*). 4. Why did the militia-man stop him? (*walk across the street in the wrong place*). 5. Why don't you want to go to the cinema tonight? (*finish a book which I must give back tomorrow*). 6. Where is Mother? (*work in the garden*). 7. Why didn't he hear the bell? (*play football*). 8. Why can't we speak to him now? (*write business letters*). 9. What is the noise about? (*watch a football match*). 10. Why do you think you won't get much sleep tonight? (*travel all night*). 11. Will you come to the party? (*not move to a new flat*).

Ex 23 Practise the following according to the model (mind the possible adverbial modifiers of time: 'now', 'today', 'this morning', 'tonight', etc).

Model 1: She usually reads the newspaper at breakfast but she is not reading it today.
She is busy with other things.

1. They often watch TV in the evening. 2. He always works in the garden after office hours. 3. He usually plays chess very well. 4. He goes to the library every day.

5. She always leaves town in summer. 6. She always sleeps after lunch.

Model 2: Please tell John it's time to finish the work. But he is (already) finishing it.

1. Tell the children it's time to get up. 2. Please, tell her to wash the floor. 3. May I ask you to translate this article? 4. Please, ask him to look through her report. 5. Please, tell her to make some coffee. 6. Tell them it's time to leave for the station.

Ex 24 Open the brackets, using the Present Continuous or the Present Indefinite according to the sense.

1. She (*wear*) a new coat today. 2. Peter never (*wear*) a hat. 3. I (*get up*) at eight in the morning. 4. It's eight o'clock. He (*get up*). 5. What you (*say*)? I (*not hear*) you well enough. 6. It (*get*) late. It's time to go home. 7. It (*get*) dark early in winter. 8. Listen! Somebody (*sing*) in the street! 9. She (*sing*) well and she (*have*) a pleasant voice. 10. When it is foggy in London, cars (*move*) very slowly. 11. Our train (*move*) very fast.

Ex 25 Translate the following sentences, using either the Present Indefinite Tense or the Present Continuous according to the sense.

1. (i) Ты много читаешь? (ii) Что ты читаешь? 2. (i) Здесь часто идет дождь? (ii) По-моему, идет дождь. 3. (i) Он пишет родителям довольно часто, (ii) Он занят. Он что-то пишет. 4. (i) Он не носит теплого пальто зимой, (ii) Он сегодня в новом пальто. 5. (i) Ребенок просыпается несколько раз за ночь. (ii) Не шумите. Ребенок просыпается. 6. (i) Они часто обсуждают такие проблемы, (ii) Они обсуждают что-то интересное. 7. (i) Погода в Англии меняется очень часто, (ii) Возьми плащ. Погода меняется.

Ex 26 Open the brackets, using either the Past Indefinite or the Past Continuous Tense according to the sense.

1. When we got off the train it (*rain*) heavily. 2. The summer that year was cold. It often (*rain*). 3. The weather was foggy. Cars and buses (*move*) slowly. 4. While I (*pack*) my things, he (*ring*) up for a taxi to take me to the station. 5. The house was quiet. The boys (*play*) chess and Mary (*read*) a book. 6. When you (*see*) him last? 7. I (*buy*) the guide book in London. It (*catch*) my eye when I (pass)-a shop window. I (*return*), (*call*) at the shop and (*buy*) it. 8. In 1972 Peter (*be*) in Siberia, he (*build*) a railway together with his friends. Later he (*write*) a book about it. 9. Who (*speak*) over the telephone at five yesterday? The line (*be*) busy for an hour at least. 10. The whole family (*watch*) a detective film on TV when I (*come*) into the room. 11.1 (*look*) into the window and (*see*) an old woman (*sit*) at it, a cat (*sleep*) on the window-sill, next to a flower pot. The picture (*take*) me back to my childhood. 12.

Ships (*travel*) from Southampton to New York in four or five days last season.

Ex 27 *Open the brackets, using the correct tense form. Use Reported Speech in place of Direct Speech.*

RAINY SUNDAY

It was Sunday. I never (*get up*) early on Sundays. I sometimes (*stay*) in bed until lunch-time. Last Sunday I (*get*) up very late. I (*look*) out of the window, it (*be*) dark outside. "What a day!" I (*think*). "It (*rain*) again." Just then the telephone (*ring*). It (*be*) my Aunt Lucy. "I (*be*) at the station. I (*come*) to see you." "But I still (*have*) breakfast," I (*say*). "What you (*do*)?" she (*ask*). "I (*have*) breakfast," I (*repeat*). "Dear me!" she (*say*), "You always (*get up*) so late? It (*be*) one o'clock."

Ex 28 *Make up sentences, using the Past Continuous Tense.*

| | | |
|-----------|---------------------------------|----------------------------------|
| I | to play badminton in the garden | when we arrived. |
| Mother | still to rain | when the telegram came |
| We | to get dark | when he turned to her. |
| It | to make coffee in the kitchen | when suddenly it began to rain. |
| He | to come into the station | when the door bell rang. |
| She | to write business letters | when we returned home |
| The train | to smile | when I looked out of the window. |

Ex 29 *Translate the following sentences, using either the Past Indefinite or the Past Continuous tense form.*

1. Наш поезд шел очень быстро, я не успевал читать названия станций, которые мы проезжали. 2. Когда поезд тронулся, он что-то крикнув мне, но я ничего не слышал. 3. Когда я добрался до станции, уже темнело. 4. Мы вызвали врача, когда поняли, что ее состояние ухудшается. 5. — Когда вы видели ее в последний раз? — Я не помню точно, но знаю, что это было в прошлом месяце. 6. Вчера в это время мы были еще в поезде и ехали по Украине. 7. Когда он зажег свет, он увидел, что кто-то спал на кровати. 8. Когда поезд прибыл, мы все стояли на платформе. 9. Я завтракал в маленьком кафе на станции, когда я увидел его в окно. Он стоял под большими часами и ждал кого-то.

Ex 30 *Complete the following sentences, using the Future Continuous Tense according to the model.*

Model: My vacation is coming to an end. (*return to the University in two days*).
I'll be returning to the University in two days.

1. I can't discuss the matter with you now. But (*see you tomorrow*), won't I? 2. "I

think, he'll be here in time." "Yes, I think he will." (*he, come by the fast train*). 3. She is on a visit, (*she, not dine with us today*). 4. I don't think they will come. (*they, move to a new flat*). 5. There are a lot of people here and (*more, arrive next week*). 6. Let's wait. (*he, wake up soon*). 7. Look, it is getting dark. (*it, rain in a minute*). 8. There's nothing he likes better than to tell stories. I wonder what (*he, tell us next*). 9. "Who (*give*) a talk on the current situation Friday next? 10. Don't leave yet. (*we, have supper in about twenty minutes*).

Ex 31 Translate the following sentences, using the Future Continuous Tense.

1. Давайте пойдём побыстрее. Через минуту начнется (будет) дождь. 2. Я не буду писать ему. Я увижусь с ним. 3. Приходите, пожалуйста. Соколов будет рассказывать о своей поездке в Англию. 4. Через месяц мы переезжаем на новую квартиру. 5. Ты будешь завтра проходить мимо кинотеатра, купи два билета. 6. — В чем ты будешь на вечере? — В новом платье, конечно. 7. Никуда не уходи. Поезд прибывает через несколько минут. 8. Летом вы, конечно, опять будете путешествовать?

Mixed Bag

Ex 32 Complete the following, using the Continuous tense forms (Present, Past or Future).

Model: Ask the students of Group One to come here. (*have classes*).
They **are having classes** now.

1. Where is Jane? It's time to leave, (*have breakfast*). 2. What are your plans for tonight? (*take a friend to a concert*). 3. Is your dress ready? (*wear it to the party tomorrow*). 4. Where's everybody? (*cover the roses in the garden, have a hard frost at night*). 5. Let's have dinner at a restaurant tomorrow. But we can't. The Browns (*come for dinner*). 6. Why didn't you come at 4 o'clock yesterday? (*wait for me?*). 7. Don't make so much noise, (*anybody, sleep?*). 8. Why did we see so little of you last month? (*write a paper on history*).

Ex 33 Open the brackets, using the correct tense form.

IN THE WAITING ROOM

I (*enter*) the dentist's waiting room which (*be*) full. Like any other waiting room, it (*have*) an atmosphere of its own. A small table (*be covered*) with very old magazines; the curtains (*be*) of indefinite colour and the armchairs definitely unclean. There (*be*) dusty pictures on the wall. I (*take*) my seat and (*decide*) to pass the time watching the people around me.

A little man beside me (*turn*) over the pages of a magazine quickly and nervously. It (*be*) hard to understand what he (*look*) at; from time to time he (*throw*) the magazine on the table and (*pick up*) another. Opposite me there (*be*) a young mother who (*try*) hard to quiet her son. The boy (*make*) aeroplane-noises as he (*move*) an ashtray on the floor. Near him an old man (*sleep*) and the boy's mother (*be*) afraid that sooner or later her son (*wake up*) him. I myself (*be*) sleepy. The boy (*be*) quiet now in his mother's arms. There (*be*) a deathly silence in the room and just at this moment the loud speaker (*call*) out the name of the next lucky person.

(After "Sixty Steps to Précis" by L. Q. Alexander)

The Use of the Present Indefinite Tense in Adverbial Clauses of Time and Condition with the Meaning of the Future

Ex 34 Study the following chart.*

| | |
|-------------------------------|------------------------------------|
| You'll do it | when you find the time. |
| He'll speak to her | while you are busy with your work. |
| I won't discuss this question | until (till) he comes. |
| We'll have a party | before she leaves. |
| She'll go to the country | if it doesn't rain. |

Ex 35 Complete the following sentences on the above pattern.

1. You'll understand this book when you (*get older*). 2. If the weather (*change for the better*), we'll go to the country. 3. He will phone you as soon as he (*wake up*). 4. I'll call a doctor if she (*get worse*). 5. You will never make this mistake again if you (*learn things the right way*). 6. I won't speak to you again until you (*tell me the whole truth*). 7. If she (*go by a fast train*), she'll arrive in time. 8. We'll stay in Moscow till we (*get an answer to our letter*). 9. He will get to her place before everybody (*arrive*). 10. When the train (*arrive in Kiev*) I'll get off to buy newspapers. 11. You won't be cold if you (*wear a warm coat*). 12. After they (*make changes in the plan*) we'll discuss it again. 13. If you (*speak so fast*), nobody will understand you.

Ex 36 Answer the following questions, using adverbial clauses of condition.

(A) Model: When will the train pass Tambov? (*not be late*).

If it is not late, it will pass the town at 2:30.

1. How long will it take you to read a book of three hundred pages? (*do nothing else*). 2. When will you finish your course paper? (*everything; be all right*). 3. Will he

* The Present Indefinite Tense is used instead of the Future in adverbial clauses of time and condition introduced by the conjunctions: "when", "before", "after", "as soon as", "till", "until", "if", "unless". The adverbial clause may either precede the principal clause or follow it.

take her to the theatre? (*get one more ticket*). 4. Will you go to the country tomorrow? (*not rain*). 5. Will he travel to the., Crimea by train? (*not get a ticket for the train; go there by plane*). 6. When will he make his report on Britain's economy? (*get well*).

(B) What will happen if: 1. we talk all at once? (*hear nothing*). 2. you teach him everything at once? (*learn nothing*). 3. we don't wait for him? (*not find the way to the museum*). 4. you don't work hard at your English? (*get a poor mark*). 5. he doesn't arrive in time? (*not wait for him*). 6. the weather doesn't change for the better? (*stay in town*).

Ex 37 Translate the following sentences into English (mind the use of tenses in adverbial clauses of time and condition).

1. Если вы отодвинете книжный шкаф от окна, в комнате будет светлее. 2. Если вы будете проходить мимо кино, купите билеты на новую картину. 3. Как только я найду ее адрес, я вам позвоню. 4. Сколько времени вам понадобится на дорогу в институт, если вы будете жить за городом? 5. Что мы будем делать, если она опоздает? 6. Если она останется дома с ребенком, я поеду с вами. 7. Если погода будет дождливая, я возьму плащ. 8. Мы не начнем обсуждать этот вопрос, пока не соберутся (придут) все студенты нашей группы. 9. Подумай хорошенько, прежде чем дать ответ. 10. Я останусь в городе, пока не установится хорошая погода. 11. Когда ты мне сообщишь свой адрес, я отвечу тебе телеграммой и сразу выеду. 12. Пока ты ходишь по магазинам, я собираю вещи.

Reported Speech. Sequence of Tenses (contd)

Ex 38 Study the following chart.*

- | |
|---|
| <ol style="list-style-type: none">1. I don't know if she will come tomorrow.2. Ask her when they will move to their new flat.3. I wondered if they would discuss this question at the meeting.4. He wanted to know when I would make a report on the work of the English speaking club |
|---|

Ex 39 Complete the following sentences according to the above chart.

1. I was not sure if he (*get to the village before dark*). 2. He doesn't know when they (*arrive*). 3. I wonder when he (*wake up*). 4. Do you know when he (*have a talk with her about her future work*)? 5. They asked him if he (*go by plane*). 6. They want to know if there (*be any changes in their plans*).

* The Future Tense can be used after the conjunctions "if" and "when" if they introduce object clauses.

Ex 40 Practise the following according to the model.

Model: I don't know if (when) he will come but if (when) he comes (does), I'll speak to him about it. (Give two variants if possible.)

1. I don't know if she (*get the tickets for the concert*) but if (*phone you*). 2. We don't know if the weather (*change for the worse*) but-if it (*not go to the country*). 3. She doesn't know if she (*find out his address today*) but if she (*send him a telegram*). 4. He doesn't know if the teacher (*look through our course-papers this week*) but if she... we (*have time to make changes*). 5. We don't know when the delegation (*arrive*) but when they (*show them the places of interest*). 6. I don't know if he (*come*) but if he... his arrival (*change my plans*). 7. I don't know if he (*stay*) for the week-end but if he (*ask him to tell us about his trip to England*). 8. She doesn't know when he (*wake up*) but when he (*phone you*).

Ex 41 Complete the following sentences, bearing in mind the chart and the model above.

1. The students knew when the delegation (*arrive*) but they were not sure if (*at the appointed time*). 2. We asked the weather man when the weather (*change for the better*) and if (*remain good till the end of the month*). 3. I wasn't sure if they (*get to the station in that fog in time*). 4. It was not clear if the weather (*change*) but what we wanted to know was if the plane (*be late*). 5. She was not sure if anybody (*meet at the station*) and she wanted to know if (*find a taxi*). 6. Mother did not ask me if (*come late*) but she wanted to know when (*return*). 7. The foreign tourists wondered if (*have a chance to see Leningrad*). 8. At the time I did not know whether (*buy tickets for a fast train*).

Ex 42 Study the chart, and use Reported Speech in the following sentences.

(A)

| Direct Speech | Reported Speech |
|---|--|
| 1. He asked: (a) "What are you discussing ?" (b) "Will you be seeing her?" 2. She said: "The children were playing in the garden when it started raining." | 1. (a) He asked what we were discussing . (b) He asked if I would be seeing her. 2. She said that the children were playing in the garden when it started raining. |

1. "Don't wait for me. I'll be dining out," he said. 2. "The weather is changing for the worse," the guide said. "It will be raining in a minute." 3. "Our office will be

moving to a new building, won't it?" the secretary asked. 4. "All the passengers were looking out of the compartment window when the train was passing the lake," the porter said. 5. "What big cities shall we be passing?" the fellow-traveller asked me. 6. Hurry up. The train will be starting in a minute," I shouted after him. 7. "What were they broadcasting when he turned on the radio?" she asked. 8. "The baby is waking up, quiet," Mother said to me. 9. "She was wearing a new dress at the party and looked very beautiful," he said.

(B)

| Direct Speech | Reported Speech |
|--|--|
| 1. He asked: "What will you do, if you don't get the ticket for the train?" | 1. He asked what I would do if I did not get the ticket for the train. |
| 2. She said: "I'll leave as soon as I get a telegram." | 2. She said (that) she would leave as soon as she got a telegram. |

1. "Will it be safe to stay in the mountains for the night if the weather doesn't change for the better?" we asked the guide. 2. The porter said: "I'll wake you up, when the train arrives in Smolensk." 3. My wife said to me: "While you are away, I'll do the packing." 4. "Don't leave until I phone you," he asked me. 5. "After he leaves hospital, they'll take him to the South," the doctor said. 6. "They'll wait for the fisherman to return until it gets dark," the local man explained to me. 7. "As soon as I hear from him, I'll let you know," my neighbour said to me. 8. "I'll live in town till my husband returns from the expedition and when he returns, we'll go to the sea-side together," she said.

Ex 43 Open the brackets and paraphrase the dialogue for Reported Speech.

FOOD AND TALK

Last week at a dinner party the hostess (*ask*) me to sit next to Mrs Rumbold. She (*be*) a large unsmiling lady in a tight black dress. She (*not look*) up when I (*take*) my seat beside her. Her eyes (*be fixed*) on her plate and in a short time she (*be*) busy eating. I (*try*) to make conversation.

"A new play is coming to the Globe soon," I said, "Will you be seeing it?"

"No," she answered.

"Will you be spending your holidays abroad this year?" I asked.

"No," she said.

"Will you be staying in England?" I asked.

"No," she answered.

In despair I (*ask*) her whether she (*enjoy*) her dinner. "Young man," she answered, "if you eat more and talk less, we shall both enjoy our dinner."

(After "An Elementary Course" by L. G. Alexander)

**Ex 44 Rewrite (or retell) in narrative form the following passage from the text.
From: "As soon as the train started ..." up to: "... I am from Poland."**

Degrees of Comparison of Adverbs

Ex 45 Study the following chart.

| Positive degree | Comparative degree | Superlative degree |
|----------------------------------|--|--|
| late early | later earlier | latest earliest |
| exactly beautifully | more exactly more beautifully | most exactly most beautifully |
| often quickly slowly | oftener more often quicker more quickly | oftenest most often quickest most quickly |
| well badly much* little | better worse more less | best worst most least |

Ex 46 Make up sentences, using the adverbs given in the chart according to the following model.

Model: Nick speaks French **well**, Ann speaks French **better** than Nick, and Peter speaks French **best** (of all).

Ex 47 Translate the following sentences, using 'much', 'far', 'a great deal', 'still' with the adverbs in comparative degree.

1. Мой брат говорит по-французски **намного** лучше, чем по-английски. 2. Некоторым людям **гораздо** больше нравится путешествовать зимой, чем летом. 3. По воскресеньям я встаю **намного** позднее обычного. 4. Перед экзаменами студенты, как правило, **значительно** больше и усерднее занимаются. 5. Моя сестра **гораздо** чаще меня ходит в театр. 6. Вчера наши спортсмены играли еще

* "Much" is commonly used to intensify the meaning of the comparative degree eg "She speaks English **much** better than Nick."

быстрее. 7. Со словарем Вы переведете статью **намного** точнее. 8. Сегодня солнце светит **гораздо** ярче, чем вчера.

The Article

(a) With names of natural phenomena

Ex 48 Study the chart.

1. It was **rain, rain** all the week-end. **A heavy rain** started when we arrived at the station. **The rain** lasted for two days.
2. We had a lot of **snow*** last night. In the morning the **snow** was thick on the road.
3. Yesterday we had 10 degrees of **frost**. There was a **heavy frost** in the night. **The frost** killed all the plants.

Ex 49 Explain the use of the article. Retell the passage.

The weather is the most important topic in Britain. On the Continent, if you want to describe someone as a very dull person, you remark: "He will only discuss the weather with you." In Britain this is a topic which is always interesting for the English.

Here are two conversations:

For Bad Weather

- It's an awful day, isn't it?
- Yes, isn't the day awful?
- The rain ... I hate rain.
- Such a day in July. Rain in the morning, then some sunshine and then rain all day long.

For Good Weather

- It's a lovely day, isn't it?
- Yes, isn't the day lovely?
- The sun...
- Isn't it wonderful!
- It's so nice and warm.
- I think it's so nice when it's warm, isn't it?

Learn both the conversations by heart. And even if you do not say anything else for the rest of your life, just repeat the conversations, Englishmen will think that you are an awfully clever man with nice manners.

(After "How to Be an Alien" by G. Mikes)

Ex 50 Translate the following.

1. Густой туман окутал весь город.
2. Давай подождем, дождь скоро

* Note that the English for Шел сильный снег is "There was a heavy snow-fall" or "It snowed heavily".

прекратится. 3. Ветер с запада обычно приносит дождь. 4. Как используется сила ветра? 5. Ветер был сильным, и идти было трудно. 6. Сильный мороз погубил фруктовые деревья. 7. Вчера вечером шел сильный снег, выпало много снега. 8. Посмотри, снег около фабрики совсем черный. 9. Он выглянул в окно — везде лежал снег: на деревьях, дорожках сада, клумбах (flower beds).

(b) With parts of the day and seasons

Ex 51 Study the chart.

It is **early/late** morning (evening, etc.).

It was a **bright Sunday morning of early/late autumn** (spring, etc).

They came **in the morning** (afternoon, etc); **in (the) autumn** (winter, etc).

It was a **rainy morning** (night, etc); **a rainy autumn** (spring, etc).

I met him **on the morning** of the exam; **in the autumn** of 1980.

He is here **since Friday morning** (autumn, etc).

Ex 52 Fill in the blanks with articles where necessary.

1.— autumn has come and early in — morning sheets of — ice cover the puddles on the road. 2. — rain never stopped in — night, and — morning started with — dull rain typical of — late autumn. 3. We had — cold winter last year with a lot of — snow. — frost didn't let go even during — day. 4. The champion said he would always remember — winter of 1980 when he went mountain-skiing for the first time. 5. All through — winter the old hunter is alone in the taiga, the first tourists come only in — summer. 6. You can get to Yakutsk only by plane but in — bad weather there may be no flights and the passengers have to wait in the airport all through — night hoping that — weather may change for the better in — morning and they will be able to catch a plane some time during — day. I have been waiting here since — Monday noon. 7. It was — late afternoon on — foggy September day when we left the town in our car. 8. We are expecting them in — evening, some time after seven.

READING

Ex 53 Read the text, and do the assignments coming after it.

In England everything is the other way round.

On Sundays on the Continent even the poorest person puts on his best suit, tries to look respectable, and at the same time the life of the country becomes gay and cheerful; in England even the richest lord or motor-manufacturer dresses in rags, does not shave, and the country becomes dull and sad. On the Continent there is one subject you must never discuss — the weather; in England, if you do not repeat the phrase "Lovely day, isn't it?" about two hundred times a day, people will say you are

a bit dull.

On the Continent some street cats are loved, others are only respected; in England they are universally worshipped as in ancient Egypt. On the Continent people have good food; in England people have good table manners.

On the Continent learned persons love to quote Aristotle, Horace, Montaigne* and show off their knowledge; in England only uneducated people show off their knowledge, nobody quotes Latin and Greek authors in the course of a conversation, unless he has never read them.

On the Continent almost every nation whether little or great has openly declared at one time or another that it is superior to all other nations; the English fight heroic wars to combat these dangerous ideas without ever mentioning which is really the most superior race in the world. On the Continent the population consists of a small percentage of criminals and the rest are honest people. On the other hand, people on the Continent either tell you the truth or lie; in England they hardly ever lie, but they never tell the truth.

Many Continentals think life is a game; the English think cricket is a game.

(After "How to Be an Alien" by G. Mikes)

Assignments

(a) *Quickly look through the list and mark the lettered phrase nearest In meaning to the word or phrase tested.*

1. **Rags:** (i) fashionable clothes worn by English aristocrats; (ii) a special sort of dress worn by bus conductors; (iii) old torn clothes.

2. **Worship:** (i) be fond of; (ii) make an idol of; (iii) hate.

3. **Learned person:** (i) an expert; (ii) a first-year student; (iii) a person having much knowledge.

4. **Quote:** (i) repeat the exact words (*from a book*): (ii) mention some interesting facts from a book; (iii) read books by these authors.

5. **Show off:** (i) discuss topics of general interest; (ii) try to show others that one knows more than they do; (iii) discuss personal matters.

6. **Uneducated people:** (i) people who never went to school; (ii) people who can only read and write; (iii) people without a university education.

7. **Superior:** (i) no different from others; (ii) just as good as everybody else; (iii) much better than others.

8. **Dangerous:** (i) unsafe; (ii) interesting; (iii) exotic.

9. **Hardly ever:** (i) almost never; (ii) never; (iii) nearly always.

(b) *Complete the following.*

* **Aristotle** (384-322 B. C.), Greek philosopher

Horace (Quintus Horatius Flaccus) (65-8 B. C.), Roman satirist and poet

Michele de Montaigne (1533-1592), French essayist

1. "Fight" is synonymous with —. 2. "To tell the truth" is the opposite of —. 3. The opposite of "criminals" is —. 4. The difference between a "learned" person and an "educated" one is that —.

(c) Choose the answer that expresses most accurately what is stated in the passage. Only one answer is correct.

1. To the English the Continent is: (i) Europe; (ii) Europe and Asia; (iii) Europe without Britain.

2. In England they worship: (i) all street cats; (ii) some cats; (iii) cats from Egypt.

3. In England Latin and Greek authors are quoted by: (i) educated people; (ii) learned persons; (iii) people who have never read these authors.

4. The idea behind the sentence "The English fight heroic wars to combat these dangerous ideas without ever mentioning which is really the most superior race in the world" is that: (i) the English are more heroic than other nations; (ii) the English think they are the most superior race; (iii) the English have a bad reputation.

5. On the Continent the population mostly consists of: (i) criminals; (ii) honest people; (iii) people who are neither honest nor criminal.

6. "In England they hardly ever lie, but they never tell the truth" means that English people: (i) neither lie nor tell the truth; (ii) never lie; (iii) always lie.

7. "The English think cricket is a game" means: (i) the English take life seriously; (ii) the English like to play cricket; (iii) the English think life is like a game of cricket.

8. "The other way round" means: (i) very much the same; (ii) just the opposite; (iii) with some differences.

(d) Sum up what the text has to say on each of the following points.

1. Sundays on the Continent and in England. 2. The Englishman's favourite subject of conversation. 3. The fondness of the English for animals in general and cats in particular. 4. Food and cooking on the Continent and in England. 5. What the English think of foreigners. 6. How the English take life.

(e) Discuss the following.

1. What the English think of themselves.
2. The reputation the English have among foreigners.
3. What the author thinks about the English.

(f) Say if, in the author's opinion, the English have a sense of humour, or not. Quote examples from the text to prove your statement.

(g) Make a list of all the different ways in which the English differ from the

Continental.

- (h) The humorous effect of the passage depends a good deal on exaggeration. Quote examples of exaggeration you have noticed in it.*
- (i) Ask questions, covering the contents of the text.*
- (j) Give a talk, stating your agreement (or disagreement) with the author's arguments and conclusions.*

Ex 54 Read the passage as rapidly as you can. Time yourself. During the second reading, pay special attention to the words you don't know: look carefully at the context and see if you can get an idea of what they mean. Make an outline of the passage.

There are four climatic zones in the Soviet Union: arctic, subarctic, continental and subtropical. The climate is the coldest in the Arctic, where there are several months of the polar night in the winter. But the nearness of the ocean is very important. In the summer, even in the sunny months, the weather is cloudy with damp snow and temperatures seldom above freezing point.

The European areas of the USSR have a milder climate. The winter is not so cold and the summer is not very hot. In the East-European part of Russia the climate is continental. To the east of the Baltic and Black Seas the winter is colder and the summer is hotter. The southern coast of the Crimea has the warmest winter with no frosts.

Because of the warm Black Sea the summer in the Caucasus is hot and the winter is mild. Farther east to the shores of the Caspian the summer is hotter and the winter is a little colder. This is, in fact, a dry subtropical region!

Soviet Central Asia is the hottest and driest region of the country. Here there is no cloud for weeks on end and because of the hot surTthere is practically no vegetation.

SPEECH AND COMPOSITION

Ex 55 Answer the following questions. Sum up your answers (orally, or in writing).

CLIMATE

1. What climate do you have in your part of the country? 2. What is the climate like in Britain? 3. What is the difference between a sea and a continental climate? 4. What kind of climate do you think is the ideal one?

CLOTHES AND FASHIONS

1. What do men (women, children) usually wear in winter (summer, etc; on a rainy day; in cold, damp, hot, etc weather)? 2. What do you wear at home (at the office, Institute, etc; when on vacation; to a party, reception, the theatre, etc)? 3. How do fashions change with the times? 4. Why do fashions change every now and then? 5. What can clothes tell of a person's character, his life style, etc? 6. What are people's clothes made of? 7. What clothes are made of wool (cotton, silk, leather, nylon, etc)? 8. What do the English mean when they say "We are not rich enough to buy cheap things"?

Ex 56 *Read the weather forecasts, note their style. Say what time of the year they refer to. Consult your local paper, and (a) give the full story behind the brief item about the weather; (b) write up the weather forecast in English.*

| | | |
|---|--|--|
| <p>WEATHER: Showers, wintry at times. Outlook: Cold with rain or sleet.</p> | <p>WEATHER: Cloudy with rain. Some sunny intervals. Temperatures will range from near normal in the South to cold in the North. Windy.</p> | <p>WEATHER: Mainly cloudy with rain. Normal temperatures. Outlook for tomorrow and Thursday: Changeable.</p> |
| <p>WEATHER: Generally very cold, with very cold north easterly air-stream continuing. Sunny and dry, with frost and some icy patches.</p> | <p>Tomorrow and Monday: Rain at first in the South, with some snow over high ground.</p> | <p>WEATHER: Showers. Rather cold. Tomorrow and Thursday: Occasional rain with some snow in North. Temperatures below normal.</p> |
| <p>WEATHER: Sunny intervals, but showers in Eastern areas; cold and windy. Outlook: Cloudy with showers; cold.</p> | <p>WEATHER: Cloudy at first, clear in the afternoon. Outlook: Mostly mild and unsettled.</p> | <p><i>WEATHER: Bright with showers. Outlook: Sunny intervals and showers.</i></p> |

Ex 57 *Read the passage. Answer the questions. Retell (or write up) the passage in English.*

Как у каждого народа, у англичан много хороших традиций, и спорт — одна из них.

Англичане любят спорт. В зимние воскресные дни на вокзалах можно часто встретить семьи с лыжами: мама, папа, дети, а иногда и бабушка с дедушкой. Я видел много таких семей. Поезда, уходящие в снежные, горные районы, забиты лыжниками всех возрастов.

А традиции англичан в одежде? В данном случае я не говорю об одежде клерков или гвардейцев, а об обычной, повседневной одежде англичан.

Среди англичан можно редко встретить людей в слишком яркой одежде.

Если вы встретите мужчину в ярком галстуке или яркой рубашке, не спрашивайте, как пройти на Гордон-сквер, он не может вам этого сказать, потому что он приезжий.

(С. Образцов. «Две поездки в Лондон»)

Questions

1. What traditions are among the best traditions of the English? 2. Where do the English people usually go skiing? 3. What description does the author give of the crowds of skiers going North? 4. How do people travel to the snowy, mountainous parts of the country? 5. Is it a short or a long journey from London to the Highlands of Scotland? 6. What does the author say about the English tradition in usual everyday clothes? 7. How will you know a stranger in London?

Ex 58 Act as interpreter. Sum up the dialogue.

A: I'd like to visit the Soviet Union. What should I start with?

B: Вам надо обратиться в «Интурист», который организует экскурсии для иностранных туристов.

A: What is the best time to visit Moscow?

B: Многие приезжают летом. Некоторые же считают, что гораздо интереснее побывать в Москве зимой, когда открыты все театры и концертные залы, и попасть на праздник «Русская зима».

A: Oh, and how about Russian winter with its severe frosts?

B: Зима у нас не такая суровая, как думают. Обычная температура зимой в Москве от -12°C до -15°C . А мороз переносится легко (easy to stand), так как воздух сухой.

A: Yes, I hear that the climate in and around Moscow is healthy and pleasant for tourism. How can one get to Moscow?

B: Во-первых, в Москву можно приехать поездом. Железнодорожное сообщение связывает Москву со многими зарубежными городами.

A: Yes, I've heard a lot about Soviet railways and their excellent record of service. How else can one travel to Moscow?

B: В Москву можно прилететь самолетом. В Москве четыре аэропорта. Москва — это также город пяти морей. Можно приплыть и на пароходе. Добро пожаловать к нам в Москву.

A: Как вам понравилось московское метро?

B: In my opinion the Moscow Metro is the finest in the world. It's not only the quickest way of getting across the city, it is also a unique engineering and architectural structure.

A: Какие станции Вам больше всего понравились?

B: I like all the stations I've seen. No two stations are alike. They are light and of a cleanliness that gladdens the eye. How old is the Moscow Metro?

A: Первая линия была открыта в мае 1935 года. Она была длиною в 11,6 км, и тогда было всего лишь 13 станций.

B: And how many are there now?

A: В 1980 г. было 115 станций. Но в будущем их количество значительно возрастет.

B: How many passengers does it carry every day?

A: Более 6 миллионов.

B: How fast do the Metro trains run?

A: 90 км в час.

B: I was surprised to learn that the fare is five kopecks which covers all the distance and transfers (changes) to other lines. It's the lowest fare in the world.

Ex 59 Speak on the following topics. Make use of the words and phrases listed below.

1. The Seasons in Town and in the Country

Spring: a wonderful season; lovely spring mornings (days); April showers, March winds bring warm weather; get warmer and warmer; break into leaf (of trees); the first flowers; green grass; everything comes to life; the best time for walks in the country.

Summer: hot; cool; dry; fine weather; shine brightly (of the sun); blue skies; go on a holiday; leave town; go to the country (seaside, etc); go swimming (boating, etc); lie in the sun; brown as a berry; wear light clothes (frocks, shorts, T-shirts, etc); enjoy oneself immensely; have a good time; summer is only too short.

Autumn: Indian summer; be over; rain hard; a thick fog; awful (beastly) weather; a dull (wet, etc) morning; change for the worse; wear a raincoat and carry an umbrella; leaves cover the ground like a thick carpet; grey, cloudy skies; wet, slippery roads.

Winter: a heavy snowfall; everything is white with snow; the ground is covered with snow; not a single leaf on the trees; no birds singing in the woods; a hard frost; bright sunshine; cold, but pleasant weather; go skiing (skating); be good for one's health; have a wonderful time.

2. Meeting a Friend in the Street

go by car; heavy traffic; move slowly; stop at the traffic lights; see a friend; walk along the street; stop at the side of the street; get out of the car; stop to say "Hallo" to an old friend; know each other well enough; discuss personal

(business, etc) matters; offer one's friend a lift.

3. Off to the Theatre

have two tickets; invite a friend; come home from work; shave; change one's shirt (tie, socks, etc); put on a clean shirt; clean one's shoes; brush one's coat (suit, etc); leave home; have little time; go by taxi; arrive at the theatre; meet sb at the entrance; find out at the last moment; be sure that

4. At the Theatre

take one's seat in the hall; watch the play with interest; be fond of such plays; like the play very much; the play discusses matters of great importance; describe life in a small village (big town, etc); give the true story behind the events; walk home; thank sb for a lovely evening.

Ex 60 *Discuss the following, giving your arguments for or against.*

1. The climate has an effect on people.
2. The weather has helped to form the English character.
3. Your friend says that manners make the man. What do you think?
4. There are many who think that it is clothes that make the man (particularly the woman).
5. You like travelling by air, your friends like travelling by train. You think that flying is not only faster, but also much safer.
6. You like meeting and talking to strangers. You say that it helps you to learn more about people and the world.

Ex 61 *Subjects for oral and written composition.*

1. Explain why the English say: "Other countries have a climate, in England we have weather."
2. Describe your city: (a) in winter (autumn, summer, spring); (b) on a cold frosty morning; (c) on a bright sunny day.
3. My favourite season.
4. Describe a journey by train (plane, boat).
5. There is an English proverb which says: "Other times, other manners." Give an example of how manners change with the times.
6. People often enter into conversation when they are travelling in a train or on a boat. How would you explain this?

LESSON FOUR

Text: At Home (from "A Kind of Loving" by Stan Barstow)¹

Grammar: The Perfect Tense Forms (Present, Past and Future).
Reported Speech. Sequence of Tenses (contd).

AT HOME

The bus I catch doesn't go up the hill and when I get off at the corner I catch the smell of fish and chips and I cross the road and call at the shop and buy a fish and four penn'orth² of chips. I eat them out of the paper as I'm going up the hill. I really like fish and chips and there's no better way of eating them than in the open air. They last me till I get to the gate.

It's half past ten and the Old Lady and the Old Man³ are sitting with the table-lamp on watching television when I go in.

"Do you want some supper?" the Old Lady asks me.

"I've had some fish and chips on my way."

"You'll want a drink of something, I suppose?"

"It's all right; don't bother; I'll make some cocoa."

I go into the kitchen and make the cocoa and bring it back into the living-room and sit down on the sofa at the back and light a cigarette. I'm thinking about Ingrid as I watch the picture⁴ that's on TV. I'm wondering what happened that she didn't come to meet me.

"Where've you been?" the Old Lady says in a minute.

"Pictures."

"By yourself?"

"With Willy Lomas."

"Willy Lomas? I don't think I know him, do I?"

"I used to⁶ go to school with him."

"I don't know why you pay good money to go to the pictures when you can see them at home for nothing," says the Old Man.

"You can't show colour⁶ and Cinemascope on TV."

"Cinemascope?"

"Wide screen bigger."

"But they're pictures, just the same, aren't they?"

I don't bother to argue about it. The picture's finished and there's a toothpaste ad⁷ on and I get up and throw my cig-end⁸ in the fire.⁹

"Going up?"¹⁰ the Old Lady says.

"Yes, I'm ready for it. Had a busy day today."

I say good night and go upstairs. There's a light in Jim's room. I go into our bathroom and wash my face and clean my teeth as quickly as I can. As I'm coming out Jim calls me.

"What is it?"

"A letter for you."

I take it and look at it. I look at my name on the envelope and all at once I begin to get excited.

"Where did you get this?"

"I found it behind the front door. Somebody pushed it in while we were watching television. There's no stamp on it."

There's no address on it, either; just my name.

I shut the door behind me¹¹ before I open the letter. "Dear Vie,"¹² it says. "My cousin decided to catch a later train and I went with her to the station to see her off. The train was late and it was after half past seven when I got back. I went to where we'd arranged to meet but of course you'd gone. I'm going to be at the same place tomorrow night. (Sunday). I hope you can come. Love,¹³

Ingrid."
(Adapted)

NOTES

1. **Stan Barstow** was born in 1928 in the West Riding of Yorkshire, England, in the family of a coal-miner. "A Kind of Loving" was his first published novel, and came out in 1960. He has also written "Ask Me Tomorrow", published in 1962.

2. **four penn'orth**: four pennyworth на четыре пенса *eg* She bought two roubles' worth of apples. Она купила на два рубля яблок.

3. **the Old Lady and the Old Man**: a familiar way of speaking of one's parents

4. **picture**: a cinematograph film; pictures (*BrE*)=movies (*AmE*);the cinema

5. (**used** (followed by **to+Infinitive**): бывало; когда-то (знал, работал и т. д.)

We use this for repeated action in the past, generally with the idea that the action is finished now. *Eg* I used to go to school with him (*but I don't now*).

6. **colour**: technicolour цветной (*о фильме*)

7. **ad**: advertisement реклама

8. **cig-end**: cigarette-end окурок

9. **fire**: *here* огонь камина

Many English homes still have fireplaces with open fires to warm up the room in cold weather.

10. **Going up?:** Going upstairs? Going to bed?

The traditional English one-family house has two storeys: upstairs and downstairs. The bedrooms and bathroom are always upstairs. Downstairs are the living room, dining room and kitchen.

11. **I shut the door behind me**: Я закрываю за собой дверь. Note that in English this construction with **behind** will always have a **personal** pronoun in the objective case.

12. **Vic**: short for "Victor". The boy's full name is Victor Brown.

13. **Love**: this is usually written at the end of a letter to a friend. Corresponds to the Russian с приветом.

VOCABULARY

kind *n* вид, род, сорт different kinds of books (goods, trees, etc) What kind of a man (student, etc) is he? Что он за человек (студент и т. п.)?

catch *vt* (caught) 1. ловить, поймать; схватить; уловить catch a ball (bird, fish; sb's idea, etc); catch sb **by** the hand; 2. поспеть, попасть на автобус (поезд и т. п.) catch a bus (train, etc) **Phr** catch (a) cold простудиться

cross *vt* переходить, пересекать (улицу, дорогу, реку и т. п.) cross a street (road, river, etc); **crossing** *n* перекресток; переход (через улицу); переезд по воде, переправа; пересечение

worth *a* стоящий; заслуживающий (внимания и т. п.) The coat is worth the money you paid for it. They worked hard but it was worth it. **Phr** be worth doing стоит сделать The film is worth seeing.

real *a* настоящий, подлинный; действительный real gold (silk, etc); a real friend (hero, etc); the real truth; **reality** *n* действительность, реальность; **really** *adv* действительно, на самом деле Do you really think so?

way *n* 1. путь, дорога a long (short, hard, etc) way; You have taken the right (wrong) way ... **Phr** on the (one's) way home (to some place) по дороге домой; on the (one's) way back на обратном пути; **Phr** by the way кстати, между прочим; 2. способ, средство, метод, манера, образ действия I'll find a way to do it. I don't like his way of speaking. What is the quickest way of learning (to learn) a foreign language?

last *vi* 1. длиться, продолжаться How long did the meeting (lecture, concert, rain, trip, etc) last? 2. хватать (быть в достаточном количестве) The money (food, etc) will last them **till** the end of the month (**for** a whole week, etc).

happen *vi* случаться, происходить How did it happen? The story happened two years ago. What's happened **to** (with) him?

pay *vt* (paid) платить How much did they pay (you) **for** the article? **pay** *n* плата, зарплата What's your pay? **payment** *n* уплата, платеж, плата to make payment производить платеж

same *indef pron* тот же самый; такой же the same book (room, town, day, man, etc) **Phr** just (all) the same все равно It's all the same **to** me.

throw *vt* (threw, thrown) бросать, кидать; throw sth **to** (**at**) sb бросать что-н кому-н (в кого-н)

be excited волноваться; get excited разволноваться Everybody was excited **by** the news. Don't get excited! Не волнуйтесь! **excitement** *n* волнение, возбуждение; **exciting** *a* волнующий, захватывающий an exciting story (speech, film, book, moment, event, etc); **excited** взволнованный, возбужденный an excited voice (face, child, etc)

behind *prep* за, позади (кого-н/чего-н) (*also fig.*) He left the room and closed the door behind him. What's behind his words (actions, etc)? **Phr** leave sb/sth behind оставлять

push *vt* толкать push a door (car, boat, person) (*also fig.*); **push** *n* толчок give a push

just *adv* 1. точно, как раз, именно This is just the book I want; 2. только, всего лишь He is just a child.

decide *vt* решать decide a question, etc; We decided to stay in town. They haven't yet decided what to do (where to go; etc); **decision** *n* решение **Phr** take (make) a decision принять решение; **decisive** *a* решающий a decisive moment (step, argument, event, etc)

arrange *vt* 1. устраивать, организовывать; договариваться arrange a party (meeting, trip, etc); We've arranged to meet on Saturday. I've arranged **for** a meeting next week. 2. приводить в порядок; расставлять (книги, мебель и т. п.) arrange one's business (plans, etc); arrange books (furniture, etc); **arrangement** *n* 1. соглашение, договоренность There is an arrangement **between** them **about** the price (payment, etc) **Phr** have (make) an arrangement (with sb) улаживаться, договариваться (с кем-н); 2. *pl* приготовления, мероприятия, планы **Phr** make arrangements (for sth) делать приготовления (к чем-н)

hope *vi* надеяться I hope to see you soon. We hope that everything will be all right. **Phr** hope for the better надеяться на лучшее; **hope** *n* надежда have some (little, strong, no, etc) hope for sth

WORD COMBINATIONS

get off, выходить (из автобуса, поезда и т. п.)

get on садиться (на автобус, поезд и т. п.)

call at some place заходить куда-н; **call on sb** заходить к кому-н

in the open air на (свежем) воздухе (*не в помещении*)

be on 1. идти (*о фильме, концерте и т.п.*); 2. быть включенным, работать (*о радио, телевизоре, свете и т. п.*)

all right 1. хорошо, ладно (*выражает одобрение, согласие*); 2. все хорошо, все в порядке

I suppose я полагаю (думаю, считаю)

light a cigarette закурить

by oneself сам, один, самостоятельно

see sb off (to some place) провожать кого-н (куда-н)

see sb home провожать кого-н домой

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. Why did Victor get off at the corner? 2. What did he buy at the little shop? 3. How did he like eating his fish and chips? 4. When did Victor get home? 5. What were his parents doing when he came in? 6. Why didn't he want any supper? 7. What was he thinking about as he watched TV? 8. What surprise did Victor's brother have

for him? 9. Why did Victor get excited when he saw his name on the envelope? 10. Where had Jim found the letter? 11. Why did Victor shut the door behind him before opening the letter? 12. Who'd written the letter? 13. What did the letter say?

Ex 2 Look through the text once again, and:

1. Say how old you think Victor is and what he does.
2. Explain why Victor did not tell the whole truth to his parents.
3. Say if you believe Victor had really been to the pictures, or not.
4. Describe Victor's mood when he returns home, and how it changes when he gets the letter.
5. Give as much background information about the Brown family as you possibly can.

Ex 3 Find in the text the English for:

поспеть на автобус; сойти на углу; почувствовать запах; перейти улицу; зайти в магазин; сидеть при зажженной лампе; приготовить какао; пойти на кухню; сесть на диван; закурить; учиться в школе вместе с кем-н; платить деньги; смотреть кино; широкий экран; пожелать спокойной ночи; умываться; чистить зубы; парадная дверь; закрыть за собой дверь; распечатать письмо; поехать более поздним поездом; там, где мы договорились встретиться; на том же (старом) месте.

KEY STRUCTURES AND WORD STUDY

Ex 4 Give the four forms of the following verbs.

catch, go, buy, eat, sit, make, bring, come, know, pay, see, throw, shut

Ex 5 Make up five groups of three words associated in meaning or area of usage.

| | | | | |
|---------|-------|----------|-----------|-------------|
| smell | sofa | envelope | cigarette | table-lamp |
| kitchen | cigar | touch | chair | stamp |
| letter | taste | bathroom | pipe | living room |

Ex 6 Replace the words in bold type by their opposites. Make all necessary changes. Translate the sentences.

1. I met the doctor in ten years' time, and he was a **different man**. 2. The **whole** company arrived at the station to **meet** their friend. 3. Am I doing it the **right** way? 4. She's **changed her mind** about going to the party. 5. She stayed **indoors part of** the day. 6. He **got on** the bus in a small out-of-the-way village. 7. He says he's just **sold** his tape-recorder. 8. There was a **narrow** staircase leading **downstairs**. 9. The young

man **threw** an excited look **at** his neighbour. 10. The suitcase is **behind** the door. 11. The book was duller than anything I'd had ever read before.

Ex 7 Fill in the blanks with 'excited' or 'exciting'.

1. The telephone rang. An — voice asked me if I already knew about the changes in the arrangements for the week-end. 2. It's a very usual kind of play. There's really nothing — about it. 3. She gave an — little laugh. She always laughed that way when she was nervous. 4. She's a very — person. There's never a dull moment when she's anywhere near. 5. What — news! What's happened? What is everybody so — about?

Ex 8 Recast the following sentences, using verbs instead of nouns. Make the necessary changes.

1. Sometimes it's difficult to make a quick **decision**. 2. How long did your **stay** with the Johnsons last? 3. Where does this strong **smell** come from — the cheese? 4. The **discussion** of both questions will take us no more than three quarters of an hour. 5. I am not sure whether they have made any **changes** in their original plan. 6. The doctor has **hopes** that the boy will get well soon. 7. He gets his **pay** twice a month. 8. I never know his **thoughts**. 9. Do you know the exact day of their **arrival**? 10. He gave the door a hard **push** and it opened.

Ex 9 Recast the following, using a group-verb instead of verbs.

1. Let us **rest a little** before we start. 2. During the break they usually smoke in the smoking-room. 3. Did you **talk** with your elder brother on the subject? 4. Let me **look** at what you have written. 5. I like **walking** in the rain. 6. He **pushed** the door hard. 7. Do you really want me **to swim** in this icy water? 8. We must **wash** the car after a run along the country road.

Ex 10 Translate the following sentences into English, using suitable phrasal verbs.

take up, look up, wake up, come up, get up, stand up, run up, put up

1. Он вышел на улицу, **поднял** руку, и такси остановилось. 2. Ребенок **поднял глаза** на мать и улыбнулся. 3. Автобус остановился. Она **встала** и, **подняв** сумку с **пола**, пошла к выходу. 4. Мальчишка **подбежал** и спросил, сколько времени. 5. Интересно, ты тоже, как и я, **встаешь** сразу же, как только **проснешься**? 6. Он медленно приближался к нам и, когда **подошел**, все мы уже прощались друг с другом.

Ex 11 In (A) study the following chart, and in (B) supply the missing parts.

| | | |
|-----|--|--|
| (A) | 1. lately за последнее время; недавно | 1. He has travelled a lot lately. |
| | 2. for the last/past few weeks, months, years, etc за последние несколько недель | 2. He has worked too much for the last few days. |
| | 3. last time прошлый раз | 3. We discussed that question last time. |
| | 4. last/for the last time в последний раз | 4. When did you see him last? |

(B) 1. When did you get a letter from him —? 2. He has changed for the better —. 3. Although she had not seen him — she recognized him at once. 4. He visited his native town — when he was still a boy. 5. How often has he missed classes —? 6. This film was on at our local cinema —. 7. I watched this film on TV several times —. 8. "She has not called on us —. What's happened to her?" "She left for Leningrad —." 9. There haven't been thick fogs in London —.

Ex 12 Translate the following sentences (consult the chart in Ex 11, if necessary).

1. Когда вы были в Саратове **в последний раз**? 2. **За последние годы** наш город изменился до неузнаваемости. 3. **В прошлый раз** ему не хватило стипендии до конца месяца потому, что он купил словарь. 4. **Прошлый раз** ты обещал зайти к нам. 5. **Последние несколько дней** не было дождя и земля совсем сухая. 6. Когда вы получили известия от него **в последний раз**? 7. **За последнее время** я прочитал много интересных книг. 8. Почему он опаздывает? **За последнее время** это случается с ним довольно часто.

Ex 13 Translate the following sentences, using 'till' ('until') or 'before' according to the sense.

| | | |
|----|---|---|
| до | ↗ | till (вплоть до) I'll stay here till 5. |
| | ↘ | before (перед, раньше) Call on me before 5. |

1. Мы будем ждать вас **до** шести часов. 2. Это случилось **до** нашего приезда. 3. Они следили за игрой **до** самого конца матча. 4. Обсуждение продолжалось **до** вечера. 5. Мы пришли за десять минут **до** начала концерта. 6. Они жили здесь вплоть **до** самой войны. 7. Они жили здесь еще **до** войны. 8. Наше учреждение переедет в новое здание **до** нового года. 9. Мы собираемся пробыть здесь до конца лета. 10. Они уехали **до** обеда. 11. Мы договорились встретиться **до** собрания. 12. Разбудите меня **до** семи часов, пожалуйста. 13. Он успевает просматривать газету **до** завтрака. 14. Дети были на свежем воздухе **до**

вечера. 15. Он сошел с автобуса за две остановки до своей и пошел пешком домой.

Ex 14 Translate the following, using 'too' or 'either'.

1. Я иду спать. Телевизор выключить? — Да, уже поздно. Я тоже больше не буду смотреть. 2. Они сегодня тоже собираются за город, только более поздним поездом. 3. Я тоже не люблю ходить в кино один, пойдем вместе. 4. Это письмо мне, но для вас тоже есть письмо. 5. Когда будешь выбрасывать старые газеты, выкинь и эти журналы. 6. — Ну, я пошел. — Подожди меня, я тоже пойду с тобой. 7. Я тоже не ходил вчера на вокзал провожать ее, я был занят. 8. На работе его нет, дома тоже. Интересно, где он. 9. Она тоже молчала и не знала, как начать этот неприятный разговор. 10. Мы тоже не знаем точно, где он живет; знаем только, что недалеко отсюда.

*Ex 15 Translate the following, using 'used to + Infinitive'.**

1. Я надеюсь, вы меня не забыли, мы когда-то вместе учились. 2. Видите тот маленький домик на другой стороне улицы? Мы там когда-то жили. 3. Одно время они были друзьями, затем что-то произошло, и они больше не видятся. 4. В молодости он много путешествовал; его дом — настоящий музей. 5. Она, бывало, к нам часто заходила до того, как ее семья переехала в новый район. 6. Когда я работал на заводе, я обычно ехал на работу первым автобусом. 7. Когда-то он любил классическую музыку и мог часами слушать Баха и Бетховена (Bach, Beethoven). 8. Вы раньше носили очки, не так ли? 9. Когда-то он играл только маленькие роли, а сейчас он знаменитый актер. 10. — Я не видел его более трех лет. — Разве он не бывал у вас регулярно прошлым летом?

Ex 16 Study the following phrases and (a) recall the sentences in which they are used in the text; (b) use them in sentences of your own.

go **up/down** the hill (street); get **off/on** the bus; **at** the corner; call **at** a shop (some place); go **into** the kitchen (go in); **in** the open (air); get **to** the gate (some place); be **on** (about a lamp, film, show, TV); **on** one's way (home; to some place); sit **down on** the sofa; think **about** sb/sth; **in** a minute (month, three days); go **to** school; **at** home; **for** nothing (money; two pounds); show sth **on** TV; get **up (from)** a chair; come **out (of)** the room; look **at** sb/sth; **on** the envelope; **behind** the door; shut the door **behind** sb; see sb **off**; get **back** (home; to some place); **at** the same place.

Ex 17 Fill in the blanks with prepositions or adverbs wherever necessary.

* Note the interrogative and negative forms of "used to": "Did you use(d) to live here? Used you to live here? You used to live here, didn't you? Usedn't you to go to school with him? Didn't you use to go to school with him?"

(A) 1. He pushed the button and the lift began moving —. His office was — the 7th floor. 2. Put — the cigarette, please, I don't like the smell — your tobacco. 3. He finished his drink, paid — it and got — — the seat, ready to go. 4. — his way — — the room he shut the door— him silently not to wake — the sleeping child. 5. After supper she sat --- --- the work and the light was — — her room the greater part — the night 6. You'll be passing — the cinema — your way — work, won't you? Have a look what's —. We may go — the pictures — the evening. 7. "How do I get — the stadium? Is it a long way — here?" "It is. Take bus 45 — the corner — High Street." "Where do I get —?" "— the last stop." 8. The man threw the ball — the water and the dog brought it —. 9. You must have a six-copeck stamp — the envelope if you want your letter to go — air mail. 10. "Shall we go — the country — some later train tonight?" "It's all the same — me." 11. What's happened—the children? What's all this noise and excitement—? 12. "Will anybody be seeing you —?" "Yes, I've arranged—Bill." 13. I'd like to discuss—you the arrangements—the party. 14. If you look — this drop — water under the microscope, you will see how full—life it is.

(B) Peter, a thirteen-year-old boy, sat — a big chair — front — the TV screen. His mother wasn't —home, so there was nobody who would tell him what he could and what he couldn't watch. He was glad not to be — bed — 11 o'clock. When the television advertisements were —, Peter closed his eyes and thought — himself as one — the large unshaven men — pistols, walking slowly — a dark stairway towards the door — which, everybody knew, the Boss was waiting. — a few minutes Peter knew, the ads would be over, so he had just enough time to go — the kitchen and get something nice — the refrigerator. — the kitchen he did not put — the light and it was strange to see how the kitchen looked — the dark when nobody else was — home.

(After "Peter Two" by Irwin Shaw)

Ex 18 Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.

really, happen (2), just (2), catch (2), decide, decision (2), last v, arrange (2), arrangement, push v (2), hope v, throw v (2), way (2) same, kind, behind, excitement

1. He's never been late before. I wonder what's — to him. 2. It's in man's nature to — for the best. 3. How can she know about such things. She's — a child. 4. What's the quickest—to learn a foreign language? 5. My friend — my look and smiled back. 6. How much longer is this awful weather going to —? 7. The teacher asked for the full story — the headlines. 8. Has your sister — changed as much as you say? 9. We've — for a meeting on Thursday. Is that all right with you? 10. The car had stopped again. We all got out and started —. 11. It's an important step. Give him all the time he wants to make this —. Don't — him too hard. 12. What's the matter? What's all this — about? 13. In a personal matter of this — it's awfully difficult to make the right —. 14. When she found out what part he had played in the whole story

she — not to see him any more. 15. The composer — the piano piece for orchestra. 16. She — the bone to the dog. 17. After the children had gone to bed we stayed up to discuss the — for the New Year's party. 18. — think of it! He was born on the — day as I was. 19. On his — home he met a friend whom he hadn't seen for years. 20. As soon as she entered the house she — the smell of fried bacon and eggs. 21. My friend — me a questioning look. 22. The woman — the chair a little closer to the fire. 23. The little boy was in the river before anybody knew what had —.

Ex 19 *Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell the passage.*

I don't (действительно) know what's the (дело) with me, but it is clear that a lot of things are different lately. I never (раньше) to wear glasses. But now if I want (узнать) what (происходит) in the world I must wear them. The only other (способ) is to ask somebody to read the papers aloud. That is not very good (тоже), because people speak in such voices these days that I can't hear them very well.

Everything is farther than it (было) to be. (С одной стороны), the (путь) to the station is twice as long now. (С другой стороны), the trains (отправляются) sooner too. I don't run after them any more, because they start (быстрее) these days when I try (успеть на) them. I ask the conductor (несколько) times during my (поездки) if the next station is where I (выхожу) and he always says it isn't. Usually I put on my hat and coat and stand near the door (только) to be (уверенным) I don't (проехал) my stop.

Even the weather (меняется). It's colder in winter and the summers are hotter than they (бывало) to be. I always (надеваю) galoshes now when I go out, because the rain today is wetter than the rain we (раньше) to get.

People (меняются) too. They're younger than they (когда-то) to be when I was their age. I went back not long ago to my college which I finished in 1943 — that is, 1933 — sorry, 1923. The college is (полон) children. It is (правда), they are more polite than in my time; (несколько) students called me "sir" and one of them asked if he could help me (перейти) the street.

(After "How to Guess your Age" by C. Ford)

Ex 20 *Speak on the following topics. Use the words and phrases given below.*

1. **Waiting for Ingrid**

arrange to meet sb; think sb is the right kind of girl; get fond of sb; hope to see sb; wait for several hours; be unhappy (angry); wonder what had happened; have no hope; think that there's sth strange about it; decide to go home.

2. **On the Way Home**

be a long way from home; catch a bus; get off at the corner; cross the road; catch the smell of fish and chips; call at a shop; buy a fish and four penn'orth of chips; eat

sth out of the paper; there's no better way of eating fish and chips than ; last; throw away the paper bag.

3. At Home

come home (get in) at...; find everybody in (at home); watch TV; want a drink of sth; make cocoa; go into the kitchen; bring the cocoa back into the living room; sit quietly on the sofa; light (smoke) a cigarette; think about sb; not want to discuss sth; not tell the truth; throw the cig-end into the fire; be tired; have a busy day; say good night; go upstairs.

4. Getting the Letter

on one's way to...; call sb's name; have a letter for sb; a personal letter; tell sb how and where he'd found the letter; behind the front door; see one's name on the envelope; get a pleasant surprise; begin to get excited; shut the door behind oneself; open the letter; a wonderful letter; be full of excitement; be really happy; learn what had really happened.

5. Ingrid Decides to Write a Letter

cousin; come for a short stay; change one's plans; decide to catch a later train; go to the station to see sb off; not know how to tell sb about the change in one's arrangements; decide to write a letter; on one's way home from the station; push the letter under the front door; hope to see sb; exactly the same place.

Ex 21 Test translation.

1. Я недостаточно хорошо его знаю, чтобы сказать тебе, что он за человек. Я встречался с ним всего лишь несколько раз. 2. Вы еще успеете на семичасовой поезд, если поедете на такси. Правда, в это время дня трудно поймать такси. 3. Здесь нет моста на ту сторону. Единственный способ перебраться через реку—это на лодке. 4. Вы не так написали адрес. Англичане пишут адрес следующим образом: сначала они указывают фамилию, затем номер дома и улицу, а потом уже название города и страны. 5. Мне очень понравилось, как он вчера выступил на собрании. Он говорил мало, но сказал много. 6. Хотя обратный путь продолжался около недели, время прошло очень быстро. 7. Он очень изменился со времени нашей последней встречи. Что-нибудь случилось? 8. — Как мы поедем? На автобусе или на такси? — Мне все равно. 9. Не волнуйтесь! Я уверен, что все будет хорошо. 10. Когда он узнал эту новость, он страшно разволновался. Он достал папиросу и закурил. 11. Когда ребенок заснул, мать вышла из комнаты и закрыла за собой дверь. 12. — Ты хочешь поесть? — Нет, спасибо, я ничего не хочу, только чашечку кофе, если можно. 13. Не толкайтесь, пожалуйста. На этой остановке все выходят. 14.

Мы надеемся, что вы зайдете к нам, как только вернетесь из поездки. 15. — Вы не знаете, что сегодня идет в кинотеатре «Россия»? — «Война и мир». Фильм идет с понедельника. 16. Ты придешь завтра провожать его? Он уезжает во Владивосток. Мы все условились встретиться на вокзале. 17. Вчера была чудесная погода. Мы весь день были на воздухе.

GRAMMAR

The Present Perfect Tense

Ex 22 Study the following chart.

1. He has travelled a lot.
2. He has **never** been to Leningrad.
3. He has **always** wanted to have a car.
4. We have **already** done our work.
5. They have **just** finished the text.
6. I haven't seen him **this week (lately, for the last few days, etc).**
7. I've known him **since 1947 (I was a child ;I came here, etc).**

Ex 23 Complete the following situations according to the model (bear in mind the chart above).

Model: It's cold in the room (*the window, be open, for a long time*).
The window has been open for a long time.

1. It's warm (*the weather, be fine, all week*). 2. Peter is absent (*he, be ill, for a week*). 3. She can't show you the way there (*never, be there*). 4. He may go to the cinema (*he, do one's work*). 5. I can't say anything about this film (*not see it, yet*). 6. We may go for a walk (*the rain, stop*). 7. She knows English well (*live in England, for three years*). 8. Don't describe the place to me (*I, be there, several times*). 9. I know him very well (*be friends since childhood*). 10. You look wonderful (*I, just, come back, after, a good rest*). 11. It's getting colder every day (*winter, come*).

Ex 24 Answer the following questions, using the Present Perfect Tense.

1. Why can't you give the book back? (*not finish, yet*). 2. Why can't you repeat the question? (*not hear*). 3. Are they leaving? (*not change their plans*). 4. What's the matter with you? I think ... (*catch cold*). 5. Why is it so quiet in the house? (*everybody, leave*). 6. Where will you go in summer? (*not decide, yet*). 7. How long has this film been on? (*for about a week*). 8. Have you ever been late for classes? (*never*). 9. How are they? I don't know (*not see them lately*). 10. Where is yesterday's newspaper? (*just, throw out*). 11. How long have you lived in Moscow? (*since, be*

born). 12. How much time has passed since he left? (*a fortnight*). 13. How many times have you been to Leningrad?

Ex 25 Give two answers to the following questions according to the model.

Model: How long have you lived here?

(a) I've lived in Moscow **for three years.**

(b) I've lived in Moscow **since 19...**

1. How long have they known each other? 2. How long have you had this coat? 3. How long has this film been on? 4. How long has he been out? 5. How long have you been a student? 6. How long has she been absent from classes? 7. How long have you been here? 8. How long have the children been with their aunt?

Ex 26 Give answers to the following questions according to the model.

Model 1: Have you ever been to Tashkent?

No, I've never (not) been there.

1. Has he ever told you the story of his life? 2. Have you ever translated anything from English into Russian? 3. Has it ever been so warm in April before? 4. Have you ever read anything by John Updike? 5. Have you ever been to the Far East? 6. Has he ever shown his picture to anybody? 7. Have they ever spoken to you about their plans for the future? 8. Have they ever studied this problem?

Model 2: Have you finished the book yet?

No, I haven't finished it yet.

I am still reading it.

1. Have you translated the article yet? 2. Have they finished discussing the problem? 3. Have you decided who will make a report on the international situation? 4. Has she had her lunch yet? 5. Have they finished working at their course papers? 6. Has he woken up? (to sleep). 7. Has she made breakfast?

Ex 27 Express (a) agreement, (b) disagreement and complete the situation, if necessary, according to the model.

Model: 1. He has done all his home-work.

(a) (Yes,) he has. (b) But he hasn't. He has done only one exercise.

2. Jack hasn't bought the text-book.

(a) (No,) he hasn't. He can't get it. (b) But he has. Here it is.

1. You have never been to this theatre before. 2. He has answered all the questions. 3. They have called on him several times. 4. You've caught a cold. 5. The

film has been on at our local cinema the whole week. 6. You've made three mistakes in your dictation.

Ex 28 Practise the following according to the model.

Model: You may leave the child with her. She **is fond of children**.
She **always has been**.*

1. I don't like their parties. They **are dull**. 2. It's difficult to ask him for anything. He **is a hard man**. 3. Let's buy flowers for her. She **is fond of flowers**. 4. He is an unpleasant person. He is **too sure of himself**. 5. I can't say anything bad about her. She **is a nice girl**. 6. It's a beautiful place but it **is rainy**.

Ex 29 Make up suitable sentences, using the Present Perfect Tense.

| | | |
|------------------|----------------|--|
| 1. The wind | see | at the Moscow Art Theatre since I was a boy. |
| 2. I | just stop | it will happen one day. |
| 3. The Blue Bird | not answer | from North to East. |
| 4. You | always be kind | everything for your trip. |
| 5. The rain | be on | to you about this new arrangement? |
| 6. They | change | him lately. |
| 7. My aunt | always say | to me. |
| 8. The secretary | arrange | my question yet. |
| 9. Nobody | ever speak | her this week? |
| 10. Who | call on | |

Ex 30 Translate the following sentences, using the Present Perfect Tense.

1. — Вы бывали когда-либо в Карелии? — Нет, но я очень много слышал о ней и собираюсь поехать туда как-нибудь летом. 2. Почему вы ничего не сделали, чтобы организовать поездку в эти исторические места? 3. Мы условились встретиться на станции, тебе это удобно? 4. Я заходил к нему на этой неделе. Он чувствует себя значительно лучше. 5. Мне нравится, как вы расставили книги на полке. 6. Что с ним случилось? Я давно его не вижу. 7. Я уверен, он простудился. Погода так быстро изменилась. Сразу стало холодно. 8. Ему очень нравится книга, которую вы ему дали. Ему всегда нравились такие книги. 9. Мы еще не решили, кто из нас пойдет на конференцию. 10. Этот фильм идет с понедельника. 11. Я уже заплатил вам за билет. 12. Я здесь новый человек. Я здесь всего несколько дней. 13. Она только что позвонила ему. Он придет попозже. 14. Я вижу, что ты мне не рассказал всю правду. 15. Его лекция очень интересная. Его лекции были всегда интересными.

* *She has always been* is also possible. It's less emphatic.

Ex 31 *Make up sentences with the following groups of words, using either the Past Indefinite or the Present Perfect, supply the missing words.*

1. the boy; catch cold; no doubt.
2. Shakespeare; many comedies; tragedies.
3. last night; wonderful ballet; "Swan Lake"; the Bolshoi Theatre.
4. the writer; not yet; finish; new book he's writing.
5. during; war; her family; two years; in Siberia.
6. for the last few weeks; thousands; people; visit; the Tretyakov Gallery.
7. last summer; holiday; the Crimea.
8. I am hungry; because; not yet; lunch.
9. this story; happen; many years ago.

The Past Perfect Tense

Ex 32 *Study the following chart.**

1. **By** three o'clock yesterday he **had arranged** everything for the trip.
2. He said that they **had left** Moscow **a week before**.
3. She told me that she had known him since 1962.
4. When we arrived at the stadium, the match **had already started**.
5. As soon as (when, after) they **had finished** breakfast the children ran out to play.
6. He did not want to go to the cinema because he **had seen** the film on TV.

Ex 33 *Complete the following sentences, using the Past Perfect Tense (see the chart above).*

(A) 1. He told her that he (*buy a TV set the year before*). 2. The man at the station said that the train (*leave already*). 3. Mary told me that she (*not get a letter from her son yet*). She said that she (*not hear from him for some weeks*). 4. He understood that he (*get off at the wrong station*). 5. He said that his parents (*always live in the country*). 6. I didn't know that she (*change her address*). 7. He didn't remember how it all (*happen*). 8. We were sure that she (*tell the truth*). 9. I saw that the child (*catch a cold*). 10. She hoped that I (*pay for the tickets already*). 11. When he woke up next morning and looked out of the window he understood that it (*rain heavily during the night*).

(B) 1. When we came back, the telegram (*arrive already*). 2. When I got to the station the train (*already leave*). 3. The rain (*already stop*) when we started. 4. When

* In the principal clause of a complex sentence with an adverbial clause of time introduced by "before" both the Past Indefinite and Past Perfect are possible, eg "The family **lived** (**had lived**) in Leningrad **before** the war broke out."

I finished school my elder sister (*be a teacher for two years*). 5. We (*make all the arrangements already*) when we learned that he wouldn't come.

(C) 1. I knew her immediately because my brother (*describe her to me very well*). 2. The militiaman stopped her because she (*cross the street in the wrong place*). 3. I was not hungry because I (*have lunch just an hour before*). 4. Nobody knew when he came in because he (*enter the house through the back door*). 5. I thought he knew English well because he (*live in England for some years*). 6. It happened to him because he (*always be too sure of himself*).

(D) 1. As soon as they (*take a decision*) they could discuss less important questions. 2. After we (*make a fire*) it became warm. 3. When I (*throw out all the old newspapers and magazines*) I could arrange my new books nicely on the shelf. 4. After he (*pay the money for the plane tickets*) he had very little left in his pockets. 5. I met her soon after I (*learn the news*). 6. When he (*finish his work*) he went to bed.

Ex 34 Practise the following according to the model.

Model: Mary **told** us a story she **had never (not) told** us before.

1. When I was at the Tretyakov Picture Gallery last, I saw some pictures there I —. 2. At their dinner party we met some people we —. 3. I went for a walk and decided to take the road I —. 4. He taught me Judo, in a way nobody —. 5. He showed us the pictures he —. 6. She spoke of something she —. 7. The lecture was very interesting, we heard something we —. 8. The dinner was quite unusual, I ate something —.

Ex 35 Translate the following sentences, using the correct tense form.

(A) 1. Они сказали, что приехали сюда на поезде. 2. Все знали, что они дружат с детства. 3. Мы сказали им, что еще не уладили это дело. 4. По радио объявили, что поезд из Сочи уже прибыл. 5. Он писал, что погода там пасмурная с первого сентября. 6. Сосед по купе сказал, что мы уже проехали мост. 7. Когда поезд тронулся, я понял, что сел не на тот поезд. 8. Врач сказал, что ребенок простудился.

(B) 1. Когда я нашел их дом, уже стемнело. 2. Когда она пришла на собрание, мы уже обсудили первый вопрос. 3. Когда врач пришел, они уже увезли ребенка в больницу. 4. Когда я вернулся из театра, гости уже разошлись (ушли). 5. Когда она приехала в деревню, мы жили там уже неделю. 6. Когда я вернулся в купе, я понял, что мой сосед уже сошел.

(C) 1. В комнате было холодно, потому что всю ночь было открыто окно. 2. Он был взволнован потому, что получил телеграмму из дома. 3. Она

получила плохую оценку на экзамене потому, что сделала очень много ошибок. 4. Он не хотел обедать у нас потому, что уже поел в институте. 5. Ему не хватило денег до конца месяца, потому что он купил велосипед.

The Future Perfect Tense

Ex 36 Study the following chart.

1. They **will have done** their work **by 7 o'clock**.
2. **By this time tomorrow** he **will have crossed** the channel and will be in England.
3. In 1990 **he will have lived** in Moscow **for twenty years**.
4. **By the time you come back**, he'll **have been** here for two hours.

Ex 37 Complete the following sentences, using the Future Perfect Tense.

1. By the time he arrives they — (*leave*). 2. She is ill now. By the first of April she — (*be in hospital for three weeks*). 3. He has bought this TV set on credit. He — (*pay all the money by the 21st of August*). 4. How long has she stayed with your family? By the end of the month she —. 5. She has lived here a long time. By 1990 she —. 6. He is still a school boy, but by this time next year he — (*leave school*).

Ex 38 Translate the following sentences, using the Future Perfect Tense.

1. Я надеюсь, что к концу собрания мы уладим этот вопрос. 2. На будущий год к этому времени он проработает на нашем заводе тридцать лет. 3. К тому времени, когда он придет, я буду жить на юге уже две недели. 4. К тому времени, когда ты приедешь домой, ты забудешь все, что я говорил тебе. 5. К 1 Мая они уже переедут в новую квартиру. 6. Они закончат строительство школы к началу учебного года.

Ex 39 Open the brackets, using the correct tense form. Explain the use of the tenses.

Mr Sherlock Holmes (*sit*) one morning at the breakfast table in his room in Baker Street. His friend Dr* Watson (*stand*) near the window, examining a walking stick which a visitor (*forget*) the day before. "To Dr Mortimer, from his friend," was engraved upon it, with the date "1884". Sherlock Holmes suddenly (*turn*) to Watson and (*say*): "The owner of this stick (*have*) a dog which (*be*) larger than a terrier and smaller than a mastiff."

"How you (know)?" (*ask*) Watson in surprise.

"I (*examine*) that stick carefully and (*notice*) the marks of a dog's teeth on it,"

* **Dr:** a written abbreviation for "Doctor".

(*answer*) Holmes. "They (*be*) too broad for a terrier and not broad enough for a mastiff. Probably the dog often (*carry*) the stick behind its master. I think it must be a spaniel, in fact it (*be*) a spaniel."

Holmes (*leave*) the breakfast-table and (*stand*) near the window as he (*say*) this. Watson (*look*) at him in surprise and (*ask*): "How can you be so sure of that?"

"For the simple reason that I (*see*) the dog at our door and I (*hear*) the bell which its master (*ring*). I wonder why Dr Mortimer (*want*) to see Mr Sherlock Holmes. Well, we soon (*know*). Come in," he (*add*), there (*be*) a knock at the door.

(After "The Hound of the Baskervilles" by A. Conan Doyle)

Reported Speech. Sequence of Tenses (contd)

Ex 40 Study the following chart, compare the use of the tense forms in direct and reported speech.*

| Direct Speech | Reported Speech |
|--|---|
| 1. Mary said: " I've caught a cold." | 1. Mary said that she had caught a cold. |
| 2. " Have you seen him since he moved to Kiev?" Mary asked. | 2. Mary asked if I had seen him since he moved to Kiev. |
| 3. "Peter saw the film yesterday ," Mary said to me. | 3. Mary told me that Peter had seen the film the day before . |
| 4. "He lived in Leningrad from 1960 till 1965," she said.** | 4. She said that he lived in Leningrad from 1960 till 1965. |
| 5. The dean asked them: " Will you have returned by the beginning of term?" | 5. The dean asked them if they would have returned by the beginning of term. |

Ex 41 Use Reported Speech.

1. "Have you travelled abroad much?" he asked. 2. "Who has written this note?" he asked the secretary. 3. "I've just received a post-card from Mother," my brother said to me. 4. "The students also took part in arranging the conference," the chairman said. 5. "Have you been here long?" the stranger asked me. 6. "Did you really see this happen with your own eyes?" the militiaman asked the boy. 7. "I hope they will have taken a decision by the end of the meeting," she remarked. 8. "Did you watch the detective film on TV yesterday?" he asked her. 9. "This story happened long ago," he

* Some other changes should be observed in reported speech: "yesterday" is changed to "the day before/the previous day", "last Tuesday" to "the previous Tuesday", "last week/month, etc" to "the week before/earlier/previously", "two days, weeks, etc ago" to "two days, weeks, etc before", "at the moment" to "at the time".

** With a definite indication of the time of action, there will be no change in the tense form, eg "I lived in Leningrad when the war broke out," she said. → She said (that) she lived in Leningrad when the war broke out. He said: "I was born in 1961." → He said (that) he was born in 1961.

said, "and few people remember anything about it." 10. "I haven't read so interesting a book since I don't remember when," she said.

Ex 42 Rewrite (or retell) in narrative form the passage from the text from 'Where have you been? ...' up to '... But they are pictures just the same, aren't they?'.

The Article

with the nouns "school", "town", "table", "bed", "hospital", "train"

Ex 43 Study the chart.

Kislovodsk is **a town** in the Caucasus. **The town** is a well-known resort.
They stayed **in town** last summer.
If you **go to town** bring me today's newspapers.

Ex 44 Fill in the blanks with the words given in brackets with an appropriate article (where necessary).

1. (i) At lunch-time you can always find him at — in the corner. (ii) I told the waiter I wanted — all -to myself. (iii) There were three of us at — that night. (*table*).
2. (i) — is too small for the child. (ii) I went upstairs; there was — ready for me. (iii) On Sundays, after the show, the actress seldom went to — before midnight and usually had her breakfast in — on Monday mornings, (*bed*).
3. (i) — for Saratov leaves in a quarter of an hour. (ii) If you don't catch this train, there is — at 5:27. (iii) Will you go to Odessa by — or plane? (*train*).
4. (i) Cambridge is 70 miles away from London, — is on the river Cam. (ii) I saw him in — not a week ago. (iii) His family has moved to — somewhere in the South. (*town*).
5. (i) After lunch the doctor was off to — again. (ii) There used to be — in this building once, now it is a museum of the History of Medicine, (iii) How long have you been in —? (*hospital*).
6. (i) — has a good football ground, (ii) Next year he'll be old enough to go to —. (iii) We used to learn such things at —. (*school*).

Ex 45 Translate into English.

1. — Он уже встал? — Нет, еще в постели. 2. Иди спать! 3. Врач подошел к кровати у двери. 4. Он болен уже с месяц: он в больнице, разве ты не знал? 5. Автобус 57 довезет вас до больницы. 6. Ваши дети учатся? 7. Этой осенью у них в деревне откроется новая школа. 8. В школе прекрасная библиотека. 9. Когда отходит поезд? 10. Есть ли какой-нибудь поезд в город около 7? 11. — Как туда добраться? — Поездом или автобусом. 12. В этом году городу исполняется 800 лет. 13. Мы все прошлое лето провели в городе. 14. Мы

обычно обедаем впятером. 15. Подвинь стол к окну, там значительно светлее.

READING

Ex 46 Read the text, and do the assignments coming after it.

Television now plays such an important role in so many people's lives that it is essential for us to try to decide whether it is good or bad.

In the first place, television is not only a convenient source of entertainment, but also a comparatively cheap one. For a family of four, for example, it is more convenient as well as cheaper to sit comfortably at home than to go out. There is no transport to arrange. They do not have to find a baby-sitter. They do not have to pay for expensive seats at the theatre, the cinema, the opera or the ballet. All they have to do is turn a knob, and they can see plays, films, operas of every kind, not to mention political discussions and the latest exciting football match. Some people, however, say that this is just where the danger lies. The television viewer need do nothing. He does not even use his legs. He takes no initiative. He makes no choice. He is completely passive and has everything presented to him.

Television, people often say, informs one about current events, the latest developments in science and politics, and presents an endless series of programmes which are both instructive and stimulating. The most faraway countries and the strangest customs are brought into one's living-room. People can say that the radio does this just as well; but on television- everything is much more living, much more real. Yet here again there is a danger. We get to like watching TV so much that it begins to dominate our lives. A friend of mine told me the other day that his television set had broken down and that he and his family had suddenly found that they had much more time to do things, and that they could really talk to each other again. It makes one think, doesn't it?

There are many arguments for and against television. The poor quality of its programmes is often criticized. I think we must understand that television in itself is neither good nor bad. Television is as good or as bad as we make it.

(After "A New Way to Proficiency in English" by
John Lennox Cook, Amorey Gethin, Keith Mitchell)

Assignments

- (a) Say what the text is about in (i) one word; (ii) an extended sentence.*
- (b) This text can be described as (i) factual; (ii) humorous; (iii) documentary; (iiii) critical. Give your reasons.*
- (c) Quickly look through the list and mark the lettered phrase nearest in meaning to the word or phrase tested.*

1. **Essential:** (i) absolutely necessary; (ii) very interesting; (iii) most exciting.
2. **Convenient:** (i) safe; (ii) comfortable; (iii) wonderful.
3. **Entertainment:** (i) an exciting show, play, etc; (ii) a dull lecture; (iii) work to do.
4. **Cheap:** (i) low in price; (ii) high in price; (iii) free.
5. **Expensive:** (i) low in price; (ii) high in price; (iii) free.
6. **Danger:** (i) safety; (ii) excitement; (iii) risk.
7. **The other day:** (i) the day before yesterday; (ii) a few days ago; (iii) last night.

(d) Choose the answer that expresses most accurately what is stated in the passage. Only one answer is correct.

1. It is essential for us to try to decide whether television is good or bad because: (i) it dominates many people's lives; (ii) lots of people watch TV the whole time; (iii) TV plays an important part in the lives of many people.

2. TV is a convenient source of entertainment because: (i) there is no need to arrange for tickets, or transport; (ii) you can watch plays, shows, etc, staying at home and enjoying the comfort of your living-room; (iii) the children are with you and there is no need to find a babysitter.

3. TV is a comparatively cheap source of entertainment because: (i) you can watch TV for nothing; (ii) you pay the price of a TV set and can watch any programme you like; (iii) watching TV at home is cheaper than going to the theatre, cinema, etc.

4. The idea behind the sentence "Television is not only a convenient source of entertainment, but also a comparatively cheap one" is that: (i) TV, though convenient, is rather expensive; (ii) TV is much cheaper than other kinds of entertainment (theatre, cinema, etc) but not as convenient; (iii) TV is favourable to your comfort and at the same time not so expensive as other sources of entertainment.

5. "TV is as good or as bad as we make it" means that: (i) TV is good if it is put to good uses; (ii) TV is bad if it is put to bad uses; (iii) TV may be used for both good and bad purposes.

(e) List all the arguments for television.

(f) List all the arguments against television.

(g) Sum up what the text has to say on each of the following points.

1. The dangers of television. 2. TV as a source of information, instruction and entertainment, and how it fulfils each of these roles.

(h) State briefly what, according to the text, explains the growing popularity of TV, and express your own opinion on the subject.

(i) Describe briefly a TV programme you especially enjoy watching, and explain why you like it better than the others.

Ex 47 *Read the passage carefully, without a dictionary. While reading, pay special attention to international words. Compare their meaning with the Russian words of the same root. Make a list of facts about the TV Tower in Ostankino (in note form*).*

In 1967 a new Moscow "sight" rose in Ostankino, the concrete TV Tower, one of the world's tallest structures, 539 metres high, and 50 metres in diameter at the base. At the 337 level there is an observation platform to which visitors are taken by fast lifts (travelling at eight metres a second). The platform is also the foyer for the *Seventh Heaven Restaurant* at the levels between 328 and 334 metres. The restaurant has three dining halls. Their floors slowly rotate one full revolution in 40 minutes or so, so that the diner sees a panorama of Moscow during the meal. The view from both observation tower and restaurant on a clear evening is wonderful.

Near the TV tower is the Television Centre, with studios, a concert hall, and offices. Its programmes, sent out from the tower, cover a radius of 120 kilometres without need for relay stations. The TV Centre is linked through Intersvision and Eurovision with all countries in Europe, and through communication satellites with almost all points on the Earth's surface.

Central Television broadcasts on four channels.

SPEECH AND COMPOSITION

Ex 48 *Answer the following questions, using the vocabulary of the lesson. Sum up your answers (orally, or in writing).*

THE BEST TIME TO MAKE A CALL

1. What is the best time of the week (day) to call on a friend? 2. Do you like making calls after you've had a busy day at the Institute (office)? Does it make any difference, is it all the same to you? 3. When did you see your friend last? 4. What is the best way to let your friend know that you're coming if he has no telephone? 5. Are all these arrangements necessary if he has a telephone? 6. How long do you usually stay if it's a friendly visit (a business call)?

SPEAKING ABOUT COLDS

* The facts arranged in note form will look something like this:

Ostankino TV Tower

constructed in 1967—one of the world's tallest structures

height: 539 m, diameter at the base: 50 m

337 m level—an observation tower, etc.

1. When do people catch colds more often: in good or bad weather (on cold and windy, or warm and sunny days)? 2. When did you have a cold last? 3. How long did it last? 4. Must you stay in bed when you have a cold? 5. Do you call a doctor, or do you go to see him? 6. Does your local doctor call on other patients on his way to see you? 7. Does he go about town in a car, or does he walk from house to house? 8. Do you pay the doctor for his visits?

LEAVING TOWN FOR A HOLIDAY

1. Are you usually excited when going on a holiday? 2. When are you leaving? 3. What day have you decided on? 4. Have you already booked the tickets? 5. Did you go to the station to book the tickets or did you reserve them by telephone? 6. How long will it take you to get your things ready? 7. What arrangements must you make before going away? 8. Will you arrange with somebody to see you off? 9. Do you usually travel light, or do you have a lot of luggage? 10. When will a person say: "I hope you have a nice journey"?

Ex 49 Read the passage, answer the questions, and retell (or write up) the passage in English.

ЛЮБОВЬ ... ЛЮБОВЬ?

Так называется книга английского писателя Стена Барстоу. Это книга о юноше и девушке, которые встретились и понравились друг другу. Через некоторое время он понял, что это ошибка, что это не любовь, но было уже поздно. Они поженились и стали жить в доме ее матери. Их семейная жизнь была несчастливой. Однако молодые люди решили начать всё сначала, уехать из дома родителей жены, но это уже конец книги.

В книге Стена Барстоу описывается обычная, повседневная жизнь. Фамилия героя, Браун, одна из самых распространенных в Англии. Ничего нет романтического и в том, как познакомились Вик Браун и Ингрид (они работают на одном заводе). Он забыл дома деньги и просит ее купить ему билет в автобусе.

Книга обсуждает проблемы, которые важны и интересны для молодежи любой страны, помогает им лучше понять себя и других.

Questions

1. What is the name of the book? 2. Who wrote the book? 3. What is the book about? 4. What did the young man understand after some time? Was it real love or a mistake? 5. Where did the young people live after getting married? 6. Was their family life happy? 7. What did the young people decide to do? 8. How does the book end? 9. What kind of life does the author describe in the book? 10. Why did the author call his hero Brown? 11. Are there many people of the same name in England?

12. Was there anything romantic about the way Vie met In-grid? 13. Where did they both work? 14. What problems does the book discuss? 15. Why is the book both important and interesting for young people in any country? 16. In what way can the book help young people?

Ex 50 Act as interpreter. Sum up the dialogue.

Q: What role does TV play in the life of the Soviet people?

A: На этот вопрос трудно ответить одним предложением. Телевидение можно сравнить с дальними дорогами, которые открывают для человека все время что-то новое.

Q: How many channels broadcast TV programmes?

A: Центральное телевидение передает программы по четырем каналам.

Q: What programmes' does the first channel cover?

A: Новости и текущие события, концерты и фильмы. А что вас больше всего интересует?

Q: "The World of Animals" and "Cinema Travel Club".

A: Программы «В мире животных» и «Клуб кинопутешествий» любят и дети и взрослые.

Q: What is your favourite evening programme?

A: Во-первых, это программа «Время». Она начинается в 9 часов вечера по московскому времени. Кроме этого я с удовольствием смотрю передачи об искусстве.

Q: TV can be an excellent source of knowledge. Are there any special programmes for schools and universities?

A: Да, конечно. Эти программы обычно передаются по четвертому каналу.

Q: To sum up what has been said here I should say that there are different Soviet TV programmes with something of interest for every viewer.

Ex 51 Use the following words and expressions in situations of your own.

1. The Doctor Calls

a beautiful morning; wear light clothes; change (*of the weather*); start raining; the whole day; get wet; catch (a) cold; get worse; stay in bed; call a doctor; ask what's the matter; describe the symptoms; the best way to get well is ...; last (*of the cold*).

2. Asking the Way

go on a business trip; last (*of the journey*); arrive in a strange city; stay (stop) at a hotel; decide to take a walk all by oneself; cross the street; catch a bus; get late; take the wrong bus home; get off at the wrong stop; find oneself in a strange place; meet a

stranger; ask the way; find out; be a long way from one's hotel; walk all the way back; take a decision.

3. Seeing a Friend Off

help sb with the arrangements for a holiday; get ready for the trip; be (get) excited; have a busy time; call at sb's place; a short (long) way from ...; call a taxi; throw the bags into the car; travel across the city; arrive at the station just in time; catch a train; a fast train; say goodbye to sb; start on one's Journey.

4. Traffic Rules Are For You Too

get off a bus; heavy traffic; crowds of people; be late for the theatre; cross the street in the wrong place; catch sb; explain the traffic rules to sb; hope that sb will not do it again (repeat the same old mistake).

5. Happy Birthday to You

arrange a birthday party; send letters (invitations); get everything ready for the party; make coffee (tea, etc); have enough food and drinks; be excited; wait for one's guests; wear a new suit (dress, etc); put on all the lights; arrange the flowers; have a really wonderful time; do some dancing (singing); drink (to) sb's health; wish sb many happy returns of the day; last till midnight (*of the party*).

Ex 52 Discuss the following, giving arguments for or against.

1. It's about nine o'clock and two friends are just leaving the cinema (theatre). They discuss the film (play). One of the friends liked it, the other didn't.

2. Your friend says that watching TV is bad for people. For one thing, people were much healthier when there was no TV, for another, they used to meet their friends more often. You say that a person can learn a lot if he watches TV regularly.

3. You are discussing the "generation gap" with your friends. You see the reason for it in the different interests and aims of the younger and older generations. Your friends disagree with you, saying that the reason lies in the different understanding of one's rights and duties.

4. A TV language programme, no matter how good, is of little use in learning a foreign language.

Ex 53 Subjects for oral and written composition.

1. Describe an evening in the Brown family.
2. Describe an evening in your own home.
3. Give a brief talk on a TV programme the whole family enjoys watching in the evening.

4. Describe a busy railway station a few minutes before a holiday train leaves.
5. Someone stops you in the street and asks the way to the railway station. Tell him the shortest way, using such landmarks, as a monument, a new school building, a metro station, an intersection, a cinema.
6. Write down a telephone conversation between yourself and a friend in which you make an arrangement to go to the cinema and to have tea at your friend's flat afterwards.
7. Tell a story to illustrate the proverb "All's well that ends well".
8. Complete the following letter:

Dear Nick (Tanya),

I was surprised to get your letter this morning, saying that you waited for me the other evening. I am, of course, very sorry that you did so. I sent a telegram in the morning to say that I wasn't coming.

The matter is that

LESSON FIVE

Text: "To Kill a Man" by Jack London¹.

Grammar: Complex Object

Adverbial Clauses of Time.

TO KILL A MAN

She moved through the big rooms and wide halls of her house. She was looking for a book of poems she had put somewhere and only now remembered. She opened the door of the dining-room and went in. The room was dark and she turned on the lights. As the light came on, she stepped back and cried out.

In front of her, near the wall, stood a man. In his hand was a gun.

"Oh," she said. "What do you want?"

"I think I want to get out. I've lost my way here," he answered ironically.

"What are you doing here?"

"Just robbing, Miss, that's all. I didn't expect to find you in, as I saw you with your old man in an auto.² You are Miss Setliffe, aren't you?"

Mrs Setliffe saw his mistake, but she was pleased.

"Now please show me the way out," the man said.

"And what if³ I cry out for help?" asked the woman.

"I must-kill you then," he answered slowly. "You see, Miss, I can't go to prison. A friend is waiting for me outside, and I promised to help him."

"I've never met a robber before," the woman said, "and I can't tell you how exciting it is. Won't you stay a few minutes and talk? I want you to explain the whole thing to me. You don't look like a robber at all. Why don't you work?"

"I did my best, but there's no work for me in this city," he said bitterly. "I used to be an honest man before I started looking for a job. And now I must go."

But Mrs Setliffe did not want to lose her robber. Such things did not happen often in her life.

Turning to the man she said: "I can't really make you stay, but, come, sit down, and tell me all about it — here at the table."

She took her seat at the table and placed him on the other side of it.

She saw him look about the room, then put the gun on the corner of the table between them. But he was in a strange house and did not know that under the table, near her foot, was an electric bell.

"It's like this, Miss," he began. "I'm not a robber and I didn't come here to steal. You see, I had a little mine once, and old Setliffe took it away from me. I had nothing left. And as my friend needs money badly I just came to take something back from your father. I am really taking what is mine."

"I feel you're right," she said. "But still robbery is robbery."

"I know that," he answered. "What is right is not always legal. That's why I must go."

"No, wait." The woman suddenly took up the gun. At the same time she pushed

the bell with her foot.

A door opened behind him, and the man heard somebody enter the room. But he did not even turn his head. Without saying a word, he was looking at the woman, into her hard cold eyes.

"Thomas," she said, "call the police."

The servant left the room. The man and the woman sat at the table, looking into each other's eyes. She enjoyed this moment. She already saw the newspapers with the story of the beautiful young Mrs Setliffe who had caught a dangerous robber in her own house.

"When you are in prison," she said coldly, "think of the lesson I've taught you. Now, tell the truth. I didn't believe a single word of your story. You lied to me."

He did not answer.

"Say something," she cried. "Why don't you ask me to let you go?"

"Yes, I'll say something. You looked so kind and soft and all the time you had your foot on the bell. Do you know what I'm going to do? I'm going to get up from this chair and walk out of that door. But you're not going to shoot. It isn't easy to kill a man and I'm sure you can't do it."

With his eyes on her he stood up slowly. She began to pull the trigger.

"Pull harder," he advised. "Pull it, and kill a man."

At the door the man turned round. He spoke to her in a low voice as he called her a bad name.

(Adapted)

NOTES

1. **Jack London (John Griffith)** (1876-1916) was born in San Francisco in a very poor family. He had worked at factories; he had travelled across the ocean as a sailor; he had walked from San Francisco to New York with an army of jobless workers. After reading the "Communist Manifesto", Jack London became an enthusiastic believer in socialism. During the sixteen years of his literary career, he published about fifty books; short stories, novels, essays. One of his best works is "Martin Eden" (1909).

2. **auto:** automobile

3. **What if...?:** А что, если...?

VOCABULARY

lose *vt* (lost) 1. терять, потерять (also *fig*) lose a book (ticket, friend, etc); one's voice (head); money (work, time, etc) **Phr** lose one's way (= get lost) заблудиться, потеряться; 2. проигрывать lose a game (a competition, war, etc)

expect *vt* ожидать, ждать; рассчитывать, надеяться expect a visitor (letter, question, rain, etc) I didn't expect to see you today. We expect you to help us.

expectation *n*

be (dis)pleased БЫТЬ (недовольным) They were pleased **with** his answer. We

are pleased to meet you.

promise *vt* обещать promise sb (one's) help (a book, a ticket, etc); He promised to come soon; **promise** *n* **Phr** give (make) a (one's) promise давать обещание; keep one's promise сдерживать обещание; break one's promise нарушить обещание; **promising** *a* многообещающий a promising student (writer, singer, etc)

look *vi* 1. выглядеть, казаться **How** did he look when you saw him? He looked happy (pleased, sad, ill, well, older, worn out, tired, etc). **Phr** look like выглядеть (*о внешности*) **What** does she look like? Как она выглядит? (Какая у нее внешность?) She is tall, very good-looking; 2. походить, быть похожим на кого-н look like (= be like) sb He looks like his father. He looks like a doctor.

honest *a* честный an honest man (face, smile, decision, answer, etc) **Phr** be honest with sb быть откровенным (честным) с кем-н **dishonest** *a* нечестный, бесчестный; **(dis)honesty** *n*

make *vt* (made) заставлять, побуждать make sb do sth; make sb work (read, speak, think, laugh, cry, etc); make sb angry рассердить кого-н; make sb (un)happy сделать кого-н счастливым (несчастливым) etc

need *vt* нуждаться (в ком-н/чем-н) need a book (dress, pair of shoes, etc); need money (time, (sb's) help, (sb's) advice, etc); How much time do you need to do the work? **need** *n* необходимость, нужда **Phr** be **in** need (of sth) нуждаться, быть в нужде

badly *adv* сильно, очень He is badly ill. We need your help badly.

feel *vt* (felt) 1. чувствовать, ощущать, испытывать I felt somebody push me in the crowd. What did you feel when you first travelled by air? 2. считать, полагать We felt that he was right; *vi* 3. чувствовать себя How do you feel? I feel well (better, all right, bad, ill, etc); **feeling** *n*, чувство, ощущение He spoke with feeling. I had a feeling that somebody was watching me.

even *adv* даже He didn't even look at me when I entered.

without *prep* 1. без (кого-н, чего-н; *означает отсутствие*) It's difficult to translate the article without a dictionary. We decided the question without him. **Phr** do without (sb/sth) обходиться без (кого-н/ чего-и) He can't do without music; 2. не (*означает характер действия*) She left the room without saying a word.

enjoy *vt* получать удовольствие; наслаждаться enjoy a film (concert, book, trip, etc); I enjoy talking with him. **Phr** enjoy oneself приятно проводить время, развлекаться If you want to enjoy yourself, go and see the new comedy; **enjoyment** *n* наслаждение, удовольствие

own *a* собственный (*употребляется с притяжательными местоимениями*) My elder brother has a family of his own. He told the story **in** his own words.

danger *n* опасность **Phr** in (out of) danger в (вне) опасности; **dangerous** *a* опасный; рискованный a dangerous plan (game, road, river; dog; man; etc); dangerous work

believe *vt* 1. верить believe a story (sb's words, etc); I believe him (what he says, etc); believe **in** sb/sth верить в кого-н/что-н; **belief** *n* вера; доверие; убеждение I have great belief **in** his honesty (this doctor, this theory, etc). His beliefs

are well-known; 2. полагать, считать, думать I believe that he is right. We believe him to be a good musician.

soft *a* 1. мягкий a soft pencil (apple, etc); 2. нежный, тихий, мягкий a soft voice (look, sound, light, colour, breeze, etc); soft music

pull *vt* тащить, тянуть She was pulling the child **by** the hand. Don't pull the door, push it. **Phr** pull oneself together взять себя в руки; встряхнуться

advise *vt* советовать If you don't feel well, I advise you to stay in bed; **advice** *n* совет (наставление) He always gives me good advice. **Phr** a piece of advice (один) совет; take (sb's) advice последовать (чье-му-н) совету

WORD COMBINATIONS

look for (sb/sth) искать (кого-н/что-н)

turn on the light(s) (water, gas) включать свет (воду, газ)

turn off the light(s) (water, gas) выключать свет (воду, газ)

find sb in застать кого-н (дома, на работе)

you see понимаете ли

at all совсем (не), вообще

do one's best (с)делать все возможное, стараться изо всех сил

take a seat занять место, сесть

It's like this Вот как обстоит дело

teach sb a lesson проучить кого-н

in a low (loud, soft, etc) voice тихим (громким, нежным) голосом

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. What was Mrs Setliffe doing at the moment when the story begins? 2. What made her step back and cry out when she entered the dining-room? 3. What was the man doing in the house? 4. Why was Mrs Setliffe-pleased when the man called her "Miss Setliffe"? 5. Why did Mrs Setliffe want the man to stay and talk to her? 6. How did the man explain why he had come to rob old Setliffe? 7. What made the woman believe that he wasn't a real robber? 8. What was she planning to do? 9. How did it happen that the man left the house and she didn't stop him? 10. Why was the man sure that she wouldn't shoot?

Ex 2 Look through the text once again, and:

1. Tell as much of the background story of (a) Mrs Setliffe, (b) the man who came to rob Mr Setliffe, as you possibly can.

2. Explain why the man had turned robber.

3. See if you can find facts proving that the "robber" was not only more honest than Mrs Setliffe, but that he was also the better person.

4. Explain why the author gave no name to the man who came to rob Mr Setliffe.

5. Pick out the episode which, in your opinion, is the culminating point of the story.

6. Say if the characters are described directly, through the author's description, or indirectly, through their actions, behaviour or speech.

7. Say if you expected this kind of ending to the story, or it was unexpected.

Ex 3 Find in the text the English for the following words and phrases, and use them in retelling and discussing the text.

книга стихов; включить свет; отступить на шаг; вскрикнуть; заблудиться; честный человек; искать работу; положить на угол стола; под столом; остро нуждаться в деньгах; неожиданно схватить оружие; нажать на кнопку звонка ногой; повернуть голову; не говоря ни слова; вызвать полицию; смотреть в глаза друг другу; поймать опасного вора в собственном доме; в тюрьме; проучить кого-н; не верить ни одному слову; не сводя глаз с кого-н; нажимать на спусковой крючок; повернуться; произнести тихим голосом.

KEY STRUCTURES AND WORD STUDY

Ex 4 Give the four forms of the following verbs.

put, step, cry, stand, lose, do, rob, show, tell, stay, know, steal, leave, feel, hear, teach, lie (лгать), let, shoot.

Ex 5 Make up live groups of three words associated in meaning or area of usage.

| | | | | |
|------|---------|----------|---------|-------|
| job | trigger | surname | machine | essay |
| gun | penname | business | novel | car |
| name | poem | auto | bullet | work |

Ex 6 Replace the words in bold type by their opposites. Make all necessary changes. Translate the sentences.

1. The boy stepped **forward**. 2. Suddenly the lights **went out**. 3. She greeted us **warmly**. 4. As could be expected of him, he did his **worst**. 5. He said he **could do without** our help **quite easily**. 6. The stranger had walked **in through** the door. 7. The man **pushed** the armchair **towards** the window. 8. The expedition was in safety. 9. The girl **lost** her voice. 10. She finally **put down** her book. 11. The boys **caught** the bird. 12. He never **tells the truth**. 13. It was **somebody else's** decision. 14. She turned **away from** the window.

Ex 7 Compare the meanings of the words in bold type.

1. (i) She **wants** another pair of shoes, (ii) She **needs** another pair of shoes. 2. (i) We were all **unhappy** about the arrangement, (ii) We were all **displeased** with the arrangement. 3. (i) It's a **dangerous** job. (ii) It's a **risky** job. (iii) It's an **unsafe** job. 4. (i) I'm **expecting** a friend. (ii) I'm **waiting for** a friend. 5. (i) They **found him out**. (ii) They **found out** about him.

Ex 8 Recast the following sentences, using verbs instead of the nouns and phrases in bold type.

1. Go as far as the traffic lights, then take a **turning** to the right. 2. Now after your **explanation** the situation has become a little clearer. 3. He wants your **help**. 4. She gave me a **look** full of excitement. 5. He saw her coming and made a **step** back to let her pass. 6. You have such a happy **look** on your face. What is it? Another letter from home? 7. Don't make **promises** if you are not sure you can keep them. 8. In the overcrowded bus I felt somebody give me a **push**. 9. I saw that he was pleased with my honest **answer**. 10. My **advice** to you is to teach him a good lesson. 11. While walking along the river they heard a loud **cry** for help.

Ex 9 Translate the following sentences into English, using a different phrasal verb in each.

throw away, go away (2), give away, run away, move away, turn away, look away, put away

1. Пора уже **выбросить** все эти старые газеты. 2. Девочка **отвела глаза** и заплакала. 3. Это правда, что он **уезжает** и поэтому **роздал** все свои книги? 4. Что с ним происходит? Он **ушел** не простившись. 5. Фильм был ужасно скучным. Он **отвернулся** от экрана телевизора и закурил. 6. Я видела, как она **убирала** теплые вещи на зиму. 7. Мальчишки нажали на кнопку звонка и **убежали**. 8. Ему стало холодно, и он **отодвинулся** от окна.

Ex 10 Paraphrase the following sentences according to the model. Translate them into Russian.

Model He left the room and didn't say a word.
He left the room without saying a word.

1. My sister turned away and didn't answer my question. 2. They left very early. They didn't wake anybody up. 3. He didn't lose a minute. He sat down to work at once. 4. The fast train passed the smaller stations and didn't stop. 5. He asked question after question and didn't wait for an answer. 6. The man sat in front of the

TV but didn't watch it. 7. She went into her room and sat down in (to) an armchair. She didn't turn on the lights. 8. When they moved to another place they didn't leave their new address. 9. He never makes a single mistake when he speaks English. 10. He did the job alone. He didn't turn to anybody for help or advice.

Ex 11 Paraphrase the following sentences according to the model.

Model: He listened to the concert with great pleasure.

He **enjoyed listening** to the concert.

1. Muscovites are proud of their city and they like to show its places of interest to visitors. 2. It always gives him pleasure to talk with interesting people. 3. There is nothing my brother likes better than to read detective stories. 4. It gives me no pleasure to travel by air. 5. Her mother is always happy to have guests in her house. 6. They have bought a colour TV set and they rather like watching travel films.

Ex 12 Translate the following sentences, using 'not at all' or 'not quite' according to the sense.

1. Он не совсем прав. 2. Он совсем не прав. 3. Я не совсем хорошо вас понял. 4. Я совсем вас не понял. 5. Он совсем не волновался во время экзаменов. 6. Мы не совсем уверены, что он придет. 7. Они не совсем довольны его ответом. 8. Мне совсем не нужна их помощь. 9. Он был с вами не совсем откровенен. 10. Я совершенно не знаю, как заставить его рассказать нам всю правду. 11. Они совсем не хотели, чтобы он оставался у них на лето. 12. Не бойтесь этой собаки. Она совсем не опасна. 13. Я не совсем верю его рассказу.

Ex 13 Study the following phrases and (a) recall the sentences in which they are used in the text, (b) use them in sentences of your own.

look **for** sth/sb; turn **on/off** the light; come/go **on/off** (about the light); step **back**; get **out**; cry **out for** help; go **to** prison; wait **for** sb/sth; **outside/inside** the house (some place); explain sth **to** sb; **in** one's/sb's life; turn **to** sb (for help, advice, etc); **at/on/under** the table; look **about** the room; take sth **away from** sb; take **up** sth; **at** the same time; push sth **with** the foot (shoulder, etc); look **into** sb's eyes (face); **in** prison; think **of** sth/sb; turn **round**; **in** a low (loud, soft, etc) voice.

Ex 14 Fill in the blanks with prepositions or adverbs. Retell passage (B).

(A) 1. He was speaking slowly, looking — the right words. 2. Tell John to turn — the gas and light when he leaves home. 3. Look, the child has a box of matches — his hand. Take it — — him quickly. 4. He opened the door — the taxi for her and stepped — to let her get — first. 5. See you tomorrow—the same place and—the same time. 6. I'd gladly turn — him — help but I don't know the man — all. 7. Shall I

find you — if I call — your place tomorrow afternoon? 8. Don't think badly — him, he meant well. 9. Didn't he try to explain — you how it had happened? 10. I want to be honest — you and tell you what I think — your work. I can't say I'm at all pleased — it. 11. She stood — her finger — the bell — some time and heard it ringing — the house. 12. He stood — the other side — the street and watched the lights — the house go —. 13. — the door she turned — and caught him looking — her — a strange Way. 14. Some weeks passed — bringing any change — the situation. 15. He had smoked — years and now finds it very hard to do — tobacco.

(B) A man came — the inn and said he wanted a drink; but as I moved — the room to the bar to get it he sat — — a table and asked me to come nearer.

"I just came to see my friend Bill. Is this table — him?"

I told him I did not know his friend Bill and this table was — a person who was staying — our house whom we called the captain.

"Well," he said, "my friend Bill likes people to call him captain. Is he — the house?"

I told him the captain was —.

"I expected to find him —. Which way has he gone?"

— some time the stranger sat there waiting — the captain like a cat waiting — a mouse. Then we heard the door open and the captain entered the house.

"Let's step — that door and give Bill a little surprise," said the stranger pulling me — the hand and pushing me — the door. "Bill," said the stranger — a low voice when the captain came — the room. The captain turned — , saw the stranger and stopped — saying a word, looking — the man's hard, cold eyes. I wanted to cry — — help or get — — the room quickly.

(After "Treasure Island" by R. L. Stevenson)

Ex 15 Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.

need *v* (2), feel *v*, advise, look *v* (2), believe, pull *v*, enjoy (2), promise *v*, lie *v* (2), expect (2), even, without (2), own, suddenly, soft, badly, honest (2), pleased, advice (2)

1. The doctor — her to move to the country. He said she — a change of air. 2. That cafe across the street — nice enough to me. What if we step in and have a coffee and sandwich each? 3. You can't really go out in this awful weather — a hat. 4. He never said a word but I'm sure he — exactly the same way about the arrangement as we all do. 5. It's always easier to give — than to take it. 6. It was a lovely party and we all — ourselves very much. 7. He wasn't exactly —, yet he wasn't telling the whole truth either. 8. She was better at the job than we had —. 9. Do you really do your — cooking? Isn't that just wonderful! 10. I can't take your — in this matter. This is something I must decide for myself. 11. You don't want me to —, or do you? I can be quite — with you about the whole thing but I'm not at all sure you will like it. 12.

He pushed the telephone across the table. "What if you phone them now? I know they — your help —." 13. I like only some kinds of poetry. For me to — it, a poem must be either realistic or humorous. 14. To tell you the truth, I never — him to give an — answer to that question of yours. 15. It was such a strange story! I didn't — a single word of it. 16. She gave him a warm smile and he knew she was — to see him. 17. I turned on the radio and — the room "was full of — music. 18. The train had already started when he ran up. We quickly — him inside. 19. She walked away — looking back even once. She didn't want us to see she was crying. 20. He doesn't — his age at all.

Ex 16 Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell and discuss the passage.

Miss Annabel Rochfort-Doyle Fleace, to give her the (полное) name, was the last of her family. She was over eighty, very untidy and very red. The present home had been built in the eighteenth century, when the family was still rich. It could not, of course, compare with Gordon-town, where the American Lady Gordon had all (современные удобства): electric, light, central heating and a lift.

In the winter before the one we are talking of, she had been (опасно) ill. In April she was better, but slower in her (движениях) and mind. In June, for the first time, she invited her heir* to visit her. Bella disliked him from the moment he (приехал). One day he came to Bella carrying (несколько) books from the library.

"I say, did you know you had these?" he asked.

"I did," Bella (солгала).

"All first editions."

"You put them back where you found them."

Bella had often heard that books (стоят) a lot of money. So she wrote a letter to a Dublin bookseller. He came to (просмотреть) the library. When he (уехал), he (заплатил) her a thousand pounds for the six books.

And so it (случилось) that Bella (решила) to give a party. She called her butler and (объяснила) the idea to him.

Bella (принялась за) work. There were many (приготовлений) to make. Cheerfully Bella wrote the names of the guests on the cards and addressed the envelopes. She (опустила) the names of (нескольких) people from her list.

On the day of the ball she (проснулась) early, nervous with (возбуждения), turning over in her mind every detail of the (приготовлений).

At a quarter to eight Bella (заняла свое место) at the head of the stairs. The house looked (великолепно) in the candlelight.

The clock struck eight. Bella waited. Nobody came.

At half past twelve Bella got up from her chair.

"Riley, I think I will have some supper. I (плохо себя чувствую)."

But (как раз) as she (выходила из) the dining-room there was (движение).

* heir: наследник

Guests (прибывали). She saw Riley meet them and heard him announce:

"Lord and Lady Mockstock, Sir Samuel and Lady Gordon."

On the stairs, facing her, were the two women she had not invited — Lady Mockstock the draper's* daughter. Lady Gordon the American.

She looked at them with her (пустыми), blue eyes.

"I had not (ожидала) this honour," she said. "Please forgive me if I am unable to entertain you."

Miss Fleace (вдруг) sat down and said, "I don't know what's (происходит)." Riley and two of the servants (перенесли) the old lady to a sofa. A day after she died. Mr Banks (приехал) from London. Among the things he found in her desk were the invitations to the ball, stamped, addressed, but unposted.

(After "Bella Fleace Gave a Party" by Evelyn Waugh)

Ex 17 Speak on the following topics. Use the words and phrases given below.

1. The Unexpected Meeting

Mrs Setliffe: stay at home; quiet; dark; look for a book; move through the rooms; give the door a push; turn on the lights; suddenly; step back; cry out; ask for an explanation; be pleased; want to find out sth.

the man: believe that the house is empty; see sb leave the house; just the right moment to enter a house; get in through an open window; carry a gun; under the cover of night; look for sth; suddenly; lose one's way; find oneself face to face with a beautiful woman; not be a real robber; believe sb's kind words; be ready to stay and talk; explain the situation to sb; not know the ways of the rich.

2. Mrs Setliffe

young; beautiful; have a pleasant smile; speak in a soft voice; look kind and soft; in fact; hard and cold; dangerous; be married to a man twice one's age; rich; have a lying heart.

3. Mrs Setliffe Thinks of a Plan

do some quick thinking; take a decision; hope to make oneself famous; see one's name in the papers; make a good newspaper story; catch a dangerous robber in one's own house; get excited; enjoy sth; take one's seat; push the bell with one's foot; take up the gun suddenly; send the servant to call the police; be ready to send a man to prison for nothing; expect that ...; watch sb's every movement; not shoot.

* **draper**: торговец мануфактурой

4. The Man Who Came to Rob Mr Setliffe

have a mine; lose it; have nothing left; look for a job; be an honest man; do one's best; have a hard life; meet a friend; listen to the story of his friend's life; need help badly; think of a way to help; promise; have a kind heart; tell sb not to lose hope; leave sb outside; go to take back what is one's own; find oneself in a difficult situation; believe a lie; fully understand what has happened; be a strong man; think fast; take a decision; be all the same to sb; get up and walk out of the room; teach sb a good lesson; find out the truth about sb; be sure that ...

Ex 18 Test translation.

1. Советую вам лететь туда самолетом. Это гораздо быстрее. Если вы поедете поездом, то потеряете два дня. 2. Так как было уже поздно, они решили вернуться домой более коротким путем, но заблудились. 3. Все произошло как раз так, как мы и ожидали — он проиграл партию (игру), потому что был слишком уверен в себе. 4. Советую вам купить эту книгу. Она вам будет нужна для работы в следующем году. 5. Он обещал проводить нас, но так и не пришел. Я думаю, что он просто забыл. 6. Посмотрите, пожалуйста, на эту картину. Это его собственная работа. Она вам нравится? 7. Я не помню, как он выглядит. Я видел его всего лишь один раз и то давно. 8. Вы были у нее вчера в больнице? Как она выглядит? 9. Некоторое время он был очень серьезно болен. Но сейчас опасность уже миновала и он чувствует себя намного лучше. 10. Почему вы не верите ему? Он вам честно все рассказал. 11. В такую ужасную погоду опасно отправляться в горы, даже с проводником (гидом). 12. — Почему он ушел так внезапно, даже не попрощавшись? Что-нибудь случилось? — Да, он вдруг почувствовал себя плохо. 13. Мы пришли как раз вовремя. Мы только успели занять свои места, и концерт начался. 14. Они решили отправиться путешествовать без него. Врачи не разрешают ему ездить в такие длительные поездки. 15. Если ему нужен чемодан, пусть возьмет мой. Я обойдусь без него. 16. Очень советую вам посмотреть фильм, который идет у нас в кинотеатре. Уверен, что вы получите большое удовольствие. 17. Когда мы узнали, что он в трудном положении, мы сделали все, чтобы помочь ему. 18. Что вы здесь ищете? Вы что-нибудь потеряли? Давайте я помогу вам. 19. Почему ты так тихо говоришь? Кто-нибудь спит? 20. Я заходил к ним вчера, но не застал никого дома. Возможно, они уже уехали на дачу.

GRAMMAR

Complex Object

Ex 19 Study the following chart.

| |
|--------------------------------------|
| 1. I saw him get off the bus. |
|--------------------------------------|

2. Nobody noticed **John come in**.
3. We watched **the train leave** the station.
4. He felt **somebody push** him lightly in the back.
5. Did you hear **her sing**?

Ex 20 Combine the two sentences into one, using a complex object.

Model 1: He got on the train. We saw it.
We saw **him get on** the train.

1. He made a mistake. Nobody noticed it. 2. The postman brought a telegram. I saw it with my own eyes. 3. He told a lie. Everybody heard it. 4. She got sad. Everybody noticed it. 5. Somebody called your name. I heard it. 6. He stood in the doorway and watched them. They got into a car and went away. 7. We saw the runner. He passed the finish line. 8. The car suddenly turned to the left. I noticed it.

Model 2: I noticed **that he was standing** near the door.
I noticed **him standing*** near the door.

1. The teacher noticed that he was looking through some magazine during the lecture. 2. I hear that somebody is crying. 3. It was pleasant to watch how they were enjoying themselves. 4. Out of the window she watched how her children were playing in the garden. 5. I noticed that she was speaking very coldly to him. 6. The militiaman saw that we were crossing the road in the wrong place. 7. We heard that somebody was laughing in the next room. 8. Because of the noise nobody heard that the telephone was ringing.

Ex 21 Use either the Infinitive or Participle I of the verb in brackets as the second element of the complex object.

1. She watched him—away until she could see him no more (*walk*). 2. I noticed him — her a quick look (*give*). 3. When I turned my head I saw him still — in the doorway (*stand*). 4. As he sat on the bank of the river he felt the wind — colder and colder (*get*). 5. I heard the child — behind the wall (*cry*). 6. He thought he heard somebody — him (*call*). 7. She noticed him — something to the man sitting in front of him (*pass*). 8. Did you hear her — that unpleasant remark (*make*)?

Ex 22 Ask questions to make sure that you've heard the person right.

Model: I heard him sing Russian songs.
What songs did you hear him sing?

* A complex object with Participle I is also possible with the verbs: **see, watch, hear**, etc, eg "I saw him cross (crossing) the street." Participle I is used **to** draw the attention to the process.

1. She saw the boy looking through some picture book 2. I heard him telling jokes. 3. We noticed the woman enter the house through the back door. 4. He likes to watch the rain come down. 5. We heard the front door open. 6. I saw them walk along the road. 7. I noticed him give her a hard look. 8. They heard somebody moving behind them. 9. I didn't hear her say this because she spoke in a soft voice.

Ex 23 Paraphrase the following sentences, using a complex object after the verbs given in brackets.

1. Was anybody standing near the door when you came home? (*notice*). 2. The baby was making the first steps (*watch*). 3. Somebody opened the door (*hear*). 4. He lit a cigarette (*see*). 5. As I came up to the house it was very dark. Suddenly somebody took me by the hand (*feel*). 6. He made a mistake (*not notice*). 7. The boys were throwing stones into the river (*watch*). 8. He was explaining something to the students (*hear*). 9. He ran and caught a passing bus (*see*). 10. Somebody pushed me in the back (*feel*).

Ex 24 Translate the following sentences, using a complex object.

1. Я слышал, как кто-то окликнул меня. 2. Он заметил, как она побледнела. 3. Она видела, как почтальон поднимался вверх по лестнице. 4. Мы наблюдали, как туристы переходили реку. 5. Вы слышали, как он вчера выступал по радио? 6. Я видела, как какой-то человек показывал ей дорогу на станцию. 7. Все слышали, как он обещал, что больше не будет курить. 8. Она заметила, что он что-то искал в портфеле, и подумала, что он, может быть, потерял деньги. 9. Я никогда не слышала, чтобы он говорил неправду. 10. Никто не заметил, как я открыл дверь и вышел.

Ex 25 Translate the following sentences, using a complex object or a subordinate clause according to the sense of the verbs in bold type.*

1. Я **видел**, что ему не хочется говорить на эту тему. 2. Я **видел**, как он пытался завести машину. 3. Она **слышала**, что профессор, болен уже неделю. 4. Она **слышала**, как кто-то упомянул мое имя. 5. Мы **чувствовали**, что он еще ничего не решил. 6. После захода солнца мы **почувствовали**, как температура воздуха начала быстро падать. 7. Вы **слышали**, что они уже вернулись? 8. Я **вижу**, вы довольны подарком. 9. Я **увидел**, что все смотрят вверх и сейчас же **почувствовал**, что что-то случилось. 10. Мы **чувствовали**, что ему не нравится его работа. 11. Когда я сел на поезд, я вдруг **почувствовал**, как кто-то потянул меня за пальто.

* After the verbs **see, hear, feel** a subordinate clause, not a complex object, is used if they denote mental perception, eg "I saw that he didn't believe me."

Ex 26 Study the following chart.

1. Let **me ask** you a few questions.
2. Did the doctor let **him go out**?
3. It took him a long time to make **his car start**.
4. What makes **you think** so?

Ex 27 Complete the following sentences, using a complex object on the pattern of the above chart (make use of the infinitives).

understand, believe, look back, behave like that, help, shoot, go by, move, laugh

1. I can't make this car —. 2. What made you — his story? 3. Our father never let us — at birds. 4. Let me — you to carry your things. 5. The jokes he told made everybody —. 6. The noise behind me made me —. 7. You mustn't let the child —. 8. Her words made him — that he was mistaken. 9. I let five minutes or so —

Ex 28 Translate the following sentences into Russian, watch the meaning of the verb 'let'.

1. Let me know when you leave. 2. He didn't let me pay for the taxi. 3. We must let her make her own decision. 4. I let her have my seat. 5. "When did you write to him last?" "I wrote to him — let me see, three weeks ago." 6. Suddenly he let my hand go. 7. Let this be all among friends. 8. Don't let him leave so early. 9. Let's go to the cinema. 10. He is not talkative himself but he likes to let people talk. 11. Let's not think about it.

Ex 29 Ask questions about the parts in bold type to make sure that you've heard the person right.

1. She didn't let **him smoke in the children's room**. 2. She made him **sit down and wait for her**. 3. They didn't let him tell **how it all had happened**. 4. I decided to make her **keep a promise**. 5. You must make **her believe you**. 6. The conductor didn't let the boy **get off the bus while it was still moving**.

Ex 30 Translate the following sentences, using a complex object with either 'let' or 'make'.

1. Он предоставил мне решить этот вопрос. 2. Почему ты думаешь, что она неправа? 3. Дай мне знать, когда ты уезжаешь. 4. Отпустите его. 5. Он всех рассмешил своим рассказом. 6. Пусть он не курит здесь. 7. Я стоял всю дорогу. Я уступил свое место пожилому человеку. 8. Мы заставили его пообещать нам приехать еще раз. 9 Не давайте ей носить тяжелые вещи. 10. Что заставило его

сделать этот шаг? 11. Ребенок не отпускал мою руку. 12. Мы не могли понять, что заставило его сказать неправду. 13. Разрешите мне прийти. 14. Мы заставили его приходить вовремя. 15. Дайте мне знать о вашем решении.

Ex 31 Study the following chart.*

- | | |
|----|--|
| 1. | Everybody expected him to say a few words on the subject. |
| 2. | I didn't expect him to come so early. |
| 3. | I want you to understand me. |
| 4. | Do you want her to leave tomorrow? |
| 5. | I believe her to be a good teacher. |
| 6. | She knows him to be very gay. |
| 7. | They advised us to take the 12 o'clock train. |

Ex 32 Paraphrase the following sentences so as to use a complex object after the verbs in brackets.

1. He will come by an early train (*expect*). 2. She loses so much time in talking (*not want*). 3. He will be pleased with the results of our sports competition (*expect*). 4. It's good advice (*believe*). 5. It's a dangerous kind of sport (*know*). 6. She must see the doctor (*advise*). 7. You must promise not to do such things again (*want*). 8. They were at home (*believe*). 9. You must teach him a lesson (*advise*). 10. They will enjoy the film (*expect*). 11. He won't be back so soon (*not expect*). 12. It won't happen again (*not want*). 13. Will he come too? (*expect*).

Ex 33 Paraphrase the following, using a complex object according to the model.

Model: He **wants** the book back. **Bring** it tomorrow.
He wants you to bring the book back tomorrow.

1. Somebody must **help** him with his English. He **expects** it. 2. He is an honest man. Everybody **knows** it. 3. It's a safe way out, I **believe**. 4. **Don't read** my letters. I **hate** this. 5. He **will arrive** tomorrow. **They are expecting him**. 6. You must not **talk** about such things in the presence of the children. I **don't like** this. 7. **Do you think** he **is** about fifty? 8. We **believe**, it **is** a mistake. 9. I **want you** for a few minutes. **Help** me rearrange the furniture in my room. 10. I **have** always **thought** my work **is** very interesting.

Ex 34 Translate the following sentences, using a complex object.

I. Он хочет (хотел), чтобы: 1. она дала обещание приехать. 2. мы решили

* Such verbs, as **like, hate, find, think, allow, get, tell**, can also be used on the same pattern, eg "**I hate you to take my books without letting me know.**" "He told me to do the **job.**"

этот вопрос вместе с ними. 3. кто-нибудь проучил ее. 4. она сказала ему в чем дело. 5. вы объяснили, как пользоваться этой машиной. 6. все помнили, что опасно купаться, когда вода еще такая холодная. 7. мы договорились о встрече.

II. Я не хочу (хотел(а), чтобы): 1. вы говорили ей неправду. 2. они решали этот вопрос без меня. 3. вы летели туда (самолетом). 4. вы забывали свои обещания. 5. она волновалась. 6. она заметила мое волнение. 7. кто-нибудь знал о нашем отъезде. 8. вы давали пустые обещания.

III. Мы ждем (ждали), что: 1. вы скажете что-нибудь по этому вопросу. 2. она объяснит нам, почему она не пришла. 3. вы сделаете все от вас зависящее, чтобы достать билеты. 4. он зайдет к нам на этой неделе. 5. наш концерт понравится им.

IV. Они не ждут (не ожидали), что: 1. она поверит им. 2. он скажет правду. 3. мы закончим работу без их помощи. 4. это случится так скоро. 5. понадобится их помощь. 6. кто-нибудь пойдет их провожать.

V. 1. Я полагаю, что он студент первого курса. 2. Мне не нравится, что вы опаздываете. 3. Она знала, что он хороший спортсмен. 4. Он советует нам устроить вечер в клубе. 5. Они считают, что это единственный выход. 6. Я считаю (полагаю), что его совет правильный.

Mixed Bag

Ex 35 *Open the brackets, using a complex object. Translate the sentences into Russian.*

I. I can't let (*you, lose*) time like this. 2. The telephone ringing made (*she, sit up*) in bed. 3. Did you see (*it, happen*) with your own eyes? 4. We saw (*he, turn*) the corner of the street. 5. She wanted (*the whole world, know*) how happy she was. 6. Did they expect (*we, show*) them the city? 7. The bad weather made (*she, change*) her plans. 8. Don't let (*the fire, die*). It'll be difficult to make another fire in this wet weather.

Ex 36 *Paraphrase the following sentences, using a complex object either with Participle I or Infinitive according to the sense.*

1. Hundreds of cars **were moving** along the road. They **watched** them. 2. The aeroplane **landed** safely. I **watched** it. 3. He **was reading** my private letters. I **noticed** it. 4. He **made** a mistake yesterday. She **noticed** it. 5. The rain **is coming** down my back. I can **feel** it. 6. A man **called out** her name. She **heard** him. 7. They **were making** a terrible noise. I **could hear** them. 8. He **plays** tennis. I **have never seen** it. 9. I **saw** them through the window. They **were waiting** by the door. 10. The

house **shook**. I **felt** it. 11. She **found** her dog. It **was lying** asleep on her doorstep. 12. He **speaks** with a slight accent. I **have** never **noticed** it before.

Ex 37 Answer the following questions, using a complex object; build up a situation, if necessary; make use of the suggestions.

1. What makes you think he is out? (*see, leave the house*). 2. Does she sing well? (*hear, sing, many times*). 3. How did he fall down? (*let, go, sb's hand*). 4. What makes you think he is a good football player? (*watch*). 5. Why won't he go on the trip with us? (*his mother, not want*). 6. Why do you want to discuss her discipline? (*behave like this, can't let*). 7. How did they enjoy the concert of this famous comedian? (*make, laugh*). 8. How do you know that he can speak English? (*hear*). 9. Why are you so sure that he will do this work? (*make*). 10. Why does he spend so much time (on) gardening? (*make, feel happy*).

Ex 38 Translate the following sentences, using a complex object where possible.

1. Было приятно наблюдать, как дети слушала музыку. 2. Шум за спиной заставил меня оглянуться, я увидел человека, который махал рукой и что-то кричал. 3. Неужели ты не видишь, что он хочет, чтобы ты помог ему? 4. Мне бы не хотелось, чтобы ты плохо думал о нем. Мы всегда знали его как очень честного человека. 5. Я никогда не слышал, чтобы он упомянул это имя. 6. Не разрешайте детям смотреть телевизор до позднего часа. Это плохо для их здоровья. 7. Люблю, чтобы окна выходили на юг. 8. Позвольте мне дать вам совет. 9. Они почувствовали, что им пора уходить. 10. Вдруг она почувствовала, как кто-то слегка коснулся ее плеча. 11. Я заметил, как такси замедлило ход и остановилось на углу улицы. 12. Он всегда делает то, что ты хочешь. 13. Он знал, что эта книга интересная, но он не ожидал, что она будет такой интересной. 14. Я слышал, он сейчас работает над новой книгой. Вы знаете, о чем она?

The Use of the Tenses in Complex Sentences with Adverbial Clauses of Time

(a) introduced by the conjunction 'as'*

Ex 39 Answer the following questions according to the model. Make use of the phrases.

Model: When did you meet him? (*turn the corner of the street*).
 I met him (just) as I turned the corner of the street.

* The Continuous tense forms are seldom used in adverbial clauses of time introduced by "as" and should be avoided.

we, get off the bus; cross the bridge; they, come nearer; they, walk together towards the house; we, pass the cafe; wait for her; shave; read the letter

When: 1. did it begin to rain? 2. did he turn away? 3. did she smile? 4. did he watch the children play? 5. did she say that she was leaving? 6. did he sing? 7. did she say she wanted a cup of coffee? 8. did they hear somebody call for help?

Ex 40 Translate the following sentences on the pattern of the above exercise.

1. Как только я сошел с поезда, он подбежал ко мне. 2. Как только погода испортилась, мы вернулись в город. 3. По мере того как он рассказывал эту историю, нам становилось все интереснее. 4. Как только она включила свет, она увидела в комнате незнакомца. 5. Она вспомнила о письме, которое забыла отправить, когда проходила мимо почты. 6. Как только он заговорил, она сразу вспомнила, где она встретила его впервые.

(b) introduced by the conjunctions '**when**', '**after**', '**as soon as**' (Past Indefinite in the principal clause and Past Perfect in the adverbial clause)

Ex 41 Answer the following questions according to the model. Make use of the phrases.

Model: When did the children run out to play? (as soon as, finish breakfast).
As soon as they had finished breakfast (they ran out to play).

after, take a decision; when, the right time, come; after, she, lie to him several times; after, he, explain everything again; when, finish his third cigarette; as soon as, start speaking

When: 1. did they leave? 2. did he look at his watch? 3. did the situation become clear to them? 4. did he teach her a lesson? 5. did they take practical steps? 6. did she recognize the stranger?

Ex 42 Translate the following sentences, using the conjunctions '**as soon as**', '**after**', '**when**'.

1. После того как он прочитал одну книгу этого автора, ему захотелось прочитать всё, что он написал. 2. Прожив в этом небольшом городе всю жизнь, он знал его историю, каждый уголок, каждое дерево. 3. Как только студенты закончили строительство стадиона, они сразу же организовали первый матч. 4. Он пришел уже после того, как они закончили обсуждение этого вопроса. 5. Они приехали на станцию после того, как поезд ушел. 6. Когда они снесли все вещи вниз, она вызвала такси. 7. Я понял ее мысль только после того, как поговорил с ней.

(c) introduced by the conjunctions 'before', 'till', 'until'

Ex 43 *Paraphrase the following sentences according to the model and translate them into Russian.*

Model: When he called to see me, I had not had breakfast yet.
He called to see me before I had had breakfast.

1. When we arrived at the station, the train had not left yet. 2. When the bell rang, he had not finished his composition yet. 3. When he asked this question, they had not finished the discussion of the problem yet. 4. When it began to rain, they hadn't crossed the river yet. 5. When he left, the telegram had not arrived yet. 6. When he got off, the train had not stopped yet.

Ex 44 *Answer the following questions according to the model. Make use of the phrases.*

Model: How long did (will) they wait? (*the train, start*)
They waited { will wait} till (until) the train started (starts).

the mother, come; get an answer to their letter; it, get dark; it, get too hot; somebody, wake up; move to the South; everybody, leave

How long: 1. was he ill? 2. did (will) they stay in town? 3. did the baby cry? 4. did they play football? 5. did they stay in the Crimea? 6. did he sleep? 7. did he stay at the party?

Ex 45 *Insert 'before' or 'till' ('until').*

1. I forgot all about the letter — I was outside. 2. He had died just — the war started. 3. She didn't know what was happening to her — it had happened. 4. We must do something — it's too late. 5. He thought for a moment — he answered her. 6. Sit here and wait — I finish my interview. 7. He couldn't do anything — he found the document. 8. Think twice — you take this dangerous step.

Ex 46 *Translate the following sentences into English.*

1. Она еще не задала вопрос, а он уже знал ответ. 2. Дети играли на улице, пока не стемнело. 3. Он молчал, пока я не задала ему этот вопрос. 4. Я советую вам подумать, прежде чем вы примите решение. 5. Вы никогда не научитесь писать статьи, пока не попробуете сами написать что-нибудь. 6. Ребенок убежал до того, как пришел врач. 7. Они добрались домой до наступления темноты. 8. Она успела сесть на автобус до того, как он тронулся. 9. Игра

продолжалась до тех пор, пока не пошел дождь. 10. Я не уеду до тех пор, пока не приведу свои дела в порядок.

(d) introduced by the conjunction 'while'

Ex 47 Complete the following sentences according to the model.

Model: She asked him this question while he (*tell us about his stay in London*).
She asked him this question while he was telling us about his stay in London.

1. Her face didn't show anything while he (*say this*). 2. We continued to discuss the problem while they (*have a smoke in the corridor*). 3. While I (*wait for you*), I looked through all these magazines. 4. It began to rain while he (*sleep in the garden*). 5. He stopped her while she (*enter the office*). 6. We waited in the sitting-room while she (*speak to a friend over the telephone*). 7. Everybody watched his face while he (*play the piano*). 8. While I (*eat my sandwiches*) at the station bar, two strangers came in. 9. While she (*wait*) for the bus, she read the newspaper.

Ex 48 Make up sentences according to the model.

Model: The teacher, write something on the blackboard; the students, think of the problem.
While the teacher was writing something on the blackboard, the students were thinking of the problem.

1. The children, play in the garden; their mother, read a book. 2. She, make breakfast; he, look through the morning papers. 3. I, wait for you; you, watch the football match on TV. 4. They, talk of old days; the band, play dance music. 5. She, make tea in the kitchen; he, unpack his things. 6. These thoughts, pass through his head; he, ask different unimportant questions.

The Use of the Present Perfect Tense in the Meaning of the Future Perfect Tense in Adverbial Clauses of Time

Ex 49 Complete the following sentences using the Present Perfect Tense in adverbial clauses of time according to the model.

Model: I shan't go anywhere until (*finish writing my report*).
I shan't go anywhere until I've finished writing my report.

1. You'll pay when (*get the money from home*). 2. I'll come as soon as (*write this letter*). 3. He won't let you have another book until (*give back the one he gave you*).

last week). 4. She will understand what it is only after they (*teach her a good lesson*). 5. I shan't speak with you until (*take your words back*). 6. You'll never be well again until (*stop smoking*). 7. You won't understand the goodness of these people until (*live some time with them*). 8. I won't let you go till (*promise to come again*).

Ex 50 *Translate the following sentences (note the model above).*

1. Мы не отпустим вас, пока вы не пообедаете с нами. 2. Никто не будет с вами разговаривать, пока вы не возьмете свои слова назад. 3. Нельзя пользоваться этим аппаратом, пока вы не изучите инструкцию. 4. Вы начнете свободно читать английскую литературу только после того, как прочтете несколько книг.

Ex 51 *Use the correct form of the verbs in brackets.*

IN THE DINING-CAR

John and his wife, Angela, are fond of (*travel*) and usually they (*go*) abroad for their holidays. Some time ago they (*go*) to a small town in Yugoslavia. They also (*spend*) a very exciting holiday in Italy last year. They (*catch*) a plane from London to Paris, then they travelled by train to Istanbul. The train (*move*) very slowly through the mountains in Northern Italy. John and Angela (*have dinner*) in the dining-car when the train (*stop*) suddenly. They (*look*) out of the window. It (*get*) dark, but they (*notice*) quite a lot of men in green (*get on*) the train. One of them (*speak*) angrily. John (*think*) he (*see*) fire-arms, but it (*become*) too dark to be sure.

A few minutes later the dining-car (*be*) full of men in green. They (*ask*) everybody for their passports and (*look*) at them hurriedly. Angela decided that the men (*be*) police or immigration officials. A man, who (*sit*) quietly at their desk, (*look*) very excited. One of the men in green (*come up*) to the man. But before he (*ask*) for his passport, the man (*jump*) from the seat (*push*) the nearest man hard, and (*try*) to get out of the window — but it was too small. Other officials (*seize*) the man and (*take*) him away. One of them (*explain*) that the Italian police (*expect*) them (*arrest*) the robber because he (*steal*) three paintings from the Uffizzi Gallery in Florence several weeks before.

(Mozaika, 1970)

Ex 52 *Rewrite (or retell) in narrative form the following passage from the text. From "In front of her, near the wall, stood a man" ... up to "And now I must go".*

The Article

Ex 53 *Study the chart. See how the following nouns 'weather', 'advice', 'news', 'information', 'progress', 'money', 'work' are used.*

1. What good **weather** (news, advice, progress, work, information)!
2. Where is **the money** (news, advice, work, information) from? It is from Nick.
3. I've got a **piece** (two pieces) of news (information, advice).
4. There is **much (little) work** (money, news, information, progress).

Ex 54 Translate the following.

1. (i) Советы давать легко, но очень трудно следовать им. (ii) Позвольте мне дать вам совет, (iii) Обратитесь к нему, он, как правило, дает хорошие советы. 2. (i) Что нового? (ii) Это старые новости, я их уже давно слышал, (iii) Какая прекрасная новость; дома обрадуются, когда услышат ее. 3. (i) — Где деньги? — Они на столе, (ii) Я не могу дать тебе много денег. Двадцать пять рублей устроят тебя (достаточно)? 4. (i) Эта книга содержит все сведения о последней экспедиции Беринга, (ii) Новые сведения еще не поступили; мы ждем их с минуты на минуту. 5. (i) Он ищет работу, (ii) Это очень трудная работа. Она не сможет сделать ее самостоятельно, (iii) Я хочу быть откровенен с вами. Мне не нравится, как вы сделали эту работу, (iiii) Он не собирается менять место работы. Здесь ему й работа по душе, и коллектив. 6. (i) — Вы хорошо отдохнули за городом? — Да, была чудесная погода и мы большую часть времени были на воздухе, (ii) В этом году с погодой происходит что-то странное. У нас раньше никогда не было дождливой погоды в декабре, (iii) Я надеюсь, погода не изменится к худшему; я оставила плащ и зонт дома. 7. Он сделал большие успехи за последнее время. Я знаю, что его преподаватель очень доволен им.

Ex 55 Translate the following.

Hall Two is on the second floor.
Take Bus Five, get off at the fourth stop.

1. — Где сейчас четырнадцатая группа? — У них обычно в это время лекция по истории во втором зале. 2. — Где будет завтра собрание? — В 405-й аудитории. 3. — На какой странице третий урок? — На пятьдесят восьмой. 4. — Скажите, пожалуйста, где находятся картины Репина? — В пятом зале, на втором этаже. — Спасибо. 5. На нашем курсе около десяти групп; самая маленькая — восьмая, в ней только три студента. 6. Вот десятый автобус, ваша остановка пятая (отсюда). 7. Дом номер девять — четвертый от угла.

READING

Ex 56 Read the text, and do the assignments coming after it.

It is useful to be able to estimate and describe characters. There are however, two aspects of the subject. Personal appearance, physical features, stature and build, clothes or individual details which make one person different from another. Such description is often given of missing persons. There will be little indication of character in these cases.

Yet clothes and appearance are often an index to character, not only the kind of clothes people wear, but **how** they wear them. A person who takes little interest in his or her appearance, is not likely to be a methodical or tidy person.

Characters may be described in several ways: by description, by suggestion, by conversation, or by action.

Simple description is perhaps the easiest, but also the least satisfactory method, e.g. you may, say John Brown is a very methodical and tidy person, which is a plain statement of fact. If, however, you describe some of his **habits** which help to build character, such as his neatly-parted hair and clean shoes, his careful and accurate work, tidy desk, and so on, all this will suggest his character far better. If you wish to add that John is also cheerful and good-tempered, you can do so by describing what he **says** and what he **does**. If you listen to a person's talk, you soon have some idea of his character. You should remember, also, that "Actions speak louder than words" and by telling how people act, you will be indicating their character.

If you wish to describe people well, you should notice such things as habits, mannerisms, amusements or hobbies, clothes, particularly hats and shoes. Habits and amusements can also tell us much. Character shows itself through such details as one's voice, walk, features, eyes, mouth, hands, rouge, or other make-up.

Yet we cannot say that a person is wholly good or bad, any more than we can say that a high forehead always denotes intelligence or a big chin indicates a strong will.

(After "English Every Day" by R. E. Houseman)

Assignments

(a) Say what the text is about in (i) a short phrase; (ii) an extended sentence.

(b) Quickly look through the list and mark, the lettered phrase nearest in meaning to the word or phrase tested.

1. **Estimate character:** (i) find out a person's true worth; (ii) see the difference between people's characters; (iii) form an opinion of a person's character.

2. **Personal appearance:** (i) the way a person looks; (ii) the way a person dresses; (iii) the way a person walks and talks.

3. **Physical features:** (i) the size of a person's hands, feet; (ii) the parts of the face (forehead, nose, etc); (iii) the colour of the hair.

4. **Stature:** (i) a person's health; (ii) state of mind; (iii) the natural height of a person.

5. **Build:** (i) the shape and proportions of the body; (ii) the look in a person's eyes; (iii) the way a person laughs.

6. **Missing person:** (i) somebody who has lost his way; (ii) a person who is lost to others; (iii) a person who is absent.

7. **Habit:** (i) (an example of) usual behaviour; (ii) a family tradition; (iii) a national holiday.

8. **Suggest:** (i) describe directly; (ii) indicate indirectly; (iii) express one's opinion.

9. **Good-tempered:** (i) very temperamental; (ii) calm and pleasant; (iii) honest and kind.

10. **Mannerism:** (i) a peculiar way of behaving, speaking, etc, that has become a habit; (ii) the way in which anything is done or happens; (iii) a person's manners.

(c) Two of the words in each group below are similar in meaning. Check the word which does not belong.

1. appearance; look; manner. 2. character; feature; characteristic. 3. stature; statue; height. 4. build; habit; shape. 5. indication; index; description. 6. kind; sort; mannerism. 7. methodical; analytical; systematic. 8. clean; tidy; neat. 9. careful; exact; accurate. 10. denote; explain; indicate; 11. temper; intelligence; intellect.

(d) Choose the answer that expresses most accurately what is stated in the passage. Only one answer is correct.

The idea behind the sentence "Yet we cannot say that a person is wholly good or bad, any more than we can say that a high forehead always denotes intelligence or a big chin indicates a strong will" is that: (i) there is as little connection between a high forehead and intelligence, or a big chin and strong will, as there is between the kind of character a person has and his appearance, habits, mannerisms, etc; (ii) the goodness or badness of a person is in direct proportion to the height of his forehead and the size of his chin; (iii) it is as impossible to decide whether a person is wholly good or bad on the basis of his appearance or character as it is to say that a person is intelligent because he has a high forehead, or has a strong will because he has a big chin.

(e) Pick out all the words from the text relating to: (i) appearance; (ii) character.

(f) Complete the following list.

Character shows itself through:

1. clothes (*the kind of clothes people wear, and how they wear them*).
2. appearance (*features, stature; the interest a person takes in his or her appearance*),
3. habits (*neatness, tidiness accuracy, cleanliness*).

4. temper
5. mannerisms, etc.

(g) Name the traits of character suggested by the following. Say which, in your opinion, are good, and which are bad, and why.

A person: 1. takes little interest in his or her appearance; 2. shows great interest in one's appearance; 3. is always well-dressed; 4. wears loud clothes; 5. has neatly-parted hair and clean shoes; 6. works carefully and accurately; 7. never leaves a job half-done; 8. works hard; 9. never lies; 10. hardly ever lies but never tells the truth; 11. never speaks the truth; 12. thinks of nobody but himself; 13. secretly believes that he is better than others; 14. is always glad to help others; 15. knows all the answers and therefore never asks for advice; 16. gladly takes advice; 17. thinks carefully before taking a decision; 18. is cold and unfeeling; 19. does the most unexpected things; 20. is bright and pleasant; 21. enjoys discussing other people's personal matters.

(h) Briefly state the four ways of describing character. Say which method the author finds the more satisfactory, and why. Express your agreement or disagreement.

(i) Discuss some popular beliefs about character, eg that handwriting, the lines on your hand, or certain physical features indicate special types of character.

(j) Explain why it is useful to be able to estimate and describe character.

(k) Read the text critically,* and state your criticism of the author's arguments or conclusions. Express your own opinion on the matter.

Ex 57 Read the text, consulting the dictionary, if necessary. Pick out the sentence which, in your opinion, expresses the main idea. Make a list of examples the author quotes to prove his main thesis. Write a summary of the passage, in your own words as far as possible.

WHERE CRIME STEADILY DECLINES

During the first weeks of our stay in the USSR, when after a late show or visit we would be walking homeward on Pravda Street which is usually empty by eleven, my wife and I were naturally inclined to watch for anything moving in the bushes lining the sidewalks.** In most parts of a US city such late walks on empty streets are hardly advisable. But we soon got over that habit and thought nothing of such walks

* Critical reading means asking and answering questions such as "Does my experience support that of the author?" "Am I of the same opinion as the author?" "Am I convinced by the author's arguments and evidence?"

** **sidewalk** (*AmE*) = pavement (*BrE*)

at midnight or even later.

In view of the extremely serious crime situation in the United States, we often questioned people on crime conditions in the many USSR cities we visited. The usual reply would be something like, "Oh, yes we have crime." Asked if that meant murders, kidnapping, narcotics pushing, organized syndicates in gambling and prostitution, bank holdups and such, the answer with a loud laugh, would be, "Oh, nothing like that!" If you press the question, they may recall some rare serious crime that once attracted public attention. But crime, as we know it in the United States, does not figure much in Soviet public interest. And when you tell Soviet people a little of America's crime situation, they look at you in disbelief, like something from another world.

(After "Where Human Rights Are Real" by George Morris)

SPEECH AND COMPOSITION

Ex 58 Answer the following questions, using the vocabulary of the lesson. Sum up your answers (orally, or in writing).

FIRE IN THE HOUSE

1. Why must you always be sure that you have turned off the gas and lights when you leave home? 2. Why is it dangerous to leave the gas on? What may happen? 3. What's the quickest way to put out a fire (if, say, the tablecloth or the curtains are on fire)? 4. Why mustn't you get excited or lose your head? 5. What is the telephone number of the city fire brigade? Why is it usually a two-figure number? 6. Have you ever phoned the fire brigade service? When was it? 7. What must you do if you catch the smell of gas in your flat? 8. Why is it dangerous to light a match or turn on the light if the kitchen is full of gas? What may happen?

LOSING ONE'S WAY

1. Have you ever lost your way in a strange town (in a forest, etc)? 2. How did it happen? 3. Who helped you to find your way back home (to the hotel; through the forest)? 4. Did you expect help to come so quickly? 5. How much time did it take you to get to the right road (place, etc) again? 6. It was kind of the man to take you all the way back (show you the way; explain how to get home), wasn't it?

Ex 59 Read the passage. Answer the questions. Retell (or write up) the passage in English.

Начало литературной деятельности Джека Лондона относится к последнему десятилетию XIX века. К этому времени в жизни Соединенных Штатов Америки произошли глубокие экономические и социальные перемены. Американский империализм вступил в свою последнюю, империалистическую

стадию развития.

В США, как и в странах Запада, эпоха империализма ознаменовалась наступлением жестокой политической реакции и общим кризисом буржуазной культуры. Официальная буржуазная литература всячески отвлекала читателя от серьезных социальных вопросов, кормила его баснями о всеобщем благополучии и «равных возможностях» и исключала всякий намек на существование глубочайших общественных противоречий,

Лишь немногие писатели, среди которых прежде всего следует назвать имена М. Твена (Mark Twain), Ф. Норриса (Frank Norris), С. Крейна (Stephen Crane), Л. Стеффенса (Lincoln Steffens), Т. Драйзера (Theodore Dreiser), отстаивали правду и боролись за реалистическое искусство. Несомненно, что к этому прогрессивному лагерю американской литературы принадлежал и Лондон.

Творчество Лондона достигает наивысшего расцвета в 1905— 1910 гг. Писатель в этот период принимает активное участие в рабочем движении. Он восторженно приветствует русскую революцию 1905 г. Его многочисленные лекции и статьи, проникнутые глубокой верой в близкое торжество социалистической революции, сделали его популярнейшим писателем среди американских рабочих. В эти годы он создает свои лучшие произведения: сборники публицистических статей «Борьба классов» (*War of the Classes*) (1905), «Революция» (*Revolution and Other Essays*) (1908), романы «Железная пята» (*The Iron Heel*) (1907) и «Мартин Иден» (*Martin Eden*).

(Из предисловия П. Федунова к роману «Мартин Иден», 1953 г.)

Questions

1. When did Jack London turn to writing? 2. What changes had taken place in the USA by that time (the last decade of the 19th century)? 3. What was behind those profound socio-economic developments? 4. When did US capitalism enter its final stage of development? 5. Was the USA the only country in the world where imperialism had triggered off brutal political reaction as well as a general crisis of bourgeois culture? 6. How did the official bourgeois literature see its task? 7. In what ways did the official bourgeois literature try to divert the attention of the masses from the burning social problems of the day? 8. What fairytales did it feed to the general public? 9. What part did the concepts of general prosperity and "equal opportunity" play in the official propaganda campaign? 10. What did official writings have to say about the differences and contradictions in American society? 11. What are the names of the American writers who fought for a truly realistic art? 12. What years mark the peak of Jack London's literary career? 13. What made Jack London's novels and political essays so popular with the American working-class reader? Would you say it was his deep belief in an early victory of the socialist revolution? 14. What are Jack London's most famous works? 15. When were they written?

Ex 60 Act as interpreter. Sum up the dialogue.

A: Who looks after public order in the Soviet Union? How is privacy of citizens and safety of their property protected?

B: Как и в любой стране, в Советском Союзе есть специальные государственные органы, общественные организации и должностные лица, которые следят за поддержанием общественного порядка и за охраной личной жизни населения и их имущества.

A: I've read that under Soviet power all kinds of crime and especially dangerous crimes as well as robbery and murder have been rapidly reduced. How can you explain this?

B: В Советском Союзе, в противоположность капиталистическому миру, отсутствуют социальные и политические причины для преступлений. У нас нет эксплуатации человека человеком, все граждане социально равны.

A: Very often crimes are committed by people for reasons of unemployment, poverty as well as national inequality. What about the Soviet Union?

B: В Советском Союзе нет безработицы, нет нищеты. Все национальности имеют равные права. В этом, пожалуй, основная причина уменьшения количества правонарушений (offences).

Ex 61 Use the following words and phrases in situations of your own.

1. A Good Lesson

used to; lose things; happen; look for an important document; get excited; turn on all the lights; look under the table (behind the chairs, etc); move the piano; push the table out of one's way; be sure that ...; What if ...? a whole hour; have no time left; catch a taxi; be late for; make a decision; put things in their right places; learn one's lesson well.

2. A Cry for Help

happen; camp near a river; stay behind; do the cooking; make a fire; suddenly; a loud cry; listen without moving; run to the river as fast as one can; a big crowd; show to sth; a dangerous place; a poor swimmer; be in danger; need help badly; lose one's head; cry out for help; cry to sb; throw a rope (веревка) to sb; catch the rope; pull sb out of the water; come just in time; advise sb; explain the danger to sb.

3. A Misunderstanding

a tall building; several entrances; arrange to meet sb; wait for sb outside; expect sb to come out through the main entrance; for two whole hours; wonder what has happened; get excited; suddenly; remember; side entrance; be sure that ...; look for sb; look angry; say "Hallo" coldly; smile bitterly; explain sth to sb; see one's mistake.

Ex 62 Discuss the following, giving your arguments for or against.

1. Your friend says that people are as good as they are beautiful. You disagree with him, saying: "Beauty's but skin-deep." Generally speaking, you don't believe that a person's looks reflect his character in any way.
2. Your friend believes that honesty is the best policy. You personally think that sometimes it's better to be tactful than truthful.

Ex 63 Subjects for oral and written composition.

1. Give character-sketches of (a) Mrs Setliffe; (b) the man who came to rob old Setliffe; (c) old Setliffe.
2. Say whether you think the man did right when he came to old Setliffe's house to take back what he believed to be his own.
3. Explain why the man didn't turn to the police for help.
4. Give a description of Mrs Setliffe as she looked to the man at the beginning of the story and at the end of it.
5. Explain how it happened that Mrs Setliffe's fine words fooled the man for some time.
6. Explain why the man was so sure that Mrs Setliffe would not shoot.
7. Write an article (a) giving a true story of what happened; (b) of the kind that Mrs Setliffe would like to see in the papers.
8. Tell a story to illustrate each of these proverbs: A Friend in Need is a Friend Indeed. Друг познается в беде. Appearances are Deceptive. Внешность обманчива.
9. Explain the paradox: "If you want to be thought a liar, tell the truth."
10. It is often said that people look without seeing. What does this mean?

LESSON SIX

Text: An Unfinished Story (from "A Writers's Notebook" by W. Somerset Maugham)

Grammar: Modal Verbs. Can, May, Must and their Equivalents.

AN UNFINISHED STORY

A week ago someone told me an incident. He said he wanted me to write a story on it, and since then I have been thinking it over. I don't see what to do. The incident is as follows.

Two young fellows were working on a tea plantation in the hills and they had to fetch the mail from a good way off so that they only got it at rather long intervals. One of the young fellows, let us call him Adams, used to get a lot of letters by every mail, ten or twelve and sometimes more, but the other, Brown, never got one. He used to watch Adams enviously as he took his packet and started to read, he was eager to have a letter, just one letter, and one day, when they were expecting the mail, an idea came into his head. He said to Adams: "Look here, you always have a packet of letters and I never get any. I'll give you five pounds if you let me have one of yours." "I don't mind," said Adams. So Adams agreed to sell one of his letters, and when the mail came in he at once handed Brown his letters and told him he could take any letter he liked. Brown gave him a five-pound note, looked over the letters, chose one and returned the rest. In the evening Adams joined Brown for a whisky and soda. For some time they were silent. Then Adams, eager to find out about the letter, broke the silence, saying: "By the way, what was the letter about?" "I'm not going to tell you," said Brown. Adams was rather surprised and upset. He said: "Well, tell me at least, who it was from?" "That's my business," answered Brown. They had a bit of an argument, but Brown stood on his rights and refused to say anything about the letter that he had bought. Adams got angry, and as the weeks went by he did all he could to make Brown let him see the letter. Brown continued to refuse. At last Adams felt he could not stand it any longer and made up his mind to talk the matter over with Brown once again. One day he followed Brown into his office and said: "Look here, here's your five pounds, let me have my letter back again." "Never," said Brown. "I bought and paid for it, it's my letter and I mean to keep it."

That's all. I'm not a writer of the modern school and that is why, perhaps, I can't write it just as it is and leave it. It's against my principles. I want a story to have form, and I don't see how I can give it that if you are unable to give the story the right kind of end.

VOCABULARY

fetch *vt* приносить; пойти за, приводить fetch a book (chair, taxi, doctor, etc); fetch help (children, etc)

rather *adv* довольно, до некоторой степени The story is rather sad. It took

him rather long to read the book. I rather enjoyed the play.

envy *vt* завидовать **envy sb sth** He envied me my trip round the world. I don't envy you anything, **envy** *n* They say such things about him **out of** envy; **envious** *n* завистливый **Phr** be envious of sb/sth

mind *n* 1. ум, разум a great (strong, weak, etc) mind **Phr** come **to** one's mind (come to one's head) приходить на ум (в голову); **Phr** be **on** one's/sb's mind задумать что-н; не давать покоя (*о мысли*); 2. мнение, мысль We are all of the same mind. **Phr to** my (his, her, etc) mind по моему (его, ее и т.п.) мнению; с моей (его, ее, и т.п.) точки зрения **Phr** make **up** one's mind решить(ся); change one's mind передумать, изменить решение; **mind** *vt/vi* возражать, иметь что-н против (*обычно употребляется в вопросительных и отрицательных контекстах*) Do you mind if I open (my opening) the window? — I don't mind it at all. Would you mind opening the window? Откройте окно, пожалуйста. He doesn't mind the cold weather a bit. **Phr** Never mind! Не беспокойтесь! Неважно! **Phr** Mind your own business! Занимайся своим делом! Не лезь не в свое дело! **absent-minded** *a* рассеянный; **light-minded** *a* легкомысленный

(**dis**)agree *vi* (не) соглашаться; (не) договариваться He agreed to do it. I can't agree **with** you (your idea). He agreed **to** the arrangement. We agreed **about/(up)on** the price; (**dis**)agreement *n* (не)согласие; **agreement** *n* договор, соглашение **Phr** come **to** an agreement прийти к соглашению

sell *vt* (sold) продавать He sold his photo camera **for** a large sum of money. What does this shop sell?

hand *vt* давать, отдавать, передавать Hand the papers **to** the secretary, please. Hand (= pass) me the bread, please. **Phr** hand **in** sth подавать, сдавать, вручать He was to hand **in** his report by the end of the month.

choose *vt* (chose, chosen) выбирать choose a book (picture, place, seat; friend, etc); **choice** *n* a good (wide, poor etc) choice **Phr** make a choice (с)делать выбор

return *vi/vt* возвращать(ся) He promised to return soon. I'll return the book as soon as I've read it; **return** *n* **Phr** on one's return по возвращении

rest *n* остаток; остальные, другие the rest **of** the story (day, way, time, money, etc); the rest **of** the books (things; people, students, etc); The rest of the way was more difficult. The rest of the students have already come.

join *vt* 1. присоединяться (к) May I join you **in** the game (in the conversation; **on** the trip; **for** an excursion; etc); 2. вступать (в); стать членом (клуба, общества и т.п.) join a sports club (society, etc); join the army

break *vt/vi* (broke, broken) 1. (с)ломать, разбить break a window (pencil, cup, watch, car, etc); break one's arm (leg, nose, etc); 2. нарушать; расторгать; прерывать break one's promise (one's word, a rule, traffic regulations; an agreement, a contract, a marriage; the silence, the lesson, the journey, the work, etc)

surprise *vt* удивлять His answer surprised everybody; be surprised удивляться We were surprised to see him there. He was so surprised that he couldn't say a word. We were surprised **at** his unexpected arrival; **surprise** *n* удивление; сюрприз, неожиданность He looked at me **in** (**with**) surprise. It was a surprise to us all.

upset *vt* (upset) огорчать, расстраивать The news upset her; be upset

огорчаться, расстраиваться We were upset **by** the bad news. He was upset **over (about)** the mistake.

argue *vi* 1. спорить, обсуждать They can argue for hours; 2. утверждать, доказывать Copernicus argued that the Earth moves round the Sun; **argument** *n* 1. спор, дискуссия; 2. довод, доказательство, аргумент

right *n* право You have no right to speak to me like that. **Phr** have the right to work (rest and leisure, etc) иметь право на труд (отдых и т.п.)

refuse *vt/vi* отказываться(ся) They refused our help. Они отказались от нашей помощи. He refused to join us. We asked him to go with us but he refused; **refusal** *n*

stand *vt* (stood) (*употребляется в вопросительном и отрицательном контекстах*) выносить, выдерживать; переносить I can't stand the cold.

follow *vt* 1. следовать, идти (за) What season follows winter? — Spring (does). He felt that somebody was following him. He followed his elder brother **in** everything. **Phr** follow sb's example (advice) (no)следовать чьему-н примеру (совету); **Phr** as follows следующее The letter read as follows. В письме было следующее; **Phr** follow the policy of peace (cooperation, etc) следовать политике мира (сотрудничества); 2. следить (за газетой, ситуацией, чьими-н словами, мыслями, речью) He spoke very fast and it was difficult to follow him; follow the newspapers (situation, etc) Do you follow me? **following** *adj* следующий, последующий the following day (week, month, etc); the following следующее He said the following.

mean *vt* (meant) 1. значить, иметь значение, означать What does this word mean? What does his silence mean? Your help means a lot to us; 2. думать, намереваться; иметь в виду I never meant to upset you. He didn't mean anybody when he said it. **Phr** mean well иметь самые добрые намерения; **meaning** *n*

keep *vt* (kept) 1. держать, хранить; оставлять (себе) Where do you keep your books (clothes, money, food, etc)? Can you keep all these facts in your head? May I keep your book for two days more? **Phr** keep a secret (со)хранить тайну; keep a tradition хранить (поддерживать) традицию, и т.д.; 2. оставлять, удерживать, задерживать I hope he won't keep us too long. **Phr** keep sb waiting заставлять кого-л ждать (себя) He didn't keep us waiting long; *vt/vi* 3. держать(ся), сохранять(ся), оставаться (в определенном положении, состоянии) keep quiet (silent, busy, warm, etc); I hope this fine weather keeps a little longer. The work kept him very busy. **Phr** Keep **to** the right (left)!. Держитесь правой (левой) стороны!

WORD COMBINATIONS

think sth over обдумывать что-н

look over sth оглядеть (осмотреть) что-н

at least по крайней мере

stand on one's rights настаивать на своих правах

at last наконец

talk sth over обговорить что-н

Look here! Послушай!

that is why ПОЭТОМУ
as it is КАК ЕСТЬ

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. Where did the incident happen? 2. How often did the two young men get the mail? 3. Which of them used to get a lot of letters by every mail? 4. Why was Brown so eager to get a letter? 5. What idea did Brown have one day when they were expecting the mail? 6. How did Adams like Brown's idea? 7. What agreement did they come to? 8. Why was Adams rather surprised when Brown refused to tell him a single word about the letter that he had bought? 9. Why did the refusal upset Adams? 10. How long did it take Adams to make up his mind that he needed the letter more than the money? 11. Why did Brown refuse to return the letter to Adams? 12. What did Maugham mean when he said that he was not a story writer of the modern school? 13. Why was Maugham unable to write a story on the incident?

Ex 2 Look through the text once again, and:

1. See if you can tell in what part of the world the incident took place. 2. Say how old were Adams and Brown, and what sort of work they did. 3. Explain why Maugham did not give the real names of the two men. 4. Say what conclusions can be made about (a) Adams's character, (b) Brown's character. 5. See if you can explain why Adams used to get a lot of letters, while Brown never got one. 6. Say which episode, in your opinion, may serve as an illustration to the proverb "Actions speak louder than words". 7. Say what, in Maugham's opinion, is the most essential characteristic of a story.

Ex 3 Find in the text the English for the following phrases, and use them in retelling and discussing the text.

двое молодых парней; работать на чайной плантации; в горах; привозить почту издалека; получать почту; через довольно длительные промежутки времени; получать много писем с каждой почтой; с завистью наблюдать; перебрать письма и выбрать одно из них; расстроиться; это мое дело; немного поспорить; не отступать от своих прав; рассердиться; приложить все усилия; еще раз поговорить по этому вопросу; намереваться оставить письмо у себя; противоречить принципам.

KEY STRUCTURES AND WORD STUDY

Ex 4 Give the four forms of the following verbs.

say, pay, write, think, buy, let, take, read, argue, agree, give, sell, tell, take, choose, find, feel, break, upset, keep, mean.

Ex 5 Make up five groups of three words associated in meaning or area of usage.

| | | | | |
|----------|---------------|-----------|-----------|----------|
| incident | packet | silence | idea | belief |
| form | quiet | opinion | stillness | parcel |
| package | configuration | happening | shape | accident |

Ex 6 Fill in the blanks with 'surprised' or 'surprising'.

1. When we came in she gave us a — look. She didn't expect us back so early. 2. The story had a most — end. 3. If his assistant was — at the question, he never showed it. 4. It is — how quickly he learns things. 5. To tell you the truth, we were a bit — to hear him say that he could do without any help. 6. There's really nothing — about the incident; it's what everybody expected to happen.

Ex 7 Recast the following sentences, using verbs instead of nouns. Make all necessary changes.

1. Did you hear her say anything about the time of her **return**? 2. When I asked him for help I never expected to hear a **refusal**. 3. We had a **feeling** that something unexpected might happen. 4. You gave me a **surprise** when you said that you had never heard the name of this writer before. 5. They quickly came to an **agreement** on all the questions. 6. He got "excellent" for his first exam; that was a good **start**. 7. I am afraid I don't exactly understand your **meaning**. 8. If he's made a **promise**, you can be sure he will keep it. 9. After his **explanation** the grammar rule became quite clear to me. 10. Have you taken any **decision** yet? 11. I can't give you a very good **description** of the place as I have been there only once. 12. I don't like your **choice**, the colour is too bright.

Ex 8 Complete the following, using words and phrases opposite in meaning.

1. "He **never did anything** to help." "That's where you are wrong, he — ." 2. "Can he **keep a promise**?" "I've never known him — one." 3. You may be sure that he is **telling you the truth**, he has never — in his life. 4. I've **found** the umbrella which I thought I — . It was behind the door all the time. 5. I am eager **to buy** at least one of his pictures, if he agrees — of course.

Ex 9 Translate the following into English, using a suitable phrasal verb.

think over, talk over, look over

1. Они мне ответили, что не смогут принять никакого решения, пока все не **взвесят (обдумают)**. 2. А что, если **обговорить** наш план с деканом и послушать, что он скажет. 3. Вопрос достаточно серьезный. Надо **подумать**. 4. Ей не нужно было **смотреть** те письма, которые лежали на столе. Того письма, которого она ждала, там не было. 5. Вопрос его несколько удивил. Он **окинул взглядом** незнакомца, прежде чем ответить. 6. Он **осмотрел** машину. Все было в порядке, можно было трогаться в путь.

Ex 10 Compare the meaning of the words in bold type with words of the same root in Russian. Translate the sentences.

1. What is his **main argument** against the arrangement? 2. The sportsman is in good **form** today. 3. How did the **incident** happen? 4. We all agreed that it was a matter of **principle**. 5. This medicine is to be taken four times a day at **regular intervals**. 6. This news was a great **surprise** to them all. 7. I have no **idea** what he meant by his words.

Ex 11 Translate the following sentences using 'leave', 'keep', 'stay' according to the sense.

1. Он **оставил** вещи на вокзале и пошел за такси. 2. Почему вы не хотите **остаться** у нас еще на несколько дней? 3. Мне нужны только два журнала. Остальные вы можете **оставить** себе. 4. Так как он был серьезно болен, ему пришлось **оставить** институт на некоторое время. 5. **Оставьте** эти письма у секретаря. Он передаст их директору, как только тот вернется. 6. Он не мог больше **оставаться** в Ялте, так как не выносит июльской жары. 7. **Оставьте** свои шутки. Сейчас не время шутить. 8. Он никогда **не оставит** товарища в опасности. 9. Не возражаете, если я **оставлю** себе вашу фотографию? 10. **Оставьте** ее в покое. Займитесь своим делом. 11. **Оставайтесь** на местах. Ничего опасного не произошло. 12. **Оставь** все как есть, без изменений.

Ex 12 Paraphrase the following according to the model.

Model: He broke the silence **and asked** what the letter was about.
He broke the silence **asking**...

1. He left the town and promised to come back soon. 2. The man and the woman sat at the table. They were looking into each other's eyes. 3. The child ran into the room. He was pulling a toy horse behind him. 4. The man sat by the fire. He was thinking the matter over. 5. She didn't agree to the arrangement but refused to explain why. 6. The members of the committee stood up and followed the president into the conference room. 7. When he was a boy he used to sit on the bank and watch the boats move slowly down the river. 8. The runners stood in line and waited for the

start signal.

Ex 13 *Study the following phrases and (a) recall the sentences in which they are used in the text, (b) use them in sentences of your own.*

think/look **over** sth; talk sth **over** with sb; work **on** a plantation (a farm); a good (long, short) way **off**; **by** mail; come **into** one's head; **at** once; find **out about** sth; **by** the way; **at** least; a letter **from** sb; a bit **of** an argument (news); (months, weeks, days, etc) go **by**; **at** last; make **up** one's mind; pay **for** sth; **against** one's principles (plans, etc).

Ex 14 *Fill in the blanks with prepositions or adverbs.*

(A) 1. I always find it difficult to make myself agree — something that is — my principles. 2. If he has made — his mind, you can be sure he will have things his own way. 3. They noticed — once — some surprise that the move — East London — West London was more than just a change — address. It was like moving — another world. 4. There is nothing the matter — me today, nothing — all, I've a bit — a headache, that's all. 5. She had meant to talk things — — him, but as time went — she felt less sure she could do it. 6. The farm is a long way — and he has promised to take me there — his car one — these days. 7. What I found — — him was the biggest surprise I'd ever had — my whole life. 8. I am not quite sure whether you are — or — our plan. 9. Here you are — last! We've lost all hope of seeing you. 10. I wonder what has suddenly come — your head to make you change your mind like that. 11. It was difficult to say what was — his mind and what he would do next. 12. You must choose — a trip — the South and a sea cruise, you can't have both. 13. Why are you so upset — his refusal to come — the party? 14. — my mind that's not the main idea — the book. 15. I never meant to join them — their argument until I felt it was becoming too heated. 16. You will be surprised — the great progress he has made lately! 17. You, as head — the expedition, must always keep your head even if the rest — the men are losing theirs. 18. I never heard him say a single word — the arrangement. He likes it, I suppose.

(B) "— the way, Arthur", Mrs Shelby asked her husband, "who was that fellow we had — dinner today and what is his business — our house?"

"It's Haley. I am selling some — my people — him. He wanted to have Uncle Tom and Harry, Eliza's little boy. I had a bit — an argument — him but I must let him have anyone he likes."

Eliza heard what Mr Shelby told his wife. She took her son, a few clothes, and left the house — her little son.

When Mr Shelby asked to fetch Eliza the next morning, they couldn't find her anywhere. — that time she was already — her way — Ohio. Her son was sleeping — her arms waking — from time to time and asking his mother where they were going.

— the afternoon Eliza walked — a small boat house — the river.

"Isn't there a boat that takes people over — Ohio?" she asked. "I'll give you a dollar if you let me have a boat."

"You can't cross the river — this weather. The ice is breaking. Why are you so eager to get — ?"

Eliza refused to say anything. She looked — — the window and saw Haley coming — the steps. She caught up her child, left the boat house — the back door and ran — the river. — a moment she was — the ice. She saw nothing, felt nothing but continued running until she saw the Ohio side and a man helping her up the bank.

(After "Uncle Tom's Cabin" by H. B. Stowe)

Ex 15 *Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.*

mean (3), meaning, keep *v* (2), refuse (2), refusal, fetch, agree (2), against, argument, hand *v*, return *v* (2), break *v* (2), join, mind *u*, choose, follow, upset, surprised, eager

1. If you want your money to be safe, — it in the bank. 2. He wasn't at all sure that he really — what he said. 3. His — to talk the matter over was a bit of a surprise to us all. 4. She was awfully — to hear that there were no letters in the mail for her. 5. Her son would be — any minute now. She must start getting the dinner ready. 6. He just — to discuss the matter with me and that was the end of it. 7. The mother was rather — to hear her son — so readily to do the job. She wondered what it could — . 8. We were all most — to finish the job by the end of the week. True enough, it would — longer hours, but we didn't — . 9. Can anybody tell me why she — to — us on the trip? 10. The man took one look at the picture and — it back to the woman. 11. Is the boy big enough to fully understand the true — of what he has done? 12. Could you — me a glass of water? 13. Why does he always have to start an — ? Can't we arrange matters in a quiet way? 14. I had nothing definite — the man. Perhaps, it was just a feeling that I had somewhere deep inside me. 15. "I don't believe they know enough to be able to — the right kind of book for a report. What they need is advice." "I fully — with you. But will they — it?" 16. Running down the steps she fell and — her leg. 17. She promised to — my mail for me until I — from my holiday. 18. Weekly trips to the neighbouring town to a dance or film helped to — the monotony of their life in camp.

Ex 16 *Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell the passage.*

Mabel (согласилась) to marry George when he was home on a holiday. He (вернулся) to Burma and she was to (присоединиться к нему) in six months. George (не имел ничего против того, чтобы подождать). But one difficulty (следовала за) another; (так что) in the end it was seven years before she was able to start. (Ему очень хотелось) to see Mabel. He (сделал все необходимые

приготовления) for the marriage as they were to marry (в день ее приезда) and went down to Rangoon to (привезти) her.

Then, (вдруг) he (передумал). He hadn't seen Mabel for seven years. He had forgotten (как она выглядит). She was a (чужой человек). He (почувствовал) he couldn't do it. He must tell Mabel that he was sorry, but he (действительно) couldn't (сдержать свое обещание) to marry her. But how could a man (отказать) a girl after she had travelled six thousand miles to marry him? An idea (пришла ему в голову). He would write her a letter and she would understand (остальное). (Без) any luggage, (лишь) in the clothes he was in, he took the first boat for Singapore.

The letter Mabel got was (следующего содержания): DEAREST MABEL, I AM AWAY ON BUSINESS AND DON'T KNOW WHEN I SHALL BE BACK. (Советую вернуться) TO ENGLAND. YOUR LOVING GEORGE.

But when he (прибыл в) Singapore they (тотчас) (вручили) him a telegram: QUITE UNDERSTAND. LOVE, MABEL. George (был немало удивлен и раздосадован). He understood that she (следует за) him. (Значит, дело обстояло следующим образом): she had promised to marry him and (намеревалась осуществить это). He had to think (быстро). There was not a moment (терять). No, no, he was not so easy (поймать). He (решил) (выбрать) a place (далеко от) where he was now. (По крайней мере) he would be safe there.

He went to Cheng-tu. After a long and difficult journey he could rest (наконец). He (наслаждался) his stay. He believed that he (был вне опасности). The weeks (проходили) one after the other.

One day the heavy doors of the Consulate opened and Mabel came in. George went pale. He looked this way and that. She went up to him.

"You (ничуть не изменился)," she said. Then she (повернулась к) the Consul.

"Are you the Consul?"

"Yes."

"That's all right. I'm ready to marry him as soon as I've had a bath." And she did.

(After "Mabel" by W. Somerset Maugham)

Ex 17 Speak on the following topics. Use the words and phrases given below.

1. Life on the Tea Plantation

two young fellows; work on a tea plantation; grow tea; be situated; high up in the hills; have a dull (unexciting) life; be eager to get letters; enjoy getting letters; break the monotony of one's life; get the mail **at** rather long intervals; have to fetch the mail from a good way off.

2. The Two Young Fellows

Adams: get a lot of letters by every mail; be pleased; have a lot of friends (relatives, business contacts); look for a new job; enjoy writing letters; feel sorry for sb.

Brown: be eager to get just one letter; watch sb enviously; wait (hope) for a

letter; need sth badly; feel unhappy; almost lose all hope.

3. Brown Gets an Idea

make up one's mind to do sth; suddenly; come into one's head (*of an idea*); think of a way to get a letter; be ready to pay for sth; take a decision; talk the matter over with sb; come to an agreement (arrangement) with sb.

4. Adams Agrees to Sell a Letter

like sb's idea; be pleased with the arrangement; have no principles; look for easy ways to make money; be ready to sell anything for money; not think of what may happen; come in (*of the mail*); keep one's promise; at once; hand the packet of letters to sb; let sb choose a letter from the packet; get back the rest of the letters; feel happy about sth.

5. Brown Chooses His Letter

pay the money; look over the letters; in silence; choose a letter; be all the same to sb; return all the letters except one; pass into sb's hands (*of the letter*); look through sth; without saying a single word; learn a surprising bit of news; keep quiet about sth.

6. Adams Wants His Letter Back

think sth over; change one's mind about sth; be eager to find out about sth; an important letter; an important piece of news; want sth back very badly; make an awful mistake; join sb; break the silence with a question; be sure that ...; not expect sth to happen; be rather surprised and upset; get excited; do one's best to make sb understand sth; have a bit of an argument; be unable to do sth; get angry with sb; be unable to stand sth any longer; be ready to return the money; follow sb into his office; hope to buy the letter back; lose hope; be a good lesson to sb.

7. Brown Refuses to Return the Letter

a hard man; have one's own ideas about business; one's business principles; as follows; be against one's principles; a business agreement-believer have full rights to sth; stand on one's rights; argue with sb about sth; mean that ...; expect sb to keep his promise; be unable to understand sth; refuse to discuss the matter any further; keep the letter.

Ex 18 Test translation.

1. Вы не сможете перевести эту статью без словаря. Принесите, пожалуйста, из читального зала несколько словарей для всей группы. 2. Вы

должны немедленно пойти за врачом. Ей стало хуже. 3. — Вы можете изложить (дать) основную идею книги в нескольких словах? — Это довольно трудно, но я попробую. 4. — Вы не возражаете, если я верну вам остальные деньги через неделю? — Хорошо. 5. Им очень понравилась наша идея отправиться по Волге. Они сразу же решили присоединиться к нам. 6. Я не могу согласиться с ним. По-моему, он неправ. 7. Он всегда полон идей, и я должен сказать, что некоторые из них действительно интересны. 8. Послушай, ты не знаешь, в каком магазине продаются географические карты? 9. Разрешите мне сдать работу на следующей неделе. Мне надо просмотреть ее еще раз. 10. Помогите мне, пожалуйста, выбрать галстук. Для меня это всегда проблема. 11. В московском «Доме Книги» всегда большой выбор книг по различным вопросам. 12. Не будем спорить об этом сейчас. Мы вернемся к этому вопросу как только закончим книгу. 13. Я очень сожалею, что не сдержал своего обещания. 14. Почему вы молчали? Ведь вы же хотели выступить. 15. Я не понимаю, что означает его молчание. 16. Мы были очень удивлены его неожиданным отъездом. 17. Я сразу же заметил, что женщина чем-то расстроена. 18. Они поспорили, по крайней мере, два часа, но так и не пришли к соглашению. 19. Кстати, почему вы отказались от нашей помощи? Вам самим будет трудно закончить работу к концу месяца. 20. Проходили недели одна за другой, а писем от него все не было. 21. Ничего не меняйте в своем докладе. Оставьте всё как есть. 22. Наконец все было готово, и можно было отправляться в путь. 23. Почему вы не последовали примеру своих товарищей и не записались в спортклуб? Вам это нужно больше, чем кому-либо другому. 24. Наш план очень прост. Он заключается в следующем. 25. После его выступления последовали вопросы. 26. За телеграммой последовало письмо. 27. Я не ожидал, что мое известие так расстроит ее. 28. Не сердитесь на него. У него были самые хорошие намерения. 29. Ей не терпелось рассказать им последние новости. 30. — Вы не будете возражать, если я оставлю у вас свои вещи до возвращения? — Нисколько. 31. — Что означает слово *get*? — Оно имеет несколько значений. 32. Я не могу поверить, что наше решение для него ничего не значит. 33. — Как случилось, что он сломал себе ногу? — Понятия не имею. 34. Ты заметил, как он прошел мимо и не поздоровался? Интересно, что это может значить? 35. Я устал и был не в состоянии спорить с ним. 36. Не ходите за такси, у нас достаточно времени, и мы можем поехать на метро. Поезд отправляется лишь через час.

GRAMMAR

Model Verbs and Their Equivalents Must, Can and May

Ex 19 Study the following chart.

| Modal verb | Meaning | Examples |
|--|--|---|
| must must not (= mustn't) | <i>duty, obligation</i> <i>necessity</i> <i>order</i> <i>prohibition</i> | We must study hard. I must buy some bread. You must go there at once. You mustn't smoke here. |
| can cannot (= can't) could could not (= couldn't) | <i>ability</i> <i>capability</i> <i>permission</i> <i>prohibition</i> | I can run very fast. He could walk miles and miles when he was young. We can speak English. Can I have a cup of coffee? You can come at any time. You can't cross the street here. |
| may may not (= mayn't) might might not (= mightn't) | <i>permission</i> <i>request</i> <i>prohibition (very sharp)</i> | You may speak to him now. May I smoke here? You may not take books away from the reading-hall. He said (that) I might come to see you any time before lunch. |

Ex 20 Practise answers to the following questions according to the model.

Model 1: Must I go there by an early train? (*take the 10:30*)

1. (a) Yes, you must. (b) I am afraid, you must.
2. No, you needn't. You may take the 10:30.

1. Must I make up my mind today? (*give the answer tomorrow*). 2. Must he explain to them how to use this machine? (*read the instructions*). 3. Must I take your advice? (*do as you please*). 4. Must they stay after classes? (*go home*). 5. Must I take all my things now? (*leave behind what you don't need*). 6. Must she pay all the money now? (*pay only part of the sum*). 7. Must I let them know at once? (*tomorrow*). 8. Must I go to him to discuss the arrangements? (*phone*).

Model 2*: May I wait for him here?

1. (a) Yes, you may. (b) All right, of course, you may (can).
2. (a) No, you can't. (b) I am afraid you can't.

1. May I smoke here? 2. May he take his examination in English before the 1st of June? 3. May we try another method? 4. May we take the delegation about the

* Note, that in modern English "may" and "can" are often interchangeable. "Can I wait for him here?" is also correct.

town now? 5. May I cross the street here? 6. May I take this seat? 7. May we call on you a bit later? 8. May I join you?

Model 3: Peter can speak English and what about you?

(a) I can speak English too.

(b) I can't. I can't speak English (at all).

1. He can run very fast, and what about you? 2. They can translate political articles without a dictionary, and what about you? 3. I can shoot very well, and what about you? 4. She can read very fast, and what about them? 5. I can work anywhere, and what about you? 6. I can come very early, and what about them?

Ex 21 Fill in the blanks with 'can' ('could'), 'must', 'may' ('might'). Make use of the suggestions in brackets.

1. — I get a job at your office? (possibility). 2. — I think the question over? (request). 3. You — not argue with her. (prohibition). 4. I — not make him agree to our plan. (inability). 5. He — tell you about the new director. He knows him well enough, (ability). 6. We — help each other, (obligation). 7. I asked the hotel service if I — have a cup of coffee in my room. (possibility). 8. You — use my scooter whenever you like. I don't need it now. (permission). 9. I — sell my bicycle, I need money badly, (necessity). 10. Passengers — not walk across the railway line. (prohibition). 11. All the students — study hard. (duty). 12. She asked if she — call on you a bit later, (request).

Ex 22 Translate the following sentences.

1. Все студенты должны сдать курсовые работы до 1-го апреля. 2. Я не могу ей верить. Она слишком часто говорит неправду. 3. Вы не должны здесь курить. Здесь дети. 4. Он может читать любую литературу на английском языке. 5. — Можно нам присоединиться к вам в этой поездке? — (i) Конечно. (ii) Боюсь, что это невозможно. 6. Вы можете пользоваться моей библиотекой. 7. — Он должен послать ей телеграмму сегодня? — (i) Да. (ii) Нет. Он может послать ее завтра. 8. Мы все обговорили и теперь можем идти. 9. Я не могу обойтись без их совета. 10. Вы должны сдавать письменные работы вовремя.

Have to*

Ex 23 Study the following chart.

| | | |
|--|--------|------------------|
| | He has | to get up early. |
|--|--------|------------------|

* In colloquial speech "have got to" is used for "have to", eg "At what time have you got to be there?" "I've got to be there by ten o'clock."

| | | |
|-----------------------------|-------------------|---------------------------------|
| <i>necessity</i> | Do you often have | to go to town? |
| <i>duty</i> | You don't have | to come on Sundays |
| <i>obligation</i> | I shall have | to go to the doctor |
| <i>absence of necessity</i> | He had | to wait for you nearly an hour. |
| | Did she have | to help her younger, brother? |

Ex 24 Ask questions indicated in the brackets.

1. He has to watch his diet. (*why*) 2. After the operation he had to stay in hospital for a long time. (*how long*) 3. You will have to show him the way to the station. (*whom*) 4. We had to change trains in Kiev. (*where*) 5. They do not have to pay for the books at school. (*why*) 6. All traffic has to make way for a fire brigade. (*for whom*) 7. She has to drink this medicine without sugar. (*how*) 8. We didn't have to take food with us, there was a good restaurant there. (*why*)

Ex 25 Use 'not have to' for 'needn't'. Translate the sentences into Russian.

1. You needn't follow me in everything. 2. He needn't argue about it. The question is clear. 3. She needn't agree with everything he says. 4. I needn't hand in my report this week. 5. They needn't return home so early. 6. We needn't hand in our compositions today.

Ex 26 Practise the following according to the models.

Model 1: She used to help him a lot with his English.
Now she **doesn't have to**. He knows the language quite well.

1. I used to lose a lot of time to get to the office. — 2. When he was a student he used to work mostly in the library. — 3. She used to argue a lot on the subject. — 4. He used to copy a lot of documents by hand. — 5. When she came to live in this country she used to ask a lot of questions. —

Model 2: Now I must think of such things but last year I **didn't have to**.

1. With this new job I must keep a lot of things in my mind, but a few months ago — . 2. Now we must get up very early but during our vacation — . 3. Now she must take a bus to get to the Institute but when she lived in the centre — . 4. Now he must help his parents but a few years ago — . 5. Now I must go to my dentist rather often but when I was your age — .

Model 3: "Do you want to speak at the meeting?"
"I'll have to".

1. Is she going to explain why she has been absent a whole week? 2. Will he agree to the operation? 3. Are they going to return by the 1st of September? 4. Will she answer the telegram? 5. Are you going to follow his advice? 6. Are you going to wait for the next train?

Ex 27 *Translate the following sentences on the pattern: 'All you have to do is (to) phone her':*

1. Единственное, что вам нужно сделать, это принять решение. 2. Единственное, что ему надо было сделать, это последовать нашему совету. 3. Все, что ему приходилось делать, это доставлять почту из города. 4. Единственное, что вам придется сделать, это вручить письмо секретарю. 5. Единственное, что вам придется сделать, это написать адрес.

Ex 28 *Complete the following sentences with 'have to' or 'must' according to the sense.*

1. You (*be*) kind to the child. 2. "Have you got *The Moon and Sixpence* by S. Maugham?" "Yes, but it's not mine. I (*give*) it back next week." 3. He (*not forget*) that his younger brother follows him in everything. 4. She has just returned from hospital, she (*stay*) in bed another week. 5. He (*not go*) far to fetch her. She was always in the garden working. 6. He felt that he (*speak*) to her. 7. He said that if you wanted to see him, you (*come*) to him yourself. 8. I (*come*) myself to talk matters over? 9. You (*come*) at once, I need your advice. 10. We could work no longer. We (*have*) a rest.

Ex 29 *Translate the following sentences using 'have to' or 'must' according to the sense.*

1. Нам нужно было возвращаться в тот же день. 2. Ей придется последовать совету врача и переменить климат. 3. Ему не пришлось выбирать. Он пришел слишком поздно. 4. Мы не должны забывать этого. 5. Вам придется согласиться с нашим решением, нравится оно вам или нет. 6. Ему пришлось прекратить спорить с ним. 7. Единственное, что тебе надо сделать, это дать знать о дне твоего приезда. 8. Вы всегда должны помнить об этом. 9. Единственное, что вам нужно сделать, это отказаться от их помощи. 10. Вам нужно все хорошо продумать, прежде чем согласиться на поездку. 11. Вы можете не спешить. Поезд опаздывает.

Be Able*

* "Be able" or "manage" is used sometimes in place of "could" to show that the effect was achieved: *eg* "He felt better in the morning, he was able (managed) to finish the work in time."

Ex 30 Complete the following sentences according to the model.

Model: If she helps us, we (*finish the work much earlier*).
If she helps us, we shall be able to finish the work much earlier.

1. If you refuse to follow my instructions (*not do this in the right way*). 2. If he chooses the right book, (*make a good report*). 3. If they continue to argue, (*not discuss all the questions*). 4. If she gets well by the end of the week, (*join us for the excursion to Pskov*). 5. If you phone for a taxi, I (*leave later*). 6. If she follows the doctor's advice now, (*skate again very soon*). 7. If he finishes his term paper on Friday, he (*hand it in on Monday*).

Ex 31 Practise the following according to the model.

Model: "Can you speak English?" (*by the end of the year*).
"Not yet, but I'll be able to by the end of the year."

1. Can you hand in your term paper? (*by the 15th of March*). 2. Can they translate articles from the newspaper? (*In the third course*). 3. Can you look through my composition now? (*in the evening*). 4. Can she skate (ski, play tennis, chess) well? (*with time*). 5. Can we join your sports club now? (*in January*). 6. Can you follow the speaker? (*when I have a little more practice in spoken English*).

Ex 32 Translate the following sentences, using 'can' ('could'), 'be able'.

1. Я смогу вернуть вам ваш доклад после того, как я просмотрю его. 2. Остальная часть группы сможет пойти в музей в субботу. 3. Он как раз тот человек, который может объяснить вам, что вам нужно делать. 4. Он не мог понять, почему все были так удивлены и расстроены, когда он отказался от этой работы. 5. Мы сумели закончить работу, хотя у нас было очень мало времени. 6. Где можно достать этот словарь? 7. Он сказал, что не сможет дать ответ, пока не обдумает все как следует. 8. Они не сразу поняли, почему мы не сумели выехать вовремя. 9. Мы сделаем все возможное, чтобы выполнить обещание. 10. Вы можете поверить мне, я вас не обманываю.

Be to

Ex 33 Study the following chart.

| | |
|---------------------------|---|
| <i>plan agreement</i> | The delegates to the conference are to arrive tomorrow. We were to meet at the metro station. He was to join us later on. |
|---------------------------|---|

| | |
|---------------------------------|--------------------------|
| <i>prohibition (very sharp)</i> | You are not to go there. |
|---------------------------------|--------------------------|

Ex 34 Complete the following situations, using 'be to'.

Model: I can't go to the cinema with you. (*be at the hospital at five*).
I am to be at the hospital at five.

1. He won't be present at the meeting tomorrow. (*take his examination in English*). 2. I had to leave for Leningrad quite unexpectedly, my mother was very ill. (*my assistant, continue my work*). 3. You needn't start writing the article at once. (*but, hand it in next Friday*). 4. We'll have to get up early. (*leave at 6:30*). 5. We were expecting him in Kiev. (*join us, on our trip*). 6. We didn't want to start the discussion of the book without him. (*say a few words about the author*). 7. They went there by different roads. (*but, meet at the lake, on the same day*). 8. Don't let the child watch this film on TV (*children, not see such films*).

Ex 35 Translate the following sentences.

1. Мы поехали туда поездом и должны были вернуться самолетом. 2. Она уезжает. Она будет писать мне два раза в месяц. 3. Он должен быть у врача в понедельник. Я не знаю, что он сказал ему. 4. Вы останетесь здесь еще на три дня, а потом я присоединюсь к вам и мы вернемся вместе на машине. 5. Вам нельзя разговаривать после операции. 6. Мы договорились встретиться на углу улицы под часами. 7. Мы должны были ждать ее у входа в метро. 8. Мы договорились помочь ей, но она отказалась от нашей помощи. 9. Она должна зайти после четырех.

Mixed Bag

Ex 36 Fill in the blanks with modal verbs or their equivalents according to the sense.

1. I — not hear very well. Speak louder, please. 2. You — not speak so loudly. I can hear you very well as it is. 3. "— I leave a bit earlier today?" "No, you — ." 4. He told her that she — come and go as she liked. 5. She said she — explain everything later on. 6. I don't know what plan she has in mind but I — know it. 7. You — let the woman pass first when entering the room. 8. He — not agree, nobody was making him. 9. They — argue for a long time before they came to an agreement. 10. You — speak louder if you want them to hear you.

Ex 37 Use Reported Speech.

1. He asked her: "May I have your telephone number?" 2. She said: "I can't choose. I must take it as it is." 3. She said to him: "As you grow older you'll be able to understand me." 4. The instructor said: "She may continue the work she has begun." 5. They asked him: "Where can we find you if we need you?" 6. Mother said: "I have to repeat the same thing to you several times before you understand what I want from you." 7. The father said to the child: "What are you doing here so late? You must be in bed." 8. He said: "I had to make money at a very early age." 9. "I can't hand the letter just to anybody. I must hand it personally to her," he said. 10. "I can't let you have my bicycle at once, but I'll be able to in a week," she said to him. 11. She said: "Can I use your telephone?"

Ex 38 Translate the following sentences, using modal verbs or their equivalents.

1. Современный человек должен много читать и быть образованным, чтобы понимать поступательное развитие нашего общества. 2. В наше время мы не можем обходиться без электричества. 3. Если вы не изучите инструкцию, вы можете сломать машину. 4. Мы должны иметь лекции по истории два раза в неделю, по понедельникам и пятницам. 5. Он был не прав. Ему пришлось согласиться с нами, хотя он был очень недоволен. 6. Нет необходимости повторять мне одно и то же. Я просто не могу сделать то, что вы хотите. 7. Мне приходится выезжать самым ранним поездом, иначе я опаздываю на первый урок. 8. Давайте не будем спорить об этом сейчас. Мы должны сначала решить первый вопрос. 9. Она поняла, что ей придется переговорить с ним об этом деле. 10. Поскольку вы здесь, можно мне задать вам несколько вопросов? 11. Он должен был передать деньги секретарю, но я не уверен, что он сумел это сделать. 12. В такую солнечную погоду она не может обходиться без темных очков. 13. Вы можете не есть суп, но второе вы должны попробовать. 14. Вы не сможете обсуждать эту книгу, пока не прочтете ее до конца. 15. Вы можете помочь мне с моими вещами? 16. Здесь курить нельзя. Это небезопасно. 17. Неужели ты не видишь, что ей нужно работать?! 18. Как вы можете заставлять его делать то, что против его принципов?

Ex 39 Open the brackets, using the correct tense form. Retell the passage.

Mr Kelada was everywhere and always. He (*be*) certainly the best-hated man on the ship. We (*call*) him Mr Know-All to his face and he (*take*) it as a compliment. He (*know*) everything better than anybody else and it never (*come*) into his head that he (*can*) be mistaken.

There (*be*) four of us at table. A man (*call*) Ramsay, who (*be*) as dogmatic as Mr Kelada, his wife, and myself. Ramsay (*be*) in the American Consular Service and now he (*be*) on his way back to Japan after he (*fetch*) his wife from New York where she (*spend*) a year at home. Mrs Ramsay (*be*) a very pretty little thing with pleasant manners who (*know*) how to wear her clothes. She (*be dressed*) very simply because the Consular Service (*be*) ill-paid.

On that evening, while we (*sit*) all at dinner, we (*start*) speaking about pearls. There (*be*) in the papers lately a good deal of talk about the culture pearls which the Japanese (*make*). Mr Kelada (*fell*) us all that was to be known about pearls. Mr Ramsay (*know*) nothing about them at all, I (*believe*), but he (*start*) a heated argument with Mr Kelada. At last something that Mr Ramsay (*say*) made Mr Kelada so angry that he (*cry out*):

"I (*know*) what I (*talk*) about. I (*go*) to Japan just to look into this Japanese pearl business. I (*be*) in the trade."

That (*be*) news for us, because Mr Kelada never (*tell*) anyone what his business (*be*). He (*look*) round the table triumphantly.

"You take my word for it," he (*continue*), "that chain Mrs Ramsay (*wear*) never (*be worth*) a cent less than it is now. I (*notice*) it at once. If you (*buy*) it on Fifth Avenue I (*be*) sure it (*be*) worth anything up to thirty thousand."

Mr Ramsay (*smile*): "You (*be surprised*) to hear that my wife (*buy*) this chain at a department store the day before we (*leave*) New York, for eighteen dollars."

"Let me (*look*) at the chain," Mr Kelada (*ask*), "and if it (*be*) imitation, I (*tell*) you quickly enough."

"Take it off, dear," (*say*) Mr Ramsay. "Let Mr Kelada (*look*) at it as much as he (*want*)."

I (*have*) a sudden feeling that something unpleasant (*be going*) to happen. Mrs Ramsay (*take*) the chain off and Mr Ramsay (*hand*) it to Mr Kelada. Mr Kelada (*take*) a magnifying glass* from his pocket and (*examine*) the chain. There (*be*) a smile of triumph on his face. He (*hand*) back the chain. He (*be going*) to speak when he suddenly (*catch*) the look of terror in Mrs Ramsay's eyes; her face (*turn*) quite white. I (*wonder*) why her husband (*not notice*) anything.

Mr Kelada (*stop*) with his mouth open. "I (*make*) a mistake," he (*say*). "It (*be*) a very good imitation."

(After "Mr Know-All" by W. S. Maugham)

Ex 40 Rewrite (or retell) in narrative form.

BLACKMAIL

The great liner stopped some way from the port. The captain said to the passengers: "You can visit the port if you want to, but you must be back on board at 5:30 as the ship is to sail off at 6 o'clock."

The ship was far too big to dock in the port and all day the local boatmen had to take the passengers to and from the liner.

At about 5 o'clock Miss Merryweather made up her mind to return to the liner.

"Will you take me over to the liner?" she asked a boatman.

"I shall, for 5 dollars."

"Isn't it a bit too expensive? I can pay you 3 dollars. If you don't agree, I can always take another boat."

* **magnifying glass**: увеличительное стекло; лупа

After a good deal of arguing the boatman agreed to take her over for 3 dollars. When they were about two hundred yards from the liner, the boat stopped.

"Is anything the matter?" asked Miss Merryweather.

"Nothing at all," the boatman answered. "Either you pay me 5 dollars, or you can sit here and watch the ship sail away without you."

(After "Graded Oral Comprehension Exercises" by L. G. Alexander)

The Article

with parts of the body

Ex 41 Study the chart.

| |
|---|
| <p>She has a weak heart. The heart of the patient needs an operation. When the heart stops, the man dies. Don't take the news close to heart.</p> |
|---|

Ex 42 Fill in the blanks with the words given in brackets with an appropriate article (where necessary).

1. (i) You can hear — of this announcer every day on the radio. (ii) She speaks in — pleasant — with a slight accent. (*voice*). 2. (i) The student must always keep a dictionary close at — . (ii) We shook —. — she gave me was dry and cold. It was — small — for an athletic-looking person, (*hand*). 3. (i) — of the woman looks familiar to me. (ii) A boy with — sunburnt — , a rucksack on his back, stood in front of me. (*face*). 4. (i) The child had big blue eyes and — turned up — . (ii) — of the elephant is called the trunk, (*nose*). 5. (i) He had — of a thinker. (ii) The boy has — good — on his shoulders, (iii) Who is at — of the expedition? (*head*). 6. (i) You don't have to learn the text by — , just retell it in your own words, (ii) She has — good — for a woman her age. (*heart*).

Ex 43 Make up sentences of your own on the chart with the nouns 'mouth', 'eye', 'ear', 'foot'.

Ex 44 Fill in the blanks with the definite article or a possessive pronoun.

1. The old man put — hand on — shoulder of his grandson and they slowly walked away. 2. The doctor took the sick man by — hand and felt — pulse. 3. Take the child by — hand when crossing the street. 4. I was watching — face of the man, — face was red with anger. 5. The boatman pulled the man out of the water by — hair. 6. — hair is golden, like her mother's. 7. I looked at the man sitting in front of

me. — neck was strong, it was — neck of a boxer. 8. She liked — face; it was — face of a man who knew his mind. 9. He gave the door a hard push with — shoulder. 10. The singer was famous not only for — voice, he was a fine actor as well. 11. — voice behind the closed door asked us what we wanted. 12. He put — foot in the door and it wouldn't close.

Ex 45 Translate the following.

1. Give me **a hand** and we shall finish the work in no time. 2. The young man has **a good head** for figures. 3. The child **made a face** when she saw the bottle of medicine. 4. A hunter needs a dog with **a good nose**. 5. Will you **keep an eye** on the child? 6. The pupil is **at the foot** of the class. 7. She is known as a woman with **a kind heart**. 8. I **don't have the heart** to tell him the whole truth. 9. I have **no voice** in the matter. 10. You have described him **to a hair**. 11. He is a good man **at heart**.

READING

Ex 46 Read the text, and do the assignments coming after it.

ELEMENTS OF THE NOVEL

In analyzing a novel, we note a number of basic elements which the author has developed in his narrative. These elements are **theme, plot, characterization, setting, and conflict**.

The theme is the main idea behind the story presented in the novel. This is sometimes described as the author's "message" or "thesis" or the "moral" of the book. In most novels, the theme is not stated in so many words, but if the author has handled his materials well, the reader is in no doubt as to what the novel must tell him. Thus, the theme of *Uncle Tom's Cabin* is the evils of slavery; the theme of *The Catcher in the Rye* is the feelings of a teenager in conflict with the society in which he lives.

A novel is basically a story. The plot of a novel is the sequence of imaginary events which make up the story. The novelist must plan this sequence of events carefully, not only to hold the interest of his reader but also to show the psychology of his characters and to express the idea or theme which lies behind the story. As the plot develops, it reaches a high point or climax, which is followed by a dénouement. To be effective, the plot must be believable. The reader must believe that the events described are really taking place, and that each event develops naturally from those that come before it.

Some novelists give more importance than others to the plot or story line. W.Somerset Maugham, for example, said that the heart of every novel lies in its story.

The characters, of course, are the people in the novel, presented to the reader by the author. It is through the people that the theme is expressed and the action of the

novel is carried forward. The reader can be interested in a novel and can be moved only if the novelist can make the characters "come alive".

To make us "see" and understand his characters, a novelist uses description, dialogue, and the reactions expressed by the other characters. Perhaps the most important method of portrayal is the way in which the character reacts to the situations and problems presented in the novel.

(From "Comprehensive English in Review" by Joseph R. Orgel)

Assignments

(a) Define each of the following. (Look for the definitions in the text.)

1. narrative. 2. theme. 3. plot. 4. characterization. 5. climax. 6. character.

(b) Match the following words with their definitions.

| | |
|-------------------|---|
| setting | the order in which things or events are arranged |
| conflict | representation through the use of words |
| sequence | final stage, where everything is made clear, in the development of the plot of a story, play, etc |
| dénouement | the physical and social background against which the characters live and the action (or plot) takes place |
| portrayal | the clash of opposing ideas, interests, etc |

(c) Quickly look through the list and mark the lettered phrase nearest in meaning to the word or phrase tested.

1. **Handle:** (i) hand; (ii) use; (iii) misuse.
2. **Imaginary:** (i) real; (ii) unreal; (iii) carefully arranged.
3. **Make up:** (i) use cosmetics; (ii) take up; (iii) comprise.
4. **Believable:** (i) that can be believed; (ii) believing; (iii) impossible to believe.
5. **Take place:** (i) take part; (ii) happen; (iii) plan carefully.
6. **Move:** (i) excite strong feelings; (ii) change one's place of residence; (iii) progress.

(d) Choose the answer that expresses most accurately What is stated in the passage. Only one answer is correct.

"In most novels, the theme is not stated in so many words, but if the author has handled his materials well, the reader is in no doubt as to what the novel must tell him" means: (i) the theme is usually stated in so many words that, even if the author has handled his materials well, the reader is not at all sure what the novel is about; (ii) the theme is mostly expressed in so few words that though the author has used his materials expertly, the reader is not sure whether he got the message of the novel, or not; (iii) the theme is often only suggested (indicated indirectly), but if the author has

made proper use of his materials, the reader is sure to get the message of the novel.

(e) Briefly state the essential elements of the novel. Discuss the importance of each of the elements. Say which element Maugham believed all-important, and why.

(f) The message may be presented in two ways: by description and by suggestion. Say which method the author believes to be the more effective, and why. Express your own opinion.

(g) Sum up (orally, or in writing) what the text has to say on each of the following points.

1. The structure of a novel. 2. The importance of the plot in a novel. 3. The role of the characters in a novel, and the methods of character portrayal used by novelists. 4. Making the novel believable.

(h) Briefly state the theme of each of the following novels. Say to which type of novel you believe each of the books belongs. Give your reasons.*

1. *Uncle Tom's Cabin* by Harriet Beecher Stowe. 2. *The Catcher in the Rye* by J.D. Salinger. 3. *An American Tragedy* by Theodore Dreiser. 4. *The Iron Heel* by Jack London. 5. *Treasure Island* by Robert Louis Stevenson. 6. *The Three Musketeers* by Alexander Dumas. 7. *Jane Eyre* by Charlotte Bronte. 8. *Oliver Twist* by Charles Dickens. 9. *Ivanhoe* by Sir Walter Scott. 10. *The Nest of the Gentry* by Ivan Turgenev. 11. *War and Peace* by Leo Tolstoy. 12. *Quiet Flows the Don* by Mikhail Sholokhov.

Types of Novels**

1. The **romance** or **romantic** novel. 2. The **historical** novel. 3. The **realistic** novel. 4. The **psychological** novel. 5. The **adventure** novel (sometimes called the novel of incident). 6. The **sociological** novel (also called the **problem** novel).

(i) Discuss what makes a good novel.

(j) Write a close summary of the text.

For this: 1. Read through the passage carefully, making sure that you know all the words and exactly what they mean. 2. Read it through again to discover what is the main line of thought. 3. Underline the words and phrases which are essential and

* The students may give the messages of other novels they have read.

** It should not be supposed that every novel fits neatly into one of the above six categories. A novel which has a romantic theme may contain psychological analyses of its characters; a realistic novel may describe exciting adventures, etc This scheme of classification should not be taken too literally.

must go into the close summary. 4. Draw a line through the words and phrases which are not essential. 5. Of the words left some may be put in, perhaps in a different form, others will have to be left out.

Ex 47 Read the following carefully, consulting the dictionary, if necessary. Locate the main idea in each paragraph as you go along. Write a summary of the article.

LANGUAGE OF COMMUNICATION

The Soviet Union has no official language. All the languages are equal, irrespective of how many people use them. Historically, the situation is the following: Russian — as the language spoken by the country's largest nation, the language of a people with long years of statehood, with rich revolutionary traditions, and with a high degree of economic, scientific and cultural development, and highly developed social relations—has become the language of communication in the USSR.

The great popularity of the Russian language has made classical and Soviet Russian literature accessible to everyone living in the USSR. It has also made works by people of other nationalities in the country and abroad accessible through Russian translations. All the great literature of the world has been translated into Russian. A quarter of the world's scientific literature appears in Russian. The Chukchi writer Yuri Rytheu says this about the Russian language: "Russian has allowed those of us writing in different languages to know one another well. The reciprocal enrichment of our literary experience flows through the Russian language and through books in Russian. The publication of any book in our country in Russian means access to the general readership."

The importance of the Russian language in the USSR is not limited to culture. It plays a tremendously important role in the political and economic spheres of international cooperation. Comprehensive economic and cultural cooperation between nations and the exchange of political and technical knowledge leads to the enrichment of languages, and brings them up to the current level of social progress.

The Constitution of the USSR grants the people the right to use their own mother tongue and languages spoken by other Soviet peoples. Official correspondence and legal proceedings are conducted in the languages of the respective Union or Autonomous Republic, Autonomous Region, Autonomous Area or in the language spoken by the majority of the local population.

SPEECH AND COMPOSITION

Ex 48 Answer the following questions, using the vocabulary of the lesson. Sum up the answers (orally, or in writing).

ON WRITING LETTERS

1. Do you often write letters? What do you like more: to write letters or to get them? 2. Do you enjoy writing letters? Why do some people say they can't stand writing letters? Is it true about you? 3. Do you write letters home (to your friends) regularly or only when something exciting happens? 4. What are the days of the year when you have to write more letters than usual? 5. Why do people expect to get letters on their birthdays, New Year's day, etc? 6. Do you like to keep old letters? What letters do you usually keep? Why do you keep them?

STAMP COLLECTING AS A HOBBY

1. When did people start collecting stamps? Why weren't stamps collected in the 18th century? 2. When did you (your friend) start collecting stamps? 3. What stamps are worth collecting? 4. How much is an old stamp worth? 5. Do you collect just any stamps or stamps of a definite country, stamps about sports, space flights, famous people, etc? 6. Where do you get stamps: do you buy them at a special shop or exchange them with other collectors? 7. Where do you keep the stamps? How does a stamp album differ from a photo album? 8. Is stamp collecting educational?

ON LIBRARIES AND BOOKS

1. How big is your family library? Who started it? 2. Who taught you to read and love books? 3. Do you follow any system in your reading? 4. What books do you borrow from the Institute library? 5. How long are you allowed to keep a library book? 6. How many public libraries are there in Moscow (in your town)? 7. What do you know about the oldest public libraries in the world? Are they as famous nowadays as they used to be?

Ex 49 Read and retell the following. Make up questions covering the contents. Speak on the biography of some author.

A FRAGMENT OF BIOGRAPHY

Maugham was one of the most popular storytellers of our time; he was also one of the world's highest-paid authors.

Among his bestsellers were "Of Human Bondage"* (1915), "The Moon and Sixpence" (1919), "Cakes and Ale"* (1930) and many stories of the life of white settlers in Malaya, India and the South Seas.

William Somerset Maugham was born in Paris in 1874. His father worked at the British Embassy. His parents died when he was still a boy and he went to live with relatives at Canterbury.

After finishing King's, the Cathedral school, he went to Germany to study at Heidelberg University. He returned to England the same year and entered St.

* «Бремя страстей человеческих», «Луна и грош», «Радости жизни» («Пряники и эль»), «Лиза из Ламбета»

Thomas's Hospital in London as a medical student. While a student there he got to know the life of the poor people of London. He had to work in the Lambeth slums which he described so well in his first novel "Liza of Lambeth"* (1897).

In 1897, after five years at St. Thomas's Hospital he went to Spain to learn Spanish and write another book. He had decided to become a writer.

The next ten years were very hard. But then a great change came into his life. The manager of the Court Theatre in London agreed to take Maugham's play just to keep his theatre open for a few weeks. The play made Maugham famous. Soon four of his plays were on at different London theatres. Maugham made up his mind to continue writing plays for the rest of his life. But five years later he started on the longest of all his novels "Of Human Bondage". "Of Human Bondage" is more than a situation; it is a life, and it is in many respects the author's life.

The book tells the story of the first thirty years of Maugham's life. His hero, Philip Carey, goes to school in England and Germany, tries to paint for some time in Paris, returns to London to study medicine, and leaves the reader at the end to continue happily as a doctor in the country. Maugham himself said that the novel "Of Human Bondage" was his best.

He died in 1965 at his villa at Cap Ferrat in the South of France where he had lived since 1930.

Ex 50 Read the following. Answer the questions. Retell the passage in English.

ОТКУДА ВЗЯЛСЯ КОНВЕРТ?

В 1820 году владелец писчебумажного магазина в г. Брайтоне (Англия) Бревер задумался над тем, как заставить покупателей почаще заходить в его магазин. Он решил построить в витрине пирамиду из бумажных листов самых различных размеров. Жителям города эта идея очень понравилась. Днем и ночью около витрины останавливались люди. Дела у владельца магазина пошли отлично, все теперь покупали у него для писем маленькие листочки — один из таких листочков венчал его красавицу пирамиду.

Однако листочки были очень малы, и на них было трудно размещать адрес. Это навело Бревера на мысль изготовить из бумаги нечто вроде мешочков, в которые можно было бы вкладывать письма.

Он изготовил такие мешочки и стал бесплатно вручать их покупателям. Мешочки имели громадный успех и с тех пор, посылая письма, все стали пользоваться конвертами. Кстати, слово «конверт» в русском языке произошло от английского глагола «to cover».

Questions

1. When did it all start? 2. Mr. Brevier had a stationary shop in Brighton, didn't

* «Бремя страстей человеческих», «Луна и грош», «Радости жизни» («Пряники и эль»), «Лиза из Ламбета»

he? 3. What could people buy at his shop? 4. What idea came into his head one day? 5. Why did he build a pyramid in his shop window? 6. What was it made of? 7. How big was the sheet (piece) of paper at the top of the pyramid? 8. How did the people of Brighton like his idea? 9. Why did they stop at the shop window during the day and even at night? 10. Why did people start buying more at the shop? 11. What gave Brever the idea to make paper bags? 12. What were the bags for? 13. Did Brever sell the bags or could people get them at his shop for nothing? 14. Where did people write the address now? 15. What made the envelope popular? 16. Can you do without an envelope now if you want to send a letter? 17. By the way, how did the word «конверт» come into the Russian language?

Ex 51 Act as interpreter. Sum up the dialogue.

A: I believe-that postal arrangements in the Soviet Union are much the same as anywhere else?

B: Да, это так. Из любого города Советского Союза можно послать письмо, открытку или телеграмму в любую часть света.

A: Is there a post office at a hotel, where one can buy envelopes, postcards, stamps, and writing paper?

B: В каждой гостинице, как правило, есть почта, где все это можно купить. Вы также можете отправить простое или заказное письмо и телеграмму.

A: Is there a poste restante* office?

B: Да, на каждой почте есть специальное окно, где вы можете получить письмо до востребования. Для иностранных туристов такое отделение есть в гостинице «Интурист».

A: How many times a day are letter-boxes in Moscow emptied?

B: Как правило, 5 раз в день.

A: How can I make a telephone call to my country?

B: Из Москвы и других городов Советского Союза вы можете позвонить в любой город Европы и Америки, а также Австралии, Азии и Африки.

A: Can I book a call from my hotel room or should I go to the trunk-call office?

B: Вам не надо идти на переговорный пункт, вы можете позвонить из номера гостиницы.

Ex 52 Read the text, and explain how letters are addressed if the addressee lives in Britain. Explain to a foreign visitor how letters should be addressed to someone living in the Soviet Union.

CRACK THE POSTCODE

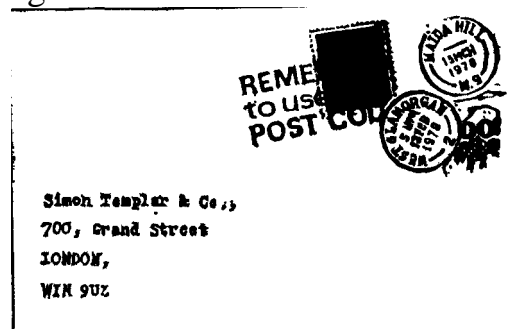
When you send a letter to someone in Britain, there is an accepted way of writing the address on the envelope. On the top line you write the name of the person

* poste restante: a post-office department to which letters can be addressed, to remain there until called for

you are writing to. On the second line you write the number of the house and the name of the street. The third line is used for the town. The Post Office likes the name of the town to be written in block capitals, LIKE THIS, as it is in the post office of this town that the letter will be handled. The fourth line will have the name of the country. This is sometimes left out when the town is a large or a well-known one such as Manchester, or when the town has given its name to the country, as Leicester and Leicestershire, York and Yorkshire,

On the last line goes the Postcode. The Postcode is a special combination of letters and figures used by the Post Office for sorting and delivering mail.

So a typical address might look as follows.



Ex 53 Use the following words and phrases in situations of your own.

1. Keeping a Diary

by the way; used (to); start a diary; at rather long intervals; forget to continue one's diary; think sth over; make up one's mind; follow the example of famous people; begin to enjoy doing sth; happen; a strange (humorous, exciting) incident; as follows; hope to write a story on some incident; describe one's meetings with people (one's feelings, a journey, places of interest, etc); keep the diary in one's desk.

2. Is Honesty Always the Best Policy?

be honest with people; to one's mind; always tell the whole truth; be against one's principles to lie; expect others to do the same; make sb change his mind about sth; sometimes it is kinder (better, safer) ...; keep the truth from sb; not say a single word about sth; be dangerous to a person's health; make sb ill; find out about sth; agree with sb; follow sb's advice; refuse to do sth; not upset sb.

3. Over a Cup of Coffee

join sb for a cup of coffee; hand sb a cup; pass the bread and butter; sit in silence; break the silence; one of the fellows; be fond of arguing; start an argument; not agree with sb; laugh at a person's ideas; make sb angry; be upset; refuse to do sth; have one's own ideas about sth; be against one's principles; at last; be unable to stand sth; give sb a piece of one's mind; mean well.

Ex 54 Discuss the following, giving your arguments for or against.

1. Your friend says that a person must always be true to his principles. You think that a person's principles may sometimes be wrong.

2. Your friend fully agrees with Maugham that a story must have form. You believe that a story only describing some incident is just as good as any other story, or sometimes even better, because it gives food to thought.

Ex 55 Subjects for oral and written composition.

1. Give character-sketches of (a) Adams; (b) Brown.

2. Retell the story in the person of (a) Adams; (b) Brown; (c) somebody working in the same office with Adams and Brown.

3. Life on the tea plantation.

4. Try to give your own ending to the story.

5. Write a letter to a friend, telling him in short about the incident described in the passage, and giving your own explanation of why it had all happened.

6. Tell a story to illustrate the proverb: "Life is stranger than fiction."

7. You go to the post office to post a parcel, send a telegram and to buy a few stamps. Describe how you do it.

LESSON SEVEN

Text: At the Art Dealer's (from "Lust for Life"* by Irving Stone)¹

Grammar: Passive Voice (Indefinite Tense Forms).

AT THE ART DEALER'S²

The little bell on the front door jingled. A stranger walked in. "That picture you have in the window," he said. "That still life.³ Who is it by?"

"Paul Cezanne."⁴

"Cezanne? I have never heard of him. Is it for sale?"

"Ah, no, alas, it is already ..."

Madame⁵ Tanguy saw her chance. A wiry little woman with a hard, thin face and bitter eyes, she quickly rose from the chair, threw off her apron, pushed Pere Tanguy out of the way, and ran up to the man eagerly.

"But of course it is for sale. It is a beautiful still life, is it not, Monsieur?⁶ Have you ever seen such apples before? We will sell it to you cheap, if you admire it."

"How much?"

"How much, Tanguy?" asked Madame Tanguy raising her voice. Tanguy swallowed hard. "Three hundred..."

"Tanguy!"

"Two hundred..."

"TANGUY!"

"Well, one hundred francs!"

"A hundred francs? I wonder..." said the stranger. "For an unknown painter... I'm afraid that's too expensive. I don't think I can afford it. I was only prepared to spend about twenty-five."

The canvas was immediately taken out of the window and put before the customer.

"See, Monsieur, it is a big picture. There are four apples. Four apples are a hundred francs. You only want to spend twenty-five." Madame Tanguy broke off. Suddenly she suggested: "Then why not take one apple? The price is only twenty-five francs."

When the price was mentioned, the man began to study the canvas with new interest. "Yes, I could do that. It's a fair offer. Just cut this apple the full length of the canvas and I'll take it."

Madame hurried to her apartment and returned with a pair of scissors. The end apple was cut off, wrapped in a piece of paper and handed to the man. He paid the money and walked out with the canvas under his arm. The spoiled masterpiece lay on the counter.

"My favourite Cezanne," cried Tanguy unhappily. "I'll miss it so! I put it in the window. I wanted people to see it for a moment and go away happy."

* «Жажда жизни»

Madame Tanguy interrupted him. "Next time someone wants a Cezanne and hasn't much money, sell him an apple. Take anything you can get for it. They are worthless anyway, he paints so many of them."

(Abridged)

NOTES

1. **Irving Stone** was born in 1903 in San Francisco. Among his more important books are "Lust for Life" (a biography of Vincent van Gogh, 1934); "Sailor on Horseback" (a biography of Jack London, 1938).

2. **Art Dealer's**: this is an example of the genitive absolute in which the governing noun is left out and which applies especially to residences and to places of business. *Eg* 1. She bought a loaf at the baker's. 2. He spent part of his holiday at his aunt's.

3. **still life**: *pl* still lifes

4. **Paul Cezanne** (1839-1906), a French painter of the postimpressionist school; famous for his still life paintings and landscapes

5. **Madame**: (*Fr*) a form of address to a French-speaking woman, corresponding to **Mrs** or **madam**

6. **Monsieur**: (*Fr*) a form of address to a French-speaking man, corresponding to **Mr** or **sir**

VOCABULARY

art *n* искусство modern (national, realistic, abstract, etc) art **Phr** a work of art произведение искусства; an art school художественная школа, направление в искусстве; an art exhibition художественная выставка; **artist** *n* художник

deal *vi* (dealt) 1. рассматривать, касаться, иметь дело; вести дело, ведать The book deals with modern art. It is difficult to deal with the man. Who deals with such matters? 2. торговать What goods does this shop deal **in**? **deal** *n* сделка, соглашение **Phr** do (make) a deal **with** sb заключить с кем-н сделку; **dealer** *n* торговец

chance *n* случай, возможность, шанс a good (lucky, excellent, etc) chance; I had no chance to speak to him. The chances are a hundred to one against him. **Phr** by chance случайно; **Phr** lose (miss) a/one's chance упустить случай, возможность; take a/one's chance (of doing sth) решиться (на что-н), рискнуть; **Phr** leave sth to chance оставлять что-н на авось

rise *vi* (rose, risen) 1. вставать, подниматься When I entered he rose (from his seat) to greet me. The sun rises early in summer; 2. повышаться (о цене, температуре и т. н.) His voice rose **in** excitement (anger, etc); **rise** *n* повышение; увеличение a rise **in** temperature (prices, one's pay, etc)

admire *vt* восторгаться, восхищаться admire a picture (house; sb's talent, etc); **admiration** *n* восторг, восхищение

afford *vt* позволить себе (быть в состоянии) (*обычно употр. с гл. can*) Can

you afford (to buy) an expensive coat? I can't afford the time. Мне некогда.

spend *vt* (spent) 1. тратить spend money (time, energy, etc) **on** sth; 2. проводить (о времени) He spent two weeks in a sports camp.

suggest *vt* предлагать suggest a plan (idea, trip, etc) **Phr** suggest that sb (should) do sth; I suggest that they (should) visit the art museum; **suggestion** *n* предложение **At** whose suggestion did you arrange this exhibition? **Phr** make a suggestion внести, сделать предложение

price *n* цена, стоимость buy (sell) sth **at** a high (low, etc) price (at the price of...)

mention *vt* упоминать (о, об) mention a fact (name, incident, etc) to sb **Phr** Don't mention it! Не стоит (благодарности)! **mention** *n* There was no mention of the fact in his letter.

(un)fair *a* (не)справедливый; (не)честный a fair price (arrangement, compensation, offer, etc) **Phr** be fair to sb быть справедливым по отношению к кому-н

offer *vt* предлагать, давать; выражать готовность (что-н сделать) offer money (help, goods, a seat, a book, a cigarette, etc); He offered to fetch a taxi; **offer** *n* предложение

cut *vt* (cut) резать, разрезать; порезать cut bread (meat, paper; one's finger, etc) **Phr** cut sth **in (to, into)** pieces разрезать что-н на части; cut **off** отрезать; cut sth **out** вырезать Cut this picture **out of** the newspaper, please.

hurry *vi/vt* спешить, торопить(ся) hurry home (**to** school, **to** the Institute, **to** the station, etc); Don't hurry him, he'll make a mistake. **Phr** Hurry **up!** Скорее, (по)торопитесь! **hurry** *n* спешка what's the hurry? **Phr in** a hurry в спешке, второпях He is always in a hurry. Он всегда спешит. (Ему всегда некогда.)

miss *vt* 1. пропускать; упускать; прослушать; не заметить miss a lesson (the beginning of a story; a chance; sb's words; a mistake, etc); miss a train опоздать на поезд; 2. скучать по кому-н/чему-н miss sb (a friend, one's family, one's home; school, etc); 3. обнаружить отсутствие (кого-н/чего-н) When did you miss your book? 4. промахнуться, не достичь цели He fired at the bird but missed. He tried to catch the ball but missed; **missing** *a* недостающий, отсутствующий There are two pages missing **from (in)** the book.

interrupt *vt* прерывать, мешать interrupt a lesson (a game, a person, etc); I am sorry to interrupt you. The rain interrupted the game; **interruption** *n*

WORD COMBINATIONS

be for sale продаваться

be prepared to do sth быть в состоянии; готовым; склонным что-н сделать

a pair of scissors (shoes, gloves, trousers, skates, etc) пара ножниц (ботинок, перчаток, брюк, коньков и т.п.)

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. What brought the stranger to the shop? 2. What kind of shop was it? 3. What did the stranger want to buy there? 4. Why did the stranger think that the price asked for the painting was too high? 5. How much was he prepared to spend? 6. Why did Madame Tanguy decide that she must take the matter in her own hands? 7. How did it happen that the painting was cut up? 8. What instructions did Madame Tanguy give her husband after the customer had left the shop? 9. Why did she speak of Cezanne's paintings as worthless? 10. Why hadn't Tanguy wanted to sell the painting?

Ex 2 Look through the text once again, and:

1. Say when and where the story happened. 2. Find facts to prove that (a) Pere Tanguy had a deep understanding of art; (b) Madame Tanguy had no feeling for art. 3. Explain how it happened that though the stranger admired Cezanne's painting he thought nothing of spoiling the masterpiece. 4. Explain why Pere Tanguy agreed to have his favourite Cezanne cut up. 5. Show by quoting from the text that the author presents his characters by suggestion rather than by description. 6. Say what traits of character are reflected in Madame Tanguy's appearance. 7. Say how the characters of Madame and Pere Tanguy are presented: in parallel or in contrast.

Ex 3 Find in the text the English for the following phrases, and use them in retelling and discussing the text.

натюрморт; продать дешево; неизвестный художник; слишком дорого; внимательно рассматривать картину; отрезать по всей длине; холст; крайнее яблоко; завернуть в бумагу; вручить покупателю; изуродованный шедевр; лежать на прилавке; выставить в витрине; картина (произведение) Сезанна.

KEY STRUCTURES AND WORD STUDY

Ex 4 Give the four forms of the following verbs.

hear, see, rise, raise, throw, run, spend, put, cut, begin, hurry, cry, wrap, go, get, lie (лежать), lie (лгать).

Ex 5 Make up five groups of three words associated in meaning or area of usage.

| | | | | |
|-------------|--------|------------|----------|--------|
| canvas | dealer | apple | customer | oils |
| stranger | client | brush | outsider | orange |
| businessman | alien | shopkeeper | lemon | buyer |

Ex 6 *In the following groups of words, pick out the word which, in your opinion, is the most general in meaning.*

- (a) literature, dance, sculpture, painting, art, architecture, music.
- (b) water colour, still life, battle scene, religious work, icon, portrait, picture, landscape, seascape, genre painting, historical painting, miniature, animal picture, self-portrait.
- (c) painter, composer, sculptor, writer, dramatist, poet, dancer, musician, artist, actor, actress, opera singer, playwright.
- (d) height, width, dimension, breadth, length.

Ex 7 *Change the meaning of the sentences to the opposite by adding the negative prefix 'un-' to the words in bold type, and making other necessary changes. Translate the sentences into Russian.*

1. It was very **kind** of you to come to see us off. We had so many pieces of luggage. 2. That is a rather **usual** way to begin a conversation with a stranger. 3. She was quite **prepared** for what she found on her return home. 4. In the silence of the night I heard **hurried** steps under my window. 5. It's so **like** him to give a promise and never keep it. 6. We were told that it was **safe** to cross the river in that place. 7. When I finished speaking he made an **important** remark. 8. She is quite **able** to do without outside help. 9. I believe these changes to be **necessary**. 10. He felt **well** that day and enjoyed the long country walk. 11. There was something **pleasant** in the way she spoke and laughed.

Ex 8 *Paraphrase the sentences, using the negative prefix 'un-' with the words in bold type and phrases without changing the meaning of the sentences.*

1. His first picture was never finished, death interrupted the artist's work. 2. On her desk the secretary found some letters that were not answered yet. 3. I hope my absence from last night's meeting wasn't noticed. 4. We didn't expect him to return two days before the time. It came as a surprise to all of us. 5. It was a wonder that after all these years the picture was not spoiled. 6. She was not prepared to answer the interviewer's questions.

Ex 9 *Translate the following sentences into English, using a different phrasal verb in each.*

take off, send off, cut off, get off, break off, turn off, pull off, throw off, pay off, run off, hurry off

1. Она **поспешила** на почту. Ей сказали, что там ее дожидается письмо от сына. 2. Соглашение было **расторгнуто**. 3. Наконец-то он сбросил маску, и мы узнали, что он за человек. 4. Туристы **сошли** с поезда на маленькой станции. 5.

С ним **расплатились** и сказали, что его помощь больше не нужна. 6. **Выключи** свет, пожалуйста. 7. Здесь довольно жарко. Советую **снять** пальто. 8. Мы не могли продолжать игру. Какой-то парнишка поймал мяч и **убежал** с ним. 9. Каждое лето его **отправляли** в деревню к бабушке. 10. Ребенок **стянул** со стола скатерть. На полу валялись ложки, вилки, разбитые чашки и тарелки. 11. Он **отрезал** кусок мяса и бросил его собаке.

Ex 10 Compare the meaning of the words in bold type with words of the same root in Russian

1. The **original** of Surikov's picture "Suvorov Crossing the Alps" is in Leningrad. 2. Kramskoy is famous as a **portrait** painter. 3. Who is your **favourite ballet** dancer? 4. The **National Picture Gallery** in London is **situated** in Trafalgar Square. 5. He is very kind by **nature**. 6. What are his **chances** to take first place in the competition? 7. He is a **talented poet**. 8. Everybody admires his **talent**. 9. Just a **moment**, please! 10. They have **arranged** an **excursion** to the **Botanical** Gardens for Thursday.

Ex 11 Fill in the blanks with 'rise' or 'raise'.

1. The lift — slowly to the top floor. 2. When the visitor — to go, I — from my chair, too. 3. As they watched the game, the excitement — . 4. When she entered the office he did not even — his head and continued working. 5. When the moon — we could continue our way. 6. Don't — your voice speaking to the child. 7. As he passed by he — his hat to greet me. 8. His voice — in excitement. 9. The question was — at our last meeting. 10. In capitalist countries they often — the prices without — the wages. 11. He — very early that morning.

Ex 12 Fill in the blanks with 'finish' or 'end' according to the sense.

1. He — his picture just in time for the show. 2. She — the letter with the following words: "Good-bye for now." 3. He — school the year the war —. 4. The book — happily. 5. The meeting — at 7:30 and a concert followed immediately after. 6. Where does the road —? 7. For dinner we had meat with vegetables and some fruit to —. 8. All is well that — well.

Ex 13 Fill in the blanks with 'offer' or 'suggest'.

1. My neighbour — to take us to the station in his car. 2. I — that you shouldn't buy cheap things: they don't last. 3. That is my final price, I can't — you more. 4. The monitor — that we raise this question at the next meeting. 5. The boy was so eager to see the show that I — my ticket to him. 6. He — that we shouldn't break the news to Mother yet: it will upset her. 7. She was free that day and — to help me with the arrangements for the party. 8. I know, he won't sell the canvas even if he — a very

high price. 9. Who — the plan?

Ex 14 *Translate the following sentences, using 'suggest' or 'offer' according to the sense.*

1. Кто **предложил** эту идею? 2. Разрешите **предложить** вам чашечку кофе. 3. Была **предложена** поездка в Ленинград на теплоходе. 4. Эта фирма **предлагает** широкий выбор фотоаппаратов различных моделей. 5. Главный инженер **предложил** новый план работы. 6. Молодой человек встал и **предложил** свое место женщине. 7. Ему **предложили** интересную работу. 8. Совет **предложил** организовать выставку картин молодых художников. 9. Председатель **предложил**, чтобы этим вопросом занималась специальная комиссия. 10. По-моему, эту выставку стоит посетить. Я **предлагаю** быть вашим гидом. 11. Вам **предлагают** хорошую цену за картину. 12. Он **предложил** посмотреть новый фильм, который идет в нашем кинотеатре, и **предложил** купить билеты для всех. 13. Брат **предложил** взять такси, так как у нас было много вещей. Он сам **предложил** сходить за такси.

Ex 15 *Translate the following sentences using 'why (not) do sth'.*

1. Зачем упускать такую возможность? 2. Почему бы не последовать его примеру? 3. Зачем спорить по таким пустякам? 4. Зачем тратить такие деньги на эти туфли? Почему бы не выбрать другую пару? 5. Зачем торопиться? У нас есть время. 6. Почему бы не упомянуть об этом в разговоре? 7. Почему бы не присоединиться к ним? Я думаю, они не будут возражать. 8. Почему бы не зайти к ним сейчас? Они будут рады. 9. Зачем перебивать его? Пусть говорит. 10. Зачем говорить ей об этом? Это только огорчит ее. 11. Почему бы не решить этот вопрос сегодня? Все в сборе. 12. Зачем повышать голос? Это только испортит все дело. 13. Зачем молчать? Почему не сказать им всей правды? 14. Зачем нарушать правила игры? Почему бы не придерживаться их?

Ex 16 *Study the following prepositional phrases and (a) recall the sentences in which they are used in the text; (b) use them in sentences of your own.*

on the door; walk **in/out**; **in** the (shop) window; hear **of** sb/sth; be **for** sale; rise **from** a chair (sofa, etc); **out of/in** the way; run (hurry, come) **up to** sb/sth; sell sth **to** sb; take sth **out of** the shop window (bag pocket, etc); **with** interest; cut **off**; wrap **in** paper; hand sth **to** sb; **under** one's arm; **on** the counter; go **away**; get money **for** sth.

Ex 17 *Fill in the blanks with prepositions or adverbs wherever necessary.*

(A) 1. The next morning when the mail came, he looked — the papers but there was no mention — the incident — them. 2. Do you — any chance remember her

telephone number? 3. His father chose the best art school — the boy and spent lots — money — his education. 4. Wrap the matches — oil paper if you want to keep them dry when camping out. 5. You mustn't decide anything — a hurry, — course, but if you wait much longer, you may not get another chance like that. 6. No wonder you have a headache, that's what comes of lying — the sun — hours. 7. Can I have your text-book — a moment, there are several pages missing — mine. 8. Early — the morning the hunter left his log cabin with the gun — his arm and the dog walking — him. 9. Goods — shop windows are almost never sold, but if they are, they are sold — lower prices. 10. You haven't mentioned the news — anybody yet, or have you? 11. She cut — a big piece (slice) — bread, put butter — it and handed it — the boy. 12. Will you please step — — my way and let me pass. 13. When they came — — the shop they saw a note — the door saying "Closed". 14. He got quite a bit — money — his first book of poems but spent it all — something worthless, I forget what exactly it was. 15. He saw a group — small children stop — the shop window and look — interest — the toys — it. 16. I don't advise you to argue — him — it, he knows the subject much better than you do. 17. She was quite unprepared — the surprise their unexpected arrival gave her. 18. — my mind the idea — the sentence is quite clear; read it again and you will see. 19. Everybody liked the arrangement and they quickly came — an agreement. 20. The art dealer was quite prepared to sell the picture — 20 pounds which we found cheap — the price.

(B) The girls went — the street and came — — the shop window. They stood looking — the only thing — the window, — a double rope of pearls.

"What do you think is the price — those pearls?" Annabel said.

"Oh, I don't know, I wonder if they are — sale," Midge answered.

"Go — and ask the price," Annabel said.

"Well," Midge said. "But you've got to come too."

They walked — the shop and a clerk came — — them.

"It so happened that my friend and myself were passing — your shop," Midge started. "And we were wondering how much are those pearls you've got — your window."

"Ah, yes," the clerk said. "The double rope. That is two hundred and fifty thousand dollars, Madam."

"I see," Midge said.

"Would you like to look — it?" "No, thank you. We were just passing —." The clerk opened the door — them and they walked — — the shop.

They were silent and their eyes were cloudy. As they walked — — the street Midge said: "Two hundred fifty thousand! That's a quarter — a million! Have you ever heard — anything like that!"

(After "The Standard of Living" by Dorothy Parker)

Ex 18 *Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.*

spoil (3), spend (2), interrupt (2), hurry *u, n*; admire, admiration, prepare (2), afford, miss *u* (2), lie *u* (3), rise *v*, raise (2), cut *v*, mention *v*, art, price (2), expensive, chance (2)

1. I was eager to say my word in the general discussion but they never gave me a —, they were — me all the time. 2. The sandwiches were — and — on the plate. Now she could start making the tea. She had her own special way of — it. 3. There was no hope of agreement. Hours were — in useless talk. 4. His temperature suddenly —. He was told to — down and keep the bed for some days. 5. We all — the way the girl stopped the argument without even — her voice. 6. I fully agree with you that as a book it is quite worthless, but it was made into a beautiful film, a real work of —. 7. The plan was discussed and agreed upon last week. Nothing can be changed, so why — the question again? 8. Somebody pushed him and the coffee was all over his shirt. The shirt was — so was the tie. 9. The post office stands at the corner of the street, you can't — it. 10. The bell gave a loud ring and she — out of the room to answer the door. 11. The — was too high. I couldn't — such an — camera at the moment. Well, I would have to do without it a little longer. 12. The painter was spoken of with —. 13. My friend had clearly left in a —. His things were — all over the room. 14. It was a wonderful — and I didn't want to — it. 15. Too much salt will — any dish. 16. The dress was very pretty and cheap at the — too, but she had already — a lot of money on herself as it was. 17. The vacation was — for them by the heavy rains. They weren't at all — for such weather. 18. Don't you know it's bad manners to — people? 19. The incident was spoken of in a general way. No names were —.

Ex 19 Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell and discuss the story.

Miles Wakefield (торопился) to get to the house of this Arnold Blair. Blair's advertisement was published in all the daily papers and he (был уверен) that others had seen it too. Blair had a Balzarini (для продажи), and he (продавал картину дешево). The (цена) was only \$75. Miles (не мог себе позволить упустить) such a wonderful (шанс). He knew he could (продать) it later (но гораздо более высокой цене).

Balzarini, of course, was no great master, but his sunny landscapes (вызывали восхищение у многих).

He had to ring (по крайней мере) three times before the door was opened by a boy of about sixteen. (Было что-то странное) about this boy. He (выглядел расстроенным). Miles had the (чувство) the boy wanted to tell him something, but could not make himself do so.

Before the boy could (решиться), a deep voice was heard from somewhere in the house: "Who is it, Davey?"

Miles (прошел вслед за) the boy into a small living room. A tall, white-haired man (встал) from his chair as Miles and Davey entered. Miles saw (сразу же) that

the man was blind.

"I (полагаю) you want (приступить к делу)?"

"(Не возражаю). I hear you have a Balzarini."

"All right, Davey, (ты нам не понадобишься) for some time."

It was clear that the old man didn't want the boy to hear them discuss the (деловое соглашение).

"It's my last (надежда)," said the old man. "I (отказывался продать картину) many times, until now. (Мне ее будет не хватать. Но мне очень нужны деньги.) Come, it's in the next room."

Miles (последовал за) the old man into the next room. A second later (к ним присоединился) Davey.

"There!" said the old man. "My Balzarini!"

He showed to the opposite wall. Hanging there was a plain black frame. (За) the glass there was nothing.

Miles (поймал) the boy's look. It (был полон) sadness.

"A beautiful canvas, isn't it," (продолжал) the old man. "You'll buy it."

Miles swallowed hard. "Why... I don't think I (могу позволить себе купить ее). (Боюсь, что это слишком дорого.) I (рассчитывал истратить) about fifty."

The empty frame was taken down, wrapped in a piece of paper and (вручена) Miles.

When Miles had gone with the empty frame (под мышкой), the boy and the grandfather (вернулись) to the room where the frame had hung.

The boy went to a box in the corner, (вытащил) another empty frame, and hung it where the first had been.

Then the old man and the boy sat down and began to wait. They (были полностью подготовлены) for the next art dealer.

(After "The Last Treasure" by R. Cenedella)

Ex 20 *Speak on the following topics. Use the words and phrases given below.*

1. Inside the Art Dealer's Shop

be full of lovely things; a masterpiece; beautiful (important, etc) works of art; different (old, new, modern, etc) schools of art; works by old (modern, famous, unknown) painters; canvas; miniature; portrait; landscape; seascape; still life; a piece of sculpture; hang on the walls; lie on the counter; offer (have) for sale.

2. The Art Dealer

keep a shop; be fond of art; enjoy looking at sth; admire; have a true understanding of sth; be meant for enjoyment; a poor businessman; a kind, soft man; one's favourite painting; put in the shop window; mean a lot to sb; never expect sth to happen; try to stop sb; hopeless; argue that ...; not for sale; be upset.

3. Madame Tanguy

believe that money is more important than art; have a good head for business; be eager to make money; a hard woman; take a decision quickly; suggest; cut up a masterpiece; hurry to one's apartment; return with a pair of scissors; do an awful thing; be in a hurry to do sth before a person changes his mind; believe sth to be worthless; cut off the end apple; wrap sth in (a piece of) paper; hand to the customer; spoil a masterpiece; not mind it a bit; refuse to listen to sb; be eager to come to an arrangement with the customer at any price; not miss one's chance.

4. The Customer

walk along the street; catch the eye (of the picture in the shop window); a beautiful still life; step into the shop; ask for the price; too expensive; hope to buy sth cheap; be prepared to spend ...; be surprised to hear that ...; like the idea; a fair offer; think sth over; hand over the money; walk out with the canvas under one's arm.

Ex 21 Test translation.

1. В Третьяковской галерее можно увидеть лучшие произведения мастеров русской и советской живописи. 2. Новая картина художника — подлинный шедевр. Она вызывает всеобщее восхищение. 3. Мой брат давно интересуется живописью и очень хочет поступить в художественное училище. 4. Русским балетом восхищаются во всем мире. 5. Последнюю неделю шли дожди, и уровень воды в реке резко поднялся. 6. Как бы вам за свою ошибку не пришлось расплачиваться всю жизнь. 7. Дети ужасно скучали по дому даже тогда, когда уезжали всего на несколько дней. 8. Хозяин дома поднялся навстречу гостю. 9. Как вы могли упустить такой прекрасный случай? Будет ли еще такой? 10. Мы не можем терять ни секунды (не можем позволить себе). Конференция открывается через два дня. 11. Он готов заплатить сколько угодно за этот словарь. Ему всегда хотелось иметь именно такой. 12. Если делать работу второпях, то можно все испортить. 13. — Сколько вы истратили на поездку в Звенигород? — Около двадцати рублей. 14. Я узнал совершенно случайно, что профессора положили в больницу. 15. С ответом не торопитесь. Я вам советую обдумать все как следует, прежде чем принять решение.

GRAMMAR

Passive Voice (Indefinite Tense Forms)

Ex 22 Study the following chart.

| | | | |
|--|-----|--|------------|
| | is | | every day. |
| | was | | yesterday. |

| | | | |
|-----------|--|------|--|
| This work | will be must be can be may be | done | tomorrow. at once. at any time today. now. |
|-----------|--|------|--|

Ex 23 *Supply the missing auxiliary or modal verb.*

1. The telegram — sent at five o'clock yesterday. 2. I am sure, a lot of questions — be asked when he finishes speaking. 3. The shops — opened at 8 o'clock in the morning. 4. When — this road made? 5. It's very cold. You — be warmly dressed. 6. This report — be sent at once. 7. This work is easy. It — be done by a child, if you ask me. 8. The doctor — called early in the morning. 9. These questions won't — raised at tomorrow's meeting. 10. The book — be enjoyed by a person of any age. 11. All his documents — lost during the war. 12. This museum — closed in summer. 13. The traffic rules must — always followed.

Ex 24 *Ask the questions indicated in the brackets.*

1. Such books are sold in special shops. (*In what shops?*) 2. These magazines must be returned in an hour. (*When?*) 3. The picture was spoilt by fire. (*How?*) 4. This work can be done in two days. (*In how many days?*) 5. The money will be spent on food. (*On what?*) 6. Such questions are often raised by students. (*By whom?*) 7. Hot meals are served in this restaurant till 10 p.m. (*Till what time?*) 8. Umbrellas and coats must be left in the cloakroom. (*What?*)

Ex 25 *Answer the following questions according to the model.*

Model: Aren't you going to send him a telegram? (*tomorrow*).
It will be sent tomorrow.

1. Aren't you going to paint your country house this year? (*only last year*). 2. Aren't you going to raise this question? (*at the next meeting*). 3. Aren't you going to call a doctor? (*early in the morning*). 4. Aren't you going to throw away the old newspapers? (*at the end of the year*). 5. Aren't you going to prepare his room for his arrival? (*yesterday*). 6. When are you going to decide this question? (*after the examinations*).

Ex 26 *Open the brackets, using the correct form in the Passive Voice.*

1. This book (*write*) many years ago, but it still (*read*) with great interest. 2. By whom this film (*make*)? 3. This house (*paint*) two years ago I don't know when it (*paint*) again. 4. What factory (*show*) to the visitors tomorrow? 5. Library books must

not (*keep*) longer than a fortnight. 6. These facts (*not mention*) in his report. 7. When the advertisement (*place*) in the newspaper? 8. This museum (*visit*) by thousands of people every year. 9. I am afraid our holidays (*spoil*) by bad weather. 10. When the windows (*wash*) last? 11. Who the story (*translate*) by?

Ex 27 Translate the following sentences, using the Passive Voice

1. Его можно было видеть в саду в любую погоду. 2. Яблоко разрезано на четыре части. 3. Потолки всегда красят в белый цвет. 4. За игрой следили с большим вниманием. 5. Дом был продан за большую сумму. 6. Правила уличного движения должны всегда соблюдаться. 7. Эти предметы изучаются на первом курсе. 8. Детей поведут в театр в воскресенье. 9. Такие туфли нельзя носить в плохую погоду. 10. Их встретят на станции. 11. Вечер будет организован после окончания семестра. 12. Чем она была так расстроена? 13. Он не сразу заметил что окно было разбито.

**Passive Voice with Verbs which Have
Two Objects: Direct and Indirect**

(a) give, send, tell, show, pay, promise, offer

Ex 28 Give sentences with both passive constructions according to the model, translate them into Russian.

Model: They gave him an apple.
(a) He was given an apple.
(b) An apple was given (to) him.

1. They showed us the way to the station. 2. He will give me the money for my holiday. 3. Did you send him a telegram? 4. They promised the boy a bicycle. 5. They can't tell her the truth. 6. They had told him the news before he left. 7. They gave us no explanation. 8. After graduation they offered him a good job.

Ex 29 Put questions to the parts in bold type.

1. He was given **two** days to think the matter over. 2. We were shown a **new film**. 3. The instructions were given to **everybody**. 4. The new method will be shown to the young specialist **today**. 5. He was told **that she had finished school the year before**.

Ex 30 Translate the following sentences (give two variants where possible).

1. Ответ вам пришлют по почте. 2. Ему дали несколько книг для доклада. 3. На вечере им показали очень интересный фильм. 4. Мне заплатили за перевод

статьи 150 рублей. 5. Когда ей послали письмо? 6. Нам обещали новую квартиру. 7. Ему сказали, что она учится в институте иностранных языков. 8. Ему не сообщили новость.

(b) buy, sell, sing, read, write*

Ex 31 Use the Passive Voice in the following sentences.

1. They wrote him a letter. 2. They sold us the house very cheap. 3. She read the children a very interesting story. 4. They bought him a tape-recorder when he graduated from the Institute. 5. They sang me some of the old songs.

Ex 32 Translate the following sentences.

1. Ей написали письмо на прошлой неделе. 2. Кому продали их дом и сад? 3. Нам прочитали его письмо вслух. 4. Мальчику купили новое пальто.

(c) explain, describe, dictate, repeat, mention**

Ex 33 Use the Passive Voice in the following sentences.

1. They will dictate the telegram to her over the telephone. 2. They repeated the same thing to him several times. 3. Among other things he mentioned to me this most interesting fact. 4. Did they explain the difficulty to you? 5. They described .to us the life in this out-of-the-way place.

Ex 34 Translate the following sentences.

1. Нам объяснили, в чем была проблема. 2. Ей повторили адрес несколько раз. 3. Мне так хорошо описали дорогу к его дому, что я сразу нашел его. 4. Им объяснили все значения этого слова. 5. Секретарю продиктовали письмо по телефону. 6. Мне лишь упомянули об этом инциденте. 7. Сообщение повторялось по радио с интервалами в 15 минут.

Passive Voice with Verbs which Have Two Direct Objects (ask, envy, teach)***

* With these verbs practically only one passive construction is used, i. e. when the direct object becomes the subject of the Passive Construction, eg "The old house was sold to them very cheap."

** These verbs are used in the Passive Voice on the pattern of group (b). The verbs **introduce, declare, deliver, present, recommend, prove, point out** also belong here. The second Passive construction is not used with these verbs. Eg The rule was explained to me.

*** With these verbs practically only one passive construction is used, i. e. When the direct object denoting a person becomes the subject of the Passive Construction, eg "He was asked a lot of questions."

Ex 35 Use the Passive Voice in the following sentences.

1. The lecture was interesting, the students asked the professor a lot of questions. 2 They taught him several languages when he was a child. 3. They often ask him such questions. 4. They teach us two foreign languages at this Institute. 5. He taught them how to play the game. 6. He asked them to hand in their reports at once. 7. They envied him his talent.

Ex 36 Translate the following sentences.

1. Лектору задали очень много вопросов. 2. Его обучали английскому языку, когда он был ребенком. 3. Их попросили прийти вовремя. 4. Какие вопросы ему задали? 5. Ее спросили, как туда пройти. 6. Нас научили, как играть в эту игру. 7. Меня спросили, где я родилась. 8. Какие предметы преподают на первом курсе?

Passive Voice with Verbs which Have a Prepositional Object

Ex 37 Use the Passive Voice in the following sentences according to the model translate them into Russian.

Model: They looked at the picture with admiration.
The picture was looked at with admiration.

1. They listened to his lectures with great interest. 2. He throws away all his old note-books at the end of the school year. 3. You must think the matter over. 4. They spoke to the Dean on the subject. 5 We must send for the doctor immediately. 6. People talk much about this film. 7. People always laughed at his jokes. 8. They argued about the incident for a long time. 9. We can't speak of such important matters lightly. 10. She likes when people talk about her.

Ex 38 Supply the missing prepositions.

1. They read all the books that are much talked —. 2. She always felt uncomfortable when she was looked —. 3. When will the old newspapers be thrown —? 4. He is spoken — with warmth. 5. The question was not to be argued —. 6. The tickets must be paid — immediately. 7. Each word he spoke was listened —. 8. The matter was argued — for days. 9. What's that thing meant —?

Ex 39 Translate the following sentences.

1. Зимой свет зажигается очень рано. 2. Почта была просмотрена утром. 3. Если ей не будет лучше, надо послать за доктором. 4. О ней говорили с восхищением. 5. С ним надо поговорить об этом. 6. О вашем совете надо

подумать, может быть, мы и примем его.

Ex 40 Choose a suitable phrase to accompany the Passive construction and translate the sentences into Russian.

by hand; with clouds; by a group of students; by Kramskoy; with a storm of applause; by electricity; by a stranger; by air mail; in ink; in pencil

1. The portrait was painted —. 2. The sky is covered —. 3. These things are made —. 4. The delegation was met —. 5. The door was opened —. 6. These machines are operated —. 7. Her letters were often written —. 8. He was greeted —. 9. The letter was sent —. 10. Documents must be written —.

Ex 41 Translate the following sentences.

1. Эта картина нарисована неизвестным художником. 2. Эти деревянные изделия (вещи) очень дорогие, потому что они ручной работы. 3. Адрес на конверте был написан карандашом. 4. Письмо было послано авиапочтой. 5. Эту бумагу невозможно разрезать ножницами. 6. Утром я посмотрел в окно и увидел, что земля была покрыта снегами. 7. Роман написан молодым талантливым автором. 8. Его прервал шум в коридоре.

Mixed Bag

Ex 42 Ask 'why-questions' about the following statements, using the Passive Voice according to the model.

Model: They didn't tell him the truth.
Why wasn't he told the truth?

1. They didn't teach them how to use the dictionary. 2. I can't answer the telegram immediately. 3. They don't sing such songs any longer. 4. They never mentioned the incident. 5. They didn't expect him. 6. They needed money badly. 7. They must send him a telegram at once. 8. She can't take this seat. 9. People always admire this picture. 10. They will ask him these questions. 11. They often change the story of a book when they make it into a film.

Ex 43 Open the brackets, using the correct form of the Active or Passive Voice.

1. Soon the plane (*lose*) in the clouds. 2. He is not afraid of difficulties. He never (*lose*) his head. 3. As he spoke his voice (*rise*) in excitement. 4. Not a single voice (*raise*) against him, everybody was sure he was right. 5. Streets must never (*cross*) against the traffic light. 6. When the little houses (*leave*) far behind he (*hurry*) along the road. 7. If we (*hurry*) with the work, it may (*spoil*). 8. He (*leave*) his home town in 1970. 9. The stillness in the room (*break*) only by a clock upon the wall. 10. It

almost (*break*) her heart to leave the old home.

Ex 44 Complete the following sentences, using the Passive Voice, mention the agent, if necessary.

1. A long time ago people used the Tower of London as a prison. The Tower of London —. 2. People play football all over the world. Football —. 3. They make progress every day in the world of science. Progress —. 4. They will tell you what time the train leaves over the radio. You —. 5. Beethoven composed this song. This song —. 6. They use milk for making butter and cheese. Milk —. 7. A machine can do this work much more easily. This work —. 8. The Professor's lectures were very interesting, they listened to them with great attention. The Professor's lectures —. 9. Passengers leave all sort of things in buses. The conductors collect them and send them to the lost property office. All sort of things —, they —. 10. Someone turned on the light in the hall and opened the door. The light — and the door —. 11. In future, perhaps, they won't even bring letters to the houses and we shall have to collect them from the post office. Letters — and they —. 12. They took him for an Englishman, his English was so good. He —. 13. Nobody heard a single sound. Not a single sound —.

Ex 45 Translate the following sentences into English, using the Passive Voice.

1. Детям прочитали рассказ Сетона Томпсона (Seton Thompson). 2. Когда упомянули этот факт, всем стало ясно, что имелось в виду. 3. Жизнь бедняков описана во многих романах Диккенса. 4. Ему часто задают такие вопросы. 5. Для чего предназначается эта вещь? 6. Этот случай нельзя упустить. 7. Я не совсем понял, что мне делать, потому что мне не объяснили мою задачу. 8. Их разговор был прерван неожиданным приходом еще одного гостя. 9. Нам не было холодно. Мы были тепло одеты. 10. Ему дали еще три дня, чтобы закончить работу. 11. Эта книга продается везде. 12. Над тобой будут смеяться, если ты наденешь эту шляпу. 13. Нужно тщательно изучить инструкцию, прежде чем пользоваться машиной.

Ex 46 Open the brackets, using correct tense forms (active and passive). Retell the passage in narrative form.

When he (*be*) twenty-three years old Paul Morel (*send*) in a landscape to the winter picture show at Nottingham Castle. His pictures already (*admire*) greatly and (*talk*) much about.

One morning the young postman (*come*) just as Paul (*wash*) in the kitchen. Suddenly Paul (*hear*) a loud cry that (*come*) from the front door. He (*hurry*) to the door and (*find*) his mother with a letter in her hand that the postman (*hand*) to her.

Mrs. Morel (*cry*): "Hurrah!"

Paul (*be*) surprised and shocked. "Why, Mother!" he (*exclaim*).

"Hurrah, my boy! I knew you (*get*) it!"

He (*be afraid*) of her — that small woman with grey hair who (*cry*) so excitedly. The postman (*come*) back, as he (*be afraid*) something (*happen*). Mrs. Morel (*open*) the door to him.

"His picture (*get*) first prize, Fred!" she (*cry*). "And it (*buy*) by a Major Moreton!"

The young postman, whom they (*know*) all his life was glad he (*bring*) such an important letter.

"— the letter (*say*) how much the picture (*sell*) for?"

"It (*sell*) for 20 guineas!"

Paul (*follow*) his mother into their room. He (*be sure*) his mother (*make*) some mistake reading the letter and now he (*want*) to read it. He slowly (*read*) the letter over unable to believe that it (*be*) true.

"Mother!" he (*exclaim*).

"Didn't I say we (*do*) it, Paul!"

(After "Sons and Lovers" by D. H. Lawrence)

Ex 47 Rewrite (or retell) in narrative form the text of the lesson.

The Article

Ex 48 Watch the use of the article with proper names. Translate the sentences into Russian.

1. **Mr Brown** called while you were out. 2. The local museum has **a Cezanne** and **several Van Goghs**. 3. There are **two Marys** in the family, mother and daughter. 4. **The Browns** are our next-door neighbours now. 5. Who is **the Lobachevsky** of our times? 6. He is no longer **the argumentative John** he used to be. 7. He drives **a Bentley**. 8. This writer has the style of **a Dickens**.

Ex 49 Insert articles.

1 He felt like — Columbus on his way to an unknown land. 2. I don't know anybody who could afford to buy — Repin. 3. The young writer has the humour of — J. K. Jerome. 4. Are you — Anne Bolton whose picture is in today's paper? 5. She is not exactly — Cleopatra, yet a very beautiful girl. 6. He had just enough money to buy — second-hand Ford. 7. I know as much about him as you do; he is — Mr. Kingsley. 8. Now she no longer looks like — Jane you used to go to school with. 9. This promising scientist is — Lomonosov of our times.

Ex 50 Translate the following into English.

1. У них «Волга». 2. Тебя спрашивал какой-то Иванов. 3. О нем много говорят, как о новом Чайковском. 4. Интересно, сколько сейчас стоит картина

Пикассо? 5. Москва сегодня сильно отличается от Москвы, какой она была даже 30 лет тому назад. 6. Мне надо навестить Петровых, пока они не уехали на дачу. 7. Вы упомянули какого-то Степанова. Это не тот Степанов, который собирается присоединиться к нашей туристской группе? 8. У него прекрасный стиль, он, можно сказать, современный Тургенев. 9. Кого из наших поэтов вы назовете Маяковским наших дней?

READING

Ex 51 Read the text, and do the assignments coming after it.

Modern art is first of all a point of view. The modern artist looks at the world — or that part of it he chooses to paint — as though it has been created fresh this morning and he is the first to paint a horse, a face, a landscape. As he has never seen these objects before, he must *look* at them. He must get *his* own first impression *from the object itself*. A hundred years ago Courbet* said: "The museums should be closed for twenty years so that today's painters may begin to see the world with their own eyes."

It is this sort of *seeing*, in a very real meaning, that makes the modern artist different from the traditional or academic artist. Not all living or contemporary artists are modern. Many artists of today consciously or subconsciously repeat old forms and styles. On the other hand, a genuine modern artist can take an old style and recreate it in terms of today or his own individuality.

The best known — because of the many reproductions of it that have been sold — of all Picasso's** paintings is *Woman in White*, a beautiful portrait done in the classic Greek style. Yet no one would confuse it with the early Greek sculpture it so plainly looks like, for Picasso has put the stamp of his own art into its every line and brushstroke.

In general, the modern artist looks at both the inner world of mind or emotion and the outer world of the senses as though he were the very first person not only to see but to present that world in art form.

Cezanne, sometimes called the father of modern painting, saw nature as made up of the cube, the cylinder, the sphere — and he painted in that way. Yet his landscapes, his compositions with fruit, his figure paintings, do not look strange. Cezanne's greatest landscapes are those of his favourite model — the Monte Sainte Victoire which dominated the landscape around Aix.*** Cezanne painted his mountain again and again; in fact, to know any of his canvases of Monte Sainte Victoire is to know Cezanne.

(After "Enjoying Modern Art" by Sarah Newmeyer)

Assignments

* **Gustave Courbet**, 1819-1877, a French painter

** **Pablo Picasso**, 1881-1973, a Spanish painter

*** **Aix**, Aix-en-Provence: Cezanne's birthplace

(a) Quickly look through the list and mark the lettered word or phrase nearest in meaning to the word or phrase tested.

1. **Point of view:** (i) a belief; (ii) a way of thinking; (iii) a way of looking at the world.
2. **Impression:** (i) an idea; (ii) a feeling; (iii) a picture in the mind's eye.
3. **Consciously:** (i) knowingly; (ii) unknowingly; (iii) not fully understanding.
4. **Subconsciously:** (i) knowingly; (ii) unknowingly; (iii) not fully understanding.
5. **Genuine modern artist:** (i) a modern artist of genius; (ii) a modern artist in the true meaning of the word; (iii) a modern artist who paints scenes of contemporary life.
6. **In terms of:** (i) in the style of; (ii) giving every detail of; (iii) in the language of.
7. **Brushstroke:** (i) the colours used in painting; (ii) the painter's manner of manipulating the brush; (iii) forms and shapes.

(b) Complete the following.

1. *Artist* is synonymous with —. 2. *Traditional* is synonymous with —. 3. *Living* is synonymous with —. 4. *Modern* is contrasted with —. 5. *Consciously* is contrasted with —. 6. *The mind* is contrasted with the —. 7. *Inner* is the opposite of —.

(c) Choose the answer that expresses most accurately what is stated in the passage. Only one answer is correct.

The idea behind the sentence "Yet no one would confuse it (Picasso's *Woman in White*) with the early Greek sculpture it so plainly looks like, for Picasso has put the stamp of his own art into its every line and brushstroke" is that: (i) though Picasso's genius is seen in every line and brushstroke of *Woman in White*, it is plainly done in the classic Greek tradition and you can easily mistake it for an example of early Greek sculpture; (ii) though *Woman in White* is done in the classic Greek style and the figure looks like early Greek sculpture it is nevertheless unique; there can be no mistake about the genius of the man who painted it, his greatness is felt in its every line and brushstroke; (iii) *Woman in White* plainly imitates early Greek sculpture, and for Picasso, the great painter he was, it was easy to copy the model in every line and brushstroke.

(d) Select the statement which best expresses the main idea of the text. Give your reasons.

1. Modern art is first of all a point of view. 2. It is this sort of seeing, in a very real meaning, that makes the modern artist different from the traditional or academic

artist. 3. Not all living or contemporary artists are modern. 4. In general, the modern artist looks at both the inner world of mind or emotion and the outer world of the senses as though he were the very first person not only to see but to present that world in art form.

(e) Explain what was behind Courbet's idea to close all the museums for twenty years.

*(f) Say what, in your opinion, the author is trying to prove by quoting the example of Picasso's *Woman in White*.*

(g) Explain why Cezanne is sometimes called the father of modern art. Say how Cezanne's vision of the world differed from that of other artists of his time.

(h) Say if you believe the following statement of the author's to be complimentary to Cezanne's genius, or not. Give your reasons.

"... in fact, to know any of his canvases of Monte Sainte Victoire is to know Cezanne."

(i) Sum up (orally, or in writing) what the author has to say on each of the following points.

1. The definition of modern art. 2. The modern artist and how he sees the world. 3. The modern artist and how he differs from the traditional or academic artist. 4. The contemporary and the modern artist.

(j) Read the text critically, and state your agreement (or disagreement) with the author's arguments or conclusions.

(k) Write a close summary of the text.

Ex 52 Read the text carefully, without a dictionary. While reading, pay special attention to the words you don't know: look carefully at the context and see if you can get an idea of what they mean. Pick out the facts and arrange them in note form.

THE TRETYAKOV GALLERY

A two-storey dark-red brick building in the old part of Moscow known as Zamoskvorechye is the home of the illustrious Tretyakov Gallery. The central part of the facade was designed at the beginning of the century by the painter Vasnetsov. The Tretyakov Gallery is one of the greatest in the world, and is named after its founder, Pavel Tretyakov. In 1856, at the age of 24, this young Moscow merchant

bought a painting called "Temptation" from the Russian painter N. Schilder. This was the painting that initiated the internationally famous collection.

Pavel Tretyakov collected art for 40 years. He bought paintings at exhibitions or right from the artist in the studio.

Beginning with the 1860s, he established a gallery of portraits of outstanding Russian scientists and people in culture, commissioning the famous painters of the time — Vassily Perov, Nikolai Ghe, Ivan Kramskoy and Ilya Repin.

One portrait stands out in this vast collection. It is of Leo Tolstoy, painted by Ivan Kramskoy in 1873.

In 1892 Tretyakov presented the Gallery to the city of Moscow. His collection then numbered 1,200 paintings and 500 drawings.

Tretyakov's undertaking was continued by his followers and grew to an unprecedented scale under Soviet power. The Gallery continues to receive the finest of Russian and multinational Soviet art, and its collection now contains over 60,000 works of art.

SPEECH AND COMPOSITION

Ex 53 Answer the following questions, using the vocabulary of the lesson. Sum up your answers (orally, or in writing).

ON PICTURES AND PICTURE GALLERIES

1. Which is your favourite art gallery? 2. What masters has it got in its collection? 3. What kind of pictures do you like: landscapes, seascapes, genre, etc? 4. Will you name some of the representatives of those styles? 5. Who is your favourite painter? 6. How is it that the pictures of Old Masters are admired nowadays? 7. Why does looking at their pictures make you feel happy? 8. What role does pictorial art play in your life? 9. Why is a visit to a gallery of great educational value?

SHOPPING

1. Who does the shopping in your family? 2. Is there a shopping centre anywhere near your house? 3. When do you have to go shopping in other parts of the city? 4. What do big department stores sell? 5. Why are goods wrapped in paper before they are handed to the customer? 6. What do the English mean by "window-shopping"?

CHOOSING A PRESENT

1. When do people give each other presents? 2. Is it easy or difficult to choose a present? 3. Do you ask a person what kind of present he (she) wants or do you usually know what they expect? 4. Do you usually buy the same presents for a friend, your parents, a relative, etc?

Ex 54 Read and discuss the text; write a précis.

In the summer of 1936, civil war broke out in Spain. Angered by the news that the dictator General Franco was leading a revolt against the government of Spain, Picasso sent money to help the Army of the Republic. He was so moved by stories of suffering in his country that he sold some of his favourite canvases to buy milk for hungry children.

During the tragic year the Spanish government asked Picasso to decorate a wall of the pavillion which it was building for the Pans exposition. Picasso found a big studio, big enough to hold a very big canvas but when spring came, he had not started on the picture.

Then one April day in 1937, he learned that the little Spanish town of Guernica had been destroyed. For three hours German planes had dropped bombs on the helpless town. Two thousand innocent people had been killed. Picasso's dark blue eyes became very angry when he read the news. He picked up a pencil and started to work. In ten days he made hundreds of drawings of wounded horses, dying people and shrieking women, he worked out a composition for a painting. One month later Picasso's big canvas, "Guernica",* was exhibited in the Spanish pavillion.

Visitors to the exposition were shocked by the power of the picture. It was a scene of violent tragedy, painted in black, grey and white.

"Guernica" is not a work of beauty. It is a crime and also a protest against crime.

A German officer asked Picasso if he had done this. "No," he answered, "You did."

This is a painting of the artist's anger. The picture showed the world how the people of Guernica, an ancient capital of Northern Spain, was bombed by the Germans helping General Franco.

On the left you see a woman holding a dead baby and shrieking in agony. In the centre a woman holding a lamp, so that people may see the truth and shouting against the suffering. Also a horse. This is not a horse, it is pain advancing with hooves on four legs. The bull on the right is not a bull. It is the symbol of a country made to suffer dumbly like an animal.

The rider under the hooves of the horse is not a person who has died. It is a once-innocent man who has been killed without reason.

On the right a woman, shrieking in agony; she fell from a burning building; another woman, a little below is begging to be saved.

The only sign of life in this scene of devastation is the flower growing from the dead horseman's hand.

Picasso was exhausted after a month of hard work. He packed paints and canvases into his big car and set off for the South of France.

(After "A Biography" by Elizabeth Ripley and "Morning Star")

* Reproduction of "Guernica" is desirable for demonstration to students.

How to Write a Précis

A précis is a summary which retains the essential content of a piece of writing while leaving out minor details, explanations, illustrations, repetitions, and unessential features in general.

In writing a précis, keep the following instructions in mind:

1. Read the entire article before starting on a précis and underline key passages.
2. **Maintain the author's point of view.** You are reporting, not doing original writing.
3. Use your own phrasing. Don't copy word for word. Using your own words will help you understand the material better. You will naturally have to use **some** of the words of the author.
4. Use economical wording. The précis is compact and not wordy.
5. Keep effective balance. Each main point receives appropriate space.
6. **Retain the organization of the original.** Each paragraph of the précis summarizes several paragraphs of the original, and the original order **is maintained**.

Ex 55 Read the passage. Answer the questions. Retell the passage in English.

АПОЛЛИНАРИЙ ВАСНЕЦОВ

Ни один учебник по русской истории не обходится без картин Аполлинария Михайловича Васнецова, удивительно точно передающих облик древней Москвы в разные периоды ее исторического бытия. Всего художником создано около двухсот произведений, посвященных Москве.

Картины А. Васнецова не являются плодом фантазии и вымысла. Художник тщательно изучает не только сохранившиеся памятники архитектуры, но и старинные книги, летописи, изображения на иконах.

С 1883 года А. М. Васнецов начинает показывать свои работы на выставках Товарищества передвижных художественных выставок и уже с первой выставки приобретает большую известность. Около десяти его произведений заняли почетное место в Третьяковской галерее. Известность принесли художнику его пейзажи. Пейзажи А. Васнецова — это увиденный им лик Родины.

Пейзаж ценен не своей протокольной констатацией определенного куса природы, а своим настроением. Настроение в пейзаже есть скрытая мысль. Потому и есть понятие лирического пейзажа — Саврасов, Васильев, Левитан, Нестеров, Остроухов, Жуковский, Виноградов, Горбатов, Колесников. А Васнецов, Рерих, Богаевский, Рылов — создатели эпического пейзажа.

В 1927 году открылась выставка А. Васнецова по случаю 50-летия творческой деятельности. Успех А. Васнецова продемонстрировал еще раз мощь реализма, глубокую жизненность тех традиций, которым он беззаветно служил, как и многие поколения русских художников.

Questions

1. Why does practically every textbook on Russian history have reproductions of paintings by A. Vasnetsov? 2. How did the study of architectural monuments, ancient manuscripts, chronicles and icon images help the artist in his work? 3. When did the artist first exhibit his paintings? 4. What paintings brought A. Vasnetsov instant fame⁵ 5. What is so precious about A. Vasnetsov's landscapes? 6. Why is mood all-important in a landscape painting? 7. Are A. Vasnetsov's landscapes lyrical or epic? 8. In what way does a lyrical landscape differ from an epic one? 9. What did the exhibition of A. Vasnetsov's paintings marking the 50th anniversary of his creative work prove once more? 10. What makes A. Vasnetsov a truly great Russian painter?

Ex 56 Act as interpreter. Sum up the dialogue.

- A: The great Russian writer Dostoyevsky said: "Beauty will save the world." How do you understand this?
- B: По моему мнению, в этом и есть назначение искусства — показать гармонию и красоту мира, уберечь его от разрушения.
- A: How do you understand freedom in art?
- B: В первую очередь, это свобода не от общества, а для общества, для народа.
- A: You mean to say that art is an active way to shape society and a good way to unite people.
- B: Именно так.
- A: The cultural life of Soviet society is becoming richer. One can feel a new tide rising in Soviet art.
- B: Да, это действительно так. Повышение культурного уровня жизни трудящихся является одной из главных задач социалистического общества и предмет особых забот советского государства. В последние годы — причем во всех республиках страны — появилось немало талантливых произведений.
- A: As far as I could see the heroes of those works are our contemporaries.
- B: Конечно, наши современники, трудовые люди нашего общества. Это — бригадир строителей и председатель колхоза, железнодорожный рабочий и офицер, летчик и ученый.
- A: I see. Such works must move people as they see their own thoughts and feelings in them.
- B: Такие произведения искусства не только волнуют людей, но и заставляют задумываться о настоящем и будущем.

Ex 57 Use the following words and phrases in situations of your own.

1. At the Art Gallery

be fond of art; an art lover; spend several hours at the gallery; enjoy oneself; be full of beautiful works of art; a beautiful still life; a lovely landscape (seascape); a full length portrait of...; be painted by; canvases by world famous painters; bright (sunny, dull, grey, etc) colours; admire sth; go away happy.

2. An Exciting Topic

have a discussion; discuss the place of beauty in our daily life; give one's ideas on sth; have a lot (very little) to say on the subject; keep silence; be for (against); argue that...; (un)important; be eager to speak; interrupt sb; talk all at once; raise a question; be meant for all people; spend the evening discussing sth; enjoy oneself; not miss the next discussion; follow sth with interest.

Ex 58 Discuss the following, giving your arguments for or against.

1. Together with a party of friends you have just been to a museum showing modern art. You find these works of art very beautiful, your friends are most critical about them.
2. You believe that a real work of art will be understood by just anybody. Your friend believes that art can be understood only by those who have had a special education.
3. Your friend says that a painter of genius becomes famous only after his death. You disagree with him.
4. You say that the function of art is to create beauty. In your friend's opinion the function of art is to show the world the way it is.

Ex 59 Subjects for oral and written composition.

1. Give character-sketches of: (a) Pere Tanguy, the art dealer; (b) Madame Tanguy, (c) the customer.
2. Retell the story in the person of (a) Pere Tanguy; (b) Madame Tanguy; (c) the customer, (d) a stranger who entered the shop and saw it all happen before his eyes.
3. Explain how it happened that Cezanne's painting was spoiled.
4. Write a letter to a friend, telling him in short about the incident described in the passage and saying what you think of what had happened.
5. My favourite painter.
6. Describe a painting.
7. At the picture gallery (museum of Fine Arts, etc).

LESSON EIGHT

Text: How Einstein Discovered the Law of Relativity (from Ch. Chaplin's Autobiography).¹

Grammar: Passive Voice (contd). Perfect Tense Forms. Continuous Tense Forms.

HOW EINSTEIN DISCOVERED THE LAW OF RELATIVITY

I first met Einstein² in 1926. The great scientist had been invited to California³ to lecture.

I received a telephone call from Universal studios,⁴ saying that Professor Einstein would like to meet me; I was so thrilled I gladly accepted the invitation. So we met at the Universal studios for lunch, the Professor, his wife, his secretary and his Assistant Professor.⁵ Mrs Einstein spoke English very well, in fact better than the Professor. She was extremely proud of him and frankly enjoyed being the wife of the great physicist. She did not even try to hide the fact.

After lunch, while Einstein was being shown around the studio, Mrs Einstein took me aside and whispered: "Why don't you invite the Professor to your house? I know he will be delighted to have a nice quiet chat with just ourselves." It was to be a small affair, and I invited only two other friends. At dinner she told me the story of the morning when the theory of relativity first came to his mind.

"The Doctor⁶ came down in his dressing-gown as usual for breakfast but he hardly touched a thing. I thought something was wrong so I asked what was troubling him. 'Darling!' he said, 'I have a wonderful idea.' And after drinking his coffee, he went to the piano and started playing. Now and again he stopped, reached for his pencil, made a few notes, then repeated: 'I've got a wonderful idea, a marvelous⁷ ideal' "I said: 'What's the matter with you? Why don't you tell me what it is?'

"He said, 'I can't tell you yet. I still have to work it out.'"

She told me he continued playing the piano and making notes for half an hour, then he went upstairs to his study, telling her that he did not want anyone to disturb him, and remained there for two weeks.

"Each day I sent him up his meals," she said, "and in the evening he walked a little for exercise,⁸ then returned to his work again."

"At last," she said, "he appeared looking very pale and tired. In his hand he held two sheets of paper. 'That's it!' he told me, putting the sheets of paper on the table. And that was his theory of relativity."

(Adapted)

NOTES

1. **Charles Spencer Chaplin**, an American actor and film director, was born in 1889 in a poor family in the London East End and at an early age became famous all over the world as a comedian. His most famous films are "A Dog's Life", "The Kid",

"The Gold Rush", "City Lights", "Modern Times", and "Limelight". He died in 1977.

2. **Albert Einstein**, 1879-1955, a great man of science, made famous by his theories of relativity. He was born in Ulm, Germany; received a Nobel prize in physics in 1921, for his work in quantum theory. In 1933 he had to leave his country because of the nazis; he went to the USA where he became a professor at Princeton University.

3. **California**: the most important of the Pacific States, USA, its capital is Sacramento. The state has several universities.

4. **Universal studios**: the Universal Film studios in Hollywood.

5. **Assistant Professor** (*AmE*): (*BrE*) Senior Lecturer доцент

6. **Doctor**: the highest degree given by a university; *eg* Doctor of (Medicine, Law, etc

7. **marvelous** (*AmE*): (*BrE*) marvellous. It should be noted that there are certain differences in spelling usage between American and British English. Compare:

| | | | | | | | |
|-------------|-----------|----------|----------|-------------|------------|-----------|----------|
| AmE: | traveler; | dialog; | color; | BrE: | traveller; | dialogue; | colour; |
| | neighbor; | theater; | defense; | | neighbour; | theatre; | defence; |
| | organize, | etc. | | | organise, | etc. | |

8. **exercise**: МОЦИОН In this meaning the noun is uncountable.

VOCABULARY

discover *vt* 1. открывать, находить discover an island (a new continent; a new deposit of oil, coal, gold, etc); 2. обнаруживать; раскрывать discover a mistake (the truth, facts, etc) We discovered that it was too late to catch the train; **discovery** *n* открытие **Phr** make a discovery сделать открытие

law *n* 1. закон; правило Laws tell people what they must do and what they must not do. **Phr** observe (break) the law соблюдать (нарушать) закон; 2. право, юриспруденция international law, law of nations международное право; law merchant торговое право; 3. право (*как предмет науки*) study law; a law department; a law student

first *adv* 1. впервые, первый раз When did you first meet him (= When did you meet him **for** the first time)? **Phr** **at** first первое время, сначала I didn't like the place **at** first; 2. первым делом, сначала First we shall have lunch and then talk. **Phr** first **of** all прежде всего, в первую очередь

scientist *n* ученый; **science** *n* наука; **scientific** *a* научный

invite *vt* приглашать invite sb **to** dinner (one's house, a conference, the cinema, etc); He invited me to take part in the experiment.

receive *vt* 1. получать receive a letter (an invitation, an answer; money, news, etc); 2. принимать (кого-н) receive a visitor (delegation, guest, etc); **reception** *n* 1. получение; 2. прием, принятие **Phr** hold a reception устроить прием

accept *vt* принимать, одобрять (соглашаться) accept help (money, a plan, an offer, a suggestion, an invitation; prices, etc); **acceptance** *n*. принятие; одобрение; **(un)acceptable** *a* (неприемлемый) The price for the goods is acceptable **to** us.

proud *a* гордый a proud man (look, etc) **Phr** be proud **of** sb (sth) He is proud **of** his son; **pride** *n* **Phr** take pride **in** sb (sth) гордиться кем-н (чем-н)

frank *a* искренний, откровенный, открытый a frank face (look, smile, etc) **Phr** be frank **with** sb быть искренним (откровенным) с кем-н; **frankly** *adv* откровенно **Phr** frankly speaking откровенно говоря

hide *vt/vi* (hid, hidden) прятать(ся), скрывать(ся) hide a letter (a book; one's feelings; the truth; a person, etc); What is he hiding **from** us? Where is she hiding?

whisper *vi/vt* шептать, говорить шепотом You don't have to whisper, say it out loud; whisper sth **in** sb's ear; **whisper** *n* шепот **Phr in** a whisper шепотом

affair *n* дело; занятие Don't discuss your personal affairs with strangers. **Phr** international affairs международные дела; home (domestic) affairs внутренние дела; public affairs общественные дела; Ministry of Foreign Affairs Министерство иностранных дел; Ministry of Home Affairs Министерство внутренних дел

hardly *adv* 1. едва, с трудом He was so tired that he could hardly move; 2. едва ли, вряд ли; мало, редко This is hardly the truth. She hardly ever goes visiting now.

touch *vt* 1. трогать, дотрагиваться, прикасаться He didn't let anybody touch his books. He touched me **on** the shoulder (arm). She hasn't even touched the food; 2. (рас)трогать, (раз)волновать Her sad story touched us deeply; **touchy** *a* обидчивый She is very touchy; **touching** *a* трогательный a touching story (incident, episode, etc)

trouble *vt/vi* беспокоить(ся), тревожить(ся) What is troubling you? Don't trouble **about** it; **trouble** *n* беспокойство; неприятности He is having a lot of trouble **with** his car. **Phr** be **in** trouble быть в беде; get **into** trouble попасть в беду; get sb **out of** trouble вызволить кого-н из беды; give trouble причинять беспокойство

reach *vt/vi* 1. достигать; добираться (до) reach home (school, the Institute, a town, the station, etc); The news reached them on the next day. He has reached good results. **Phr** reach an agreement достичь соглашения; His words reached my ears; 2. доставать, дотягиваться (до) Can you reach the ceiling? **Phr** reach **for** sth протягивать руку за чем-н

disturb *vt* мешать, беспокоить Don't disturb him when he is at work.

remain *vi* оставаться After the fire very little remained of the house. He remained unchanged (unhurt, etc). **Phr** It remains to be seen. Мы еще посмотрим.

appear *vi* 1. появляться He appeared quite unexpectedly; 2. появляться, возникать Many new towns have appeared in the North of our country; 3. выходить, издаваться; появляться (в печати) When did this newspaper first appear?

disappear *vi* исчезать; **appearance** *n* 1. появление; возникновение; 2. внешность, внешний вид His appearance was very unusual.

hold *vt* (held) 1. держать (в руке) hold a bag (a book, newspaper, cigarette, etc); 2. занимать, держать, удерживать (место, позицию) **Phr** hold first (second, etc) place (**in** sth) занимать, держать первое (второе и т. п.) место (в чем-н); 3. проводить (собрание, конференцию и т. п.) hold a meeting (conference, competition, exhibition, etc)

WORD COMBINATIONS

I'd (he'd, etc) = I would (he would, etc) like (to do sth) мне (ему и т. п.) хотелось бы (что-н сделать)

show sb around (about) (a factory, a place, a town, etc) показать кому-н завод (город и т. п.)

take sb aside отвести, отозвать кого-н в сторону

be delighted (with sb/sth) восторгаться, восхищаться (кем-н/чем-н)

now and again = now and then то и дело, время от времени

make notes делать заметки

work sth out 1. решить, разрешить что-н; 2. разработать что-н

that's it (вот и) всё; вот именно

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. When did Chaplin first meet Professor Einstein? 2. What was Professor Einstein doing in California? 3. How did Chaplin learn that Professor Einstein would like to meet him? 4. Why was he so thrilled by the invitation? 5. What made Chaplin believe that Mrs Einstein enjoyed being the wife of the great man? 6. What happened while the Professor was being shown around the studio? 7. Why were so few people invited to dinner at Chaplin's house? 8. What story did Mrs Einstein tell Chaplin at dinner? 9. How did Mrs Einstein immediately know that something was troubling her husband when he came down to breakfast on the morning the theory of relativity first came to his mind? 10. Why did the Doctor only mention the fact that he had a marvelous idea? 11. Why couldn't he tell his wife more about it? 12. Why didn't Einstein want anyone to disturb him while he was working out the problem? 13. How long did it take the scientist to work it out? 14. How much truth was there about the discovery in the story told by Mrs Einstein to Chaplin?

Ex 2 Look through the text once again, and:

1. See if you can prove that Ch. Chaplin is telling the story (i) seriously; (ii) humorously. 2. Explain why Ch. Chaplin chose to tell the story of the world's greatest discovery in physics as related by Mrs Einstein. 3. Say what picture you get of (i) Mrs Einstein; (ii) Professor Einstein; (iii) the narrator.

Ex 3 Find in the text the English for the following phrases, and use them in retelling and discussing the text.

впервые познакомиться с кем-н; великий ученый; читать лекции; с радостью принять приглашение; встретиться на обеде; великий физик; даже не пытаться скрывать что-н; показывать кому-н студию; отвести кого-н в сторону; быть в восторге; теория относительности; прийти в голову; как обычно; почти не притронуться к еде; почувствовать что-то неладное; чудесная (великолепная) мысль; подняться наверх в кабинет; совершать моцион; наконец; выглядеть бледным и усталым; держать в руке два листа бумаги; положить на стол.

KEY STRUCTURES AND WORD STUDY

Ex 4 Give the four forms of the following verbs.

meet, say, speak, hide, show, take, think, drink, make, send, hold.

Ex 5 Make up five groups of three words associated in meaning or area of usage.

| | | | | |
|---------------------|---------|-----------|----------|------------|
| assistant professor | letter | scientist | piano | professor |
| telephone call | violin | studio | telegram | camera |
| physicist | teacher | flute | film | astronomer |

Ex 6 In the following groups of words, pick out the word which, in your opinion, is the most general in meaning.

- (a) party, entertainment, dinner party, affair^ gathering, ball, reception, luncheon, social.
- (b) chat, talk, conversation, discussion, debate, conference, dialogue, interview.

Ex 7 Complete the following, choosing a suitable word from the list.

Model: a **sheet** of paper

slice, box, cake (tablet), bar, bottle (carton), suit, length, lump, pack, pair

1. cards. 2. material. 3. matches. 4. gloves. 5. sugar. 6. cake. 7. chocolate. 8. soap. 9. clothes. 10. milk.

Ex 8 Change the meaning of the sentences to the opposite adding the prefix 'dis-' to the words in bold type and making other necessary changes. Translate the sentences into Russian.

1. She was **pleased** with the arrangement. 2. He **appeared** in our town two years ago and at that time his **appearance** made a great noise. 3. I don't see how you could **believe** her story. 4. We **agree** on some questions. 5. I can't say I **like** the idea. 6. This

is what I call an **honest** answer.

Ex 9 Recast the sentences, using verbs instead of nouns and phrases in bold type. Make other necessary changes.

(A) 1. At the gate the car **came to a stop**. 2. Nobody will hear you if you **speak in a whisper**. 3. What's the **trouble**? 4. I **felt a light touch** on my shoulder and turned round. 5. I hear he has published two stories in big magazines this month. That's a nice **start** for a young writer. 6. For what day do they plan their **return** to town? 7. His pictures **have been on show** at the National Gallery.

(B) 1. Who **made the discovery** that lightning is electricity? 2. Who will help you with the **preparations** for the conference? 3. Nobody wanted you to **make a quick decision**. 4. Have you heard of his **refusal** to take part in the match yet? 5. The new bridge is the **pride** of the young engineer. 6. These books **are on sale** in the book shop at the corner. 7. We **had little choice** in the matter. 8. She always **makes her appearance** when she is least of all expected.

Ex 10 In the following groups of sentences, explain the meaning of the words in bold type; say which phrase is used literally and which has a figurative meaning. Translate them into Russian.

1. (i) I called at his office yesterday, but **found him out**. (ii) He was unable to **find out** the answer. 2. (i) The secretary **took out** several sheets of paper and prepared to make notes, (ii) He called every Saturday night to **take out** the girl to dinner or, perhaps, to a dance. 3. (i) He **brought out** his stamp album and proudly showed his latest buy. (ii) The discussion **brought out** all the different ideas that we had on the matter. (iii) I'm sure that a study of the problem will **bring out** many surprising things. 4. (i) Are you **coming out** with me? (ii) When did the book **come out**? (iii) It **came out** that she knew the truth all the time. 5. (i) She smiled and **held out** her hand to me. (ii) My opponent was an expert chess-player and I didn't believe I could **hold out** against him much longer.

Ex 11 Translate the following sentences into English, using a different phrasal verb in each.

work out (2), sell out, think out, hand out, help out, hear out

1. План был хорошо **продуман**. 2. Тетради были **розданы**, просмотрены и снова возвращены преподавателю. 3. Она попросила меня **выслушать** ее. 4. Как всегда, он надеялся, что кто-нибудь **выручит** его. 5. Прошло несколько дней, прежде чем было **выработано** решение. 6. Пока еще трудно сказать, сколько времени у него уйдет на то, чтобы **разработать** тему. 7. Словарь был **распродан** менее чем за неделю.

Ex 12 Compare the meaning of the words in bold type with words of the same root in Russian.

1. There are **unlimited reserves** of **energy** in the **atoms** of different **chemical elements**. 2. Scientists think that only the **planet** Earth has **oceans**. 3. Without sea there is no life, no weather, no **atmosphere**. The sea makes our **climate** neither very hot nor very cold. 4. Great **progress** has been made in **mechanising** heavy work in **industry**, building and **transport**. 5. In building work new **types** of **excavators** are being used to **mechanise excavation** work. 6. In oil industry **turbine methods** are being **practised**. 7. New types of **mechanical, optical and electrical control-regulating apparatus** for **automatising production** and for scientific work have been **constructed**. 8. The radio was born in Russia. On May 7, 1895 at a meeting of the Russian **Physical and Chemical Society** in St Petersburg the first **radio-receiving set** in the world was **demonstrated** by the great Russian scientist A. S. Popov. 9. The world's first **cracking** of oil at high temperature was **experimented** in Russia. The **theory** of the cracking **process** was worked out by A. A. Letny, a Russian **engineer**, in 1875. 10. The world's first **airplane** built by A. F. Mozhaisky, rose into the air in Russia in 1882. 11. The **monumental** building of the **Mineralogical** Museum of the Academy of Science, which was founded in the time of Peter I, has one of the world's richest **collections** of minerals.

Ex 13 Fill in the blanks with 'hard' or 'hardly'.

1. It — ever snows in this part of the country. 2. It's a — question. She'll — know the answer. 3. The man spoke a very strange kind of Russian. I could — understand him. 4. The work was too — for Carrie. When she left the shop in the evening she was so tired that she could — move. 5. What do you mean by saying that you have — any money left? 6. The girl was so excited that she — knew what she was saying. 7. The boy had had a — life. His parents had been killed in the war when he was — eight.

Ex 14 Translate the following sentences, using 'keep' or 'hold' according to the sense.

1. Где он **держит** марки? 2. Ребенок упадет, если вы не будете **держат** его за руку. 3. Он всегда **держит** комнату в чистоте. 4. **Держитесь** правой стороны! 5. Он все еще **держит** первое место по стрельбе? 6. Вы всегда **держите** свое слово? 7. Как вы можете **держат** все эти факты в голове? 8. Он **держал** сигарету в руке, но не курил. 9. Не выпускайте детей на улицу, **держите** их дома. Сегодня сильный мороз. 10. Не **держите** продукты долго в холодильнике.

Ex 15 Translate the following sentences, using 'receive', 'accept' or 'take' according to the sense.

1. Его **приняли** очень тепло. 2. Новый проект молодого архитектора был **принят** на конкурс. 3. Они еще не **приняли** никакого решения до первому вопросу. 4. Не думаю, что он **принял** ваши слова серьезно. 5. Недавно наш институт **принимал** делегацию студентов из Латинской Америки. 6. — Почему вы не хотите **принять** участие в экскурсии? — Я себя что-то плохо чувствую. 7. Их не **приняли**, так как было уже поздно и рабочий день закончился. 8. — Почему не **приняли** вашу Статью? — В ней есть ряд ошибок. Мне надо их исправить. 9. Его **приняли** как старого друга. 10. Они с готовностью **приняли** наш совет. 11. Благодарим за ваше приглашение, но мы не можем **принять** его. Мы уезжаем.

Ex 16 Paraphrase the following sentences according to the model.

Model: **After he drank** coffee, he went to the piano and started to play.
After drinking coffee, he went to the piano and started to play.

1. After he spent a month in the mountains, he was in good form again. 2. After they thought the matter over, they took a decision. 3. After he had travelled all over the country, he sat down to write a book. 4. They came to an agreement after they had argued for some time. 5. After he had arranged his affairs, he went on a holiday. 6. After the family moved in, they started to make preparations for a house-warming party.

Ex 17 Study the following phrases and (a) recall the sentences in which they are used in the text, (b) use them in sentences of your own.

invite sb **to** a place (party); meet **at** a place (for lunch); show sb **around/about** a place; take sb **aside**; have a chat (talk, walk, etc) **with** sb; **at** dinner, come **to** one's mind; work sth **out**; go (walk) **upstairs/downstairs**; return **to** one's work; hold (have) sth **in** one's hand.

Ex 18 Fill in the blanks with prepositions or adverbs.

(A) 1. "I don't see what's wrong — my whispering a few words — your ear?" "You mustn't do a thing like that with other people present." 2. I don't know yet what to do, but we shall work something —, I am sure. 3. I wonder if you could meet me — the self-service cafeteria — lunch — half an hour? I'd like to have a chat — you. 4. There hardly passes a day without the boy getting — some kind — trouble. 5. She invited us — her place promising that there would be only her family — dinner. 6. I am not surprised — all that he has so much trouble — his car; he hardly knows a thing — cars and motors. 7. If you are afraid that you may forget something, make a note — it. 8. He told us how everything had happened, but still we felt that he was hiding something — us. 9. The telephone started ringing and she reached — it

without getting — — the sofa. 10. She was very proud — her son and could hardly wait to see him returning home after an absence — three years. 11. The party is to be held — the biggest hall — the town; it is to be the kind — affair one remembers the rest — his life. 12. I wonder why he hasn't mentioned — you that — first there was a lot of trouble — the new machine. 13. I really don't see how I can get you — — trouble. 14. Your love of excitement is going to get you — trouble some day. 15. His picture was accepted — the exhibition.

(B) You may remember that I was invited — N. to lecture — the young gentlemen of the University there. — the afternoon of that day I was having a chat — one of the young men who some time before the lecture had shown me — the place. Before the lecture he took me — and said he had an uncle who had never laughed or smiled — the past few years. And with tears — his eyes this young man said, "Oh, if I could only see him laugh once more!"

I was touched. I said I would do my best and work something —. I would try to make him laugh or cry. "I have some jokes — the lecture that will make him laugh and I've got some others that will make him cry or kill him."

He brought his uncle and placed him — the hall full — people right — front — me. I started — simple jokes, then I shot — him old jokes. I threw — him all kinds — jokes that came — my mind, but I never moved him once.

I was surprised. I closed the lecture — last and sat — tired.

"What's the matter — that old man?" I asked the president. "He never laughed or cried once."

"Why, he never heard a thing! The old man has been deaf — years."

(After "How I was Sold in Newark" by Mark Twain)

Ex 19 Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.

disturb (2), accept, trouble *n* (2), hide, hold *v*, touch *v* (2), reach *v* (2), appear, discover (2), law, proud (2), hardly

1. The — of gravitation which was — by the English physicist Isaac Newton made a revolution in science. 2. When the news that Tutankhamen's body had been found — the world, newspaper reporters — in large numbers in Luxor. 3. Not a sound was heard. Nothing — the quiet of the place. 4. When the mistake was — it was already too late for anything. 5. The children were not to — the dog, not before it was washed at least. 6. When she finished her story she repeated once again she had nothing to — from us and if we chose to disbelieve her, it was our own business. 7. The Professor said he would be busy in his laboratory and did not want anyone to — him there. 8. I could see the boy was having a bad time but he was too — to ask for help. 9. The question was rather unexpected and she — knew what to say. 10. The girl sitting opposite me in the compartment was — an open book but I clearly saw that her thoughts were somewhere else. 11. "Home at last!" we sang out happily

when we felt the plane — ground at the airport. 12. He readily agreed to buy a few things for me. It would be no — at all, he said. He would be shopping anyway. 13. The hour was getting late but no decision had been — yet. 14. You cannot do anything about facts, you can only — them. 15. As far as I can see, the only — with you is that it always takes you years to make up your mind. 16. He was extremely — that he had been chosen to open the conference.

Ex 20 Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell the passage.

Michael Faraday was born in London in 1791 of a poor family, and as a boy he did not learn much.

In 1804, when he was thirteen, he got some work in a book-seller's shop. He lived among books, and he (начал) to read some of them. The boy could not read every book in the shop because he was busy and had not much time. So he began (выбирать) the books which he liked best. He soon (обнаружил) that his main interest was in (науке), and especially in electricity. (Как всякий истинный ученый) Faraday wanted to make experiments, but he had too little money.

Faraday heard of talks on science which were being given by one of the greatest (ученых) of the time. Sir Humphry Davy. As he sat and listened to the great man he (делал записи). Faraday wanted to give his life to (науке), so he wrote a letter to Sir Humphry Davy and asked for his help.

Sir Humphry (пригласил) Faraday to come to see him, and gave him some (научную работу) to do. Faraday (был в восторге). His work at first was only to wash and (готовить) all the things which Davy and his fellow-scientists were to use in their experiments, but he (проводил много времени с учеными) and could listen to what they said, and he (мог наблюдать их за работой).

Sir Humphry sometimes (путешествовал) in Europe, where he went to meet the great (ученые) of other countries, and one day he (решил) to make another of these trips. He asked Faraday if he (хотел бы), to come with him.

Faraday, of course, was thrilled and (с радостью принял приглашение). He had never been more than a few miles from London in his life.

Faraday (получил большое удовольствие от) his time in Europe, but he was not really sorry at the end of the journey because he was now able to (продолжить свою собственную работу) and experiments in England.

He was wondering whether a magnet could (каким-то образом) be made to give an electric current. Faraday (был совершенно уверен) that a current could be made, but he had very little time for experiments. His outside work (занимала все его время). He could stop his outside work, of course, but if he did so, he would lose most of the £ 1,200 a year which he (получал). He had to (выбирать) between (наукой) and money, and he (выбрал науку).

At first he was quite unable to make an electric current with his magnets. But one day (ему в голову пришла великолепная мысль). He (провел) the magnet near the wire. And then he got what he wanted: an electric current in the wire. Of course,

he still had to (разработать идею).

After (нескольких) experiments (этого рода) he made a machine. It was the beginning of all the great machines that make electricity today. All (современные) turbines are made on the principles that (были разработаны) by Faraday. His (открытие) was the beginning of the electrical age, which (изменил) the face of the earth.

(After "Who Did It First" by G. C. Thornley)

Ex 21 *Speak on the following topics, using the words and phrases given below.*

1. Professor Einstein Comes on a Visit to California

a famous scientist; a great physicist; be famous for; theories of relativity; make many important discoveries; make a revolution in physics; be invited to some place.

2. Chaplin Meets the Einsteins

a telephone call; a surprise; receive an invitation to lunch; be thrilled; be eager to meet sb; accept the invitation gladly; meet the Professor, his wife; meet for lunch; be proud (of); enjoy being the wife of the great man; be unable to hide one's feelings.

3. Chaplin Invites the Professor to his House

take sb aside; whisper sth into sb's ear; give sb an excellent idea; be delighted with the idea; admire sb greatly; invite to dinner; make the necessary arrangements (for); a small affair; have a nice, quiet chat (talk).

4. The Story of the Discovery as Told by Mrs Einstein

come down for breakfast; as usual; wear a dressing-gown; notice sth unusual about sb; hardly touch a thing; be lost in thought; immediately see that sth is wrong; be upset; wonder what is troubling a person; ask what the matter is; be eager to learn sth; refuse to say anything; except; have a wonderful (marvelous) idea; go up to one's study; not disturb sb in his work; spend all one's time in the study working hard; work sth out; rise early; walk a little for exercise; make notes; remain in one's room for days; at last; appear; hold in one's hand; have the whole theory on two sheets of paper.

Ex 22 *Test translation.*

1. Открытия, которые были сделаны столетия назад, продолжают играть большую роль в современной науке. 2. В Сибири недавно были открыты месторождения природного газа. 3. Когда мы обнаружили, что сбились с пути, было уже поздно. Нам пришлось развести костер и заночевать в лесу. 4. Он

давно интересуется книгами о научных открытиях. Не удивительно, что он знает не только имена многих ученых, но и открытия, которые они сделали. 5. Я так спешил, что оставил все деньги дома..6. Почему бы не пригласить их поехать вместе с нами в отпуск? Ч уверен, что они с удовольствием согласятся. 7. Теперь уже трудно вспомнить, кому эта идея пришла в голову. 8. Боюсь, что директор не сможет вас завтра принять. Он весь день будет занят на конференции. 9. Никто не удивился, когда картину молодого художника приняли на выставку. 10. Я получил приглашение на вечер, но не смогу пойти. Я завтра уезжаю. 11. Институт может гордиться своей баскетбольной командой. Она заняла первое место. 12. Они разговаривали шепотом, так как было поздно и в доме все спали. 13. Он едва проронил слово за весь вечер. Он был чем-то расстроен. 14. Все были глубоко тронуты его рассказом. Он говорил с чувством, и его слушали с большим интересом. 15. Я очень расстроился, когда услышал, что у него неприятности. Ты случайно не знаешь, в чем там дело? 16. Этот ребенок ужасно избалован и всегда доставляет много хлопот. 17. Когда они наконец добрались до лагеря, они чувствовали себя очень усталыми. 18. Мне бы хотелось поговорить с ним по этому вопросу сегодня. 19. Когда вы переходите улицу, посмотрите сначала налево, а дойдя до середины дороги, посмотрите направо. 20. Надеюсь, что я вам не помешаю, если я останусь здесь на несколько минут. 21. Мне не хотелось беспокоить его в такой поздний час, но у меня не было иного выхода. Мне очень нужен был его совет. 22. Его появление было для нас неожиданным. 23. План научной работы уже разработан и будет обсуждаться на следующем заседании.

GRAMMAR

Passive Voice (contd)

I. Perfect Tense Forms

Ex 23 Study the following chart.

- | |
|--|
| <ol style="list-style-type: none">1. The telegram has just been sent.2. This house has been built for a year (since autumn).3. The work had been done by five o'clock yesterday.4. Everything will have been arranged by the end of the day (by the time he comes back, etc). |
|--|

Ex 24 Supply the missing part of the analytical form of the verb in the Passive Voice (see the chart above).

1. A lot of houses — been built in our town this year. 2. Don't close the window. It has just — opened. 3. The next morning when I came out, I saw that the streets —

been washed out by rain. 4. I didn't know that he hadn't — invited. 5. The construction of the bridge — — been finished before winter comes. 6. His parents — been married five years when he was born. 7. How long has this stadium — built? 8. He went away last year and he — not — heard of ever since. 9. I wondered why he hadn't — taught any foreign language.

Ex 25 Use the Passive Voice according to the model.

Model 1: A: Please, bring some chairs into Room 43.
N: But they have just (or already) been brought.

1. Please, choose the pictures for the show. 2. Please, send him a telegram. 3. Will you buy some bread? 4. Please, give them the instructions. 5. Will you be sending an invitation to them? 6. Can you show your method to the young specialist? 7. Please, return all the books to the library. 8. When will you start cutting the sandwiches for the cocktail party? 9. Will you be waking him up? 10. Please, open the window in the bedroom.

Model 2: A: Are you going to send for the doctor?
N: Why, he has just been sent for.

1. Are they going to tell him about the incident? 2. Are you going to invite them to the party? 3. Is he going to pay for the tickets? 4. Is anybody going to speak to the Dean about the matter? 5. Is she going to send this dressing gown to the cleaner's? 6. Are you going to call up for a taxi?

Ex 26 Open the brackets, using the Passive Voice (perfect forms).

1. He was sure that his mistake never (*discover*). 2. She didn't follow the advice she (*give*). 3. When she returned, the subject of the conversation already (*change*). 4. Everybody (*send*) an invitation? 5. I didn't know that the letter (*lose*). 6. He said he had never been there but he often (*tell*) about this place. 7. All the books from the library (*return*) by the end of term. 8. The invitation (*refuse; accept*)? 9. It always (*know*) as a most wonderful place for a holiday. 10. There are books that (*not read*) for years. 11. When we came to the cinema, all the seats (*sell*). 12. I never (*speak*) to like that before. 13. The house was dark and damp inside like any other building which (*not live in*). 14. When my parents were born, television (*not invent*) yet.

Ex 27 Use the verbs in the Passive Voice.

1. My chief **has promised** me a four-day holiday. 2. She **had written** the answers to all the questions long before the end of the lesson. 3. They **have** always **listened** to these lectures with interest. 4. She **has thrown away** at this year's newspapers. 5. They **have** always **laughed** at his jokes. 6. They **have known** this fact

for years. 7. She said that they **hadn't invited** him. 8. He knew that some historian **had described** this period but he didn't remember his name. 9. I wondered where they **had hidden** the key. 10. He wondered why they **had posted** the letter unstamped. 11. No one **has lived** in this house for the last hundred years. 12. He left two years ago and we **haven't heard** from him ever since. 13. **Have** they **told** him about the changes in the timetable?

Ex 28 Translate the following sentences, using the Passive Voice (perfect forms).

1. Колумб умер, не зная, что им был открыт новый континент. 2. Приглашение не было принято, так как оно было получено слишком поздно. 3. Было обсуждено только три вопроса, когда мы услышали звонок. 4. Эта комната всегда была предназначена (использовалась) для гостей. 5. Они заблудились потому, что им не показали дороги. 6. Ему всегда давали молоко перед сном. 7. Ее только что увезли в больницу. 8. Эти фильмы отличаются от тех, что нам показывали до сих пор.

II. Continuous Tense Forms

Ex 29 Study the following chart.

| | | | |
|------------|-------------------------------------|-------------|---|
| A new road | is being was being | made | there now. there when I stayed. in this town. |
|------------|-------------------------------------|-------------|---|

Ex 30 Supply the missing part of the analytical form of the verb in the Passive Voice (see the chart above).

1. He could not do a thing when he knew he — being watched. 2. He didn't show much interest when earlier theories on the subject — being discussed. 3. Close the door please, little Jane — being washed. 4. The boys watched how the car was — cleaned. 5. His speech is — translated for the foreign guests. 6. What do you feel when your favourite record is being —?

Ex 31 Complete the following sentences using the Past Continuous Tense.

Model: When I came to this town three years ago, this bridge across the Volga **was still being built**.

1. I haven't been to the show but I was present when the best photos (*choose*). 2. When I left the Institute I didn't know yet the marks the students had got because their papers (*look through*). 3. When I was a worker at this factory this work still (*do*)

by hand. 4. Just this very question (*discuss*) when I joined in the conversation. 5. He entered the hall in the dark and didn't understand at first what film (*show*). 6. She had the feeling that she (*watch*). 7. I wasn't surprised that he (*listen to with such interest*). He is a very good lecturer. 8. He was disturbed by the noise coming from the room next to his. He was sure that some experiments (*make*) there. 9. When she entered the class-room, the last student (*examine*).

Ex 32 Use the verbs in bold type in the Passive Voice. Make all necessary changes.

1. They **are making** a lot of new experiments in their laboratory now. 2. He was sure that somebody **was following** him. 3. Everybody **is still laughing** at his jokes. 4. We couldn't give him the daily program, we **were still working it out**. 5. **Are they still painting** tea cups by hand? 6. What **are they selling** in this little shop? 7. What happened? Why **was** a crowd of people **pushing** the car? 8. She felt they **were looking** at her.

Ex 33 Translate the following sentences, using the Passive Voice (continuous form).

1. Его слушали с таким интересом, что никто не заметил, как я вошел. 2. Что строится на той стороне реки? 3. Я долго не мог понять, почему над ним смеялись. 4. У него было такое чувство, что за ним кто-то идет. 5. Дети знали, что за ними наблюдают. 6. Что объясняли группе, когда вы присоединились к ним? 7. Не входите без приглашения, в зале обсуждается очень важный вопрос. 8. — Что там так обсуждают? — По-моему, вчерашний фильм. 9. Ему сказали, что музей закрыли неделю тому назад и что он будет открыт к юбилею писателя.

Mixed Bag

Ex 34 Open the brackets, using the correct form of the verb in the Passive Voice.

1. Robert Burns' poems (*translate*) into lots of languages and always (*enjoy and sing*) by the people all over the world. 2. In 1896, when gold (*discover*) in Alaska, Jack London moved there together with thousands of other men. His life in Alaska (*describe*) in many of his stories. 3. Cricket is England's oldest game and (*play*) before the Normans came in 1066. 4. They say golf (*be born*) in Denmark. 5. Golf (*play*) in the United States as early as 1779. 6. Do you know that tennis (*play*) more than a hundred years?

Ex 35 Open the brackets, using the correct tense form (active or passive). Retell the passage.

Until a few years ago, you (*cannot enter*) Nepal except on foot There (*be*) no

roads into Nepal, and no airfields. Anyone who (*want*) to visit the country (*walk*) across the mountains, or (*carry*) by porters. All goods, too, (*take*) into the country in the same way, along narrow and difficult mountain paths. Sometimes they (*lose*) on the way.

After people and goods (*carry*) into and out of Nepal in this way for hundreds of years, the airplane (*arrive*). An airfield (*build*) near Katmandu, the capital of Nepal, where small planes (*can land*) when the weather (*allow*) it. Passengers and important goods (*begin*) (*take*) into and out of Nepal by air. Today, there (*be*) a regular air-service between Nepal and India, but, of course, heavy or very big goods (*cannot put*) in the small airplanes which alone (*can use*) the airfield near Katmandu; and the weather often (*make*) flying impossible.

Now a road (*build*) from India to Nepal. It (*finish*) a few years ago. It (*cannot use*) by trucks or big cars, but jeeps (*can drive*) along it if they (*go*) carefully. In the next few years, the road probably (*make*) wider and better.

Of course, this road (*run*) through very beautiful country a lot of which (*cover*) with thick forest. Great mountains and rushing rivers (*cross*) as the road (*turn*) its way up on to the "Roof of the World", as it (*call*).

(After "An Intermediate Refresher Course" by L. A. Hill)

Ex 36 Rewrite (or retell) in narrative form.

A: Hello, John. What's the news? Has the new manager had a talk with the staff of the laboratory yet?

J: He had. If I am not mistaken, it was on Tuesday, but I'm not quite sure. Never mind.

A: What did he say?

J: He started by saying he knew how busy we all were, and he didn't want to take up much of our time.

A: Did he? I mean did he take up much of your time?

J: As a matter of fact, he did not.

A: What is he like as a manager?

J: Hard to say so far. He was frank enough to say that he needed our help and could get nowhere without the staff who had been working in the lab for so long.

A: That was really a frank and brave thing to say, I like that. Did you agree with all his plans?

J: We agreed with some and disagreed with others. What we like about the man is that he feels that great changes are needed and the whole organization of work in the lab wants bringing up to date.

(After "Real Politic" by A. Wilson)

The Article

(a) the use and omission of the article in close and loose apposition

Ex 37 Study the chart.

| | |
|------------------|---|
| close apposition | 1. Meet Professor Jones (Captain Smith, etc). 2. The writer (worker, student, composer, etc) Smirnov lives next door. |
| loose apposition | 1. Speak to Ivanov, head of the expedition. 2. Yesterday I met Pavlov, a student of group 3. |

Ex 38 Insert the article where necessary.

1. — worker Ivanov is — deputy to — Supreme Soviet. 2. Fomin, — scientist, is known for his Arctic expeditions. 3. I'd like to speak to Matveyev, — engineer at your plant. 4. — Professor Mikhailov hopes he will get your paper before — conference starts. 5. I can recommend' — very good doctor, — Doctor Vetrova. — doctor called on me every day when I was down with pneumonia. 6. — composer Petrov is well-known to — cinema-goers for his music to many films. 7. Meet — Captain Trent, he is our new colleague. 8. — writer Gardner will always remember — day he walked into — publishing house with his first manuscript under his arm.

(b) the use and omission of the article before nouns used predicatively

Ex 39 Study the chart.

She was **chairman** at the meeting.

Ivanov was **a president** of this Association. He was **president** since 1980 to 1982.

Ex 40 Insert the article where necessary.

1. George Washington was — president of the USA; he was — president from 1789 to 1797. 2. He studied nights to become — algebra teacher and finally rose to be — headmaster of a high school. 3. She is — head librarian at our local public library. 4. — Doctor Smith is — president of — Medical Association. 5. "Who will be — chairman of Monday's conference?" "— student Stepanov agreed to be — chairman."

Ex 41 Translate the following.

1. О. Ю. Шмидт был руководителем экспедиции на легендарном «Челюскине». 2. И. Д. Папанин был начальником первой советской экспедиции на Северный полюс. 3. Отец Д. И. Менделеева был директором гимназии в Тобольске. 4. Авраам Линкольн был президентом США с 1861 по 1865 год. 5.

Вы когда-нибудь слышали о новом методе профессора Николаева? 6. Смирнов, староста нашего факультета, просил передать вам, что конференция состоится в среду. 7. Вам может помочь мой друг Кузьмин, студент института иностранных языков. 8. Где я могу найти инженера Петрова? 9. Форд, капитан корабля, был на мостике, когда пароход входил в порт. 10. За доктором Крюковым уже послали, он будет через полчаса.

READING

Ex 42 Read the text, and do the assignments coming after it.

THE DISCOVERY OF THE X-RAY

Scientists working on a problem do not know and sometimes can't even guess what the final result will be. Professor Röntgen* was a physicist at the University of Würzburg in Germany. Late on Friday, 8 November, 1895, he was doing an experiment in his laboratory when he noticed something extraordinary. He had covered an electric bulb with black cardboard, and when he switched on the current he saw little dancing lights on his table. Now the bulb was completely covered; how then could any ray penetrate? On the table there were some pieces of paper which had been covered with metal salts. It was on this paper that the lights were shining. Professor Röntgen took a piece of this paper and held it at a distance from the lamp. Between it and the lamp he placed a number of objects, a book, a pack of cards, a piece of wood and a doorkey. The ray penetrated every one of them except the key. This mysterious ray could shine through everything except the metal. He called his wife into the laboratory and asked her to hold her hand between the lamp and the photographic plate. She was very surprised by this request, but she obediently held up her hand for a quarter of an hour, and when the plate was developed there was a picture of the bones of her hand and of the ring on one finger. The ray could pass through the flesh and not through the bone or the ring.

At a scientific meeting where he described what happened. Professor Röntgen called this new ray "the Unknown", the X-ray. Doctors quickly saw how this could be used, and soon there were X-ray machines in all the big hospitals. At first the doctors did not understand how powerful the rays were and many of them were injured, losing a finger or an arm through exposure to X-rays when they were using the machines. The most obvious use for this discovery was to make it possible for doctors and surgeons to see exactly how a bone was fractured. Other uses came later. It was found that these rays could be used to destroy cancer cells, just as they destroyed the healthy cells of the doctors who first used the machine. Methods were found later by which "ulcers in the stomach could be located, and the lungs could be X-rayed to show if there was any tuberculosis present. "Mass X-ray" units are sent round to factories and detect early signs of trouble in the lungs.

Unfortunately for Professor Röntgen, whose discovery did so much for medical

* **Wilhelm Konrad Röntgen**, 1845-1923, a German scientist

science, envious colleagues spread the story that he had stolen his discovery from a laboratory assistant who worked for him. He died, poor and forgotten, in 1923.

(After "Britain in the Modern World, The Twentieth Century"
by E. N. Nash and A. M. Newth)

Assignments

(a) Explain the meaning of the following words. (Look for clues in the text.)

1. current, 2. penetrate, 3. plate, 4. request, 5. injured, 6. cell, 7. detect.

(b) Quickly look through the list and mark the lettered phrase nearest in meaning to the word or phrase tested.

1. **Guess:** (i) know for sure; (ii) be in two minds; (iii) suppose.
2. **At a distance:** (i) not very near; (ii) very close; (iii) a long way off.
3. **Mysterious:** (i) hard to explain; (ii) unexplainable; (iii) easy to explain.
4. **Obediently:** (i) unthinkingly; (ii) unwillingly; (iii) willingly.
5. **Through** in "through exposure to X-rays": (i) with the help of; (ii) in spite of; (iii) as a result of.
6. **Destroy:** (i) kill; (ii) make useless; (iii) break to pieces.

(c) Briefly describe the experiment made by Professor Röntgen.

(d) Say whether, in your opinion. Professor Röntgen knew he was going to discover the X-ray, or he discovered it by chance. Quote facts from the text.

(e) Look through the text once again, and select the statement which best expresses its main idea. Explain your choice.

(f) Sum up what the text has to say on each of the following points.

1. How the X-ray got its name. 2. How it happened that many doctors were injured through exposure to X-rays. 3. The most important uses of the X-ray at the present time.

(g) Write a précis of the text.

Ex 43 *Read the text carefully, consulting the dictionary, if necessary. During the second reading note the key sentence in each paragraph. Write five questions covering the main points, answer each question in one complete sentence in your own words as far as possible; then, using your answers as guides, write a summary of the text.*

In the intricate complex of historical processes in the second half of the 20th century, one of the most crucial is the scientific-technological revolution. It is going on in socialist and capitalist countries and is beginning to take hold in the countries of the Third World; it is thus acquiring a global character. The scientific-technological revolution itself is a profound, qualitative revolution in the forces of production — in this lies its importance. It offers possibilities for a radical transformation of the methods of production, creating advanced instruments of production, incorporating new principles, advanced materials, it brings new industries to life and makes possible a previously unheard of increase in efficiency in all aspects of production.

The current revolution in technology signifies a profound transformation both in the instruments and other technical means of labour and in the methods of managing and organising the process of production and even in the objects of labour. Consequently, *it is necessary to think of the technological revolution in the broadest sense of the term — as a revolution in the very elements of the productive forces.*

The revolution in science is a dialectical negation of all the previous and essentially mechanistic views of the world. The process of revolutionary transformation encompasses almost all the natural sciences. Their paradigms, i.e., the established, basic premises, canons and conceptions that yesterday seemed certain today reveal their shortcomings and limitations and are being rapidly replaced with new paradigms.

One of the most important results of Marxist research on the problem of the technological revolution is the conclusion that *it is impossible to restrict the modern technological revolution to scientific or technological progress.* To the extent that science becomes a productive force, the universal education of people, the development of the creative forces of every man, becomes a crucial parameter in the development of the material base of civilisation and all the more becomes an inseparable component and an independent factor in the growth of the forces of production.

SPEECH AND COMPOSITION

Ex 44 Answer the following questions, using the vocabulary of the lesson. Sum up your answers (orally, or in writing).

ON GEOGRAPHICAL DISCOVERIES

1. What is a discovery? 2. What great discoveries do you know? 3. When were most of the great discoveries made? 4. What is the 15th century famous for? 5. Who discovered America? 6. Did Columbus know that he had discovered a new continent? 7. Whom is the new continent named after? 8. What great discoveries have been made by Russian scientists?

ON SCIENTIFIC DISCOVERIES

1. What great scientific discoveries were made by Lomonosov (Pavlov Curie, etc)? 2. In what year did Mendeleev discover the Periodic Law? 3. Why did the discovery of the Periodic Law make a revolution in science? 4. How did the scientific world take it? 5. Was there much discussion and argument before it was generally accepted? 6. Are there any new theories on the question now? 7. What else is Mendeleev famous for?

ELECTRICITY AND ITS USES

1. Who discovered electricity? 2. How was it discovered? 3. What did the discovery of electricity mean to mankind? 4. How is electricity used? 5. When was the first Soviet power station built? 6. What electric power stations have been built since then? 7. Do you remember what V. I. Lenin said about the role of electricity in the life of our country?

ON INVENTIONS

1. What is an inventor? 2. By whom and when was radio invented? 3. Why is this an important invention? 4. How is it used? 5. What inventions were made by Kulibin, Yablochkov, Edison, Alexander Bell, James Watt, etc?

WHAT'S YOUR WAY OF WORKING?

1. What's the best place where you can work undisturbed? 2. Why don't you work at home? Why do you go to the library (reading-room)? 3. What is your favourite library? Why do you like it better than any other library in Moscow? 4. Do you make notes when reading something? 5. Do you make (take) notes during lectures? Are they a great help when you prepare for a seminar or an exam?

AN INVITATION

1. What were you doing last Sunday? 2. Was it an invitation to a birthday party, a house-warming party or just a get-together of old friends? 3. Was it an invitation you had been expecting or did it come quite unexpectedly? 4. Are they old friends of yours? How long have you known them? 5. Do they still live at the old place or have they moved to one of the new districts since you visited them last? 6. Was it any trouble finding the house? 7. Was the party fun? Did you enjoy yourself?

Ex 45 Read and discuss the following story. Speak on some other scientist.

Dmitri Ivanovich Mendeleev was born on February 7, 1834 in Tobolsk. He came of a family of heroic pioneers. His grandfather was known as the publisher of the first newspaper in Siberia, the *Irtish*. His father was director of the local high school.

When Dmitri was still a boy his father died and his mother, who had made up her mind that Dmitri must get a good scientific education, moved first to Moscow, then to St. Petersburg where Mendeleev entered the Pedagogical Institute. He worked hard and graduated at the head of the class. He was made professor of the University of St. Petersburg before he was 32. He wrote: "We need a double number of Newtons to discover the secrets of nature and to bring life into harmony with its laws."

Mendeleev had spent twenty years studying the chemical elements. Before the end of the 19th century he surprised the world with his Periodic Law. He placed all the elements in order, starting with the lightest, hydrogen, and finishing his Table with uranium, the heaviest. In his Table he made places for more than 63 elements. But there were places in his Table which were still empty. Were they always to remain empty? Mendeleev predicted several undiscovered elements.

The whole scientific world was thrilled.

At the time Mendeleev died (1907) there were already 86 elements in the Periodic Table.

Mendeleev was not only a scientist, he was also a social reformer. He hated the tyranny and oppression of Czarist Russia; he thought women to be equal to men in their struggle for work and education.

(After "The Greatest Discovery of the Century" by Bernard Jaffe)

Ex 46 *Read the passage. Answer the questions. Retell the passage in English.*

КАК БЫЛА ОТКРЫТА АНТАРКТИДА

16 июля 1819 года шлюпы «Мирный» и «Восток» вышли из Кронштадта. Они уходили в Антарктику на поиски неведомой Южной Земли, о которой знаменитый английский мореплаватель Джеймс Кук писал в своем дневнике, что такой земли нет.

Командиром шлюпа «Восток», а также начальником экспедиции был Ф. Ф. Беллинсгаузен. Шлюпом «Мирный» командовал М. П. Лазарев.

Шлюпы шли по Атлантике* вниз. Далеко позади остались Лондон, Тенериф*, Рио-де-Жанейро, Южные острова*.

27 января 1820 года экспедиция пересекла Южный полярный круг. На следующий день продвижение экспедиции было остановлено стеной из льда. Так экспедицией Беллинсгаузена была открыта Антарктида. Было сделано одно из величайших географических открытий.

Семьсот пятьдесят один день длилась экспедиция. Было пройдено около ста тысяч километров. Всего было открыто, описано и нанесено на карту двадцать девять больших и малых островов.

Спустя год «Восток» и «Мирный» вышли из антарктических вод. Вышли

* the Atlantic (Ocean), Tenerife; South Is (= Isles) South Georgia

там же, где и вошли, — в районе острова Южная Георгия*.

Questions

1. When did the sloops the *Mirni* and the *Vostok* leave Kronstadt? 2. Where were they going? 3. What were the seafarers hoping to find in the Antarctic? 4. What did the famous English seafarer James Cook write in his diary about the Unknown Southern Land? 5. What sloop was under the command of F. F. Bellingshausen? 6. Who headed the Russian scientific expedition to the Antarctic? 7. What sloop was under the command of M. P. Lazaryev? 8. What course did the sloops follow? 9. What places did they pass on their way to the Antarctic? 10. When did the expedition cross the Antarctic Circle? 11. What appeared before them the next day? 12. What stopped the movement of the boats? 13. What was in their way? 14. Why didn't the seafarers know that they had made one of the greatest geographical discoveries of the century? 15. How long did the expedition last? 16. How many kilometres were covered? 17. How many islands were discovered, described and mapped? 18. In what place did the sloops leave the Antarctic waters?

Ex 47 Act as interpreter. Sum up the dialogue.

A: How is freedom of scientific, technical, and artistic work guaranteed in the USSR?

B: Государство создает необходимые материальные условия для развития научного, технического и художественного творчества. Академия Наук СССР стоит во главе научной мысли в нашей стране.

A: What questions does the Academy of Sciences deal with at its sessions?

B: По установленной традиции ежегодно весной советские ученые созываются на сессию, чтобы подвести итоги проделанной за год работы (review their last year's work) и наметить задачи на будущее.

A: What scientific discoveries can you mention?

B: Это открытия в области физики, химии и биологии. Они имеют большое практическое значение для различных отраслей экономики страны.

A: How do Soviet scientists look upon science?

B: Наука сегодня не является больше вещью в себе. Это активный инструмент в планировании, прогнозировании и развитии научного, технического и социального прогресса.

A: What can you say about the educational importance of scientific discoveries?

B: Они дают человеку новые сведения об окружающем нас материальном мире.

Ex 48 Use the following words and expressions in situations of your own.

* the Atlantic (Ocean), Tenerife; South Is (= Isles) South Georgia

1. Modern Science

the age of great (wonderful, etc) discoveries in physics, chemistry and other sciences; a scientific and technological revolution; Soviet science; make great (important) progress; hold first place in the world in many spheres of research; change the face of the earth; be meant for the good of man; bring changes into our way of life; Soviet scientist; be famous for; do important scientific work; work out new methods; be widely used in industry and agriculture.

2. An Experiment in Physics

be interested in physics; take part in the work of a Students' Scientific Society; a marvellous idea; come to one's mind; talk things over with one's Professor; follow the Professor's advice; spend a lot of time in the laboratory; make experiments; have a lot of trouble at first; remain in the laboratory for days; not disturb sb in his work; get interesting results; work sth out at last; be invited to speak at a scientific conference; be thrilled; accept the invitation; be proud of sth; write an article; appear (be published) in a scientific magazine.

3. The Telephone is a Wonderful Invention

Mr Brown: frankly enjoy having a telephone at home; be extremely proud of sth; a marvellous idea; invite Mr Smith to dinner; hope to have a nice quiet chat; take up the receiver; make a call; wait for the wife to answer the telephone; hand the receiver to Mr Smith; watch Mr Smith's face; immediately see that sth is wrong; not expect sth to happen; hardly know what to say.

Mrs Brown: hear the telephone ringing; believe that it is her husband at the other end of the line; say sth quite frankly; be against sth; not choose one's words; (the words) be meant for her husband's ears only; repeat several times; not keep a hotel; be displeased; even not try to hide one's anger.

Ex 49 Discuss the following, giving your arguments for or against.

1. You believe that a person can become a genius by very hard work Your friend disagrees, saying that even if a person works hard, he has very little chance of becoming a genius if he wasn't born one.

2. The same facts or happenings are often interpreted differently by different people. You say that it is so because people never really get a full understanding of a fact or a full picture of a happening, or to put it differently, their interpretation is a result of their limited knowledge of a fact, subject, etc. Your friend believes that it happens so because people are less interested in the fact or happening as such, and are more interested in their own reactions to it, in their feelings and thoughts.

3. Your friend believes that it's wonderful to be famous. What do you think?

Ex 50 Subjects for oral and written composition.

1. Retell the story in the person of: (a) Charles Chaplin; (b) Mrs Einstein; (c) Professor Einstein's assistant.
2. Say how true was the story told by Mrs Einstein to Charles Chaplin.
3. Tell the story of some great scientific discovery.
4. Tell the life story of a great scientist.
5. The Radio (or Television) and its uses.
6. Science in the home.
7. Tell a story to illustrate the proverb: "Necessity is the Mother of Invention."
8. Describe an episode or incident that had happened to you ending the story with the words: "I had had all my trouble for nothing."

LESSON NINE

Text: Letters From College.

Grammar: Perfect Continuous Tense Forms. .

LETTERS FROM COLLEGE

Dear John,

I meant to write you at once, but it took me rather long to get used to College life. College¹ is a very big place and at first I got lost almost every time I left my room. Things are much easier now and I hope you'll look me up some day and let me walk you about. You won't be disappointed, I promise. Oh, I'm good at showing people about. I'll say something like this:

Our College was founded over two hundred years ago. On your right is the library which was built about the same year the College was founded. (So you can easily imagine how it looks and smells inside!) The building on your left, which rather reminds me of a Gothic Cathedral, is in fact the gymnasium, and the Tudor Romanesque² next to it is the new infirmary³ and so on and so forth.

The trouble with College is that they expect you to know such a lot of things you've never learnt. To be quite honest, I never knew I was so much behind the others. It'll take me months of real hard work to catch up with the fellows!

I made an awful mistake the very first day. Somebody mentioned Maurice Maeterlinck,⁴ and I asked if he was a Freshman.⁵ That joke has gone all over College.

Did you ever hear of Michael Angelo?⁶

I didn't, until last week. He was a famous artist who lived in Italy in the Middle Ages.⁷ Everybody in English Literature knew about him and the whole class laughed because I thought he was an archangel. He sounds like an archangel, doesn't he? Now I know better. When people start talking about things I never heard of, I just keep quiet and look them up in the encyclopedia.

We've been studying hard all through the term. Now that the exams have started, it's got even worse. I've learned fifty-seven French irregular verbs in the past four days—I'm only hoping they'll stay till after examinations.

The fellows have been telling me that some of the boys sell their textbooks when they're through with them, but I'm going to keep mine. Then, after I've graduated, I'll have my whole education in the bookcase. It'll be so much easier than if I try to keep it in my head.

Now, more news coming, if you're still interested. They've organized a Freshman basketball team and I'm joining it. There'll be a sports competition at the end of term and I hope I'll be good enough to take part in it. It's great fun and then, anyway, the doctor says I need more exercise.

That was all good news. Now for the bad news. You know what happened? I failed in mathematics. It wasn't really my fault, it was just bad luck. I'll be taking another exam next month. I'll do my best to pass, but be ready for the worst and don't say I didn't warn you. As for me, I take it easy, because I've learned such a lot of

things not mentioned in the catalogue.⁸

That's all for now. Hoping to hear from you soon, Dan.

P.S.⁹ Speaking of classics, have you ever read "Hamlet"? If you haven't, do it at once. It's perfectly splendid. I've been hearing about Shakespeare all my life, but I had no idea he really wrote so well.

NOTES

1. **College:** *here* a school of higher learning giving a Bachelor's degree (*a first university degree*). It is worth noting that the first two years in an American college or university are a continuation of secondary education. During this time certain courses in English, social science, natural science, and so forth must usually be completed before a student may begin an intensive study of his special field.

2. **Gothic; Tudor Romanesque:** styles of 15th century European architecture

3. **infirmary:** a room used for people who are ill or injured (in a school, institution, etc)

4. **Maurice Maeterlinck**, 1862-1949, a Belgian dramatist and poet, author of "The Blue Bird", received the Nobel prize for literature in 1911

5. **Freshman:** a student of the first year. An American university student, in the typical case, takes four years, known as freshman, sophomore, junior and senior years. The British university student typically takes three years: these are known as the first, second and final years.

6. **Michelangelo**, 1475-1564, an Italian painter, sculptor, architect, and poet "Michael Angelo" is the way Dan hears the name, he has never seen it written.

7. **Middle Ages:** the period of European history between about 500 A.D. and 1650 A.D. (Anno Domini — in the year of our Lord)

8. **catalogue** (*AmE*): University Course-list (*BrE*,) curriculum

9. **P.S.:** postscript, a short addition to a letter, below the place where one has put one's name

VOCABULARY

disappoint *vt* разочаровывать; огорчать The book disappointed me. His refusal disappointed us. We were disappointed **in** him (**with** his answer; **about** the arrangement); **disappointment** *n*

imagine *vt* представлять себе, воображать; полагать I can't imagine how I'll do it. Don't imagine that it's easy to do; **imagination** *n* воображение have much (little; a rich, a poor, etc) imagination

remind *vt* напоминать; напомнить remind sb to do sth He reminds me **of** his father. They reminded me **about** our arrangement.

sound *vi* звучать; казаться Her voice sounded strange over the telephone. His argument (explanation, suggestion, etc) sounds all right; **sound** *n* звук the sound of an instrument (the sea, voices, etc)

graduate *vt/vi* кончать, оканчивать (*учебное заведение*); выпускать (*из учебного заведения*) graduate (from) a college (institute, university, etc); How many students did the University graduate last year? **graduate** *n* окончивший учебное заведение; выпускник; **graduation** *n* окончание учебного заведения graduation paper дипломная работа

education *n* образование; воспитание a good (excellent, poor, etc) education; an elementary education начальное образование; a secondary education среднее образование; a higher education высшее образование; compulsory education обязательное обучение; free education бесплатное образование **Phr** receive an education получить образование **Phr** have the right to education иметь право на образование

interest *vt* интересоваться, заинтересовывать The new project interested them. **Phr** be (get) interested **in** sb/sth (за)интересоваться кем-н/ чем-н; take an interest **in** sb/sth проявлять интерес к кому-н/чему-н; be **of** interest (**to** sb/sth) представлять интерес (для кого-н/чего-н)

term *n* 1. семестр (*учебный*); 2. срок **Phr** a term of office срок пребывания у власти (*правительства, президента и т. п.*)

fun *n* веселье; забава; шутка We had a lot of fun at the party. **Phr** make fun **of** sb/sth подшутить над кем-н/чем-н; do (say, etc) sth **in** (for) fun делать (говорить и т. п.) что-н в шутку (ради шутки); **funny** *a* 1. смешной, забавный a funny story (joke, hat; question, idea; fellow, face, etc); 2. странный, непонятный a funny feeling (business, etc); There is something funny **about** the affair.

fail *vi/vt* 1. потерпеть неудачу, не иметь успеха; провалиться на экзаменах (*разг* провалить экзамен) Why did the plan (attack, play, etc) fail? He failed **in** physics. She failed to pass the examination; 2. не исполнить, не сделать, забыть fail to do sth; Don't fail to write to us; **failure** *n* неудачник The play was a failure. Пьеса не имела успеха (провалилась); **Phr** end **in** failure = meet with failure потерпеть неудачу; проваливаться

fault *n* 1. вина It's your own fault that we are late. **Phr** It's my fault. Виноват. Извините; 2. недостаток, дефект True, he has a lot of faults, but he's a nice fellow all the same. **Phr** find fault **with** sb/sth придирается к кому-н/чему-н

luck *n* счастье, удача Good luck to you! Желаю вам удачи! **Phr** good luck везение; bad luck невезение It's good luck that I've met you; (**un**)lucky *a* (не)счастливым, (не)удачным, (не)удачливым a lucky person (day, chance, etc); He was lucky. Ему повезло.

warn *vt* предостеречь, предупредить warn sb **of** (**about, against**) sth/sb warn sb not to do sth; **warning** *n* предупреждение, предостережение **Phr** take the (sb's) warning учесть, принять во внимание (чь-н) предупреждение

WORD COMBINATIONS

be (get) used to sb/sth привыкнуть к кому-н/чему-н

some day когда-нибудь (*о будущем*)

be good at sth (doing sth) хорошо уметь что-н делать

be behind (sb/sth) отставать (от кого-н/чего-н)
catch up with (sb/sth) догнать, нагнать (кого-н/что-н)
Now I know better. Теперь я стал(а) умнее.
look up a word (a name, etc) искать слово (имя, что-н в справочнике)
be through with sb/sth закончить, завершить что-н, порвать с кем-н
take part (in sth) принимать участие (в чем-н)
take an examination держать, сдавать экзамен
as for/to me (him, her, etc) что касается меня (его, ее и т. п.)
take one's failure (sb's words, life, etc) easy (seriously, hard, etc) относиться к неудаче (чьим-н словам, жизни и т. п.) легко (серьезно, тяжело переживать)

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. Where was Dan studying? 2. Why didn't he keep his promise to write his brother as soon as he arrived at College? 3. Why did it take him rather long to get used to College life? 4. What was the trouble with College as Dan saw it? 5. What mistakes did Dan make? 6. Why did he describe them as "awful"? 7. What lesson did he learn? 8. Why did Dan want to keep his textbooks after he graduated from college? 9. What sports team was he going to join, and why? 10. What was the bad news? 11. Why wasn't he upset over his failure in mathematics? 12. What made Dan change his mind about Shakespeare?

Ex 2 Look through the text once again, and:

1. See if you can find enough facts to prove that this is a text about an American college. 2. Describe the college campus. 3. Prove that Daniel was having a hard time of it. 4. Sum up Daniel's ideas about education, and prove that he was wrong. 5. Make your conclusions about Daniel's character. 6. Say if Daniel's brother was older or younger than he. 7. Say if Daniel will make a good student, or drop out.

Ex 3 Find in the text the English for the following phrases, and use them in retelling and discussing the text.

намереваться написать сразу же; вначале; навестить кого-н; свыше двухсот лет тому назад; справа; слева; спортзал; лазарет; совершить ужасный промах; в самый первый день; студент первого курса; знаменитый художник; средние века; теперь я умнее; в течение всего семестра; неправильные глаголы; остаться (в памяти); после окончания колледжа; баскетбольная команда; хорошие (плохие) новости; провалиться по математике; сдавать экзамен; приложить все усилия; сдать экзамен; приготовиться к худшему; не огорчаться; получить

KEY STRUCTURES AND WORD STUDY

Ex 4 Give the four forms of the following verbs.

mean, lose, write, take, leave, found, build, learn, catch, think, hear, keep, study, stay, tell, sell.

Ex 5 Make up five groups of three words associated in meaning or area of usage.

| | | | | |
|-------------|---------------|---------------|------------|---------|
| enjoyment | examination | freshman | infirmary | college |
| high school | library | entertainment | student | fun |
| gymnasium | undergraduate | test | university | quiz |

Ex 6 Choose the right word.

1. (i) I was more than sure I had to look for some — meaning in his words, (ii) The old boathouse was the boy's favourite — place. (*hiding, hidden*). 2. (i) Her — remark upset me. (ii) The — flowers were beautifully arranged on the dinner table, (*cutting, cut*). 3. (i) The young man you heard me mention earlier is one of our most — writers, (ii) The — trip was to remain a promise, (*promising, promised*). 4. (i) He gave me a bitter smile and I thought to myself that only a — man could smile like that. (ii) It was — news, but not — enough to make him lose hope. (*disappointing, disappointed*). 5. (i) She was past forty, but still a woman of extremely — appearance, (ii) She met me with a — smile and I knew she was happy to see me. (*pleasing, pleased*). 6. (i) The stranger gave me an — look. (ii) It was a most — idea. (*interesting, interested*).

Ex. 7 Recast the following, using in (a) adjectives, in (b) adverbs instead of nouns with the suffix '-ness'. Make other necessary changes. Translate the sentences into Russian.

(a) 1. Thank you for your kindness. 2. We admired the richness of colour in his paintings. 3. The pleasantness of her manners made people like her at once. 4. Her words were full of bitterness. 5. I shall never go to Batumi again, I couldn't stand the dampness of the climate there. 6. Life looked good, still there was a heaviness in her heart that she didn't know how to explain. 7. They chose the place for its quietness. 8. I was extremely upset by my friend's coldness.

(b) 9. He looked at his elder brother with fondness. 10. She took the news with a lightness that surprised us greatly. 11. I want to give you a warning — she always gets down to work with eagerness but quickly loses interest. 12. I've never heard him speak to anyone with such softness.

Ex 8 *Translate the following sentences into English, using a different phrasal verb in each.*

(a) move about, sit about, stand about, lie about, go about, get about, run about, look about

1. Он всюду ездит на своей машине. 2. Она была еще очень слаба после болезни и с трудом **передвигалась по комнате**. 3. В коридорах **стояли** студенты и обсуждали результаты экзаменов. 4. Он последнее время много **ездит по** стране. 5. Книги **лежали везде**: на столе, на стульях и даже на кровати. 6. Дети **носились по** саду, они играли в какую-то свою игру. 7. Она вошла в зал и **огляделась** — ни одного знакомого лица. 8. Нельзя же **просто так сидеть** и ничего не делать

(b) show sb about, follow sb about, take sb about, move sth about, leave sth about, carry sth about

1. Он всегда и **повсюду носил с собой** портфель, и вот однажды он его потерял. 2. Он обещал **повозить** меня по городу на машине. 3. На следующий день ожидался приезд группы туристов, которым он должен был **показать** город. 4. По-моему, они все время **двигают** мебель. Как ни придешь, у них вся мебель расставлена по-новому. 5. Это редкие книги. Их нельзя **оставлять без присмотра**. 6. Собака **неотступно следовала** за нами.

Ex 9 *Paraphrase the following sentences according to the model.*

Model 1: It was **so cold**.
It was **such a cold day**.

1. He is so hard-working. 2. The idea is so splendid. 3. The mistake was so awful. 4. The joke was so funny. 5. The question is so unexpected. 6. The story is so touching. 7. The cross-word puzzle is so difficult. 8. The present was so expensive. 9. The discovery was so important. 10. The decision was so quick. 11. He used to be so famous ten years ago. 12. This coat is so warm. 13. The rain was so heavy. 14. It was so disappointing to hear her refusal.

Model 2: The day was **so cold** that we stayed indoors.
It was **such a cold day** that we stayed indoors.

1. I was so disappointed that I couldn't speak. 2. He couldn't imagine that the work would be so difficult. 3. She was so lucky that we all envied her. 4. The student's graduation paper was so interesting that it was published. 5. Everybody laughed because the story was so funny. 6. The subject was so difficult for him that he failed at the exam. 7. The speaker's voice was so strong that it carried right across

the hall. 8. The woman's hat was so funny that people turned their heads.

Ex 10 *Translate the following sentences, using the word 'idea'.*

1. Как эта **идея** пришла вам в голову? 2. Я **понятия не имею**, что он за человек. Мне никогда не приходилось иметь с ним дело. 3. Они **не представляли себе**, что поездка окажется такой удивительной. 4. Я **не знаю**, что он имел в виду. 5. Мы и **не думали**, что она такая обидчивая. 6. — Когда они приезжают? — **Понятия** не имею. 7. Я и **понятия** не имел, что он когда-то был известным шахматистом. 8. Они и **не предполагали**, что им придется делать пересадку в пути. 9. Что за странная **мысль**! 10. Мне и в голову **не пришло**, что она примет это так близко к сердцу. 11. Он человек передовых **идей**.

Ex 11 *Translate the following sentences, using 'take (sb) time (hours, days, weeks, etc)'.*

1. У него ушла еще одна неделя на то, чтобы закончить дипломную работу. 2. Обсуждение первого вопроса заняло, по крайней мере, час. 3. Ему потребовались месяцы напряженной работы, чтобы разрешить эту важную проблему. 4. Если вы располагаете временем, то пойдете с нами на экскурсию в музей. Она займет часа два-три. 5. Чтобы добраться до Владивостока поездом, вам потребуется около недели. 6. Спорт занимает большую часть его свободного времени. 7. Сколько времени вы обычно тратите на дорогу в институт? 8. У него ушло очень мало времени, чтобы подготовить конференцию.

Ex 12 *Translate the following sentences, using 'now that'.*

Теперь, когда 1. все экзамены были сданы, он мог подумать об отдыхе; 2. всё готово, мы можем отправиться в путь; 3. он был вне опасности, он мог спокойно обдумать свое положение; 4. получено так много важной информации о Луне, ученые разрабатывают новые планы; 5. они достигли вершины горы, они готовы были забыть все трудности пути; 6. он так привык к ним, ему не хотелось уезжать.

Ex 13 *Study the following phrases and (a) recall the sentences in which they are used in the text, (b) use them in sentences of your own.*

get (be) used **to** sth/sb; **at** first; look sb **up**; walk (show) sb **about/round** a place; be good **at** sth; **on** sb's left/right; remind sb **of** sth/sb; next **to** sth/sb; be **behind** (**in** one's work, etc); catch **up** with sb/sth; (all) **over** the place (world, etc); hear **of** sb/sth; **in** the Middle Ages; look sth **up in** the encyclopedia (a dictionary); (all) **through** the term (year, etc); be **through with** sth/sb; keep sth **in** the head; **at** the end

(beginning) **of** sth; take part **in** sth; fail **in** a subject (at an exam); be ready (prepared) **for** sth; as **for/to** me (him, etc); hear **from** sb; **at** once.

Ex 14 Fill in the blanks with prepositions or adverbs.

(A) 1. We expect to hear — him — the end — the month when the ship has reached Kamchatka. 2. Have you heard — the latest discovery made — the physics laboratory? 3. Why take his words seriously? I am sure he said it all — fun. 4. If you are not sure — the spelling, look the word — — the dictionary. 5. I am — — him, I've had enough of his empty promises. 6. The trouble—that fellow is that he is interested — many things but good — nothing. 7. I don't advise you to mention the news — her, it will be all — the place — once. 8. Why remind him — something he is trying so hard to forget? 9. They hadn't been warned — the change and missed the first report. 10. He had missed a lot of lectures — the beginning — term and was working hard now to catch — — the rest—the group. 11. Ann didn't stay — the end but rose to go long before the picture was —. She just couldn't stand it any more: — her right sat a man who had been smoking all the time, — her left was a woman who had slept — the greater part — the film. 12. I am not sure I'll ever get used — his strange ways, but working— him is a pleasure. 13. We'll be looking you — one of these days. 14. She didn't see how greatly disappointed we were — her work. 15. It's impossible to keep all these facts — the head, I must make some notes. 16. As — Grace, her parents didn't want her to take part — their long trip because that would mean missing a semester — college and be — the other students when she returned. 17. — first I called him Mr Blake, but very soon he said: "Leave — the 'Mister', just call me plain Blake." 18. As — the price he mentioned, no good businessman could make such an offer.

(B) Every time a circus used to come — our town, I and my friend Joey thought — nothing else but the circus and we were no good at all — school.

The circus was everything to us. When we heard that the circus was — its way we ran all — the town — excitement, we just couldn't keep quiet. And when the circus was — last — town we liked nothing better than to watch the workers, the acrobats and the clowns, the animals. We tried to join the workers, we used to carry water — the elephant; we showed the smaller boys — the place. It was great fun.

This time the whole trouble started when Joey ran — the classroom one day, ten minutes late, and without taking — his hat and explaining why he was late cried:

"Hey, Aram, what are you doing here? The circus is — town!"

I needn't mention here what I felt when I heard the news, I jumped — — once and ran — — the room while I heard the teacher shouting — , me, "Aram, stay — this room. Do you hear me, Aram."

I heard her very well and I knew what my not staying would mean. It meant a good beating* from old man Dawson and catching — — the class. The minute the circus arrived — town we were — — school.

* a good beating: взбучка

Ex 15 Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.

imagine, imagination, disappoint, disappointment (2), fail, failure (2), warn, warning, remind, sound v, found, luck, lucky, fun, funny, past, fault

1. Life among strangers was something she couldn't quite — to herself, she had never yet spent a day away from home. 2. We laughed till we were weak. I still believe it's the — story I've ever heard. 3. The visitors were — not to smoke in the laboratory. 4. You didn't really hear anything. It was only your —. 5. The story goes that University College, the oldest at Oxford, was — in 1163. 6. Fishing is great —. 7. The loud cry of — came just as the car was turning the corner. I hardly had time to jump out of its way. 8. He couldn't get used to the thought that he was a —, he still believed in his — and hoped that some day he would be making a name for himself. 9. The singer's voice — strong and deep. 10. The experiment had — and he was doing his best to hide his —. 11. You can safely take him on the trip. The fellow has many —, but I'm sure you'll like him. 12. Everything in the boy strongly — me of his father. 13. He was wondering if next time he would be as — in his choice of the lottery ticket. 14. Like all fathers he had high hopes for his son and used to take his — very hard. 15. All her troubles and — were in the —. A new career must mean a new start in her life, she thought. 16. We were all bitterly — with the results shown by the Institute team during the summer University Games.

Ex 16 Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell the passage.

Я (сдал все остальные экзамены) at my University, but I always (проваливался по) botany. This was because all botany students had to (проводить несколько часов в неделю) in a laboratory looking through a microscope, which was something I couldn't (привыкнуть). I could never see through a microscope. It wasn't my (вина) really, but it (бывало расстраивало) my professor. He usually walked around the lab extremely (довольный) the progress of the students, until he came to me. "I can't see anything," I said. He (очень хорошо умел) explaining and he did all he, could to make me see through a microscope. I (едва) understood what it was all about. I couldn't (даже представить себе) what he wanted me to see. I (всегда отставал от) the others. I (честно делал все возможное) but I felt I would never (догнать остальную группу).

I took a deferred pass as they called it, and waited a year and tried again. I had no (выбора). You had to (сдать экзамены по одной из биологических наук) or you couldn't (получить диплом об окончании). The professor had come back from vacation (полный желания объяснять) cell-structure again to his classes. "Well," he said to me hopefully, when we met in the (самый) first laboratory hour of the

semester, "We're going to see cells this time, aren't we?" "Yes, sir," I said. Students to right of me and to left of me and in front of me were seeing cells. (Что касается меня) I only saw what (было похоже на) a lot of milk.

The professor was extremely (разочарован). He (переживал) it real hard. He (предупредил) me that it was my last (шанс).

I had been looking through the microscope for some time when to my great pleasure and (удивлению) a lot of different coloured dots (появились) on the glass. They (напоминали мне что-то) but I couldn't (точно) remember what. (Мне очень повезло.) I (протянул руку за) my notebook and (начал делать заметки). The professor (поспешил) to my desk and stood (рядом с) me. He looked at my notes. "What's that?" he cried out (в возбуждении). "That's what I saw," I (объяснил). "YOU didn't, you didn't, you didn't! (С тобой покончено)" His voice (поднялся) in a loud cry. He (утратил) control of himself. He looked into the microscope. "That's your eye!" he cried. "You've arranged the lens so that it reflects! You've got your eye there!"

(After "University Days" by J. Thurber)

Ex 17 *Speak on the following topics. Use the words and phrases given below.*

1. Dan Comes to College

arrive; mean to do sth; fail to keep one's promise; explain sth to sb; describe one's life to sb; begin a new life; live in a strange place; live among strangers; take sb rather long to get used to sth; a new way of life; get lost; at first; an exciting kind of life; find things difficult (easy); hurry to classes; make (take) notes of lectures.

2. Dan Invited His Brother

send an invitation; make the necessary arrangement (for); promise; not be disappointed; walk (show) sb about; be good at sth; tell the story (of); be founded; on one's right (left); beside sth; old (new, modern) buildings; different architectural styles; remind sb of sth; hope; look sb up; hear from sb.

3. Dan Learns His Lesson

the trouble with College is ...; discover sth; by the way; make an awful mistake; in the very first week; pronounce sth in the wrong way; think sth funny; make fun of sb; know better; as the weeks go by; keep quiet; look sth up in the encyclopedia; be behind the class; catch up (with); do one's best; plan to keep one's books; be through (with); keep sth in one's head.

4. Good News

be fond of sport; join a basketball team; enjoy doing sth; hope to be good

enough to take part (in); hold a sports competition; at the end of term; be a good player, be good (at); be great fun; be good for one's health; need exercise badly; forget about illness; feel fine (perfectly splendid).

5. **Bad News**

prepare for the exams; in a hurry; learn 57 irregular verbs in the past four days; try and keep them in one's head; fail in a subject; not be one's fault; believe sth to be bad luck; hope that sb is not disappointed too much; take another examination; hope to pass an examination; prepare sb for the worst; warn sb; promise to do better next time; as for sb; not be upset (over); take sth easy.

6. **Postscript**

be behind in one's reading; work hard to catch up with the rest of the class; make a wonderful discovery; perfectly splendid; have no idea that ...; advise sb to do sth.

Ex 18 Test translation.

1. В нашей стране все граждане имеют право на образование. 2. Многие студенты принимают активное участие в работе студенческого научного общества. Они проявляют большой интерес к проблемам, которые там обсуждаются. 3. — Сколько экзаменов вам предстоит сдать в этом семестре? — Что касается меня, то всего лишь два. Я уже сдал остальные. 4. Я огорчен, что мне не удастся принять участие в подготовке вечера. 5. Я отстал по некоторым предметам, и сейчас мне надо много заниматься, чтобы догнать группу. 6. — Как она отнеслась к своему провалу по математике? — Она очень огорчена. 7. Мы хорошо провели время в спортивном лагере. Мы купались, совершали прогулки в горы, устраивали вечера и соревнования. 8. — Где вы будете работать после окончания института? — Еще не решено, но я хотел бы поехать на север. 9. Сначала ему было очень трудно привыкнуть к новой работе, но со временем она ему понравилась. 10. К нашему великому огорчению, в первый же день нашего приезда погода изменилась к худшему. Отпуск был испорчен. 11. Мы все разочаровались в нем. Мы не думали, что он так легко относится к жизни. 12. Он хорошо умеет рассказывать разные истории. У него богатое воображение. 13. Хотя она уже имеет право уйти на пенсию, она не может представить себе жизнь без работы. 14. Всё в этом городе напоминало ей о прошлом. 15. Напомните ему, пожалуйста, купить сигареты по дороге домой. 16. Нам пришлось несколько раз напомнить ему о его обещании. 17. Мы виноваты, что не предупредили вас о нашем приезде. Нам пришлось выехать так неожиданно, что мы не смогли послать вам телеграмму. 18. Ему очень повезло, что его спросили первым. У него не было времени волноваться. 19. Посмотрите, пожалуйста, это слово в словаре. Я не совсем уверен в его точном значении. 20. Как только я закончу дипломную работу, я смогу

разрешить себе несколько дней отдыха.

GRAMMAR

Perfect Continuous Tense Forms (Present, Past and Future)

Ex 19 Study the following chart.

| | | |
|-----|---|---|
| I | 1 | She has been waiting to see you since morning . |
| | 2 | They have been studying English for three years . |
| II | 3 | When I came to work at the Institute she had been teaching there for ten years already. |
| | 4 | She said that she had been working at this factory since 1980 . |
| | 5 | He had been living in Leningrad up to 1981 and then he moved to Moscow. |
| III | 6 | By this time next year he will have been lecturing on the subject for five years .* |

Ex 20 Ask questions indicated at the end of the sentences.

1. I have been working on the problem for three years. (*How long?*) 2. We had been walking for hours before we saw the lake. (*How long?*) 3. It has been raining since morning. (*Since when?*) 4. I don't want to go out this evening. I've been working in the garden all day. (*Who?*) 5. We have been making chemical experiments for the past few days. (*What experiments?*) 6. By the time she comes, he will have been staying at the hotel for two days. (*How long?*) 7. He said he had been taking English lessons since he was a boy. (*Since what time?*) 8. You have been hiding from me lately. (*Why?*) 9. For the past few minutes he has been trying to make her understand that she is wrong. (*What?*)

Ex 21 Use the Present Perfect Continuous tense form in the following sentences, make use of the adverbial modifiers suggested in the brackets (watch the change in meaning).

Model 1: He has already written this letter, (*since morning*)
He has been writing this letter since morning.

1. They have already built the theatre, (*for two years*). 2. We have discussed all

* The Future Continuous Tense is not common in Modern English. The Perfect Non-Continuous Form is used instead. Eg "By this time next year I'll have worked at this problem for three years."

these problems (*the whole month*). 3. I've helped her with her work. (*since she came to this office*). 4. He has just read this book. (*all week*). 5. She has taught them how to do it. (*for years*). 6. What has happened here? (*while I have been away*). 7. Has he read the book? (*long*). 8. I've looked through today's newspapers, (*since the postman brought them*).

Model 2: They are playing tennis now. (*since lunch time*)
They have been playing tennis since lunch time.

1. It's snowing hard. (*since early morning*). 2. I am looking for a book which I've put somewhere, (*since I returned from the office*). 3. She is wearing a brown hat today, (*for three years*). 4. They are making tractors at this factory (*since 1935*). 5. They are translating an article from the *Morning Star* now. (*for two hours*). 6. The baby is crying, (*all morning*). 7. I am reading *David Copper field* now. (*this week*). 8. She is waiting for you in the hall. (*for twenty minutes*).

Ex 22 Answer the following questions, using the Present Perfect Continuous Tense.*

Model: Why are you looking so hot? (*to run all the way*)
I've been running all the way.

1. Why are you so excited? (*argue*). 2. Why are her eyes red? (*cry*). 3. Why does he look so tired? (*work hard lately*). 4. What's so funny? Why are you laughing? (*Peter, fell his funny stories again*). 5. Why do you keep silent? (*sorry, think over your words*). 6. What are you doing here? (*wait for a friend*). 7. Why do you look so pale? (*smoke too much today*). 8. Why are you late? (*walk all the way, something has happened on the trolley-bus line*). 9. Why are your hands covered with paint? (*paint the door*).

Ex 23 Repeat and expand the following statements, using the Present Perfect Continuous Tense.

Model: They feel very tired, (*work very hard*)
They feel very tired. They have been working very hard.

1. The pavements are wet. (*rain*). 2. I've got wet to the skin. (*walk in the rain*). 3. My throat is dry. (*talk much*). 4. He is wearing shorts. (*play football*). 5. They are talking very excitedly, (*watch a very interesting match*). 6. She is still looking pale and ill. (*stay in hospital for a long time*). 7. He is playing table-tennis today very well. (*practise a lot*). 8. She's got a camera in her hand. (*take photographs*). 9. He's got paint all over him. (*paint the house*). 10. They've got brown, (*lie in the sun*). 11.

*The Present Perfect Continuous Tense is used sometimes to denote an activity in its progress immediately preceding the moment of speech and serving at the same time as an explanation of or excuse for something.

They feel very tired, (*travel all day*). 12. You look pale. (*smoke too much again*). 13. I feel stiff, (*sit for a long time*).

Ex 24 *Begin the following sentences with: 'I wondered', 'he asked', 'she said', etc.*

1. Has she been waiting for me long? 2. I have been thinking things over and now I've made up my mind at last. 3. How long has the child been sleeping? 4. He has been lecturing since the beginning of term. 5. What have you been doing in my absence? 6. I've been reading this book for a week.

Ex 25 *Practise the Past Perfect Continuous Tense according to the model.*

Model 1: He was short of breath because (*run all the way*)
He was short of breath **because he had been running all the way.**

1. His hands were dirty (*work in the garden*). 2. She passed all her examinations very well (*study hard throughout the term*). 3. He was behind the class (*not study properly*). 4. Her eyes were red (*cry*). 5. She got used to his strange ways (*live together for a long time*). 6. She looked half asleep (*rest*).

Model 2: They drove for three hours. Then they stopped for lunch.
After they had been driving for three hours, they stopped for lunch.

1. We walked for an hour. Then we understood that we had taken the wrong road. 2. He waited for her for half an hour. Then he went away. 3. He worked at the laboratory for five years. Then he changed his job. 4. I thought the matter over for quite some time. Then I took a decision. 5. He looked through the latest newspapers and magazines for some time. Then he sat down to his report. 6. She watched the television late into the night. Then she could not sleep.

Mixed Bag

Ex 26 *Open the brackets, using the Perfect Continuous tense forms.*

1. What you (*do*) for the past two weeks? 2. Suddenly she understood that she (*speak*) for a long time and it was time to stop. 3. He (*paint*) this picture for two years and I don't know when he is going to finish it. 4. "Do you want to know what (*happen*) since you went away?" "What I want to know is what you (*do*) while I have been away." 5. He took out his watch and looked at it. It was two o'clock. It meant that he (*wait*) since 11 o'clock. 6. For the past few minutes I (*try*) to explain to you that you can't make me go there. 7. You're sure you're well, Jack? I (*think*) that this work is a bit too hard for your age. 8. The children (*fight*) for some time when the door opened and the teacher came into the class-room. 9. Peter who (*write*) something for some time in silence, suddenly joined in the discussion.

Ex 27 Translate the following sentences into English, using the Perfect Continuous tense forms.

1. Мы пользовались этой машинкой в течение трех лет. Она действовала безотказно (прекрасно). 2. Я весь день сегодня думаю о том, что я скажу, когда мы придем к ним. 3. — Почему вы так взволнованы? — У нас был спор. 4. Этот человек идет за нами всю дорогу от станции. Он, наверное, не знает дороги. 5. Что здесь происходило? Почему все такие взволнованные? 6. Этот шум беспокоит меня с самого утра, и я не могу понять, откуда он идет. 7. Ты слишком много пьешь кофе последнее время. 8. Он был уверен, что она живет в Москве с 1935 года. 9. Ты опять курил в комнате? 10. Ты плакала? Что случилось? 11. У него было такое чувство, что он живет здесь уже давно. 12. Когда она последний раз выходила из школы, где училась десять лет¹, она не думала, что снова вернется в нее, но уже учительницей. 13. Он носит очки с детства.

Ex 28 Open the brackets, using the correct form of the verb.

BASKETBALL

The game of basketball is unique among popular Sports. The world (*enjoy*) it for a century. But not all of us (*know*) the history of the game. It (*invent*) by a Canadian, first (*play*) in the USA and specially (*plan*) to meet a definite need.

In 1891 Dr James A. Naismith (*be*) a physical director of the international Y.M.C.A.* training school in Springfield, Mass.** For some years the interest of young Canadians and Americans in the customary programme of Calisthenics*** and Gymnastics (*weaken*). Dr Naismith (*ask*) to invent a competitive game that (*hold*) the enthusiasm of the students. It (*suggest*) that the game (*have*) simple rules that (*can learn*) easily; it (*be*) free from bodily contact; good for players over a wide range of ages and it (*have*) inexpensive equipment. The game (*be to, play*) by day and by night in small gymnasiums. Dr Naismith (*solve*) all these problems in his game. He (*call*) it basketball, because the players (*be to; throw*) a round ball into a basket-shaped net hung at either end of the gymnasium. At first the game (*play*) with as many as nine players on a side. It soon (*realize*) that five to a team (*result*) in cleaner and faster play. The inventor (*suggest*) 13 basic rules, and most of them (*be*) still in effect; there (*be*) some changes in playing conditions and rules of the game.

The first basketball game (*play*) in Springfield in January 1892. Basketball as a men's game (*become*) so well accepted internationally that it (*include*) in the Olympic Games programme in Berlin in 1936.

* **The Y. H. C. A.:** The Young Men's Christian Association

** Mass: Massachusetts

*** **Calisthenics:** вольные упражнения

Ex 29 Rewrite or retell in narrative form.

Mel dialed his home number.

Roberta, his elder daughter, answered.

"Hi," Mel said. "This is your old man."

Roberta's voice came coldly down the line. "Yes, I know."

"How was school today?"

"Could you be specific, Father? There were several classes. Which do you want to know about?"

Did all fathers, Mel wondered, lose communication with their daughters at age thirteen?

"Never mind," Mel said.

"Is there anything else, Father? I have homework to do."

"Yes, there is something else. You'll change your tone of voice, young lady, and show a little more respect. Furthermore, we'll end this conversation when I'm good and ready."

"If you say so, Father."

"And stop calling me Father!"

"Very well, Father."

"Is everything all right at home?"

"Yes. Libby wants to talk to you. Goodnight."

"Goodnight, Robbie."

The telephone changed hands, then Libby's small voice came: "Daddy, Daddy! Guess what!"

"Let me think," Mel said. "I know — you had fun in the snow today."

"Yes, I did. But it wasn't that. At school Miss Curzon said for homework we have to write down all the good things we think will happen next month."

Mel could understand Libby's enthusiasm. To her almost everything was exciting and good and the few things which were not were quickly forgotten.

"That's nice," Mel said. "I like that."

(After "Airport" by A. Hailey)

The Article

with names of sciences

Ex 30 Insert the articles where necessary.

1. We shall have lectures on — English literature this term. 2. Poets write about stars so often, but it doesn't mean that they are interested in — astronomy. 3. He will take up — Law when he leaves school. 4. — phonetics is the science of sounds. 5. Everybody is equal before — law. 6. He is an expert on —History of the Middle Ages. 7.— ancient history takes up events up to 476 (when the Roman Empire was destroyed), — medieval history up to 1453 (the fall of Constantinople), and — modern history since 1453. 8. What books can you recommend on —history of

Scotland? 9. When at school, she read a lot, especially in— modern literature. 10. When a boy he didn't take great interest in any subject in particular; now he is one of our leading scientists in — biology.

READING

Ex 31 Read the text, and do the assignments coming after it.

MODERN EXAMINATIONS

In ancient times the most important examinations were spoken, not written. In the schools of ancient Greece and Rome, testing usually consisted of saying poetry aloud or giving speeches.

Modern examinations, however, are written. Two types of tests are commonly used in modern schools. The first type is sometimes called an "objective" test. It is meant to deal with facts, not personal opinions. To make up an objective test the teacher writes a series of questions, each of which has only one correct answer. Along with each question the teacher writes the correct answer and also three statements that look like answers to students who have not learned the material properly.

For testing students' memory of facts and details, the objective test has advantages. It can be scored very quickly by the teacher or even by a machine. In a short time the teacher can find out a great deal about the student's range of knowledge.

For testing some kinds of learning, however, such a test is not very satisfactory. A lucky student may guess the correct answer without really knowing the material. Moreover, some of the wrong answers are usually more incorrect than others, yet the scores on the test will not take account* of this fact.

For a clearer picture of what the student knows, most teachers use another kind of examination in addition to objective tests. They use "essay" tests which require students to write long answers to broad general questions.

One advantage of the essay test is that it reduces the element of luck. The student cannot get a high score just by making a lucky guess. Another advantage is that it shows the examiner more about the student's ability to put facts together into a meaningful whole. It should show how deeply he has thought about the subject. Sometimes, though, essay tests have disadvantages, too. Some students are able to write rather good answers without really knowing about the subject, while other students who actually know the material have trouble expressing their thoughts in essay form.

Besides, in an essay test the student's score may depend upon the] examiner's feelings at the time of reading the answer. If he is feeling tired or bored, the student may receive a lower score than he should. From this standpoint the objective test gives each student a fairer chance, and of course it is easier and quicker to score.

* take account of: учитывать

Most teachers and students would probably agree that examinations are unsatisfactory. Students dislike taking them; teachers dislike giving them and scoring students' answers. Whether an objective test or an essay test is used, problems arise. When some objective questions are used along with some essay questions, however, a fairly clear picture of the student's knowledge can usually be obtained.

(After "A Reading Spectrum", Book 5, American English)

Assignments

(a) *Quickly look through the list and mark the lettered phrase nearest in meaning to the word or phrase tested.*

1. **Consist of:** (i) be made up of; (ii) comprise; (iii) arrange in a certain manner.
2. **Commonly:** (i) usually; (ii) regularly; (iii) obviously.
3. **Along with:** (i) as well as; (ii) together with; (iii) at the same time.
4. **Advantage:** (i) a favourable point; (ii) a necessary condition; (iii) an essential feature.
5. **Take account of:** (i) ignore; (ii) register; (iii) mention.
6. **Require:** (i) need; (ii) regulate; (iii) command.
7. **Reduce:** (i) make more; (ii) make impossible; (iii) make less.
8. **Depend on:** (i) be unable to do without; (ii) be controlled by; (iii) deal with.

(b) *"While" in "Some students are able to write rather good answers without really knowing about the subject, while other students who actually know the material have trouble expressing their thoughts in essay form" expresses: (i) simultaneity; (ii) contrast.*

(c) *Complete the following.*

1. The opposite of **advantage** is—; of **wrong** is—, of **satisfactory** is —. 2. **Wrong** is synonymous with —.

(d) *Say which of the following statements are true according to the text. If not, explain why.*

1. Spoken examinations are more effective than written ones. 2. An objective test makes it possible to quickly test the student's memory of facts and details. 3. One advantage of the objective test is that it reduces the elements of luck. 4. The essay test is an effective way of finding out if a student has the ability to put facts together in a meaningful whole. 5. There is really no way of testing a student's knowledge. 6. No examinations, whether written or spoken, are satisfactory. 7. The result of an examination often depends on the examiner's mood. 8. Essay tests deal with personal opinions, not facts. 9. Objective tests are more effective than essay tests in learning about the student's range of knowledge.

(e) Sum up what the text has to say on each of the following points.

1. The definition of an objective test. 2. The definition of an essay test. 3. The advantages and disadvantages of: (i) the objective test; (i) the essay test. 4. What makes examinations unsatisfactory to: (i) teachers; (ii) students.

(f) Discuss the ways and methods of testing students' knowledge which you might recommend as both fair and satisfactory.

(g) Compare the examination system described in the text with the system practised at your Institute, University, or school, mentioning all the pros and cons.

(h) Write a précis of the text.

Ex 32 *Read the text carefully, without a dictionary. While reading, pay special attention to the words you don't know: look carefully at the context and see if you can get an idea of what they mean. Write five questions covering the main points, answer each question in one complete sentence in your own words as far as possible; then, using your answers as guides, write a summary of the text.*

The doors of universities and institutes of higher education are open to all graduates of secondary general, vocational and specialized schools.

There are no "dead-end" educational establishments in the USSR. Each stage of education is a stepping-stone to a higher one, up to the highest level.

The departments of institutes of higher education offering full-time study courses admit persons of up to 35 years of age. If by this age a person has not obtained a higher education, he can do so by attending evening classes or taking a correspondence course run by an institute of higher education without discontinuing employment.

More persons wish to get a higher education than the institutes of higher education can admit. Therefore entrance examinations are, as a rule, competitive.

It will do well to remember that the right to education is exercised in our country not only to meet the economic requirements of society, but also to meet the needs of the individual.

The main concern of the state is man, the satisfaction of his requirements and interests, his ability to be the master of his destiny, his creative participation in political and social life. All this directly depends on his level of education. So the task of Soviet schools is to give everyone this possibility, to educate all to be harmoniously developed people — morally, physically and intellectually.

SPEECH AND COMPOSITION

Ex 33 Answer the following questions, using the vocabulary of the lesson. Sum up your answers (orally, or in writing).

CHOOSING A CAREER

1. When did you first start thinking about entering this Institute? 2. Did anybody advise you or was it your own choice? 3. What dictated your choice? 4. How many exams were you expected to take? 5. What marks did you get in English, history, etc? 6. Have you chosen right? 7. How does it feel to be a student?

YOU ARE A STUDENT NOW

1. Now that you've been a student for a few months have you got used to the new methods of work? 2. How different are they from what you were used to at school? 3. Do you find it much harder to study at the institute than at school? 4. What subjects were you good at when at school? 5. What are your favourite subjects now? 6. What must you do to pass all the winter (spring) exams well? 7. Must you work hard during the examination session if you have worked regularly all through the term? 8. What marks do you expect to get?

Ex 34 Read and retell the following. Tell a funny story about yourself or a friend.

FATTY* TAKES AN EXAM

In the middle of examination-time Digamma Pi Fraternity** had to work on Fatty Pfaff to help him take the exam in anatomy.

Fatty had failed in the mid-year anatomical and now he had to pass a special exam before he could take the final exam.

There was a certain fondness for him in Digamma Pi; Fatty was soft, Fatty was a fool, yet they were fond of him the way people are fond of an old car or a dirty dog.

The night before his special examination they kept him awake working till two, with wet towels and black coffee. They repeated lists — lists — lists to him. They ran about the room, holding up their hands and crying, "Will he never remember a thing?" and then, "Don't get excited, Fatty. Take it easy. Just listen to this quietly, will you, and try. Try to remember one thing at least!"

They led him carefully to bed. He was so full of facts that they were afraid he might lose them on his way to bed. When he woke at seven, with red eyes, he had forgotten everything he had learned.

"He's got to have a crib,"*** said the president of Digamma Pi, "even if he gets caught with it. I prepared one for him yesterday. It'll cover enough of the questions so he'll get through."

* **Fatty:** толстяк (*прозвище*)

** одно из студенческих обществ, обычно обозначаемых буквами греческого алфавита

*** **crib:** шпаргалка

Fatty protested: "It's against my principles. I think a fellow who can't get through an examination can't be a doctor. That's what my Dad always said."

The president of Digamma Pi took Fatty by the shoulder and said slowly in a low voice, "Look here, I'm going to put this crib in your pocket — look, here in your pocket, behind your handkerchief."

"I won't use it," whispered Fatty. "It's all the same to me if I fail."

They pushed Fatty through the door, on his way to Anatomy Building. They watched him go.

"Is it possible he's going to be honest?" somebody wondered.

They saw Fatty stop, take the handkerchief out of the pocket — and discover the crib. They saw him look at it, begin to read it, put it back into his pocket and continue his way with a more resolute step.

They joined hands and danced about the room singing, "He'll use it — it's all right — he'll get through!"

He got through.

(After "Martin Arrowsmith" by Sinclair Lewis)

Ex 35 *Read the following, answer the questions and retell the passage in English.*

ДВАДЦАТЬ ТРИ В ДВАДЦАТЬ ОДИН

Недавно томская газета «Красное знамя» напечатала статью о молодом полиглоте.

23 языка знает студент четвертого курса Томского политехнического института Владимир В.

Сначала он выучил польский язык. Мысль о том, чтобы выучить этот язык, пришла ему в голову, когда однажды на прилавке книжного магазина он увидел интересную книгу на польском языке. Это была новая книга его любимого писателя Станислава Лема.

В день он заучивает 50—60 слов нового языка. Работа эта нелегкая. Выучить 3 000 слов занимает у него около двух месяцев.

Приняв решение выучить язык, он сразу же покупает два журнала: на русском и такой же на иностранном. Он читает иностранный журнал, если же он что-нибудь не понимает, то смотрит в русский экземпляр.

Закончив изучение одного языка, он сразу же переходит к изучению другого. «Изучать иностранный язык трудно, но чрезвычайно интересно», — говорит Владимир.

Иностранные языки — не единственное увлечение Владимира. Он отлично играет в настольный теннис, регулярно принимает участие в спортивных соревнованиях между политехническим институтом и другими учебными заведениями города. Он также прекрасный пловец. Экзамены по всем предметам Владимир сдает только на отлично.

Questions

1. What article recently appeared in the Tomsk newspaper *Red Banner*? 2. What is a polyglot? 3. How many languages does Vladimir know? 4. What college is he studying at? 5. What foreign language did he learn first? 6. What gave him the idea to learn the Polish language? 7. Stanislaw Lem is a well-known modern writer of science fiction, isn't he? 8. What is Vladimir's way of learning a foreign language? 9. How many words can he learn in a day? 10. How long does it take him to learn 3,000 words? 11. Why does he buy copies of the same magazine in two languages? 12. What does he need the Russian copy for? 13. Does he look up every single word in the Russian copy? 14. Does Vladimir study several languages at once or does he work at them one by one? 15. Is language learning his only hobby? 16. What are his other hobbies? 17. How well does he play table-tennis? 18. What competitions does he take part in? 19. What are usually his results in examinations? 20. What is the headline of the article? 21. What does the headline mean?

Ex 36 Act as interpreter. Sum up the dialogue.

A: Could you tell me about education in the Soviet Union?

B: Право на образование в нашей стране гарантируется Конституцией СССР. В статье 45 говорится, что граждане СССР имеют право на бесплатное образование всех видов.

A: What does a young person do after leaving school?

B: Он может или продолжать обучение в высших учебных заведениях или пойти работать.

A: Are there any privileges for those who work and study?

B: Для подготовки и сдачи экзаменов они имеют право на дополнительный отпуск на 20—40 дней с сохранением содержания, (an extra paid 20-day — 40-day leave).

A: How long does it take to graduate an institute or university in your country?

B: Обычно от 4 до 5 лет, за исключением медицинского института, где срок обучения 6 лет.

A: Do students get grants?

B: Да, студенты, которые хорошо занимаются, получают государственную стипендию.

A: I hear all young people get employment after graduation?

B: Все граждане СССР имеют право на труд, то есть на получение гарантированной работы с правом выбора профессии.

Ex 37 Use the following words and phrases in situations of your own.

1. A New Way of Life

take (pass) entrance examinations; enter College; a freshman; live at the hostel; be away from home; at first; find things difficult; get used to sth; do one's own

cooking (washing, etc); enjoy sth; have fun; have classes (lectures); make (take) notes; make experiments; write scientific papers.

2. The Brighter Side of College Life

meet new people; join a club; take an active part in the work of the club; have (hold) competitions; be good at dancing (singing, etc); mean a lot to sb; keep sb busy; appear (take part) in a play; play the part of ...; be delighted (with).

3. Examination Time

Good student: work hard all through the term; do one's best; keep the facts in one's head; not forget to mention sth; pass an exam; get (be given) an excellent mark; be pleased (with); hope to do as well at the next exam.

Poor student: be behind in one's studies; fail to catch up with sb; the trouble is ...; take things easy; make empty promises; have no idea what it is all about; decide to try one's luck; make an awful mistake; not take the warning; fail in a subject; do very badly at the exam; be disappointed; pay a heavy price for one's mistakes.

4. Talking about Education

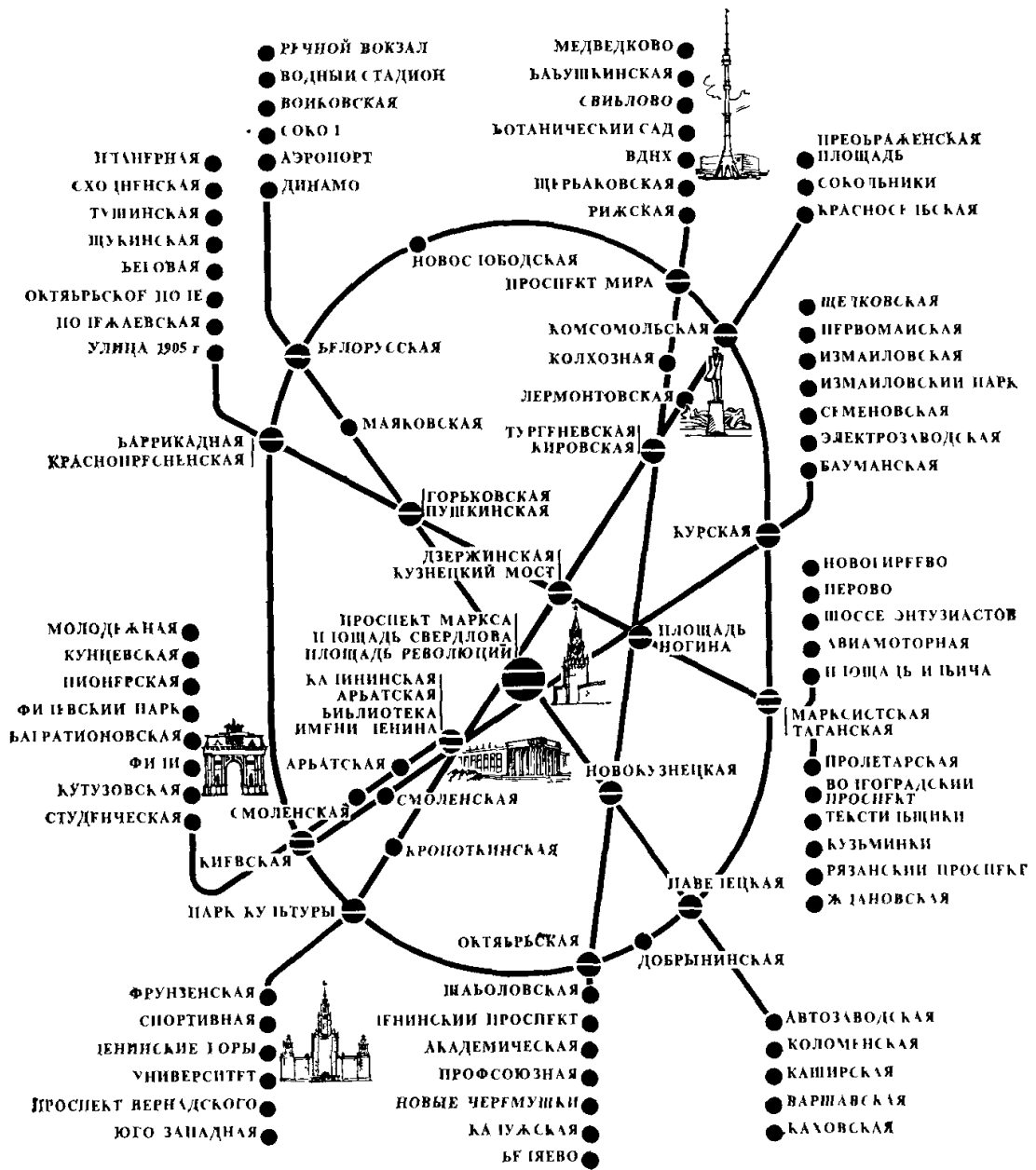
have a discussion; give one's ideas on a subject; argue that ...; one's real education begins when a person leaves school (or graduates University); a little learning is a dangerous thing; learn from books (life); have (enjoy) the right to education; to one's mind; one can't do without a good education; half educated is worse than uneducated; speak against sth.

5. Sports and Games

the main difference (between); need exercise; join a sports club; choose; play football (basketball, etc); be a member of a sport team; have a competition (game, match); spend a lot of time in the open (air); take (hold) first (second, etc) place; enjoy doing sth; have a lot of fun.

Ex 38 *Take a visitor on a tour of Moscow's* architectural monuments. For this:*
(a) prepare a list of buildings you would recommend a visitor to see, be sure to give your reasons; (b) prepare a talk on the history of the Moscow metro, mention what stations you like best, and why; (c) be ready to give the visitor detailed instructions on how to get to a particular place of interest, using the underground.

* The student may speak of the architectural monument in Leningrad, Tbilisi, Gorky, etc.



Ex 39 Discuss the following, giving your arguments for or against.

1. You believe that a little learning is a dangerous thing Your friend disagrees, saying that even half educated is better than uneducated. He also adds that nowadays, with all the scientific progress that has been made, you can't expect a person to know much more than a little about everything.
2. You believe that a student must live at the hostel. Life at home with one's parents makes a person soft, leaves him unprepared for the difficulties of life outside home. Your friend argues that a student living at home has more time for his studies.
3. Your friend is against examinations. He argues that they only make a student nervous. You believe that the exam system may not be perfect, but it's the best, surest and quickest way to test a person's knowledge.

Ex 40 Subjects for oral and written composition.

1. Education in the Soviet Union.
2. Describe your Institute.
3. Give a description of your day at the Institute.
4. Describe how you prepare for an examination.
5. Sport in my life.
6. The importance of learning foreign languages.
7. Write a letter to a friend who has invited you to a birthday party. Write an answer in which you explain why you are not yet sure whether you will be able to go, but you wish him a very happy birthday, etc.
8. Write a letter to your neighbour, telling him as politely and tactfully as you can that you are studying for an examination, and that his radio set — which he uses very noisily until midnight every day — is disturbing your work and sleep. Ask him if he would kindly do something about it.

LESSON TEN

Text: Joe Hill — The Man They Couldn't Kill (from "The Case of Joe Hill" by Philip S. Foner¹)

Grammar: Tense and Voice (revision)

JOE HILL—THE MAN THEY COULDN'T KILL

On November 19, 1915, came the terrible news that Joe Hill, the great Wobbly² songwriter, poet and organizer, was executed in Salt Lake City,³ after he was found guilty of the murder of J. G. Morrison, a grocer. Hundreds of thousands of people all over the world felt that Joe Hill was not guilty and protested against the trial.⁴

He was born in Sweden, October 7, 1879, and given the name of Joel Hägglund. His father was a railroad worker.

Joel Hägglund came to the United States from distant Sweden in 1902 at the age of 23. For ten years he worked at many jobs; during this time he changed his name to Joe Hillstrom, and became popularly known as Joe Hill.

The year 1910 marked a turning point in Joe Hill's life. He joined the *Industrial Workers of the World* as he was determined to win a better future for the working people. The *I.W.W.* was five years old. It had been organized in June 1905 in Chicago to lead the workers in their fight against the *AF of L*⁵ for "One Big Union" which would unite skilled and unskilled workers, foreign-born and native Americans, Negroes and whites, women and men.

In the years after 1910, Joe Hill was an *I.W.W.* organizer. He attended Wobbly meetings, moving from one hall to the next, helped out in strikes and free speech fights, worked at different jobs, and, of course, always composed his songs. A music-lover since childhood, he put his political ideas into song and soon became a bard of the working class.

* * *

On Saturday, January 10, 1914, at about 9:45 pm,⁶ two men, their faces covered with red handkerchiefs, entered John G. Morrison's store at 778 South West Temple Street in Salt Lake City. The grocery owner and his two sons were closing the shop for the night. As soon as the men entered, one of them cried, "We've got you now!", and shot at the elder Morrison. He had been shot twice and died that night.

It was generally believed that he was killed by two bandits who had twice in the past ten years made attempts to rob him. Mrs Morrison told the police that her husband had spoken to her of two men in their district whom he believed to be his enemies, had given their names, and had said, "If anything happens to me, you may have to look them up."

Though several people were arrested, no attempt was made to hold the two men whom Morrison had told his wife were his enemies. Strangely enough, the event which took place that night had also led to the arrest of Joe Hill. However, all the

men who were arrested in the days immediately following the murder were later set free, except one — Joe Hill.

Joe Hill was a marked man. A campaign against him had been on from the moment he was arrested. Hill was an active *I.W.W.* agitator, the author of *I.W.W.* songs and therefore a dangerous man. The state authorities decided that the arrest of Joe Hill would end the active strike movement in that part of the country. On the very day of his arrest, the police pronounced their verdict: "The police now believe that Hill is guilty...." The police and the press had found Joe Hill guilty before the trial.

* * *

On the morning of November 19, 1915, Joe Hill sat in a chair before the firing squad.⁷ Five men with guns stood waiting for their orders to shoot.

"Aim," commanded the sheriff.⁸

"Yes, aim!" cried Joe Hill. "Let her go. Fire!"

"Fire!" commanded the sheriff in a hurry. He couldn't allow the prisoner himself to give the final command.

The bullets went into Joe Hill's heart.

(Adapted)

JOE HILL'S LAST WILL

ЗАВЕЩАНИЕ ДЖО ХИЛЛА

My will is easy to decide,
For there is nothing to divide.
My kin don't need to fuss and moan:
"Moss does not cling to a rolling stone."
My body – Oh! – If I could choose,
I would to ashes it reduce,
And let the merry breezes blow
My dust to where some flowers grow.
Perhaps some fading flower then
Would come to life and bloom again.
This is my last and final will.
Good luck to all of you.

Joe Hill.

О завещанье ли думать мне?
Ведь нечего делить родне.
К чему ее притворный вздох:
«К камням лавин не липнет мох».
А тело? Был бы выбор мой,
Я сжег бы в пепел огневой,
Чтоб ветры весело в полях
Развеяли цветам мой прах,
Чтоб увядающий цветок
Опять воскреснуть к жизни мог.
Вот все о чем бы я просил.
Желаю счастья вам.

Джо Хилл.

(Перевод М. Зенкевича)

NOTES

1. **Philip S. Foner**, an outstanding contemporary US historian. Dr Foner is the author of "History of the Labor* Movement in the United States", "A History of Cuba and its Relations with the United States", "The Complete Writings of Thomas Paine",

* labor (*AmE*) = trade-union (*BrE*)

"Jack London: American Rebel" and many other important works.

2. **Wobbly** (*sl*): a member of the *Industrial Workers of the World*. The *Industrial Workers of the World* («Индустриальные рабочие мира») was formed to unite that part of the American working class whose interests were ignored by the *American Federation of Labor*. Among the founders of the *I.W.W.* were Eugene V. Debs, leader of the Socialist Party, Daniel De Leon, head of the Socialist Labor Party, and William Haywood, an outstanding Labor leader. In those years the *I.W.W.* was very popular among the working people for its progressive policies. The organization existed until the early 1920s.

3. **Salt Lake City**: the capital of Utah, a Western State of the United States

4. **trial**: суд, судебное разбирательство; зд судилище

5. **AF of L**: *American Federation of Labor* («Американская федерация труда»). This labor union was founded in 1881 and united the so-called "labor aristocracy", that is the privileged and better-paid part of the working class. Its policy was based on the principle of class collaboration. In 1955 the AF of L merged with the CIO (*Congress of Industrial Organizations*).

6. **pm**: (*Lat*) post meridiem, after noon (во столько-то часов) пополудни

7. **firing squad**: взвод солдат, выделенный для приведения в исполнение приговора

8. **sheriff**: the chief law officer of a county

VOCABULARY

distance *n* расстояние What is the distance between Moscow and Leningrad? The station is **at** a distance of two kilometres from the village. **Phr in** the distance вдали; **from** a distance издалека; **distant** *a* далекий, отдаленный a distant country (land, place, etc)

mark *vt* 1. отмечать, помечать mark words (pages, mistakes, a road, etc); 2. отмечать, праздновать mark an event (one's birthday, a holiday, sb's arrival, etc); **mark** *n* 1. метка; знак, след; 2. норма, предел; **Phr up to** the mark на должной высоте; на должном уровне; **marked** *a* 1. имеющий какие-н знаки; отмеченный a marked man человек, взятый на заметку, за которым следят; 2. заметный a marked difference, etc

lead *vt* (led) 1. возглавлять, руководить lead a party (an army, a demonstration, a strike, etc); 2. вести, сопровождать She led the child by the hand. He led us into the room; *vi* 3. вести (*иметь то или иное направление*) Where does this road lead? 4. вести, приводить к чему-л (*иметь что-л своим следствием, завершением*) lead to victory (good results, trouble, etc); **leader** *n* руководитель, вождь

fight *vt/vi* бороться, сражаться, воевать; драться fight for peace (freedom, one's country, a better life, etc); **fight** *n*

skill *n* искусство, мастерство, умение; ловкость; **skilful** *a* искусный, умелый; **skilled** *a* квалифицированный **attend** *vt* посещать (школу, собрание и т.

п.) attend school (a meeting, a concert, etc); **attendance** *n* посещаемость; присутствие

strike *vi* (struck) бастовать; **strike** *n* забастовка; **Phr** be **on** strike бастовать; go **on** strike забастовать, объявить забастовку

free *a* 1. свободный, независимый a free country (town, people, man, etc); **Phr** set sb/sth free освобождать, выпускать кого-н/что-н на свободу; 2. бесплатный a free concert (ticket, education, etc); **freedom** *n* свобода, независимость; **Phr** freedom **of** speech (the press, etc) свобода слова (печати и т. п.)

own *vt* владеть, иметь own a house (a car, etc); In the Soviet Union the people own the land, its minerals, waters and forests; **owner** *n*; **ownership** *n* собственность, владение; право собственности

attempt *n* попытка He failed in his attempt to reach us by telephone. **Phr** make an attempt сделать, предпринять попытку

active *a* активный, энергичный, деятельный He takes an active part in the social life of the Institute; **activity** (-ies) *n* деятельность; активность

authority *n* 1. власть, полномочие He had no authority to make changes; 2. авторитет, влияние, вес He spoke **with** authority; 3. *pl* власти, администрация the local (city, etc) authorities

guilt *n* вина, виновность; **guilty** *a* 1. виновный, преступный He was tried and found (not) guilty. He was guilty **of** robbery. **Phr** plead (not) guilty (не) признавать себя виновным; 2. виноватый *a* guilty look, etc

trial *n* судебный процесс, судебное разбирательство He was **on** trial **for** robbery. The trial of N. lasted two weeks. **Phr** hold a trial вести судебное разбирательство; **try** *vt* судить, слушать судебное разбирательство What was he tried **for**?

order *n* 1. порядок He likes order in everything. She keeps the house in good order. **Phr** be **in** (**out of**) order быть в порядке, исправности (в неисправности, испорченным); **disorder** *n* беспорядок; 2. приказ; **Phr** **by** order по приказу; **order** *vt* 1. приказывать order sb to do sth; 2. заказывать order a taxi (a dress, dinner, books, etc)

allow *vt* разрешать, позволять allow sb to do sth; Smoking is not allowed here.

WORD COMBINATIONS

a turning point поворотный пункт

be determined (to do sth) быть полным решимости (что-н сделать)

take place иметь место, состояться

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. When and where was Joe Hill born? 2. What was his real name? 3. When did he come to the United States? 4. Why did Joe Hill join the *I.W.W.*? 5. What sort of organization was the *Industrial Workers of the World*? 6. How did Joe Hill fight for a better future for the working people? 7. What happened on January 10, 1914 in Salt Lake City? 8. Who were the real killers of the grocer? 9. What did Mrs Morrison tell the police? 10. Why did the police keep Joe Hill under arrest? 11. What made Joe Hill "a marked man"? 12. Why did people all over the world protest against the trial? 13. Why does Joe Hill live on in the hearts of the people?

Ex 2 Find in the text the English for the following phrases, and use them in retelling and discussing the text.

ужасное известие; признать виновным в убийстве; протестовать против судилища; возглавить борьбу рабочих; квалифицированные рабочие; неквалифицированные рабочие; посещать собрания; сочинять песни; как ни странно; быть на заметке у полиции; власти штата; забастовочное движение.

KEY STRUCTURES AND WORD STUDY

Ex 3 Give the four forms of the following verbs.

find, bear, win, lead, cry, shoot, die, hold, sit.

Ex 4 Compare the meaning of the words in bold type with words of the same root in Russian.

1. Before the Great October **Socialist Revolution** sport was a **privilege** of the rich classes. 2. On the First of May **demonstrations** are held all over the world to mark **International** workers' day. 3. **Military parades** are held in Red Square on November 7th. 4. **Distances** have grown much shorter today. TU-144 will take you to the most **distant** corners of our big country within hours. 5. The Znamensky brothers were famous long **distance** runners. 6. The Narodniks believed in **terror** as a way of changing the regime in the country. 7. The great Russian free thinker Chernishevsky was exiled to Siberia for his **progressive** ideas.

Ex 5 Combine the following, using 'though' according to the model.

Model: He didn't understand what they were talking about, but he asked no questions.

(a) Though he didn't understand what they were talking about, he asked no questions.

(b) He asked no questions though he didn't understand what they were talking about.

1. It was raining heavily but they decided to start on their way. 2. The weather was bad most of the time but we enjoyed our holiday anyway. 3. I need the book myself but I can let you have it for several days. 4. She felt worse that day but continued to work. 5. He got up earlier than usual but he missed the train all the same. 6. She didn't expect to hear such a remark but she showed no surprise. 7. The boy wasn't much of a fighter but he fought very bravely. 8. Spring had come but it was still rather cold. 9. She wasn't sure of the spelling of the word but she didn't look it up in the dictionary.

Ex 6 *Study the following phrases, and (a) recall the sentences in which they are used in the text, (b) use them in sentences of your own.*

all **over** the world; protest **against** sth; work **at** many (different) jobs; change one's name **to**; move **from** one place **to** the next; shoot **at** sb/sth; **in** the past years; look sb/sth **up**; lead **to** sth; a campaign **against** sb/sth; wait **for** sb/sth; **in** a hurry.

Ex 7 *Fill in the blanks with prepositions or adverbs.*

(A) 1. It has been a hard fight — the child's life; the doctors have really won a victory — death. 2. The day his picture was exhibited was a turning point — his career. 3. Take the child — the hand when crossing the street. 4. If you aren't sure — the spelling, look the word — — the dictionary. 5. The children could hardly wait — the rain to stop to continue the interrupted game. 6. The first group — mountaineers failed — their attempt to reach the peak. — the past years the peak has been stormed several times. 7. Some pictures — modern painters should be looked — — a certain distance. 8. The hunter shot — the bird, but missed. 9. He promised to look — his old friends when he came — his home town. 10. Just look — the note! I'm sure she wrote it — a great hurry. 11. Don't hide the news — him, it will lead — no end of trouble if he finds — — it — somebody else. 12. The TV set was — — order, so I turned — the radio for the news. 13. The lake was — a distance — some three miles and we used to walk there every afternoon — exercise. 14. How do you expect him to say anything — or — the plan if he hasn't been told a word — it yet? 15. Why not ask her? She has been working as secretary — our director — nearly ten years and knows all there is to know — the affairs — the office. 16. The news — the arrival — the new teacher was all — the village in no time, going — one house — the next.

ROBIN HOOD

(B) It is generally believed that Robin Hood was a man who fought — a better life — poor people. How old the story — Robin Hood is nobody knows. The oldest ballads — him were written down after 1400. One — the ballads that comes — those distant times says that Robin Hood was a Yorkshireman. The ballad says:

"For he was a good outlaw
And did poor men much good."

Did such a Robin ever live? His name is first mentioned — Government documents — the 13th century.

So one can be sure that Robin did live and was something like the man described — these early ballads.

He became such a popular hero that — many places there was a special Robin Hood's day, attended — thousands — people.

— the 16th century a writer Anthony Munday decided to make a nobleman — Robin. Perhaps they thought that it was too dangerous — ordinary people to think that ordinary men could be heroes who tried to do "poor men much good".

Ex 8 *Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.*

order *v*, *n*, fight *v*, mark *v*, lead *v*, allow (2), free, freedom, distance (3), event, attempt *n* (2), active

1. — of speech is one of the rights enjoyed by the Soviet people. 2. The flight of Soviet Cosmonaut Yuri Gagarin was an — which opened up a new chapter in the life of mankind. Since then, April 12 has been — in our country as Cosmonaut's Day. 3. We expect the youth of our country to take an — part in the construction of a new society. 4. Are the booklets —? I'd like to take home a few. 5. No one is — to speak out of order at our meetings. 6. Together with the others I watched the sportsman fail in his first two — and hoped with all my heart that he would be luckier in his third. 7. He stepped back and looked at the painting from a —. 8. Leukemia is a terrible illness, and man is only now learning to — it. 9. His business affairs are always in perfect —. 10. This year another — was made to reach the top of Mt Everest. The party was — by an Englishman. The expedition ended tragically: one of the climbers froze to death. 11. It was almost three o'clock when I at last finished writing my paper and was — to leave the examination room. 12. The nearest village is at a — of some four kilometres. 13. Though I feel perfectly all right, the doctor has — me to keep the bed for a couple of days more. 14. The traveller was tired and hungry and had almost lost all hope of getting anywhere before dark when he suddenly saw a light in the —.

Ex 9 *Replace the Russian words and phrases with suitable English equivalents in the correct form. Retell the passage.*

I once took a foreign friend of mine who thought the English a (спокойный и молчаливый) people to Hyde Park Corner on a Sunday morning. Hyde Park (похожа) many other London Parks, but there is a corner of it, near the Marble Arch, which cannot be found anywhere in England or anywhere else in the world.

Here, on wooden stands,* boxes and (даже) park chairs (разного рода люди) stand up and (высказывают свои идеи) on such matters as politics, religion and even

* wooden stand: трибуна

the best way of getting on with your mother-in-law.* When we arrived a dark gentleman (объяснял) to a group of people the main principles of some unknown eastern religion.

There were large crowds round some of the stands with speakers from different political parties. A Communist speaker was telling his audience what he had seen in the Soviet Union. He was also saying that the capitalist press had no right (скрывать правду о первом в мире социалистическом государстве). On the stand (рядом с) him a student from the West Indies was speaking about his fellow countrymen who had come to Britain (искать лучшей жизни). At a stand further on, marked "Anarchist", a man (выступал против) the different governments of the world. Every time a voice from the crowd (выражал протест) at some bitter attack, he (поворачивался с улыбкой к) the protester and remarked: "(Не торопись), son, I'll be coming to the people you don't like next."

A century ago this little corner of London's largest park (было любимым местом) for duelling. When it (случилось) that Englishmen (решили) that (улаживать) their affairs with the help of their tongues was better than with pistols, the historians do not tell us.

Among the park's orators there are serious speakers, jokers, fanatics, and some have no themes (совсем). We stood in a group round a speaker who had just asked the crowd to give him a subject "to chat about". My foreign friend immediately (поймалась) "I want you to tell me about England," she said. "Aha," said the speaker who had noticed her foreign accent, "what (заставило вас) ask that question?" And the next moment he (заставил ее) talk about herself and her country. The crowd (была в восторге). It may also (случиться с вами), reader! If you come to Hyde Park one day, you may become an orator too.

(After "Orator's Corner" by Robert Daglish)

Ex 10 Test translation.

1. Москва — столица первого в мире социалистического государства. Она является гордостью каждого советского гражданина. 2. Москва была основана в 1147 году, Петербург — в 1703 году. Хотя в 1712 году Петр I перенес столицу в Петербург, Москва оставалась культурным и экономическим центром страны. 3. В 1954 году советский народ отмечал большое событие — трехсотлетие воссоединения (reunion) Украины с Россией. 4. В армии, куда Тарас Шевченко был направлен царским правительством за свои прогрессивные идеи, ему не разрешали ни писать, ни рисовать. 5. Ломоносов, основатель Московского университета, пришел в Москву в 1730 году из небольшой деревушки, расположенной близ города Холмогоры. Весь путь от Белого моря до Москвы юноша прошел пешком. Он был полон решимости поступить на учебу в Москве. 6. В 1790 году указом (приказом) Екатерины II Радищев был сослан в Сибирь на 10 лет за свою книгу «Путешествие из Петербурга в Москву». 7.

* **get on with one's mother-in-law:** ладить с тещей

Русская армия под предводительством фельдмаршала Кутузова одержала победу над армией Наполеона в Отечественной войне 1812 года. 8. В годы Великой Отечественной войны весь советский народ сражался против фашистской Германии. Многие советские люди отдали свои жизни за свободу Родины. 9. Спорт играет большую роль в жизни советских людей. На стадионах Москвы и других городов Советского Союза ежегодно проводятся международные соревнования.

GRAMMAR

Tense and Voice (revision)

Ex 11 Give answers to the following questions in the Passive Voice, using the information in brackets.

1. Has anybody described Joe Hill's life? (*a lot of books, novels, plays, poetry, songs and articles; write*). 2. Who wrote the ballad about Joe Hill? (*Alfred Hayes*). 3. Who composed the music that made the ballad so popular? (*Earl Robinson*). 4. How did they mark Joe Hill's hundredth birthday anniversary in Sweden? (*organize a museum in the house where Joe Hill was born in Evle; stage the play by Barrie Stavis "The Man Who Never Died"*). 5. Is the museum popular? (*visit; 10,000 people every year*). 6. How did the Swedes receive the play by Barrie Stavis? (*very warmly; stage in Stockholm afterwards*). 7. Do they sing Joe Hill's songs nowadays? (*Peter Seeger and many other singers of protest songs*).

Ex 12 Ask questions indicated in brackets, use the Passive Voice.

1. They have changed the time-table to make the working hours more rational. (*Why?*) 2. They hold meetings twice a month (*How often?*) 3. They had built the road before they started building houses in this area. (*Why?*) 4. They will hold a local photo show in our club in May. (*When?*) 5. They are building a viaduct to ease the traffic here. (*Why?*) 6. They will finish the construction of the Pioneer Palace by the new school year. (*When?*) 7. All those interested in the subject attend these lectures. (*By whom?*) 8. The students were discussing the second question on the agenda when the dean joined the meeting. (*Which question?*)

Ex 13 Complete the following according to the model.

Model: It's **generally believed** that Columbus discovered America.

1. It's usually said —. 2. It has been wrongly stated —. 3. It was reported —. 4. It is expected —. 5. It is rightly considered —. 6. It is supposed —. 7. It's universally believed —. 8. It has just been reported —.

Ex 14 *Open the brackets, using the correct form of the verb in brackets, retell the passages.*

Jesse felt ready to cry. He (*sit*) long in the office waiting for Tom Brackett, his brother-in-law. For two weeks he (*walk*) from Kansas City, Missouri, to Tulsa, Oklahoma, thinking of the moment when Tom Brackett who (*work*) here as a dispatcher since he (*lose*) his shop (*say*): "Why, of course, Jesse, you can start whenever you (*be*) ready."

And then Tom (*enter*) the office. He (*come*) in quickly with some papers in his hands; he (*look*) at Jesse, but he (*not know*) him. Was it his clothes? Or was it that Jesse (*change*) so much? True, they (*not see*) each other for five years.

"Yes?" Brackett (*say*) suddenly. "What you (*want*)?"

"I (*be*) Jesse Fulton. Yes, I (*be*); and Ella (*send*) you her love."

Brackett (*rise*) and (*walk*) over to the counter until they (*be*) face to face. Tom Brackett (*look*) at his brother-in-law for a long time before he (*say*) at last:

"Yes, I (*believe*) you are, but you sure (*change*)."

He never (*see*) anyone who (*look*) more unhappy. His sister (*write*) to him every week but she (*not tell*) him things were as bad as that.

After Jesse (*answer*) a few questions about Ella and the children he (*think*) it (*be*) time to start.

"Tom," Jesse said. "I (*come*) here to ask you for help."

"I can't (*give*) much. I only (*get*) thirty-five a week."

"I know," Jesse (*reply*) excitedly. He (*expect*) this. "But I (*meet*) a man who (*work*) for you. He (*be*) in our city. He (*drive*) trucks for you. He said you always (*need*) men and you (*can*) give me a job. As soon as I (*hear*) it I (*start*) out. For two weeks I (*walk*) on to get here and see you."

"You (*mean*) you (*walk*) from Kansas City for two weeks to get a job here?"

"The man (*tell*) me drivers (*pay*) a dollar a mile. And I (*need*) the dollar badly. I just can't live like that any longer. It's long since I (*give*) Ella and the kids enough food to eat or any clothes to wear"

(From "The Happiest Man on Earth" by A. Maltz)

READING

Ex 15 *Read and retell the following.*

KARL MARX

Karl Marx was 31 years old when, in 1849, with his wife and three children he began his exile in London. He was received there very coldly. His first home was in Chelsea, which he had to leave very soon as the rent* was too high. The family moved to 28, Dean Street, Soho, where in two small rooms they were to remain for six years.

* **rent:** квартирная плата

The life was hard and because of their financial difficulties Marx was often unable to go out into the street as much of his clothing was in the hands of the pawnbroker.* Writing to a friend in Germany in August 1851 he said that his position was "gloomy" and his wife was "worn down by the day-to-day struggle against poverty". The years in Dean Street were full of struggle and tragedy. Three of Karl Marx's children died there.

At that time he continued his economic studies and worked daily in the British Museum from nine o'clock in the morning till seven at night.

A change for the better took place in 1852 when the *New York Daily Tribune* asked him to write for them. He wrote two articles weekly for eight or nine years. Though the pay was not high it was some help for the family.

In 1862 Marx tried to get work with one of the railway companies as an official, but he was refused because they said his handwriting was poor.

Frederick Engels helped him with money and Marx was able to write his great work. *Capital*, the first volume of which was published in 1867.

The years from 1868 to 1883 were for Marx a time of great activity and struggle within the international Socialist movement against the anarchists led by Bakunin.

In 1872 Marx went to the Hague for the international congress at which the anarchists were defeated.

On March 14, 1883 Marx died in his chair in the study at his home 41, Maitland Park Road, Haverstock Hill, where he spent the last fifteen years of his life. From this house he was carried to his resting place in Highgate Cemetery which has since become a place of pilgrimage which is visited every year by hundreds of Socialists from all over the world.

(After "Karl Marx in London" by S. Russell)

SPEECH AND COMPOSITION

Ex 16 Read the following. Answer the questions. Retell the passage in English.

СОЛДАТ РЕВОЛЮЦИИ

В августе 1920 года новый партийный билет получал Николай Ильич Подвойский. На вопрос «Социальное положение» он ответил: «Солдат революции». Таким был и остался в памяти народа член большевистской партии с 1901 года Н. И. Подвойский.

Н. И. Подвойский родился 16 февраля 1880 года на Черниговщине в селе Кунашовка в семье учителя.

В 1901 году Подвойский переезжает в Ярославль, поступает в юридический лицей и становится одним из руководителей студенческого революционного движения и подпольной партийной организации.

В конце 1907 года в Петербурге Подвойский впервые встретился с Лениным.

* **pawnbroker:** ростовщик

За годы подпольной деятельности Подвойский арестовывался пять раз, он провел длительное время в тюрьме.

В исторические дни Великой Октябрьской социалистической революции в качестве председателя Военно-революционного комитета | Николай Ильич под руководством Ленина готовил вооруженное восстание и вел революционные войска на штурм Зимнего дворца. Зимний дворец был взят. Вооруженное восстание в Петрограде победило. В составе первого Советского правительства он был Народным комиссаром по военным делам (People's Commissar for Military Affairs). Солдат революции, Подвойский был верным соратником Ленина. До конца жизни (1948 год) Подвойский работал на благо народа.

Questions

1. When did Podvoisky receive a new membership card? 2. What answer did he give to the question about his social standing (position)? 3. How will he always be remembered by the people? 4. When did Podvoisky join the Bolshevik Party? 5. When and where was Podvoisky born? 6. What was his father? 7. When did Nikolai Podvoisky come to Yaroslavl? 8. What Lyceum did he enter to continue his education? 9. What role did Podvoisky play in the student movement and the underground party organisation? 10. When did Podvoisky first meet Lenin? 11. How many times was Podvoisky arrested during the years of his underground activity? 12. What was Podvoisky's role as chairman of the Military Revolutionary Committee in the historic days of the Great October Socialist Revolution? 13. Why was it important to take the Winter Palace? 14. When did it become clear that the armed uprising in Petrograd had won? 15. What post did Podvoisky hold in the first Soviet Government? 16. What did Podvoisky work for till the end of his days?

Ex 17 Topics for oral and written composition.

1. Vladimir Ilyich Lenin, the founder of the first Socialist Workers' and Peasants' State in the world.
2. The role of the Communist Party of the Soviet Union in building up a new society.
3. The social programme as outlined in the decisions of the 26th Congress of the CPSU.
4. The life story of a revolutionary.
5. My favourite hero.

LESSON ELEVEN

Text: A Meeting in the Night (from "How Long the Train's Been Gone" by James Baldwin)!

Grammar: The Infinitive. Syntactical Functions. Active and Passive Forms.

A MEETING IN THE NIGHT

Caleb and I began walking very fast, down the avenue, toward our block in Harlem.² The subway station³ was near the movie house, and the movie house was dark. We knew we were late; we did not think we were **that**⁴ late. We were hurrying down the long block that led east to our house when we heard a car braking and were blinded by bright lights, and were pushed up against a wall.

"Turn around," a voice said. "And keep your hands in the air."

We did as we were told. We were to be searched. I felt the grainy brick beneath my fingers. A hand patted me all over my body, every touch humiliating. Beside me, I heard Caleb catch his breath.

"Turn around," the voice said.

The great lights of the police car had gone out; I could see the car at the curb,⁸ the doors open. I was afraid to look at Caleb, for I felt this would, somehow, be used against us. I stared at the two policemen, young, white, tight-lipped and self-important.

They turned a flashlight on us, and looked us over carefully.

"Where are you boys going?"

"Home," Caleb said. I could hear his breathing. "We live in the next block." And he gave the address.

Now I heard the effort Caleb was making to fight down the rising panic. "We just took my girl to the subway station. We were at the movies." And then he added bitterly, "This here's my brother. I got to get him home. He's only ten years old.

"What movie did you see?"

And Caleb told them.

"You got any identification?"⁶

"My brother doesn't. I do."

"Let's see it."

They looked at his wallet attentively, looked at us, handed it back. "Get on home," one of them said. They got into their car and drove off.

"Thanks," Caleb said. "Come on, let's go home. Little Leo. You were properly frightened."

"Yes," I said. "Were you?"

"That's right, I was frightened."

"You behaved calmly enough," I said.

We were in our block, approaching our house. He grinned. Then he said, "Leo, I'll tell you something. I'm glad this happened. It had to happen one day, and I'm glad it happened while I was with you — of course, I'm glad you were with me, too. They

didn't arrest me only because you were there."

"What for?"

"Because I'm black," Caleb said. "That's what for." I said nothing. I said nothing, because what he said was true, and I knew it. It seemed, now, that I had always known it, though I had never been able to say it. I was filled with an awful wonder; it hurt my chest and paralyzed my tongue. **Because you're black.** I tried to think, but I couldn't. I only saw the policemen, those eyes with the dangerous look in them, and felt those hands all over me. Were they people?

"Caleb," I asked, "are white people people?"

"What are you talking about, Leo?"

"I mean, are white people — people? People like us?" He looked down at me. His face was very strange and sad. It was a face I had never seen before. We were in the house now, and we climbed a few more stairs, very slowly. Then, "All I can tell you, Leo, is — well, **they** don't think they are."

(Abridged)

NOTES

1. **James Baldwin** was born in 1924 and grew up in Harlem, New York. He has written a large number of books, the best known are: "Nobody Knows My Name", "Another Country", "Notes of a Native Son". His most recent novel, published in June 1968, is "Tell Me How Long the Train's Been Gone" from which the excerpt has been taken. In recent years James Baldwin has won recognition as a spokesman for Black rights.

2. **Harlem:** a section of New York City in Manhattan with a large Negro population

3. **subway station:** a station of the New York underground railway

4. **that:** here means "to that extent, so" and is used for emphasis

5. **curb** (*AmE*): (*BrE*) kerb: обочина дороги

6. **identification:** a photograph, a card with a person's name and address, a driver's license, etc which prove who a person is

VOCABULARY

search *vt* обыскивать; искать search a person (room, town, etc); He searched his pockets **for** a cigarette (the ticket, etc); **search** *n* поиск(и); обыск; **Phr** make a search делать, производить обыск; **Phr** be **in** search **of** (work, a new method, etc) искать работу (новый метод и т. п.)

humiliate *vt* унижать, оскорблять; **humiliation** *n* унижение, оскорбление

careful *a* аккуратный, внимательный; тщательный; осторожный a careful person (look, search, examination, behaviour, etc); be careful **with** books (money; one's work; fire, etc); be careful **about** one's words (looks, etc); He is careful **about** what he does (says, reads, wears, etc). You must be careful when you cross the street; **careless** *a* невнимательный, неосторожный a careless person (driver, step, etc)

add *vt* прибавлять, добавлять Would you like to add anything **to** what has been said? **addition** *n*; **Phr in addition to** sth в добавление к чему-н

attention *n* внимание Children need attention. **Phr** pay (much, little, no, etc) attention **to** sb/sth обращать (много, мало, никакого) внимания на кого-н/что-н; call sb's attention **to** sth обратить чье-н внимание на что-н; attract (sb's) attention привлечь чье-н внимание; **give attention to** sb/sth уделять внимание кому-н/чему-н; **(in)attentive** *a* (не)внимательный be (in)attentive **to** sb/sth

proper *a* правильный, должный, подходящий a proper method (word, moment, behaviour, etc); proper packing подходящая, соответствующая упаковка; **properly** *adv* как следует, должным образом

frighten *vt* (ис)пугать The noise frightened the child. He was so frightened that he couldn't speak.

behave *vi* вести себя, держаться; поступать behave well (properly, calmly, badly, etc); **behaviour** *n* поведение

calm *a* спокойный a calm person (voice, sea, etc); calm weather; **calmly** *adv* спокойно; **calm** *vi/vt* успокоить(ся); утихомирить(ся) He got excited at the news but soon calmed. It wasn't easy to calm him down.

approach *vt* 1. приближаться, подходить (к) approach a house (station, town, person, etc); 2. обращаться (к кому-н) I don't know how to approach him.

seem *vi* казаться It seems that he is right. It seems strange that he doesn't know it. He seemed tired (excited, happy, etc).

fill *vt/vi* наполнять(ся) fill a glass (plate, etc) **with** sth; His heart filled **with** joy (sadness, etc); **Phr fill up** a form заполнять бланк

hurt *vt* (hurt) 1. ушибить, причинить боль He hurt his foot as he fell; 2. болеть (*о части тела*) My leg hurts when I walk; 3. обижать, огорчать I didn't mean to hurt you (your feelings) when I said it.

climb *vt* лезть, взбираться, влезать на climb a tree (a hill, the stairs, etc)

WORD COMBINATIONS

catch one's breath перехватить дыхание

make an effort делать, прилагать усилие

tight down (one's feelings, excitement, anger, fright, panic, etc) подавить, побороть (чувства, волнение, злость и т. п.)

Come on (along)! Пойдем(те)!

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. In what part of New York did the boys live? 2. What happened as they were hurrying down the block to their house? 3. Why were they stopped by the police? 4.

What did the police order them to do? 5. Why did the police make them turn to face the wall and raise their hands? 6. What took place before the boys were allowed to continue on their way? 7. What did the boys talk about as they walked home? 8. Why was Caleb glad that his little brother had been with him? 9. What was it that little Leo couldn't understand about the incident? 10. How did Caleb answer his question whether white people were people like themselves?

Ex 2 *Look through the text once again, and:*

1. Tell as much of the setting (physical and social background) as you possibly can. 2. Describe the atmosphere of the story as well as the specific means used by the author to build up the single dominant effect of horror and fear. 3. Find facts to prove that in their behaviour the policemen were motivated by fear. 4. Say what can be learned of the boys' characters from their manner of behaviour. 5. Express your opinion as to what you believe to be the most dramatic moment in the story. 6. Say what the essential conflict of the story is. 7. Explain what Caleb had in mind when he said: "All I can tell you, Leo, is — well, **they** don't think they are."

Ex 3 *Find in the text the English for the following phrases, and use them in retelling and discussing the text.*

идти быстрым шагом; вниз по улице; по направлению к; жилой квартал; станция метро; кинотеатр; резко затормозить; ослепить ярким светом фар; погаснуть (о фарах); обочина дороги; осветить ручным фонарем; внимательно осмотреть; сесть в машину и уехать, меня охватили ужас и смятение; подняться вверх еще на несколько ступенек.

KEY STRUCTURES AND WORD STUDY

Ex 4 *Give the four forms of the following verbs.*

hurry, brake, break, blind, keep, pat, catch, breathe, hear, drive, grin, know, hurt, fight.

Ex 5 *Use derivatives instead of nouns in bold type. Make other necessary changes. Translate the sentences into Russian.*

1. I'd like to hear them tell us what **reception** they were given by the local public. 2. It was very kind of you to send us an **invitation to** your party. 3. He was listening to my story with great **attention**. 4. I have great **admiration** for the activity and energy of the old worker. 5. Whose **invention** is the radio? 6. It's never too early to start **preparations** for the coming competition. 7. I failed to finish the **translation** in time; there were too many **interruptions**. 8. They haven't met since **graduation**. 9. You didn't really see the light go up in the empty house — it was only **imagination**.

10. I have nothing to say in **addition** to what has already been said.

Ex 6 Use verbs with the suffix '-en' instead of adjectives and nouns in brackets. Translate the sentences into Russian.

(a) 1. He — his steps when he saw the train approaching the station. (*quick*). 2. Long coats are not worn this year, you must — yours. (*short*). 3. The sky was slowly — in the East. (*bright*). 4. Travelling — the mind. (*broad*). 5. What does the expression "to — the pill" mean? (*sweet*). 6. Our street is being —. (*wide*). 7. His face — when he saw schoolchildren with flowers hurrying to meet him. (*soft*).

(b) 8. They met at college first and as years went by their friendship —. (*strength*). 9. She is a girl of fashion, she was the first to — her skirt, (*length*). 10. Something — the child and he ran crying toward his mother, (*fright*).

Ex 7 Paraphrase the following, using adjectives from the list and making all necessary changes. Translate the sentences into Russian.

thankless, truthful, hopeless, careful, careless, helpless, useful, joyless, joyful

1. He has never told a lie in his life. 2. This driver always breaks the traffic rules. 3. She is quite unable to do anything in the situation. 4. The tea party was great fun. 5. The football team lost the game and their journey home was sad and gloomy. 6. He never spends money on useless things. 7. The material you gave me helped a lot. 8. The wound was fatal and there was no hope for the man. 9. He hated doing a job that nobody paid much attention to and for which he would never be thanked.

Ex 8 In the following sentences compare the meanings of the words in bold type. Translate the sentences into Russian.

1. (i) This summer my friend **stayed** in Kiev. (ii) I left Leningrad on Friday, while my sister **stayed on** for another two days. 2. (i) The woman **held** a baby in her arms. (ii) I saw the ice break and the man go under. I cried to him to **hold on** the best he could till I got help from the village. 3. The doctors said he hadn't much longer to **live**, but he **lived on**. 4. (i) We **talked** about the events of the past week. (ii) They **talked on** without paying the least attention to the noise. 5. (i) Boys will **fight**; they're just born that way. (ii) The difficulties were great, but he **fought on**.

Ex 9 Translate the following into English, using a different phrasal verb in each.

go on (2), move on, work on, drive on, walk on, swim on

1. Туристы **продолжали идти**. Им еще предстоял долгий путь. 2. **Поезжайте дальше**, а в конце улицы поверните налево. 3. «**Продолжайте!**» — сказал профессор. 4. Я крикнул ему, чтобы предупредить об опасности, но он

плыл все дальше и дальше. 5. «Проходите, не задерживайтесь!»—кричали полицейские. 6. Он был спокоен, так как знал, что даже, если ему придется уехать, работа **будет продолжаться**. 7. У него было немало неудач и разочарований, но **он продолжал работать**.

Ex 10 *Replace the Russian words by suitable English adverbs.*

1. Don't walk so (быстро), I can't keep up with you. 2. The runner was breathing (тяжело), when he reached the finish. 3. The plane rose (высоко) into the sky. 4. Millions of tons of minerals lie (глубоко) in the earth. 5. Don't drive so (быстро), it's dangerous. 6. He pushed the door (сильно) and it opened. 7. You may have these magazines (бесплатно).

Ex 11 *Translate the following into English.*

1. Не вешайте, пожалуйста, карту так низко, мы ничего не увидим. 2. В этом кафе можно недорого пообедать. 3. Почему бы не покрасить дверь в коричневый цвет? 4. Он молча стоял у двери и не знал что сказать. 5. Вы сами виноваты в том, что он так легко смотрит на жизнь. 6. Она тяжело переживала свою неудачу.

Ex 12 *Translate the following sentences, using 'what' or 'everything (all) that'.*

Model: 1. То, что он сказал, правда.
What he said was true.
2. Все, что он сказал, правда.
Everything (that) he said was true.

1. Повторите, пожалуйста, что вы сказали. Я не расслышал последние слова. 2. Он рассказал нам все, что знал об этом замечательном открытии. 3. То, что он сказал, очень важно. 4. У меня есть всё, что нужно для работы. 5. Это не совсем то, что я имел в виду. Вы меня неправильно поняли. 6. Он прочитал всё, что мог достать по вопросу, который его интересовал. 7. Он внимательно слушал то, о чем говорилось на совещании. 8. Ему нечего было добавить к тому, что было сказано.

Ex 13 *Paraphrase the following sentences according to the following models and translate them into Russian.*

Model 1: (a) Don't talk./Stop talking.
(b) Tell (ask) him not to talk./Tell (ask) him to stop talking.

1. Don't whisper, say what you want aloud. 2. Tell the children not to make so much noise. 3. Don't cry, it won't help. 4. Don't behave like a child. 5. Ask her not to

disturb him so often when he is at work. 6. Don't remind me all the time about my mistake. It's unkind. 7. Don't make notes while I am reading the story, just listen.

Model 2: He stopped and looked around.
He stopped to look around.

1. He stopped and lit a cigarette. 2. She was reading but stopped for a moment and looked up a word in the dictionary. 3. The militiaman stopped the traffic and led the children across the road. 4. He stopped and greeted his friend. 5. Passing the kiosk she stopped and bought a newspaper.

Ex 14 *Translate the following sentences, using 'stop to do' or 'stop doing' according to the sense.*

1. Они остановились поговорить. 2. Трудно сказать, почему он перестал писать. 3. Она остановилась, чтобы сделать кое-какие записи. 4. Они остановились в пути, чтобы пересесть на другой поезд. 5. Врачи посоветовали ему бросить курить.

Ex 15 *Study the following phrases and (a) recall the sentences in which they were used in the text and (b) use them in sentences of your own.*

walk (move, etc) **toward(s)** some place; lead **to** some place; push sb (**up**) **against** sth; turn **around**; **beside** sb/sth; use sth **against** sb; stare (look) **at** sb/sth; turn the flashlight **on** sb/sth; take sb **to** some place; to look **after** sb/sth; get **into** a car; drive (walk, etc) **off**; be filled **with** wonder (fright, panic, etc).

Ex 16 *Fill in the blanks with prepositions or adverbs. Retell passage (B).*

(A) 1. Push the tables and chairs" — the wall to clear the floor for dancing. 2. The lawyer warned the man not to say anything that could be later used — him. 3. You've spoiled the form, throw it —, take a new one and fill it — properly, pay more attention — what you are writing this time. 4. As he stood — the street watching the house he saw the lights go — one — another, and suddenly the place became dark and silent. 5. Sunday mornings the whole family used to get — their old car and drive — — the country. 6. Is there anything interesting — this week? I haven't been — the movies — ages and I feel very much behind the times. 7. She was searching her bag and pockets — a two-copeck coin to make a call. 8. I am sorry I can't take you — the station myself. Just follow the road, it leads — the station. 9. I saw a taxi stop — the curb and started walking — it. 10. What did you say that —? 11. Come —! Nobody is going to wait — us. 12. I called — many book shops — search — a Japanese dictionary, but it seemed hard to find. 13. Add some sugar — the grapefruit or it may taste bitter. 14. His day is filled —. He attends evening classes — addition — the work he does — the day. 15. I was filled — admiration and — the same time

surprised — the calm way — which she took the news.

(B) It was the year 1919. "It smells like America," the man cried, throwing his arms up — the air. "We're back home now."

Pledger McAdams laughed, but he couldn't speak. Happiness hurt his chest and paralyzed his tongue. He heard the white lieutenant call them to attention. The band began to play, and the Negro soldiers started marching — Fifth Avenue. Pledger held his head high, but sometimes he turned his eyes to catch a glimpse — the white people — the curb — both sides — the street. They were carrying little flags with "Welcome home to our heroes."

When they were passing the public library Pledger looked —. — front — the library stood the Mayor — New York City, hat — hand, and a lot — big officers were — him, saluting the flags which were carried —.

The men sang as they marched beside Central Park to Harlem. Then, — last, they turned — Lenox Avenue, their wives and girls broke through the lines and marched — them or took them — their homes — the nearest blocks. The air was filled — happy cries.

"Isn't your wife here, Pledger?" the man—him asked. Pledger turned — and shook his head. "I've got to wait a little while yet. She's — her people — Chicago."

He was filled — great wonder — what he had seen that day. Had things changed so much — his absence?

(After "The Great Midland"* by A. Saxton)

Ex 17 *Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.*

add, drive, behave (2), behaviour, fill (2), seem, hurt (2), climb *v*, search *v*, frighten, approach *v*, attention, careful, careless, proper, calm

1. When speaking of the incident he was — not to mention any names. He didn't want to — anybody's feelings, he said. 2. The speaker had covered the subject so well that there was really nothing to —. 3. Though I know her to be greatly disturbed by the news, she — in her usual — way. 4. It was a very old house and lots of things about it needed immediate —. 5. The news — her heart with sadness. 6. I'm not much good at — yet, I just got my driver's license. 7. He's either absent-minded or just plain —, I don't really know which. 8. I was sure that the explanation for his strange — was to be looked for in his past. 9. The storm had — the child. 10. He — his pockets for the note. It was nowhere to be found. 11. What's the hurry? Everything will come in its — time. 12. The boy — up the apple tree and — his pockets with apples. 13. The remark was sarcastic and meant to —, and it did. 14. He's a very understanding person and can be safely — on the subject. 15. We were glad to hear that our friend had — extremely well in the difficult situation. 16. Though they had

* Большая Среднезападная». The Great Midland is one of the biggest railways in the USA.

just met, it — to her that she had known him all her life.

Ex 18 *Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell the passage.*

It was the end of May and nothing had been done during the (истекшие) five weeks about paying Kathyanne. Each time she spoke about it, Madgie Pugh (приходила в возбуждение) and said she (слишком занята, чтобы обсуждать этот вопрос). That had been going on week after week and Kathyanne did not understand why Madgie (отказывалась) to do anything about it.

"I don't want to talk about it," Madgie said that morning when Kathyanne (напомнила) her once more that she had not been paid. "I've told you that we'll discuss it when the (подходящее) time comes."

"But, Miss Madgie," Kathyanne said, "I've got to get (по крайней мере) part of my pay now. Aunt Hazel is ill. My brother's not working —."

"Well, why isn't he working?" she (вмешалась). "It's those coloured people who (приносят все неприятности). Make your good-for-nothing brother get out and go to work!"

Kathyanne (не пыталась) to answer her. She knew better. She tried to think of some way to ask Madgie for the money without (расстраивая) her.

Madgie (поднялась) to leave.

"Miss Madgie," she said "Miss Madgie, please, it's about my pay."

"Oh, yes," Madgie smiled. "I'll be back, Kathyanne."

Madgie's manner had been so unexpectedly pleasant when she (упомянула) her pay that she wondered what such a sudden (перемена) (могла означать).

Madgie walked into the kitchen with an armful of old clothes.

She (рылась) among them until she pulled out an old hat which she (бросила) on top.

"There!" she said. "I'd almost forgotten about these nice things. These are very (дорогие) dresses. I hate to give them away." She looked at Kathyanne. "Don't just stand there! Aren't you going to thank me for all this? Say something, Kathyanne!"

Kathyanne tried not to show how (разочарована) she was. She knew she had to be (осторожна) about what she said if she wanted to get (по крайней мере) part of the money.

"(В чем дело)?" Madgie was looking at her (внимательно). "You (ведешь себя странно). You haven't said a word, Kathyanne."

"I can't take these things for my pay, Miss Madgie," she said with determination. "I (нужны) the money, I (не нужны) your old clothes. I'll just have to leave and (искать) a job somewhere else."

"You'll do no such thing!" Madgie cried. "I won't let you leave and tell the (всему) town that I tried to make you take my old clothes. I have a social position (которое мне нужно поддерживать). You'll stay where you are, Kathyanne. You understand?"

"But please, Miss Madgie —"

"You coloured people are bad in your ways, that's why you're always (задерживаетесь) in your payments and everything. (Сами виноваты.)"

Madgie (подошла) a little nearer. Her voice (поднялся) in a loud hysterical cry. "I've wanted to say this for a long time, and now I've got the (возможность) (наконец). There's nothing I hate more than a dirty nigger!"

There was a long silence.

"I'm sorry, Miss Madgie," Kathyanne said in her clear voice, "but I can't work for you any more after this — after what you've said."

"I (предупреждаю) you Kathyanne Bazemore that if you walk out of this house now, you will never have another job in this town. I'll say you're (бесчестная), (лживая), and immoral. When I (покончу с тобой), you'll be out of work (до конца) your life."

Madgie was white with anger.

"I'll have to get along somehow," Kathyanne said (спокойно), "because I'm going to leave. I'm sorry, Miss Madgie, but I'll have to now, I couldn't stay after this."

"I (предупредила) you," Madgie cried. "If you breathe a word of this — just wait and see what (произойдет)." She (спрятала) her face in her hands and began to cry. "Please say you won't tell. I (не смогу вынести) that kind of talk about me. (Обещай) you won't tell, Kathyanne!"

Kathyanne closed the door (за собой), ran down the steps, and then walked away into the bright warm sunshine of the May morning.

(After "Place Called Estherville" by Erskine Caldwell)

Ex 19 *Speak on the following topics. Use the words and phrases given below.*

1. **Returning Home**

the two boys: Caleb, 17, and Leo, 10; discover; be later than they thought; begin walking very fast; hurry along (down) the avenue (block); empty street; seem quiet and peaceful; not expect; an incident happen; be a turning point in one's life; remember; for the rest of one's life.

2. **Stopped by the Police**

hear a car braking; be blinded by bright light; be pushed up against the wall; be approached from behind; be ordered to do sth; follow the orders; do as one is told; turn to face the wall; raise both hands; keep one's hands in the air; be too frightened to speak; be searched; feel the policeman's hands all over one's body; hate every touch of it; perhaps; look for a gun; turn around.

3. **Face to Face with the Police**

Little Leo: be properly frightened; stare at sb; two policemen; young; white; self-important; be afraid to look at Caleb; be used against sb; follow the conversation;

not be used to sth; admire one's brother.

Caleb: make an effort; fight down the rising panic; though; be frightened; behave calmly; be troubled; understand the danger; look after sb; get one's little brother home; reach home safely; be afraid of arrest; be careful in one's words; hide one's feelings; not argue; explain sth to sb; mention the boy's age; live in the next block; give the address; be allowed to go home.

4. Discussing the Incident

be faced with a problem; think sth over; know that sth is true; fail to understand sth; the colour of the skin; not be one's fault; be filled "with an awful wonder; hurt one's chest; paralyze one's tongue; wonder about sth; be unable to work sth out (for oneself); be disturbed by a thought; be determined to find out sth; suddenly; come to one's mind; break the silence; ask for an explanation; be taught one's first lesson in race discrimination.

Ex 20 Test translation.

1. Мы видели, как машина проехала по направлению к мосту и завернула за угол. 2. Он обыскал все шкафы и полки, но так и не нашел словарь. Он решил, что потерял его. 3. Ей можно разрешить пользоваться библиотекой. Она очень аккуратно обращается с книгами. 4. Он никогда не примет решения без тщательного изучения фактов. 5. Почему вы так неэкономно (неаккуратно) обращаетесь с деньгами? 6. У меня доклад почти готов. Единственное, что мне осталось сделать, — это добавить несколько фактов. 7. В этом году наша фирма получила ряд новых заказов в дополнение к заказам наших постоянных (регулярных) клиентов. 8. Он очень внимателен на уроках. Он не пропустит ни одного слова преподавателя. 9. Они всегда добры и внимательны к нам. 10. Интересно, кто первый обратил наше внимание на этот факт. Он действительно очень важный и требует тщательного изучения. 11. Этот вопрос очень серьезный, и мы должны уделить ему должное внимание. 12. Мне бы хотелось, чтобы вы уделите нам немного внимания. Мы не можем обойтись без вашей помощи. 13. Не разговаривайте так громко. На вас обращают внимание. 14. Он не такой человек, чтобы обращать внимание на мелочи. 15. Мне очень хочется научиться водить машину. Как вы думаете, это очень трудно? 16. Она говорила довольно спокойно, хотя ей стоило больших усилий преодолеть волнение. 17. Скажите, пожалуйста, в какое время к нему лучше обратиться по личному делу. Кажется, что он всегда очень занят. 18. Не сердитесь на него. Он не хотел обидеть вас, когда сказал это.

GRAMMAR

The Infinitive. Syntactical Functions

Ex 21 Make up suitable sentences according to the model. Use the list below.

The Subject*

Model 1: It's difficult **to follow** you. You speak so fast.

1. It's late —. 2. It's always easy —. 3. It was hard —. 4. Why is it so important —? 5. It'll take you very little time —. 6. It gives him pleasure —. 7. It wasn't difficult —. 8. It's hot —. 9. It's dangerous —. 10. It's time —. 11. It was not easy —. 12. It was so noisy that it was hard —.

hear or be heard; play football today; raise this question; drive a car in a big city; look through my work; call on him today; explain to them the meaning of this word; get letters; explain his behaviour; give advice; believe his words; follow the traffic regulations

The Predicative

Model 2: The main problem is **to get** to the place before dark.

1. My job then was —. 2. His next step was —. 3. All you have to do is —. 4. Our plan was —. 5. The only thing he had to do was —. 6. Among other things the job of a reporter is —. 7. The last thing I want is —. 8. The first thing to do is —.

spend the summer holidays in the mountains; disturb you; attend press conferences; learn the whole truth; get her on the phone; explain how-to do it; get information and send it to the newspaper; let her know how-things are

An Object

Model 3: (a) I am sorry **to trouble** you.
(b) He tried **to speak** calmly.

1. He couldn't make up his mind whether — or not. 2. The students. of our group agreed —. 3. We didn't know which way —. 4. She was eager—. 5. He was a very careless driver, he wasn't afraid —. 6. We-were lucky not —. 7. He hates —. 8. The boy promised —. 9. I didn't mean —. 10. He went to bed forgetting —. 11. I was happy —. 12. He was determined —.

turn; attract everybody's attention; break the traffic regulations; stay for the night in the village; take part in the work of the English club, behave well; win first place;

* The infinitive as subject without the anticipatory "it" (eg "To get a cup of tea at this hour is hopeless.") is not common in spoken English.

switch off the light; miss the train; see an old friend; be the centre of attention; hurt sb's feelings

An Attribute

Model 4: (a) She had nothing **to do**.
(b) There was nothing **to argue about**.

1. He had little —. 2. There was no need —. 3. I have nothing —. 4. The ground is wet. Let's find something —. 5. Leaving this town he had nothing —. 6. He had good news —. 7. We have a lot of problems —. 8. You'll need somebody —. 9. She had nothing —. 10. She has a family —.

sit on; say; read; look after; argue about the matter; help you with the work; be proud of; lose; tell; think over

An Adverbial Modifier of Purpose

Model 5: (a) I 've come here (so as) **to have a talk with you**.
(b) **(In order) to understand** poetry you must read it aloud.

1. He will have to work hard —. 2. We invited the veterans of war —. 3. — I took a taxi. 4. The car is waiting —. 5. I turned off the radio —. 6. We stopped —. 7. I stepped aside —. 8. In order — one must take a boat. 9. He climbed up a tree so as —. 10. — follow the instructions carefully.

see where the road turned; not lose a moment's time; not disturb him while he was sleeping; tell the children about their heroic fight at the front; catch up with the group; take you to the station; let them pass; catch our breath; get the best results; approach the house from the river side

An Adverbial Modifier of Result

Model 6: (a) He seemed too tired **to speak**.
(b) You have only **to read** it once **to understand it clearly**.

1. The boys were too frightened —. 2. The roads were good enough —. 3. You must be absolutely blind —. 4. He was a rich man but he was too busy —. 5. Do you know him well enough —? 6. The night was too hot —. 7. He is too young —. 8. You have only to go there once —. 9. The subway station was near enough —. 10. He knew me too well —.

be afraid of me; understand what has happened; sleep inside the house; enjoy his money; not see how hurt she is; drive fast; walk there; speak; not want to go

anywhere; ask him for help

Ex 22 Paraphrase the following so as to use the infinitive as an attribute.

Model 1: I must **think about my job.**
I have **my job to think about.***

1. He must write some important letters. 2. She had to answer some business letters. 3. He had to do so many things. 4. We must first talk over this problem. 5. They wanted to show me a new picture. 6. I must ask him a lot of questions. 7. The *Abhazia* must cover a long distance before she reaches port. 8. With so much work to do you mustn't lose a moment. 9. He must wait (for) two hours. 10. We must go a long way.

Model 2: She was the last **who left the office.**
She was the last **to leave the office.**

1. He was the second who came to the finish. 2. There was only one man who could understand my jokes. 3. She was the first who learned this terrible news. 4. Here is the man whom you can discuss the problem with. 5. She was the last person who could hurt a child. 6. Petrov was the first who raised this question and I was the next who spoke on the subject. 7. He is the last person who can break a promise.

Ex 23 Paraphrase the parts in bold type so as to use the infinitive in the function of an adverbial modifier of purpose according to the model.

Model: He raised his hand **so that he might attract the students' attention.**
He raised his hand **to attract the students' attention.**

1. They decided to have a special meeting **so that they might come to some agreement.** 2. She bought this book **so that she might kill the time** on the train. 3. Children go to school **in order that they may learn things.** 4. He has come here **so that he may have a talk with you.** 5. He repeated it several times. He wanted **to make the child behave.** 6. My neighbour of ten calls on me **so that we may discuss politics.** 7. I called at the office **so that I might leave a note** with the secretary for the chief. 8. The young worker followed the instructions carefully. **He didn't want to spoil** the machine. 9. I turned my head **so that I might hear** better what she was talking about. 10. He didn't mention this fact. **He didn't want to hurt her feelings.** 11. She spoke in a soft voice **in order that she might not attract anybody's attention.** 12. He paid special attention to his pronunciation. He wanted **to sound natural.**

* The construction "I have my job to think about" is more emphatic than "I must think about my job."

Ex 24 Make up sentences according to the model.

Model: to get to this place, pass through the village
To get to this place he had to pass through the village (you must pass.../you'll have to pass..., etc).

1. understand the instructions, read them carefully. 2. in order to get better results, make an effort. 3. not make things still worse, turn and go away without saying a word. 4. not disturb her, be careful to keep very quiet about it. 5. in order not to get cold, make a camp fire. 6. have no trouble with your home-work, be attentive at the lesson.

Ex 25 Paraphrase the sentences so as to use the infinitive as an adverbial modifier of result (see model 6, ex 21).*

1. She was too excited, she couldn't remain silent. 2. He was so tired that he couldn't sleep. 3. She is kind enough. She will not refuse to help you. 4. Do you know him well enough? Can you speak with him on the subject? 5. She was so weak that she couldn't rise to her feet. 6. You have only to see the picture once and you'll remember it for the rest of your life. 7. He is so careful that he can't make a mistake. 8. I think you are too much excited, you can't talk about it today. 9. She was too upset. She didn't want to see anybody.

Ex 26 Paraphrase the following sentences according to the model.

Model: (a) It's **hard** to follow him. He speaks too fast.
He is hard to follow.
(b) It's **pleasant** to look at her.
She is pleasant to look at.

1. It's **interesting** to talk to her. 2. It was **hard** to understand his idea. 3. It's **nice** to work with calm people. 4. It was **difficult** to work out this problem. 5. It's not **easy** to find a good road here. 6. It was **difficult** to decide the matter.

Ex 27 Complete the following sentences according to the model.

Model: He is easy to talk to.

1. She was light on her feet and easy —. 2. The child is nice— but difficult —. 3. The old lady is hard —. 4. This fruit is nice —. 5. Her thoughts are hard —. 6. It's a good job, well paid and pleasant —. 7. A good friend is hard —. 8. The story was hard —. 9. His behaviour was difficult —. 10. The matter is easy —.

* Note the correlation: too clever to do something; clever enough to do something; only to see something once to remember.

find, explain, read, arrange, dance with, please, look at, teach, have for dessert, do, believe

Ex 28 *Translate the following sentences, using infinitive constructions.*

1. Трудно сказать, кого он имел в виду. 2. Он был достаточно добр, чтобы не отказать нам в помощи. 3. Они остановились, чтобы передохнуть. 4. Единственное, что вам нужно сделать, это позвонить ему. 5. Опасно переходить дорогу в неполюженном месте. 6. Чтобы не обидеть ее, мы решили вообще не говорить на эту тему в ее присутствии. 7. Вам придется выехать ранним поездом, чтобы застать их дома до того, как они уедут. 8. Врач остался еще на один час, чтобы убедиться, что жизнь ребенка вне опасности. 9. Он спокойный человек. С ним легко работать. 10. Вы должны быть очень внимательны, чтобы водить машину в большом городе. 11. Я старался много работать, чтобы не думать о том, что случилось. 12. Я думаю, что он достаточно умен, чтобы не сделать этой ошибки. 13. Дети были слишком возбуждены, чтобы вести себя спокойно. 14. Ей нелегко угодить. 15. Инцидент был слишком неприятный, чтобы говорить о нем. 16. Он первый открыл это прекрасное место для отдыха. 17. Его нелегко запугать. 18. Я вам сказал всю правду. Мне нечего скрывать от вас. 19. У меня достаточно времени, чтобы повидаться с ним. 20. От него меньше всего можно было ожидать такого поведения. 21. Она была так расстроена, что совершенно не могла говорить. 22. Первое, что нам нужно сделать,—это выработать план работы. 23. Поздно спорить об этом. Уже ничего нельзя изменить. 24. Ей очень хотелось принять участие в обсуждении этого фильма. 25. Нам повезло, что мы застали его дома. 26. Ей есть чем гордиться. 27. Он человек, с которым можно поговорить на любую тему. 28. Они уехали последними. 29. Ничто меня здесь не удерживает.

The Passive Form of the Infinitive

Ex 29 *Study the following chart. Translate the sentences into Russian.*

| Active Infinitive | Passive Infinitive |
|--|---|
| He doesn't want to disturb you. I am glad to give you advice. I'd like you to understand me. They had to do the work in time. She was to meet him at the station. | He doesn't want to be disturbed . I am glad to be given advice. I'd like my idea to be understood clearly. The work had to be done in time. He was to be met at the station. |

Ex 30 *Give the passive forms of the following infinitives.*

write, feel, reach, hold, look for, suppose, laugh at, search, fill, frighten.

Ex 31 Choose the correct form of the infinitive in brackets and fill up the blanks.

1. (i) I expect them — a telegram to me. (ii) The telegram is — immediately, (*send, be sent*). 2. (i) Some people like — to themselves, (ii) I don't want you — so early, (*leave, be left*). 3. (i) They expect you — all the lectures, (ii) They expect all the lectures — regularly. (*attend, be attended*). 4. (i) We hadn't reached the most northern part of the country yet, but cold began — already, (ii) We began — the discomforts of the night train very soon. (*feel, be felt*). 5. (i) She wants —. (ii) She wants — it. (*understand, be understood*). 6. (i) We were afraid — what was troubling him. (ii) She was afraid — this question. (*ask, be asked*). 7. (i) I am sorry — you but may I ask you a question? (ii) He was too weak —. (*trouble, be troubled*). 8. (i) We expected the meeting — next Monday, (ii) We expected the speaker — the attention of the audience, (*hold, be held*). 9. (i) He was glad — the subject. (ii) He didn't want anything — in his room. (*change, be changed*). 10. (i) Some changes had —. (ii) He wanted — some changes in the plan. (*make, be made*). 11. (i) This is only —. (ii) I don't know what — of him. (*expect, be expected*).

Ex 32 Translate the following sentences into English, using either active or passive infinitive according to the sense.

1. Он не любит привлекать внимание. 2. Всем хотелось, чтобы конференция состоялась в феврале. 3. Мы были рады, что добрались до деревни засветло. 4. Мы не ожидали, что решение будет принято так быстро. 5. Он рад, что ему помогают в работе. 6. Ребенок был слишком мал, чтобы его оставлять дома без присмотра. 7. Ему повезло, что его спросили первым. 8. Дети были довольны, что им дали билеты.

Ex 33 Paraphrase the following sentences, using (the passive infinitive).

Model: The house **that will be built** here will be a school.
The house **to be built** here will be a school.

1. The questions **that will be discussed** at the meeting are important for our work. 2. The people **that will be invited** to the conference must all take an active part in its work. 3. The work **that must be finished** today is very important. 4. There was much **that could be said** on the subject. 5. The railway **that will be built** there will join the two industrial centres. 6. He has lived in this town a long time and knows all the interesting and beautiful places **that can be found here**. 7. This was for him a chance **that couldn't be missed**.

Ex 34 Translate the following sentences into English, using the passive infinitive.

1. Этот случай нельзя было упустить. 2. У нас есть еще один вопрос, который должен быть обсужден сегодня. 3. В этом районе можно найти много красивых мест. 4. Первого Мая на улицах Москвы можно увидеть много иностранных гостей. 5. Мы все согласились, что ничего уже нельзя было сделать, чтобы помочь ему. 6. Все дома, которые будут построены на другой стороне улицы, будут учреждениями. 7. Конференция, которая состоится (будет организована) в мае, ставит очень интересные проблемы. 8. Я уверен, что факты, которые будут упомянуты в его докладе, вызовут всеобщий интерес.

Ex 35 Paraphrase the following sentences so as to use the passive infinitive.

1. They were to do the work in three steps. 2. They are to discuss the question at the next meeting. 3. We couldn't calm him down. 4. You are not to eat the cake until the whole family have gathered. 5. You mustn't argue about the order. 6. One can't miss a chance like that. 7. You may make all the necessary changes any moment. 8. You must pay for the ticket immediately. 9. You mustn't mark the pages of a book. 10. You are to keep the children quiet.

Ex 36 Translate the following sentences into English.

1. Работу надо сделать как следует. 2. Расписание изменилось. Его надо предупредить. 3. Такое поведение нельзя разрешить. 4. Вопрос не подлежал обсуждению. 5. Вечер не может состояться без него. 6. Инструкции необходимо соблюдать. 7. Его тоже нужно пригласить. 8. Мясо необходимо хранить в холодильнике. 9. Обед нельзя заказывать до их приезда.

Ex 37 Open the brackets, using the correct form of the verb.

LOUIS ARMSTRONG

The black man with the wonderful smile (*finish singing*), (*raise*) the trumpet to his lips, and (*play*). The music was jazz. It (*be*) exciting and happy music, and soon everyone (*smile*) and feeling good, clapping and swaying to the rhythm. He (*finish playing*) and the crowd (*roar*) and (*applaud*).

That was Louis Armstrong, one of the most famous and best-loved jazz musicians of all time. Armstrong (*do*) a great deal to popularize this type of music'. Jazz (*bring about*) by black Americans from African drumbeats, work songs, blues, spirituals, and especially the lively marching band tunes so popular right after the Civil War.

The birthplace of jazz was New Orleans. Louis (*born*) there on July 4, 1900. His family (*be*) very poor. He (*love*) music since he was a little boy and he used to follow street bands at parades, and even funerals just to hear the music.

On New Year's Eve, when he (*be*) twelve, he and his friends (*have*) fun with shooting a small gun. Louis (*buy*) his own gun and (*shoot*) it off. It (*make*) such a

noise that it (*frighten*) everybody and suddenly Louis (*find*) himself in the arms of a tall policeman. He (*send*) to the Coloured Waifs Home, a place for black children who (*get*) into trouble. One of the teachers that Louis (*like*) a lot (*be*) a music teacher named Mr Davis, who (*form*) a band in the school. Louis (*behave*) himself very well and soon (*ask*) to join the band. Mr Davis (*give*) him bugle* and cornet* lessons and the boy (*never be*) happier. He (*learn*) quickly and soon (*make*) the leader.

After Louis (*stay*) at the Home a year and a half, he (*leave*) it and (*go*) to live with his father. Because his family (*be*) so poor, he (*have*) to go right out and earn some money, doing all sorts of jobs. He (*save*) a little for quite a time to buy a cornet. He (*manage*) to save enough money to buy a battered old cornet. He (*begin*) to practise and listen to music every chance he (*get*). Louis (*get*) his first job playing when he (*be*) sixteen, working for whatever money the customers (*throw*) him.

When Louis (*begin*) to play with the band of Fate Marble, he (*learn*) to read music well and also (*get*) a chance to play jazz for many who (*never hear*) it before. Louis (*become*) known as the best player around New Orleans.

Since 1924 Louis (*have*) his own band, and some of his best music (*record*) during this period.

On his seventieth birthday a great tribute (*pay*) to Louis. Many famous singers and musicians (*come*) to mark the great date. Everybody (*agree*) Louis (*be*) truly the "King of Jazz".

Louis Armstrong (*die*) one year later, but the world (*never forget*) "Ambassador Satchmo" who (*do*) so much to make people happy and bring the people of the world together.

Ex 38 *Rewrite (or retell) in narrative form the passage from the text.*

From: "They turned the flashlight on us ..." up to "That's what for".

The Article

with uncountable (abstract) nouns

Ex 39 *Fill in the blanks with the words given in brackets with an appropriate article (where necessary).*

1. (i) "One morning I woke up to find myself famous," Lord Byron said. Do you know what brought him —? (ii) I hope — hasn't spoiled him. (*fame*). 2. Romeo and Juliet's was — people like to speak about. (*love*). 3. (i) — and hate are bad qualities, (ii) This canvas is — of all her friends, (*envy*). 4. (i) You must learn to take — seriously at your age. (ii) "I hope you will be happy in — you have chosen," the headmaster said to the school-leavers, (*life*). 5. (i) There used to be — when I found books of adventure very exciting, (ii) — passes quickly if one is busy. (iii) Remember our skiing outings? Those were happy —! (*time*). 6. (i) Nobody took the trouble to tell us about — we were going to meet on our way. (ii) The nurse said the

* **bugle:** труба; **cornet:** корнет-а-пистон

man was out of —. (*danger*). 7. (i) His face expressed only surprise, no — at the news. (ii) With him — comes first, (*pleasure*). 8. (i) He was making — not to show how angry he was. (ii) The work wasn't worth —. (iii) — brought good results, (*effort*). 9. (i) She never saw — of the situation, she has no sense of humour. (ii) The whole trip was —. (*fun*). 10. What you need is —, a lot of it. (*exercise*). 11. (i) I had — with him. (ii) The weather is a safe topic for —. (*conversation*).

Ex 40 *Translate the following into English.*

1. Конечно, есть определенная **опасность**, что он не сможет разработать этот план, но пусть попытается. 2. **Жизнь** — это движение. 3. — Вы дали им знать о своем приезде? — Нет, я хочу, чтобы для них это было **сюрпризом**. 4. Мы долгое время не виделись, и нам обоим эта встреча доставила истинное **удовольствие**. 5. — Не хотели бы вы пойти со мной сегодня в театр? У меня есть два билета. — С **удовольствием**. 6. Она с **удивлением** посмотрела на вошедшего. 7. Он сделал над собой **усилие** и спокойно ответил на все вопросы экзаменатора. 8. Писатель прожил долгую и интересную **жизнь**.

READING

Ex 41 *Read the story, and do the assignments coming after it.*

ARRANGEMENT IN BLACK AND WHITE

By Dorothy Parker

The woman with the pink velvet poppies turned round, crossed the room, and took hold of the lean arm of her host.

"Now I got you!" she said. "Now you can't get away!"

"Why, hello," said her host. "Well. How are you?"

"Oh, I'm finely," she said. "Listen. I want you to do me the most terrible favor. I want to meet Walter Williams. Honestly, I'm just crazy about that man. Oh, when he sings! When he sings those spirituals! I'd really love to meet him. Will you be an angel and introduce me to him?"

"Why, certainly," said her host. "I thought you'd met him. The party's for him. Where is he anyway?"

"He's over there by the bookcase," she said. "Let's wait till those people get through talking to him. Well, I think you're simply marvelous, giving this perfectly marvelous party for him and having him meet all these white people, and all. Isn't he terribly grateful?"

"I hope not," said her host.

"I think it's really terribly nice," she said. "I do. I don't see why on earth it isn't perfectly all right to meet colored people. I haven't any feeling at all about it — not one single bit. Burton — oh, he's just the other way. Well, you know, he comes from

Virginia, and you know how they are."

"Did he come tonight?" said her host.

"No, he couldn't," she said. "He was just so tired out, he couldn't move. Isn't it a shame?"

"Ah," said her host.

"Wait till I tell him I met Walter Williams!" she said. "He'll just about die. Oh, we have more arguments about colored people. I talk to him like I don't know what, I get so excited. But I must say for Burton, he's lots broader-minded than most of these Southerners. He's really awfully fond of colored people. Well, he says himself, he wouldn't have white servants. All he says is, he says he hasn't got a word to say against colored people as long as they keep their place. He's always doing things for them — giving them clothes and I don't know what all. The only thing he says, he says he wouldn't sit down at the table with one for a million dollars. 'Oh,' I say to him, 'you make me sick, talking like that.' I'm just terrible to him. Aren't I terrible?"

"Oh, no, no, no," said her host. "No, no."

"Now this Walter Williams," she said. "I think a man like that's a real artist. I do. Goodness, I'm so crazy about music or anything. I don't care **what** color he is. I honestly think if a person's an artist, nobody ought to have any feeling at all about meeting them. That's absolutely what I say to Burton. Don't you think I'm right?"

"Yes," said her host. "Oh, yes."

"Why, I'd really be glad to have a man like Walter Williams come to my house and sing for us, some time," she said. "Of course, I couldn't ask him because of Burton, but I wouldn't have any feeling about it at all. Oh, can't he sing! Come on, let's go on over and talk to him. Listen, what shall I do when I'm introduced? Ought I to shake hands? Or what?"

"Why, do whatever you want," said her host.

They reached the tall young Negro, standing by the bookcase. The host performed introductions; the Negro bowed.

"How do you do?" he said.

The woman with the pink velvet poppies put out her hand at the length of her arm and held it for all the world to see, until the Negro took it, shook it, and gave it back to her.

"Oh, how do you do, Mr Williams," she said. "Well, how do you do. I've just been saying, I've enjoyed your singing so awfully much. I've been to your concerts, and we have you on the phonograph and everything. Oh, I just enjoy it."

She spoke with great distinctness, moving her lips carefully, as if talking to a deaf person.

"I'm so glad," he said.

"I'm just simply crazy about that 'Water Boy' thing you sing," she said. "Tell me, where on earth do you ever get all those songs of yours? How do you ever get hold of them?"

"Why," he said, "there are so many different — "

"I should think you'd love singing them," she said. "It must be more fun. All those darling old spirituals — oh, I just love them! Well, what are you doing, now?"

Are you still keeping up your singing? Why don't you have another concert, some time?"

"I'm having one the sixteenth of this month," he said.

"Well, I'll be there," she said. "I'll be there, if I possibly can. You can count on me. Goodness, here comes a whole crowd of people to talk to you. You're just a regular guest of honor! Now, don't forget, Mr Williams, I'm going to be at that concert if I possibly can. And if I can't come, I'm going to tell everybody I know to go, anyway. Don't you forget!"

"I don't," he said. "Thank you so much." The host took her arm and piloted her into the next room. "I liked him," she said. "I haven't any feeling at all because he's a colored man. I felt just as natural as I would with anybody. Talked to him just as naturally, and everything. But honestly, I could hardly keep a straight face. I kept thinking of Burton. Oh, wait till I tell Bur-ton I called him 'Mister'!"

(Adapted)

Assignments

(a) In writing a short story, an author has a specific purpose in mind. It may be the portrayal of character, the creation of a particular mood, or atmosphere, or the presentation of a serious theme or idea. Say which of the purposes mentioned above you believe the author had in mind writing this particular story. Give your reasons.

(b) Discuss the story from the point of view of structure and composition. Give definite answers to each of the following questions.

1. What is the dominant effect of the story on you? What effect did the author intend to have? 2. What is the essential conflict in the story? 3. What does the author emphasize most in the story: plot, characterization, setting, incident, motive or theme? 4. What point of view on life or human behaviour does the author want the reader to get from the story? 5. Is this story true to life, or is it exaggerated or fantastic? Are the characters real and convincing? 6. What makes the story believable? 7. Why does the story hold (or fail to hold) your attention?

(c) Pick out from the story all the facts about: (a) the woman with the pink velvet poppies; (b) the host; (c) Walter Williams.

(d) The main character in the story is known as 'the woman with the pink velvet poppies'. Explain why the author did not give her a name, and believed it enough just to mention the pink velvet poppies, saying no more of her dress.

(e) There is a character in the story who remains behind the scenes. Give his name, say what kind of person he is, describe his role in the story.

(f) Character shows itself through the way a person talks. Discuss each of the characters on the basis of: (a) what he or she says, and (b) how he or she says it (making special mention of the basic characteristics of the woman's speech, explaining why the host expressed himself in monosyllables, etc).

(g) Say whether, in your opinion, the woman with the pink velvet poppies:

1. behaved naturally as she said she did; 2. she had really heard Walter Williams sing; 3. she would really be coming to Walter Williams's concert, and telling people they should go to hear him sing; 4. she was truthful saying she wanted to meet Walter Williams because she greatly admired his talent.

(h) Discuss the author's attitude to the problem raised in the story.

(i) Retell the story in narrative form.

(j) Write a summary of the story.

Ex 42 *Read the text, consulting the dictionary, if necessary. Write five questions covering the main points, answer each question in one complete sentence in your own words as far as possible; then, using your answers as guides, write a summary of the text.*

THE NATIONAL QUESTION IN THE USSR

Assimilation, the obliteration of national differences and blending of several nations into one is an objective process. The more industrialized a multinational country becomes and the more varied and firmer are the economic relations within it, the more noticeable is this process. The state, society and political parties can either accelerate or slow it down by applying conscious efforts, but, as history has proven, it cannot be averted or stopped.

The stand taken by Lenin and the Communist Party, which he founded, was that the inevitable drawing together of the nations and nationalities of Russia should be neither accelerated nor slowed down artificially, that no nation should be given preference and that each one be ensured equal opportunities for full, all-round development and, on that basis, for a mutual drawing together and enrichment. The concept of full, all-round development presupposes not only cultural and economic progress, but the development of statehood. The result of this policy was that the nations and nationalities acquired their own forms of statehood and autonomy (15 Union and 20 Autonomous Republics, 8 Autonomous Regions and 10 Autonomous Areas).

The Soviet people are not a new nation. Comprising this people are full-blooded nations and nationalities. At the same time it is not just a simple sum total of nations

living within a single state. Soviet people, irrespective of nationality, have many common features which unite them into a monolithic whole. The multinational Soviet people, as a new historical community, are not the result of an "absorption of nations"; rather, they have reached a certain degree of unity which is conditioned by their common ideology, common conditions of socio-economic life, and their basic interests and goals.

When we speak of a new historical community of people, we do not mean that our national differences are disappearing or that the nations have emerged. All the nations and nationalities retain their specific national character, language and their best traditions. They all have the opportunity to further develop national culture.

Of course, we cannot say that all the questions of national relations have already been settled. Such questions inevitably arise in such a large, dynamically developing multinational state as ours. The Party's policy on national relations is aimed at the all-round development and drawing closer together of nations and nationalities, and we are equally against tendencies aimed at an artificial obliteration of national identities or at their artificial inflation.

SPEECH AND COMPOSITION

Ex 43 Answer the following questions, using the vocabulary of the lesson. Sum up your answers (orally, or in writing).

GETTING ABOUT TOWN IN A TAXI

1. When do people usually take a taxi? 2. Is it always easy to catch one? 3. Can you order a taxi by telephone? 4. How do you stop a taxi in the street? 5. Does the driver have to bring the taxi to the curb to take on a passenger or is he allowed to stop in the middle of the street? 6. In what way does a taxi look different from other cars? 7. What are its identification marks? (*chessboard line*).

WALKING ABOUT THE CITY AT NIGHT

1. Have you ever taken a walk in (about) the city at night? in the early hours of the morning? 2. When was it? 3. How does a city look by night? 4. What lights up the streets at night? 5. How do the houses look against the dark sky? 6. What makes the city look beautiful? 7. Why is the traffic less heavy at night than in the day? 8. Why is the air cleaner at night? 9. Why are the streets no longer noisy? 10. When are all the lights in the city put out?

YOU CAN NEVER BE TOO CAREFUL

1. Why must you be attentive when in the street? 2. Why must you be careful to cross the streets in definite places only? 3. Why aren't children allowed to cross the street by themselves? 4. Why must children and blind people be helped to cross the

road? 5. Do you have to look first to the right or to the left when crossing the street? 6. Why do Englishmen have to look first to the right and then to the left? 7. What are underground passages for? 8. In what way have they made the work of drivers much easier?

Ex 44 *Read and retell the following. Discuss the problem of race discrimination in the USA.*

PLEDGER'S WAY HOME

Pledger gave part of his pay for a ticket to Chicago. Through the long night he lay half asleep, with his head against the arm of his seat, thinking how it would be when he stepped down from the train and Sarah came towards him along the platform. The cold of the winter night came through the windows. Pledger wrapped himself up in his khaki coat.

Towards morning the train stopped in an Indiana town. He woke up and got down to the platform, where he began to walk up and down. He felt cold. He walked fast across the street from the station for a cup of coffee. A few people were in the restaurant eating breakfast and Pledger felt the American smell of coffee and toast and bacon. Smiling with pleasure, he sat down at the counter and took the menu.

The counterman was standing over him, young, white and self-important. "What do you want in here, fellow?"

"Coffee and fried eggs," Pledger said calmly.

"We don't serve no coloured in here."

Pledger stared at the other attentively for a moment before he understood. He caught his breath. Getting up from the chair, Pledger lifted his brown hands in the air. Then he let them fall. He was making an effort to control himself. He saw the other people in the restaurant watching him with expressionless faces. The door closed behind him. He was no longer hungry and now he did not even feel angry. He crossed the street and walked down to the end of the train.

He felt empty and bitter and humiliated because of what had been done to him. For a moment he remembered that a Marshal of France **had** pinned to the flag of his regiment the Croix de Guerre;* he remembered the French girls who had kissed the Negro soldiers and cried over them, and the Mayor of New York standing with his hat in his hands. But now he was waking up; it seemed that the people who had been his friends had gone. He found himself alone in the winter daylight, staring across the snow-covered fields.

He got on the train and took his seat. He sat through the long hours as the train ran towards Chicago.

(After "The Great Midland" by A. Saxton)

Ex 45 *Read the following, answer the questions and retell the passage in English.*

* орден «Военный крест»

РАСИЗМ КАК ОН ЕСТЬ

Я сел в поезд Вашингтон — Нью-Йорк. Мои соседи оживленно разговаривали о какой-то выставке. Один из них, по имени Фрэнк, ехал по делам в Нью-Йорк откуда-то с юга. Говорил он с ярко выраженным южным акцентом.

— Хороший художник, этот негр — продолжал Фрэнк, — и родом из нашего города. Мы пошли к президенту клуба Бейкеру и говорим: надо устроить выставку этого негра в нашем клубе. Бейкер отказался. В нашем клубе выставка чернокожего? Никогда! Мы говорим: времена переменялись. Нет, говорит Бейкер, у меня есть принципы, которым я собираюсь оставаться верным до конца жизни. И вдруг, представьте, проходит неделя, и Бейкер говорит, что он много передумал за эти дни и что он был неправ. И вот с тем, чтобы показать, что мы не расисты, он решил устроить выставку этого негра. Весь город был удивлен поведением Бейкера. А он держится спокойно, всем говорит: приходите, картины хорошие.

Гости начали съезжаться к шести часам. У дверей Майк, такой высокий, седой негр. Набралось уже много народу. Тут подъезжает машина, и из нее выходит негр. Я-то сразу его узнал — художник. А Майк сделал шаг навстречу: «Вам куда, мистер?» Тот отвечает: «На выставку. Я художник, это моя выставка. Вот приглашение». Майк даже не посмотрел. «Прошу выйти, — говорит, — сюда цветных не пускают».

— Так и не пустили? — поразился его сосед.

— Ну, не знаете вы Бейкера. Как раз в этот момент он появляется и спрашивает: «Что тут у вас происходит?» Майк отвечает: «Простите, сэр, сейчас все будет в порядке», и начинает толкать художника к двери. «Постой, Майк, кто это?» спрашивает Бейкер. «Не знаю, сэр, говорит, что художник...» «Художник?! Так пропусти его, Майк, он же автор картин сегодняшней выставки».

Художник молча повернулся и ушел.

Как я потом узнал. Майку в тот день приказали особо — ни одного цветного не пускать.

Questions

1. Where was the author travelling? 2. What were his fellow passengers talking about? 3. Who did most of the talking? 4. How did the author know that Frank was a southerner? 5. What story was Frank telling his neighbour? 6. Why did the club members decide that it was time to arrange a Negro artist's show at their club? 7. What reputation did the club have? 8. Why did Baker, the club's president, refuse to allow such a show at first? 9. What principles was he talking about? 10. How did Baker explain to the club members why he had changed his mind about the show? What dictated Baker's decision to hold a one-man show of the black artist's works?

11. Why did Baker's change of heart seem strange to most of the townspeople? 12. When did guests start arriving at the club? 13. When did the artist arrive? 14. What happened when the artist approached the doorman? 15. Why did the doorman say that the artist had no right to enter? 16. What did the doorman say when the artist showed him the invitation card and explained why he had come? 17. At what exact moment did Baker make his appearance? 18. Why did the doorman start pushing the artist toward the door? 19. Why didn't the artist stay for the opening of his own show? 20. What special orders had the doorman received on that day? 21. The whole thing had been prearranged, hadn't it?

Ex 46 Act as interpreter. Sum up the dialogue.

A: Not long ago a congress of coloured and black people was held in the United States in Miami. The delegates concentrated on race discrimination, unemployment, social injustice and violation of human rights. Do citizens of the USSR of different races and nationalities enjoy equal rights?

B: Граждане СССР всех рас и национальностей равны перед законом. Это право гарантируется Конституцией СССР.

A: In America freedom and justice are not for everyone. A black person earned in 1980 only 57 per cent of a white. What about the Soviet Union? Do all the people get equal pay for equal work?

B: Равноправие граждан СССР обеспечивается во всех областях экономической, политической и культурной жизни.

A: What rights do Socialist Republics of the USSR have?

B: Все 15 Социалистических Республик имеют свою Конституцию, законодательные органы власти, имеют право на экономическое, социальное и культурное развитие и другие права, которые обеспечиваются Конституцией СССР.

A: I read once that V. I. Lenin said that one cannot live in society and be free from society. How do you understand this?

B: Это значит, что человек, живя в обществе, не только пользуется правами, но что он имеет и обязанности перед обществом.

A: I see. It means that without discipline and respect for public order, democracy and individual freedom are unthinkable.

B: Именно так. И, с другой стороны, нельзя говорить о свободе личности, если не будут обеспечены ее экономические, социальные и культурные права.

Ex 47 Use the following words and phrases in situations of your own.

1. Driving a Car Is Not Easy

be eager to learn to drive (a car); a careful driver; enjoy (fast) driving; be good at one's job; take one's seat at the wheel; be filled with excitement; move along the street; feel perfectly splendid; be careful not to break the traffic regulations; stop at

the traffic lights; see sb hurrying across the street; drive slowly; be always attentive; turn a corner; suddenly; catch one's breath; not lose one's head; stop the car in time; make an effort; behave calmly; continue on one's way; be full of danger (*of the road*).

2. Carelessness Is a Dangerous Thing

have a job in a chemical laboratory; the trouble is; be careless; hate asking questions; do things one's own way; pay no attention to sb; decide to make an experiment; do sth in a hurry; fill a glass with sulphuric acid; add water; make a terrible mistake; be badly hurt; be frightened to death; be taken to hospital.

3. Mistaken Identity

walk along the street; suddenly; hear sb cry out "Look here"; turn one's head towards the voice; see sb approaching; look happy; hold out one's hand; feel strange; interrupt sb; you see...; to one's mind; be mistaken; be awfully sorry; remind sb of sb; look exactly like sb; it's all right.

Ex 48 Discuss the following, giving your arguments for or against.

1. You believe that a person will show what he is really like only in a moment of danger. Your friend says that it is not always so. The only way to learn about a person is when you work or study together with him.

2. You believe that the most important qualities in a friend are honesty and truthfulness. Your friend says that there's nothing he likes better in a friend than kindness and readiness to help.

Ex 49 Topics for oral and written composition.

1. Tell the episode as it was seen by Caleb.
2. The position of the Black population in the United States.
3. Race discrimination — the policy of the ruling classes in the USA.
4. The Black movement for civil rights in the USA.
5. The Soviet Constitution about the rights of the Soviet people.

LESSON TWELVE

Text: "Barney's Maggie" by Walter Macken.¹

Grammar: Modal Verbs "should" and "need".
Link-verbs.

BARNEY'S MAGGIE²

Coleman was going duck shooting because he wanted to be alone.

The reason he wanted to be alone was that he was very popular. He was twenty-four. He was very good-looking. His face was strong, he had even white teeth, a straight nose, long lashes and blue eyes. He was just six foot³ tall and very well built. Even the old clothes he wore in the fields sat very well on his body.

He could sing well and he could play the accordion and he could dance. He was also a good man in a boat or behind the wheel of a tractor.

He liked to shoot at the end of the valley. The place was a long way from the road where he left his bicycle, and he had to go up the hill to Barney's house and then cross several fields, one after another. As he walked along with a gun under his arm he suddenly heard a thundering behind him. He looked back and saw that Barney's bull was after him. Why it had suddenly come into the bull's head to run after a harmless man going across the field, Coleman didn't know, and he didn't even have time to think. He was a very fast runner, but the bull seemed even faster. Then out of the corner of his eye he saw a girl coming over the wall with a stick in her hand. It was a very light stick. She ran towards him. He shouted, "Go back!" But there⁴ was the girl facing the bull. The bull stopped, and that was his trouble.⁵ Before he could make up his mind the girl struck him on the nose with her stick. The bull turned and went off.

Coleman was ashamed and angry. "You needn't have done that," he said.

"He was very near you," the girl said. "I was afraid he was going to hurt you."

Coleman looked at the girl. He recognized her at once. They had an expression in the place.⁶ They said: "Such and such a thing is as ugly as Barney's Maggie."⁷ She was a tall girl, as tall as himself, and the kindest thing to be said about her was that she had nice hair.

Suddenly Coleman laughed. "Ah, to hell⁸ with it," he said. "I was afraid for my life."

"That's nonsense," she said firmly.

"Well," he said, "that's that. Thanks. I must be going. I'll see you again."

"Goodbye, Coleman," she said.

Several days after that Coleman kept thinking about Maggie. He thought, why do they say "as ugly as Barney's Maggie". She's well built. She has nice brown eyes and nice hair. They shouldn't be allowed to talk about people like that. Then another thought came to his mind. "I suppose she'll tell the whole place about me and the bull and I'll be a laughing stock."

But she didn't.

The next time he saw her was at the monthly fair. He was buying cattle. He knew somebody was looking at him for a long time, and he turned his head and saw her up the street, looking at him. She was tall enough to be seen over the heads of the people.

"Hello, Maggie," he said, and wondered that he got pleasure out of pronouncing her name. "Will you be going to the dance tonight?"

"Yes," she said. "I always go."

He looked forward to the dance. He saw her. She was well-dressed and he liked the look of her and he danced with her and she was light on her feet.⁹

He wanted to be with her all the time.

He knew the way she cycled home and let her go to follow her later on his bicycle. They walked the four miles to her home. It was a bright night. They didn't talk much; but before they reached the house Coleman knew that he couldn't do without her.

There on the road, he didn't even kiss her. He held her hand and then said: "Listen, Maggie, on Friday night I will come up to the house and I will talk to your father." That's what he said.

Coleman expected to wake up in the morning feeling unhappy saying, What have I done? Why did I say I would be up on Friday to ask for her?¹⁰ But he didn't feel that way.

Friday before going to her house he went into his pub to get a pint.¹¹ He had been working hard all day in the fields and he wanted a pint. He was cleaned up and shone like a pair of shoes.

He drank alone as he would¹² sometimes do. Suddenly he heard a man saying, "...as mad as Barney's Joe!" "Could that be the same Barney?" he wondered. What did they mean?

He turned.

"Who's this you say, Rino?" he asked the man. "Who's this Joe of Barney?"

Rino laughed.

"Where were you, Coleman?" he asked. "That's the Barney that has the ugly daughter. You know. The one up the valley. His son, that is. His son Joe. He went mad."

"I see," said Coleman, and his blood ran cold.¹³ He left the pint there and went out into the evening. That settled it. She should have said something about this. Did she have time to say anything? She didn't. How many times had he talked to her at all? Very few. What was he going to do? He knew what he would do. He would say to hell with them. He could imagine her up in the house waiting for him and her father waiting for him. So what did he do? He went back into the pub and got drunk and started a quarrel with Rino. That's what he did. And that night was to be remembered for a long time. They spoke of it as the night Coleman got drunk and beat up Rino.

But nobody ever knew how Coleman felt when he woke up the next morning. He woke up and said: "Oh, God, I have ruined my life." And he hurriedly dressed and went up to her house. He went in the open door. Only she was there in the kitchen

sweeping the floor and she saw him, and he looked into her eyes he knew it was no good, no good at all, just like before one look and he knew he loved her.

No talk at all. He just turned and left and came back to the valley.

He's much older now and his hair is very grey and he is a very hard worker and people like him a lot, but many wonder why Coleman never married. Never at all. Now you know.

(Adapted)

NOTES

1. **Walter Macken**, born in 1921, a modern Irish writer.
2. **Maggie**: the short for "Margaret". Barney's Maggie — Maggie the daughter of Barney.
3. **foot**: a measure of length, 12 inches or 0.3 metre; it is always "foot" in compound words used attributively; *eg* "six foot tall", "a man five foot two (inches)"
4. **there**: as "here", when used in its true meaning at the beginning of a sentence will require inversion. *Eg* "There goes my bus!" "Here comes my friend." But: "Here it (he, etc) is!"
5. **trouble**: *here* mistake
6. **They had an expression in the place**: when speaking of Maggie people used to say...
7. **as ugly as Barney's Maggie**: a variation of the idiomatic comparison "(as) ugly as sin" страшна как смертный грех. Also, "as mad as Barney's Joe". Compare "(as) mad as a March hare (Hatter)" совсем выжить из ума, рехнуться.
Idiomatic comparisons are widely used in spoken English. Here are a few more: "(as) light as a feather" легкий как перышко; "(as) brave as a lion" храбрый как лев; "(as) white as snow" белый как снег.
8. **hell** (*sl*): an exclamation often used to express anger, surprise, etc, as in "To hell with it (him, them, etc)!" К черту! Черт с ним!
9. **light on her feet**: a good dancer
10. **ask for her**: ask for her hand in marriage
11. **pint**: a pint of beer. In Great Britain a pint is about 0.57 litre.
12. **would**: here it serves to show that something happens from time to time; *eg* He would often go swimming mornings. From time to time a heavy rain would start falling.
13. **his blood ran cold**: he was filled with terror он похолодел от ужаса

VOCABULARY

reason *n* 1. причина, основание, мотив, довод What's the reason **for** his absence? The reason why he did it is not known. We have no reason not to believe him; 2. разум, рассудок, благоразумие Only man has reason. **Phr** hear (listen **to**) reason прислушаться к голосу рассудка, не пренебрегать разумными доводами; **(un)reasonable** *a* (не)благоразумный, (не)обоснованный a reasonable man

(decision, argument, price, etc)

straight *a* прямой a straight road (line, nose, question, etc); **straight** *adv* прямо, сразу же sit (stand, walk, etc) straight; After classes he went straight home.

harm *n* вред, ущерб; зло, обида There's no harm **in** doing it. Sorry, I meant no harm. **Phr** do harm (to sb/sth) вредить, наносить вред, ущерб (кому-н/чему-н); **harmful** *a* a harmful drink (habit, climate, etc); **harmless** *a* a harmless man (joke, remark, game, etc)

strike *vt/vi* (struck) 1. ударять(ся), бить strike sb (**on** the head, **across** the face, etc) The clock struck twelve. When he fell he struck his head **against** something hard. **Phr** strike a match зажечь спичку; 2. приходить в голову; поражать An idea suddenly struck him. She was struck **by** the news. We were struck **by** the beauty of the place.

ashamed *predic a* пристыженный, испытывающий чувство стыда be (feel) ashamed стыдиться; You should be ashamed **of** what you've said. He was ashamed to look at them. **Phr** be ashamed **for** sb стыдиться за кого-н; be ashamed **of** sb/sth стыдиться кого-н/чего-н

recognize *vt* 1. узнавать recognize a man (a face, sb's voice, a place, etc); 2. признавать (государство, чьи-н права и т. п.) recognize a country (sb's rights, etc); **recognition** *n*

firm *a* твердый, стойкий, настойчивый a firm decision (character, hand, voice, step, price, etc); She is firm **with** the children. He was firm **in** his decision; **firmly** *adv* speak (walk, hold, etc) firmly

settle *vt* урегулировать, улаживать settle a problem (question, argument, matter; one's affairs, etc). **Phr** That's settled. Решено.

quarrel *vi* ссориться quarrel **with** sb **about** sth; **quarrel** *n*; **Phr** settle (make up) a quarrel помириться

beat *vt* (beat, beaten) 1. (по)бить (кого-н); 2. побеждать, выигрывать He beat me **at** chess. Our basketball players beat all the other teams; 3. биться (*о сердце*) Her heart was beating fast.

WORD COMBINATIONS

be after sb/sth 1. преследовать кого-н/что-н; 2. добиваться чего-н

out of the corner of one's eye краем глаза

be afraid for sb/sth бояться за кого-н/чего-н

keep (on) doing sth продолжать делать что-н

get pleasure out of (from) doing sth получать удовольствие от чего-н

look forward to sth (doing sth) с нетерпением ждать, предвкушать что-н

go mad сойти с ума

it's no good бесполезно

EXERCISES

COMPREHENSION

Ex 1 Answer the following questions.

1. What was Coleman like? 2. Why did he go duck shooting that day? 3. What happened as he was crossing one of Barney's fields? 4. How did the girl drive the bull away? 5. Why did Coleman feel ashamed and angry? 6. What were Coleman's thoughts as he looked at the girl? 7. Why did Coleman keep thinking about Maggie several days after the incident? 8. What was he afraid of? 9. When did Coleman see Maggie next? 10. Why was he happy to hear that she was coming to the dance? 11. When did Coleman understand that he loved Maggie? 12. What promise did he give Maggie? 13. How did he prepare for the visit to Maggie's house? 14. Why didn't Coleman keep his promise? 15. What made him change his mind about marrying her? 16. What happened that night at the village pub? 17. Why did Coleman go up to Maggie's house first thing in the morning? 18. How did he know that all was lost and there was no hope for him? 19. Why didn't Coleman ever marry?

Ex 2 Look through the text once again, and:

1. Say if the author's purpose in writing the story was portrayal of character, the creation of a particular mood, or atmosphere, or the presentation of a serious theme or idea. 2. Give as much of the background story of (a) Coleman, (b) Maggie as you possibly can. 3. Find facts to prove that (a) Coleman truly loved Maggie; (b) Maggie loved Coleman; (c) Maggie's pride was greater than her love for Coleman. 4. Say if Maggie was really as ugly as people said she was. 5. Say what traits of character are, in your opinion, reflected in (a) Coleman's appearance; (b) Maggie's appearance. 6. Say whose character — Maggie's or Coleman's — proved the stronger. 7. Say how the characters of Maggie and Coleman are presented: in parallel or in contrast. 8. Explain why Maggie found it impossible to marry Coleman. 9. Explain why the author believed it necessary to mention that Coleman never married, and said nothing of Maggie. 10. Say which of them — Maggie or Coleman — has the author's (a) sympathy, (b) pity.

Ex 3 Find in the text the English for the following phrases, and use them in retelling and discussing the text.

пойти охотиться на уток; волевое лицо; ровные белые зубы; прямой нос; длинные ресницы; быть ровно 6 футов (= 1 м 80 см) ростом; играть на аккордеоне; с ружьем под мышкой; оглянуться; сделать посмешищем; ежемесячная ярмарка; покупать скот; чувствовать на себе чей-н взгляд; ехать на велосипеде; лунная ночь; проснуться утром; зайти выпить кружку пива; напиться (допьяна); затеять ссору; избить; никто так и не узнал...; посмотреть в глаза; понять, что всё пропало.

KEY STRUCTURES AND WORD STUDY

Ex 4 Give the four forms of the following verbs.

shoot, wear, sing, leave, run, strike, let, hold, wake, shine, drink, beat, sweep, stop, say.

Ex 5 Paraphrase the following sentences according to the model.

Model: He was proud of his **garden that was kept in good order**.
He was proud of his **well-kept** garden.

1. I believe he **has very nice manners**. 2. She always **dresses very well**. 3. This scientist **is known all over the world**. 4. Her remark was **meant for the best**. 5. He was a man **of fine build**. 6. The girl was **wearing a hat that had seen better times**. 7. **It seems he has read every book that is to be read** at his age.

Ex 6 Recast the following sentences, using derivatives (verbs, adjectives) instead of the nouns in bold type.

1. Her **disappointment** was great when she failed to get what she was after. 2. They spent a lot of time over the **arrangement** of furniture in their new flat. 3. Though the **argument** lasted for hours no decision was reached. 4. We came to an **agreement** in no time. 5. She sat by the fire without **movement**, deep in thought. 6. The **excitement** among the crowd rose as the horses approached the finish.

Ex 7 Replace the phrases in bold type by suitable phrasal verbs from the list. Make other necessary changes.

look forward to, look over, look up (2), look for, look down on, look through

1. **I've been trying to find you** for a long time. 2. He **examined** the car. It seemed that nothing had been touched. 3. We **were expecting** their arrival with pleasure. 4. Now that he held an important position his old friends **were no longer good enough for him**. 5. She had no time **to read** her notes **properly**. 6. Any time you come to town **come and see** me. 7. She promised **to see if she had** the telephone number in her address book.

Ex 8 Translate the following sentences, using 'learn', 'recognize', 'find out' according to the sense.

1. Он **узнал** эту новость последним. 2. Она очень изменилась за последние годы. Ее трудно **узнать**. 3. **Узнайте**, пожалуйста, когда прибывает поезд из Ленинграда. 4. Я с трудом **узнал** ваш голос по телефону. 5. Когда вы **узнали**, что он уже вернулся из поездки? 6. Из статьи он **узнал** много интересного об

этом замечательном ученом. 7. Я не знаю его адреса, но я могу его **узнать** для вас.

Ex 9 *Translate the following sentences.*

(A) 1. Are you married? Да, я женат (замужем). 2. When did you get married? Я женился (вышла замуж) в прошлом году. 3. Whom are you married to? Я женат на Анне (замужем за Николаем). 4. How old were you when you married her (him)? Мне было 22 года, когда я женился на ней (вышла за него замуж).

(B) 1. — Я слышал, что Николай и Катя поженились. Это правда? — Да, они женаты уже год. 2. Мой брат женат на моей подруге. Они поженились еще в институте. 3. Она слишком молода, чтобы выходить замуж. Ей еще нет 18 лет. 4. — На ком женат ваш товарищ? — Его жена врач. 5. Когда она вышла за него замуж, он был еще студентом.

Ex 10 *Translate the following sentences, using the verb 'do' or 'make' according to the sense.*

1. Студент **сделал** интересный доклад о текущих событиях. 2. Спортсмен **сделал** еще одну попытку и взял высоту. 3. Бегун **сделал** все возможное, чтобы выиграть соревнование. 4. Он **сделал** такие большие успехи в языке. Вы заметили, что он совсем перестал **делать** ошибки. 5. Ученые в Дубне **сделали** интересные открытия в области физики. 6. Он хорошо **сделал** эту работу. 7. Не **делайте** замечаний, когда он выступает. Вы его перебиваете. 8. Он приятный человек. Он всегда **делает** людям только добро. 9. Вам предоставляется право **сделать** свой выбор. 10. Когда читаешь книгу, надо **делать** заметки. 11. Не **сделав** усилия, нельзя добиться успеха. 12. Ребенок **сделал** еще один шаг и упал.

Ex 11 *Make up sentences with each of the following word combinations. Translate the sentences into Russian. Give other examples with 'do' and 'make'.*

(a) do good (harm); do without; do business; do sb a service; do shopping (gardening, etc); do an experiment; do research.

(b) make a speech; make changes; make fun (of); make up one's mind; make no (little) difference; make a promise; make arrangement; make a decision; make up a quarrel; make an experiment; make a test; make payment; make a search.

Ex 12 *Paraphrase the following sentences according to the model.*

Model: He interrupted me all the time while I was telling the story.
He **kept (on) interrupting** me while I was telling the story.

1. He stood at the doors of the theatre and looked at his watch now and again. 2. All through dinner they talked about the experiment. 3. As he drove about the town he watched the traffic lights all the time. 4. On our way home she asked him a lot of questions about his journey. 5. He smiled while reading the book.

Ex 13 *Combine the following pairs of sentences into complex sentences, using a construction with the gerund.*

Model: He wants to take a course in driving. He has been thinking of it for some time.
He has been thinking of taking a course in driving for some time.

1. In old times people used to travel about the country by diligence. Now there are many other different ways. 2. He was eager to win first place in the competition but he had little chance. 3. Children like to collect stamps. They are interested in it. 4. I very much want to receive a letter from my friend. I am looking forward to it. 5. She is eager to play the leading role in the new film. She has been thinking of it a long time. 6. My brother likes to climb mountains. He gets much pleasure out of it. 7. He likes nothing better than to drive a car fast. He enjoys it. 8. Don't cross the river at this time of the year. There is great danger in it. 9. She likes to skate. She is fond of it. 10. Don't smoke so much. There is great harm in it.

Ex 14 *Study the following phrases and (a) recall the sentences in which they are used in the text and (b) use them in sentences of your own.*

in the fields; **behind (at)** the wheel of a tractor/a car; **at** the end of (a valley, corridor; story, etc); a long (short) way **from** the road (house, etc); one **after** another; be (run, etc) **after** sb/sth; come **into** one's head; **across** the field (room, street, etc); come (climb) over a wall; go (come, call, etc) **back**; strike sb **on** (the nose, the head, etc); be afraid **for** one's life; come **to** one's mind; get (a) pleasure **out of** doing sth; look **forward to** sth; do **without** sb/sth; wake **up**.

Ex 15 *Fill in the blanks with prepositions or adverbs. Retell passage (B).*

(A) 1. There was nothing in his past to be ashamed —. 2. We like the same book but — different reasons. 3. They were a noisy crowd and she got little pleasure — — their company. 4. I've been after this book — months. 5. Why has it come — your head to invite them both? They'll be quarrelling—each other all the time and our week-end will be spoiled. 6. — the end — the hall was an escalator that led — the street. 7. He was putting one picture — another — front — me and I could see how eagerly he was waiting — a word of admiration. 8. It had suddenly come — his mind that a careless step might ruin his whole career. 9. Looking — the wall she saw children running — the garden, shouting something excitedly — each other. 10. I had the feeling that the secretary was watching me — — the corner — her eye while she

was arranging the cards — the desk — alphabetical order. 11. With her brother — the wheel she was not afraid — her life. 12. The doctor looked — the boy's arm and said: "I don't like the look — it — all. He must be taken — hospital — once."

(B) — three weeks Mr Raggett, all dressed up, called — Kate daily. After staying — tea he usually ended the evening by asking — her hand. He knew he couldn't do — her.

One evening when he reached the door and was going out, Kate called him —.

"Sit —, Mr Raggett," she said calmly. Mr Raggett took his seat. — — the corner — his eye he saw the girl come — the room and sit — — the sofa — him.

"You've asked me many times to marry you. I am sure it is very kind — you. And if I have hurt your feelings by refusing you, it's because I have thought that I was not good enough — you. Still, if you are firm — your decision and haven't changed your mind, I agree." Mr Raggett's heart missed a beat.

"I suppose you have a little money," Kate continued.

She heard him catch his breath. "A very little," he said — a whisper.

"I want it to be a small affair: just ourselves and a few friends. We shan't spend much money — it and we'll have three nice weeks — London."

"Perhaps you want to take a little longer to think everything —," said Mr Raggett. Now that the moment he had been looking — — so much had come, he wasn't sure he wanted to get married.

"I've quite made — my mind," the girl said. "And now I want to marry you just as much as you want to marry me."

(After "A Safety Match" by W. W. Jacobs)

Ex 16 *Fill in the blanks with a suitable word. Use the correct form. Translate the sentences into Russian.*

beat *v*, ruin *v* (2), recognize, settle (2), be ashamed (2), harm, harmful, harmless, reason, firm, straight, alone (2), ugly (2)

1. Our plans are not definite at all. Nothing has been — yet. 2. I should warn you he's not that easy to — at chess. 3. If she keeps on smoking like this, she'll be — her health. 4. I said what I thought of him — to his face, not that he liked it. 5. She said she was tired and wanted to be left —. 6. It was a perfectly — joke, and it's your own fault if you don't see the funny side of things. 7. He was — in his decision to have his own way in the matter. 8. She was easy to —. She had changed very little since I saw her last. 9. Another mistake like this may — his career at the laboratory. 10. She shouldn't have gone to the South against the doctor's advice; the heat did her more — than good. 11. That was an — thing to say! Aren't you — of yourself? 12. He couldn't explain why he had suddenly changed his mind; he had no — to give, he had just felt that way. 13. She wasn't exactly pretty, some people even said she was —. 14. Too much exercise may be — to a person with a weak heart. 15. She didn't like to go places—, she always took somebody along with her. 16. The old man held

his head high. He hadn't done a single thing in his life to be — of. 17. They turned to the professor for help as it seemed he was the only person who could — their problem.

Ex 17 *Replace the Russian words and phrases by suitable English equivalents in the correct form. Retell the passage.*

With a heavy heart Miss Meadows walked along the cold corridors that (вел к) the music hall.

Forms Four, Five and Six were waiting for her there.

She (ударила по) the piano with her baton. "Silence, please! Immediately!" Her voice (звучал) cold and hard. She (не переставая, думала) of the letter she (получила) that morning. It (наполнило) her with un-happiness. "... I feel more and more strongly that our marriage could be a mistake. Not that I do not love you. I love you as much as it is possible to love a woman, but I don't think I am a marrying man." (Одна) in the world again! Oh, how it (больно). She should have known that nothing would come of it.

Miss Meadows said in a voice of ice, "Page fourteen, please. A Lament."*

What could be more tragic than a lament! How she had always (с нетерпением ждала) their meetings! How good-looking Basil was. And he knew it, too.

"The headmaster's wife (без конца приглашает) me to dinner. I never get an evening to myself."

"But can't you (отказаться)?"

"Oh, well, I can't (обидеть ее), (так не делают). And then it may (повредить) my chances."

The voices were silent, the piano waited.

"Quite good," said Miss Meadows, but still in such a voice that the younger girls (почувствовали испуг).

(Вдруг) the door opened. A little girl in blue (подошла к) her.

"Well, Monica, what is it?"

"Oh, if you please, Miss Meadows," said the little girl, "Miss Wyatt wants to see you."

The headmistress sat at her desk. "I sent for you just now because this telegram has come for you. I (надеюсь) it isn't bad news." (Слишком взволнованная) to say anything, Miss Meadows opened the telegram.

"(Не обращай внимания на) letter was mad bought hatstand today Basil." She (поднялась). She half ran towards the door.

"Oh, just one minute, Miss Meadows," said Miss Wyatt (твердо). "I must say I don't like my teachers to (получать) telegrams in school hours."

(Полная) hope, love and joy she ran back to the music hall.

"Page 32," she sang out and (отвернулась) to (скрыть) her smile.

We come here today with flowers and joy ...

* **Lament:** элегия

"Stop! Stop!" cried Miss Meadows. "This is (ужасно). (Что с вами сегодня?) Think, think of what you're singing. Use your (воображение). It should (звучать) warm, happy and eager. (Еще раз.) Quickly. Now then!"

And this time Miss Meadow's voice (зазвучал) over all the other voices — full, deep and rich.

(After "Singing Lesson" by Katherine Mansfield)

Ex 18 *Speak on the following topics. Use the words and phrases given below.*

1. Coleman Goes Duck Shooting

popular; want to be alone; go duck shooting; get pleasure out of shooting duck; be good at sth; look forward to sth; favourite place; at the end of the valley; a long way from; reach some place; cross several fields one after another; leave one's bicycle at the roadside; carry a gun; walk along with a gun under one's arm.

2. Coleman Is Attacked by the Bull

hear a thundering; look back; run for one's life (as fast as one can); be frightened; be afraid for one's life; unexpectedly; have no time to think; hope to reach the wall; climb over the wall; be safe; out of danger; see sth out of the corner of one's eye; be struck by the girl's calm behaviour; feel ashamed and angry.

3. Maggie Comes to Coleman's Help

go for a walk; enjoy the beautiful day; hear a thundering; know the ways of the bull; be dangerous; climb over the wall; carry a light stick; run towards; strike on the nose; hurt; drive away the bull; give one's reasons for doing sth.

4. Coleman and Maggie Look at Each Other

Coleman: twenty-four; very good-looking; a strong face; even white teeth; a straight nose; long lashes; blue eyes; just six foot tall; well built; sing well; play the accordion; dance; a good worker; a good man *in a* boat and behind the wheel of a tractor; extremely popular.

Maggie: have an expression at the place, as ugly as Barney's Maggie; tall; the kindest thing to be said about ...; nice hair; nice brown eyes; well built; calm; proud; know one's own mind; know how to keep one's mouth shut; a good, understanding person.

5. Coleman Sees Maggie Home

monthly fair; buy cattle; be happy to see sb; get pleasure out of pronouncing sb's name; look forward to the dance; like the look of sb; enjoy dancing with sb; want to be with sb all the time; let sb go first; know that one loves sb; make up one's mind;

arrange with sb that ...; make a promise; to ask for sb's hand; be filled with happiness; be unable to do without sb.

6. The Incident at the Pub

Friday night; work the whole day; get a pint at the village pub; drink alone; be cleaned up and shine like a pair of shoes; hear a name mentioned; catch sb's attention; feel terribly unhappy; settle the matter for oneself; change one's mind about marrying sb; get drunk; start a quarrel; beat up; break one's promise.

Ex 19 Test translation.

1. Трудно представить, как он сможет сделать эту работу один. Я думаю, нам следует помочь ему. 2. У нее нет оснований не верить ему. Он никогда не нарушал своего слова. 3. Они отказались от нашей помощи по многим причинам. 4. То, что он говорит, вполне разумно. Я полагаю, что нам следует согласиться с ним. 5. Решайся. Цена разумная. Лучшей (фото)камеры за эту цену ты не найдешь. 6. Если вы пойдете по этой дороге, она приведет вас прямо к станции. 7. Не сидите на солнце в такой жаркий день. Это вредно для здоровья. 8. Его шутка была совсем безобидной. Вам не надо было обижаться на него. 9. Он вел себя некрасиво. Он даже накричал на нас. Ему должно быть стыдно сейчас за свое поведение. 10. Не мешайте ему, оставьте его в покое. Разве вы не видите, что он чем-то расстроен? 11. Хотя он сам не танцует, ему доставляет большое удовольствие наблюдать, как танцуют другие. 12. До лагеря очень трудно добраться, он расположен высоко в горах. 13. Я не думаю, что его кто-то преследовал. Это ему просто показалось. 14. Трудно сказать, чего он добивается. 15. Он вне опасности. За его жизнь нечего бояться. 16. Зачем вы ссоритесь? Вы вполне можете уладить это дело спокойно. 17. Я старался успокоить его, но это было бесполезно. 18. Нам не удалось переубедить его. Он был тверд в своем решении. 19. Я знаю, что он человек твердого характера. 20. Извините, пожалуйста. Я не узнал вас.

GRAMMAR

Modal Verb "Should"

Ex 20 Study the following chart. Translate the sentences into Russian.

| | |
|---|---|
| Meaning | With a Non-Perfect Infinitive (<i>Present, Future; of past in Reported Speech</i>) |
| <i>moral obligation, advice, disapproval</i> | You should work harder. The work should be done at once. You should be more careful next time. He should stop smoking. He said that I should thank her. You shouldn't laugh at his mistake. |
| Meaning | With a Perfect Infinitive (<i>past, or prior to the moment of speech</i>) |
| <i>criticism of a past action (disapproval, reproach, regret)</i> | You should have told him the whole truth. (<i>But you didn't.</i>) She should have been told the truth. (<i>She wasn't.</i>) I should have sent the telegram at once. (<i>I didn't. I am sorry.</i>) You shouldn't have mentioned the fact in her presence. (<i>But you did.</i>) I said that she shouldn't have let him go so early. (<i>But she had and it was wrong.</i>) |

Ex 21 Express advice, disapproval or reproach about the following statements, using 'should'.

Model 1 : (a) He smokes too much. He **shouldn't smoke** so much.
(b) She doesn't work hard enough. She **should work** harder.

1. You don't eat properly. 2. She often shouts at people for no reason at all. 3. I see you are not ashamed of what you have said. 4. They often quarrel about little things. 5. He doesn't know how to behave. 6. You cross the streets very carelessly. 7. The letter is not written yet. 8. He drives very fast.

Model 2: (a) He didn't take part in the discussion.
He **should have taken part** in the discussion.
(b) She allowed him to go out too early after his illness.
She **shouldn't have allowed** him to go out so early after his illness.

1. She didn't follow the doctor's advice. 2. We came to the party without an invitation. 3. He upset her by his bad behaviour. 4. They didn't allow her to go on the excursion. She was so eager to go. 5. They smoked in class. 6. I missed this wonderful chance. 7. He didn't win first place. He had not trained hard enough. 8. We didn't let him make another attempt. 9. She went there alone.

Ex 22 Complete the situations, expressing advice, reproach, regret by using 'should', mind the form of the infinitive.

1. I didn't know it would rain. (*take an umbrella*). 2. You can't afford to make such a mistake again, (*be careful next time*). 3. Her advice was reasonable, (*follow*). 4. You are very tired, (*have a rest*). 5. Where is Mary? (*be back long ago*). 6. It seems that he forgot all about his promise, (*remind about it*). 7. I didn't know the museum was such a long way from here. (*take a taxi*). 8. They lost their way. (*not turn to the left; go straight*). 9. It's going to be a long trip (*take sth to eat on the train*). 10. Where is the doctor? (*send for immediately*). 11. He often misses lectures and lessons, (*attend regularly*). 12. She forgot what she wanted to say. (*not interrupt*).

Ex 23 *Translate the following sentences, using 'should', mind the form of the infinitive.*

1. Вам надо было сдавать экзамены со всеми остальными студентами. 2. Мне не следовало упускать случай поговорить с ним об этом деле. 3. Этот вопрос надо поднять на следующем заседании. 4. Не надо портить глаза. Зажги свет. 5. Ему следует держать все вещи в порядке и на своих местах, тогда ему не придется искать каждый пустяк. 6. Вы должны были закончить эту работу давно. Вы уже, по-моему, работаете над этой проблемой год. 7. Он сказал, что ей следует прислушаться к голосу разума. 8. Напрасно вы не предупредили ее об изменении в расписании. 9. Они сказали, что вам следовало приехать хотя бы на день раньше.

Modal Verb "Need"

Ex 24 *Study the following chart.*

| Meaning | With a Non-Perfect Infinitive (<i>Present, Future; of past in Reported Speech</i>) |
|-----------------------------|---|
| <i>absence of necessity</i> | You needn't hurry . (<i>There is no need for you to hurry.</i>) He needn't speak so loud. (<i>Everybody can hear him.</i>) She said that I needn't go there. |
| | With a Perfect Infinitive (<i>past, or prior to the moment of speech</i>) |
| | You needn't have come so early. (<i>There was no need for him to come so early, but he did come.</i>) She needn't have translated the article. (<i>But she did translate it.</i>) He said that I needn't have gone there. (<i>But I had gone there.</i>) |

Ex 25 *Paraphrase the following sentences, using 'need'.*

1. It's not necessary for you to leave so early. 2. It is not necessary for you to repeat it so many times. 3. Why are you talking in a whisper? Nobody is sleeping. 4. It wasn't necessary for you to trouble him. They were quite able to do the work

without him. 5. Why did you raise this question again? It had been settled. 6. It wasn't necessary for you to buy a new coat this year. 7. She got worried quite unnecessarily. 8. It was a waste of time to talk to him on the subject.

Ex 26 *Translate the following sentences into English, using 'need'.*

1. Нам не нужно брать такси. Вокзал недалеко отсюда. 2. Ей не нужно было садиться на восьмичасовой поезд. Она стояла всю дорогу. 3. Вам не нужно звонить ей. Она уже пришла. 4. Не удивительно, что вы заблудились. Вам не нужно было переходить железную дорогу. Деревня на этой стороне. 5. Ей незачем напоминать о том, что ей нужно делать. Она сама всё помнит. 6. Вы можете не есть суп, если не хотите. 7. Вам не нужно было давать им никаких обещаний. 8. Он сказал, что ей незачем было волноваться. 9. Он сказал, что мне можно не возвращать книги в понедельник.

Ex 27 *Compare the meaning of 'should' and 'have to'; 'should' and 'must'; 'should' and 'need'. Translate the sentences into Russian.*

(A) 1. (i) She has to get up very early. Her office is a long way from here. (ii) She should get up very early, then she won't be late again. 2. (i) She doesn't have to make her son read. He is fond of reading. (ii) She shouldn't make her son read much, his eyes are very weak. 3. (i) It was so noisy in the hall. He had to shout to be heard, (ii) They didn't hear him. He should have shouted to be heard. 4. (i) He didn't have to remind her of her promise. She was as good as her word. (ii) He shouldn't have reminded her of her promise. She was hurt.

(B) 1. (i) You must see the doctor, (ii) You should see the doctor. 2. (i) You mustn't smoke, (ii) You shouldn't smoke. 3. (i) You needn't go to her. You can phone her. (ii) You shouldn't go to her. She is too ill to see anybody. 4. (i) You needn't have warned her about the danger. She knew about it better than anybody else. (ii) You shouldn't have warned her about the danger. You've frightened her.

Mixed Bag

Ex 28 *Insert 'had to', 'didn't have to' or 'should + perfect inf.' or 'shouldn't + perfect inf.' according to the sense.*

1. You — (*wake*) me up. Why did you? You know, I don't have to go to the office today. 2. I — (*wake*) him up because I was afraid he would be late again. 3. He — (*wait*) for the next train long and arrived in time for the plane. 4. He — (*take*) an early train not to miss the plane. He has lost a whole day for nothing. 5. We — (*wait*) for her, because she never came at all. 6. I — (*tell*) him about it personally, I wrote him a letter. 7. You — (*say*) anything, nobody asked you. Now you've ruined our plan. 8. She — (*stay*) at the hotel until she received the money from home. 9. She —

(stay) at the hotel another day. Why did she break the arrangement? 10. They— (argue), they came to an agreement almost at once.

Ex 29 Translate the following sentences, using 'should', 'have to' and 'need' according to the sense.

1. Вам не было необходимости ехать за билетами на вокзал. Их надо было заказать по телефону. 2. Раньше ему приходилось делать пересадку два раза, когда он ехал в институт. 3. Тебе не надо было делать пересадку. Восьмой автобус идет прямо до моего дома. 4. Вам незачем было ехать туда одной. 5. Мне следовало пригласить его тоже. 6. Нам не приходится решать такие вопросы. 7. Он сказал, что мне тоже следовало принять участие в работе клуба. 8. Она сказала, мне следует позвонить ему. 9. Они сказали, что нам не нужно платить за билеты. Они бесплатные. 10. Я должен был вернуться до их возвращения, поэтому я вышел раньше. 11. Вам незачем идти на шестой этаж пешком. В доме есть лифт. 12. Не следует расстраивать его из-за таких пустяков. 13. Вам придется согласиться с нашим планом. 14. После такой напряженной работы вам следует хорошо отдохнуть.

Link-Verbs*

Ex 30 State whether the verb in bold type is a link-verb or a notional verb. Translate the sentences into Russian.

1. He **looked** sadly at me. 2. He **looked** sad when he watched the ships leave the port. 3. What **has become** of him? 4. He **has become** quite a famous man. 5. The city **is becoming** more and more beautiful. 6. Unable to find the ticket he **got** more and more excited. 7. When he **got** the ticket he nervously looked at the clock on the building. 8. He **turned** angrily around. 9. She **turned** as pale as death when she heard the news. 10. How quickly you **are growing!** 11. How tall you've **grown.** 12. She **grows** flowers in her garden. 13. What **has gone** wrong with my watch, I wonder? 14. Where **has** he **gone?**

Ex 31 Study the following chart.

| Link-Verbs of Being and Seeming | Link-Verbs of Becoming | Link-Verbs of Remaining |
|---|--|---|
| be young, old, strong, a teacher, a woman, etc | become old, clever, sad, a sailor, a student, etc | remain silent, unmoved, untouched, friends, enemies, etc |

* A link-verb is used to form a compound predicate, eg "She **is** a teacher." "It **has become** dark."

| | | |
|--|--|-----------------------------------|
| seem tired, difficult, strange, etc | get dark, pale, tired, worried, etc | keep fine, warm, etc |
| look ugly, nice, funny; like a doctor, professor, etc | turn red, pale, yellow, etc | stay cold, good, well, etc |
| feel ill, hurt, foolish, uncomfortable, ashamed, etc | go mad, bad, etc | |
| sound pleasant, strange, angry, etc | run dry, cold, etc | |
| | fall ill, silent, asleep, etc | |
| | grow old, tall, small, grey, etc | |

Ex 32 *Open the brackets, using the correct form of the link-verb.*

1. You (*look*) ill lately 1 What's wrong with you? 2. The weather (*get*) colder and colder. Winter is coming. 3. She nearly (*go*) mad when she learned the sad news. 4. I don't know why he always (*turn*) red, when her name is mentioned. 5. I (*feel*) unwell since this bad fall of mine. 6. As time went by he (*grow*) more and more worried. 7. Autumn is not around the corner. The leaves and grass (*turn*) red and yellow. 8. If you don't put the meat into the refrigerator immediately, it (*go*) bad in no time. 9. The work (*seem*) easy only before you try it. 10. Cole-man's blood (*run*) cold when he heard Rino say: "...as mad as Barney's Joe." 11. When you (*become*) a teacher, you will see for yourself what a difficult job it is. 12. When he returned home after the war, the first thing he noticed about his mother was that her hair (*grow*) completely grey. 13. It (*grow*) dark when we returned home. 14. The plan (*not sound*) very reasonable. 15. The women (*fall*) silent remembering the sad moment. 16. They had a bad accident but he (*remain*) unhurt.

Ex 33 *Answer the following questions, using the link-verbs given in brackets.*

1. Why has he put on a warm coat? (*become cold*). 2. Why does she look older than her age? (*grow grey*). 3. Why did they decide to cut off this tree? (*grow tall; dark in the room*). 4. Why was he taken to hospital so suddenly? (*fall ill*). 5. Why have you switched on the light? (*get dark*). 6. Why don't you want to speak to her now? (*look tired*). 7. Why can't you wear the black suit? (*get small*). 8. Why doesn't he look at us? (*feel ashamed*). 9. What makes you think he is displeased? (*sound angry*). 10. Why doesn't she wear this hat? (*look ugly*). 11. Why can't we touch these flowers? (*look beautiful; be harmful*). 12. Why does the wood look so beautiful in autumn? (*turn red, yellow; remain green*).

Ex 34 *Choose the right link-verb from the list.*

grow, remain, fall, seem, sound, go, feel, stay

1. The hat made him — taller. 2. It was a long time before I — asleep. 3. The letters — unanswered. 4. As he spoke, his voice — firmer. 5. He felt himself — pale. 6. His face — hot. 7. The suit — too small for him. 8. Some of the restaurants — open late on Saturday.

Ex 35 *Fill in the blanks with a suitable link-verb.*

1. Suddenly he felt that he was — red for no reason at all. 2. I am sure he will — an artist, he is so fond of painting. 3. Has she — ill? What's wrong with her? 4. Don't speak to her now, she — angry. I'm sure it's the wrong moment. 5. Water the flowers before it has — completely dark. 6. It is — colder and colder. Winter will be here in no time. 7. The days are — longer. It's no longer dark at eight o'clock in the morning. 8. I think one reason why the room is dark is that tree. It's — too tall. It's — really big. 9. You — rather tired this morning. Are you feeling well? 10. What does he think he is doing? He's — wrong. That's what it is.

Ex 36 *Translate the following sentences, using suitable link-verbs.*

1. Мы разведем костер, когда совсем стемнеет. 2. Он чувствовал себя пристыженным и не знал, что сказать. 3. Он только кажется безобидным, а на самом деле он тяжелый человек. 4. Все в деревне знали, что он очень болен, но никто не знал, как ему помочь. 5. Когда он начал кричать на нее, она побледнела. Она не могла понять, что с ним случилось. 6. Он очень похож на своего отца. 7. По мере того как мы поднимались в гору, дорога становилась все опаснее. 8. Он промолчал весь вечер и выглядел печальным. 9. У него был действительно смешной вид в этом костюме, и не удивительно, что он привлекал всеобщее внимание. 10. Идея нам показалась очень разумной. 11. Лил не могли понять, почему у нее был такой испуганный вид. 12. Они подружились сразу и остались друзьями на всю жизнь.

Mixed Bag

Ex 37 *Fill In the blanks with 'be to', 'have to', 'should', 'could', 'need' with the correct form of the Infinitive given in brackets.*

Helena — (*lunch*) with her father, who was arriving on a sleeper from Cleveland in the morning; they — (*go*) shopping together for her mother's anniversary present. She — (*meet*) him at the Savoy plaza hotel where he kept a bedroom and sitting room for the times when he came to New York on business.

So when the telephone rang in the morning, Helena thought it was her father, but it was Nora declaring that she — (*see*) Helena right away. Helena felt that Nora

wanted to speak about her ugly behaviour at the party the night before when Helena had caught her kissing Kay's husband. Helena — (*not discuss*) the matter on the telephone. She knew that Nora was worried, but said Nora — (*not worry*), she wouldn't breathe a word to a soul.

Nora suggested that Helena — (*come*) round to her place and Helena found herself agreeing. Her father was surprised when she said she — (*not meet*) him for lunch as she — (*see*) a friend. He said reproachfully she — (*refuse*). He — (*not see*) what was so urgent that it — (*not wait*) till afternoon. Helena was unable to see herself why Nora — (*not meet*) her the next day. But when Helena suggested this, there was a silence on the other end of the wire and Nora said: "Never mind, forget it, I — (*guess*) that you wouldn't want to see me," which made Helena say it wasn't true and promise to come at once. The moment she put down the receiver she felt she — (*agree*). She wasn't looking forward to the interview.

(After "The Group" by Mary McCarthy)

Ex 38 *Open the brackets, using correct tense forms (active and passive). Retell the passage.*

THE GIRL WHO KNEW JU-JITSU

After Hermione (*choose*) Freddy Fitzhugh from among her many admirers everybody (*find*) that she (*make*) a good choice. Freddy (*be*) well-to-do, good-looking and no fool. Their engagement (*talk*) much about. They (*be*) to get married at the end of May.

On a fine spring morning they (*go*) together to Bond Street* to choose rings. One after another rings (*show*) to Hermione and she (*discuss*) them with a knowledge that (*surprise*) Freddy and (*delight*) the owner of the shop. While they (*examine*) the rings two men (*enter*) the shop and (*ask*) to show them some bracelets. Several bracelets (*put*) on the counter in front of them. But the men (*be*) much more difficult to please than Hermione (*be*). It (*seem*) to the shop assistant that they never (*come*) to a decision. They (*examine*) the bracelets for some time when things (*begin*) to happen at once. A car (*drive*) up at the shop and (*not be*) there for more than a minute when one of the men (*strike*) the assistant on the head while the other (*take*) half a dozen bracelets that (*lie*) on the counter and (*start*) running toward the door.

Freddy (*see*) that Hermione (*stand*) alone at the door. She (*make*) no attempt to step out of the man's way. Freddy (*think*) she (*be*) too paralyzed by terror to move. The man who (*approach*) the door now (*raise*) his hand to strike her. But he never (*do*). At the last moment Hermione (*move*) a step aside and the man (*go*) head first through the shop window. All this (*take*) only a few seconds of time.

"You should (*tell*) me you knew Ju-Jitsu," Freddy (*say*).

"I (*teach*) by an expert."

"I see," Freddy (*say*). "You know, Hermione, there (*be*) quite a few things about you that I (*not know*)."

* a fashionable street in London's West End

(After "The Story of Hermione" by Cyril Hare)

Ex 39 Rewrite (or retell) in narrative form.

The next time he saw her was at the monthly fair.

"Hello, Maggie," he said, and wondered that he got pleasure out of pronouncing her name.

"Hello, Coleman," she said.

"You have cattle?"

"There they are," she said. And he looked at them, and there were three and they were good, small black mountain cattle.

"They are not too bad," he said. "What are you asking for them?"

"Fifty pounds each," said Maggie, and Coleman laughed and said: "What? Are they filled with gold, or what?"

"No, they are filled with meat and they are the best cattle in the fair."

But Coleman wanted to bargain. "I'll give you forty for each of them."

"Coleman, you know that they are worth more than that, and even if I have to walk them home again I will do so."

And, strangely enough, he was very pleased that she was bargaining, and it took him three-quarters of an hour to bring the price down to thirty shillings on each of them and they struck the bargain and he shook her hand.

(After "Barney's Maggie" by W. Macken)

The Article

Ex 40 Insert articles where necessary.

1. In — heart of New York, — few minutes away from — skyscrapers, he had discovered — little city within — city. It was Greenwich Village. It was almost — provincial town with inhabitants who, it seemed, didn't notice — metropolis around them. (After G. Simenon)

2. After — supper was over, and he had helped to dry the dishes, Paul nervously asked his father if he could go to — Carters to get some help in — geometry from Jim. Jim was at — top of — class at — school. Still more nervously Paul asked for car fare. He had to repeat — request two times, as his father did not like to hear request for — money, whether much or little. He asked Paul whether he could not go to — boy who lived nearer; but gave him — dime.* (After Willa Gather)

3. Stevenson's book "Dr Jekyll and Mr Hyde" is about — man who lived — double life. Dr Jekyll made — interesting discovery in his laboratory work. He found — medicine which could give him — different appearance. When he took — medicine he became a deformed, ugly man, for whom people felt nothing but — dislike and hate. As Mr Hyde he could live — life full of — pleasure. Yet he enjoyed

* a US coin worth ten cents

— complete safety, because when his actions became too horrible he could change into — honest Dr Jekyll again, for whom his friends felt — respect and love.

But with — time — medicine no longer worked the way Dr Jekyll had planned. Sometimes he went to — bed as Dr Jekyll and woke up as Mr Hyde. He had to make — choice: either to remain Dr Jekyll and die to all — pleasures Mr Hyde enjoyed or choose the part of Mr Hyde and die to — thousand interests Dr Jekyll enjoyed.

READING

Ex 41 Read the text, and do the assignments coming after it.

Although much has been written about this subject, whenever we are puzzled about it, we ask the question: What is love? Love means different things to different people. Children regard love from their point of view, while they are very young. As we grow older, love grows into different dimensions with our maturing. Love changes constantly, because we change from day to day.

There are different kinds of love. Whereas we live in a mechanized world, we hold a special affection for nature. When you look at the lake, your heart is glad that the water is there. Unless you spend a week in the mountains, you will not know the beneficial effects of mountain air. As soon as the sea wave touched your foot, you realized why you had always wanted to be at the seashore.

Wherever there is a family, there is the love of a parent for the child. Warmth and support are basic needs. There is also the love of a child for its parent. Family love means being your natural self. For parents, it means caring for someone's needs more than for themselves. Before thinking of themselves, parents will help their children. Once you have found the need to be with someone, you will also feel the desire to share and care. As long as man has existed, family love has been the cornerstone of civilized society.

When true love comes, you do not look for sensations, which are independent of one another. You feel a lasting affection for each other. Two people unite into one. You want to give everything to the person you love. Now that you've found love, you're only afraid that your loved one might die first.

Love has been called an "abstract" thing, which means that it is difficult to define. But for those who desire it, it is very real. They find comfort in the touch of a hand, or a kiss or being close to someone dear. Sick persons can become well again, as soon as love enters their hearts. Love can overcome family feuds, it can bring together people of different ages, as well as ethnic and national background. Love brings people together, because they care.

(After "Love" by William Samelson)

Assignments

(a) Quickly look through the list and mark the lettered phrase nearest in meaning to the word or phrase tested.

1. **Be puzzled about:** (i) be interested in; (ii) be surprised at; (iii) not be clear on.

2. **Regard:** (i) look at; (ii) respect; (iii) guess.

3. **Constantly:** (i) some of the time; (ii) from time to time; (iii) all the time.

4. **Whereas:** (i) for the reason that; (ii) nevertheless; (iii) yet.

5. **Beneficial:** (i) healthy; (ii) unhealthy; (iii) satisfactory.

6. **Share:** (i) talk with another; (ii) work out together with another; (iii) use together with another.

(b) Explain difference between:

1. "Love" and "affection". 2. "Ethnic" and "national".

(c) Select the statement which best expresses the main idea of the text. Give your reasons.

1. Love means different things to different people. 2. Love changes constantly, because we change from day to day. 3. There are different kinds of love. 4. As long as man has existed, family love has been the cornerstone of civilized society. 5. Love brings people together, because they care.

(d) Sum up what the text has to say on each of the following points.

1. The definition of love. 2. The different kinds of love. 3. Family love and its importance to society. 4. True love. 5. Love in the life of an individual.

(e) Say if the author also believes that love is an "abstract" thing.

(f) It is true that warmth and support are basic needs. But is it the family alone that can offer warmth and support to a person?

(g) Give your understanding of "being your natural self".

(h) Read the text critically, and offer your criticism of the author's statements, arguments, and conclusions.

(i) Write a précis of the text.

Ex 42 Read the text carefully, without a dictionary. While reading, pay special attention to the words you don't know: look carefully at the context and see if you can get an idea of what they mean. During the second reading pick out the key sentences. Write a summary of the article.

WHO IS HEAD OF THE FAMILY?

Before the Great October Socialist Revolution the man was the breadwinner, the head of the family. The revolutionary upheavals, however, led to marriage becoming a union of two free and independent people. Women acquired legal, economic and thus psychological independence.

In most cases in the Soviet Union today both husband and wife are breadwinners. What happens about the head of the family?

On the sociologists' questionnaires more and more people now describe their families as being without a head, especially when the form-filler is young and has a higher education.

The old traditions are crumbling, but still current. The present concept of "head of family" is not the old one. Our sociologists define the role as "the exercise of distributive and regulatory functions essential to family life".

With the real strength the woman has now acquired in the family it is not she who is dependent — the others are dependent on her.

The once weaker sex manages so much and decides so much that the force of real infra-family power is willy-nilly concentrated in her hands. At the same time she is the head of the family, yet not quite its head, for in the family she is simultaneously everything rolled into one.

But does a woman need to become the family head? The family reproduces the social structure of society, and in the democratic society it is hardly essential to prescribe which of the partners must be the head. In fact, why have a head?

It is far more reasonable to suppose that in each case the leading position should go to whichever partner is able to fulfil the role better and more efficiently.

Whatever happens, things will never again be as they used to be in the family, however much some may sigh for this. The family is a living organism, reacting sensitively to socio-economic changes.

SPEECH AND COMPOSITION

Ex 43 Answer the following questions, using the vocabulary of the lesson. Sum up your answers (orally, or in writing).

HUNTING AND FISHING

1. Do you ever go hunting (fishing)? 2. Have you got a rifle (a fishing rod)? 3. What is the best part of the day for fishing? Give your reasons. 4. Why isn't hunting allowed all the year round? 5. Do you get pleasure out of hunting? 6. Is there any good hunting (fishing) near Moscow? 7. What made Turgenyev's "Hunting Stories" so famous? 8. What do you think of hunting as a sport?

"HUNTERS AT REST" BY V. G. PEROV*

* Reproduction desirable for demonstration to students.

1. What's the time of the year? 2. Are the hunters having a rest before or after the hunt? 3. Have they been duck shooting or fox-hunting? 4. What does a dog do when a hunter shoots a duck? 5. Describe the old hunter (the one to your left). 6. What kind of story is he telling the young hunter? How far has his imagination carried him? 7. Why is only the young hunter listening to him attentively? 8. Does the hunter (in the centre of the group) believe the old hunter's story? What makes you think he doesn't? 9. What are most hunters famous for?

SPEAK ON A PERSON YOU LIKE

1. Describe a person you like. What does he (she) look like? 2. Is he tall or short, what colour are his eyes (is his hair)? 3. Is he well-mannered? 4. How does he behave? 5. What attracts you most in him: his looks, manners or behaviour? 6. What is your idea of a well-mannered person (a handsome young man, a pretty girl)?

MAY I HAVE THE NEXT DANCE?

1. Do you enjoy dancing? 2. What are your favourite dances? 3. Which do you like better: modern dances or such "old" ones as the waltz, the fox-trot, etc? 4. What is the birthplace of the waltz (foxtrot, Charleston, twist, etc)? 5. Which of them is the most difficult to dance? 6. Have you got a good dancing partner? What's your idea of a good dancing partner? 7. Where are dances usually held? 8. Which is your favourite ball-room orchestra?

Ex 44 *Read and retell the text.*

A LOVE STORY

What happened between these two, Tom and Annie, was a remarkably beautiful thing, a kind of model of what love must be between two young people — simple, natural and fine. They told nobody about it because their love was a secret thing they wanted to keep to themselves.

They fell in love at school and it went on for a year and in the autumn Tom went away to Notre Dame* to college, but he didn't stay there. He came back secretly on week-ends. People had expected him to be a great Notre Dame football star, but nothing like that ever happened. He kept disappearing from college every week-end and was soon expelled.

In a way, these week-end meetings with Annie were the happiest times in all their lives together. They were young and in love and nothing else mattered.

In the spring Annie discovered that she was going to have a baby. She wasn't frightened. When she told Tom, he said quite simply, "We'll get married. That's the way it was meant to be."

* **Notre Dame:** a small town in the USA

Tom knew what it meant — that he would have to go to work at any job he could find, that he would never be able to bring her into his house, because his parents were against the marriage and he could expect no money from them. There were many other things that he did not tell her as he didn't want to hurt her.

They were married not in the church but by a Justice of the Peace.** They had between them but a few dollars. Tom got himself a job as an automobile salesman in Pittsburgh. In December the baby, a boy was born. Tom was only twenty and Annie was nineteen. They were perfectly happy and Tom did very well from the start.

Not long after the baby was born his family began trying to get him away from Annie. They missed him more than they had believed possible. They began writing to him, and an older brother came to Pittsburgh, but Tom didn't answer the letters and didn't talk to his brother. For about a year the family gave up the attempt and then began again. At last one of them, Annie never knew which one it was, sent Tom a telegram which read: "Father critically ill. Come at once."

Tom came home from the office, kissed the baby and Annie good-bye and went to Lewisburg. She never saw him alive again. His car met with an accident and Tom was killed.

Annie came to the funeral but never spoke to any of his family. Worst of all, she discovered that the father had never really been critically ill at all. The whole thing had been a trick.

A little less than a year after Tom's death the baby died of pneumonia. Annie was not quite twenty-two and alone in the world once more.

(After "What Became of Anna Bolton" by Louis Bromfield)

Ex 45 Read the following, answer the questions and retell the passages in English.

А. СВАДЬБА, КОТОРАЯ НЕ СОСТОЯЛАСЬ

Двенадцать тысяч молодых людей приняли участие в конкурсе, устроенном одной из английских фирм. Фирма была полна решимости найти «идеальную пару Великобритании». Все, кто принимали участие в конкурсе, должны были заполнить специальные бланки с вопросами о возрасте, цвете волос, глаз и т. д. Выбрать девушку и молодого человека для «идеальной пары» должна была электронная машина.

Фирма обещала оплатить их поездку в Париж, знакомство с достопримечательностями, посещение театров.

Наконец наступил день, когда результаты выбора машины стали известны: «идеальной парой» стали 19-летняя секретарша Анна и владелец небольшого магазина Дерек. Молодые люди встретились, после чего Анна сказала, что Дерек ни в чем не походит на человека, за которого она хотела бы выйти замуж. Дерек же сказал, что Анна очень милая девушка, но... надо узнать ее ближе. Молодые люди поехали в Париж. Вернувшись же в Лондон, они

** **Justice of the Peace:** мировой судья

распрощались, чтобы вообще больше никогда не встретиться. «Вообще Дерек—хороший парень, но он не для меня», — сказала девушка. А молодой человек добавил: «Анна хорошая и славная, но я никогда не смог бы полюбить ее».

Итак, машина ошиблась. Теоретически все было правильно, не хватало только любви.

Questions

1. What sort of competition was held by one of the British firms? 2. What was the firm determined to do? 3. How many young people took part in the competition? 4. What forms were they asked to fill up? 5. How was the "ideal couple" to be chosen? 6. Who was chosen by the computer as "Britain's ideal couple"? 7. Was Derek in any way like the man Anne would like to marry? 8. What did Derek say about Anne? 9. Where did the young people go? 10. Who paid for the trip, the sightseeing tour, etc? 11. What happened when they returned to London? 12. Did the young people quarrel? 13. Why did the young people part never to meet again? 14. Why didn't they get married? 15. How did it happen that the computer made a mistake? 16. What makes a happy marriage?

В. ТЕЛЕВИДЕНИЕ И СЕМЕЙНОЕ СЧАСТЬЕ

«Мы заплатим Вам 500 долларов, если в течение месяца не будете смотреть телевизор!» С таким предложением обратилась к 120 семьям своих читателей американская газета «Детройт фри пресс», задумавшая социологическое исследование (sociological research). Несмотря на всю заманчивость предложения, лишь 27 из них согласились на эксперимент. По истечении месяца газета проанализировала результаты (to analyse the results). Оказалось, в пяти семьях «незанятость» телевизором и «избыток» свободного времени привели к резкому увеличению числа ссор между супругами. Мужчины стали больше курить и злоупотреблять спиртным. Вместе с тем отмечены и положительные результаты. Участники эксперимента чаще бывали в кино, встречались с родственниками и друзьями. Многие отцы семейств признались, что лучше узнали своих детей и жен. В наибольшем выигрыше, добавляет газета, считает себя участник эксперимента, который на полученные от редакции деньги купил себе ... новый телевизор.

Ex 46 Act as interpreter. Sum up the dialogue.

A: Under the Constitution of the USSR women and men have equal rights. How real is this right?

B: Женщины имеют равные права с мужчинами на получение образования. Из всех студентов институтов и университетов половину составляют женщины.

- A: Are their rights equal in making a career and getting employment?
 B: Женщины имеют право выбрать любую профессию, за исключением тех, которые вредны для их здоровья. Они принимают участие в общественно-политической и культурной деятельности наравне с мужчинами.
 A: Do women and men get equal pay for equal work?
 B: У нас нет различия между женщиной и мужчиной в оплате за равный труд.
 A: What is the role of a woman in the family?
 B: На этот вопрос не совсем легко ответить. Она и мать, и жена, и хозяйка дома. Она много времени и энергии уделяет воспитанию детей.
 A: Who takes care of the family budget?
 B: В большинстве случаев финансовыми вопросами в семье занимается женщина.
 A: Who is the head of the family then? B: И женщина, и мужчина. Современная семья сейчас строится на демократической основе. Семья в СССР находится под защитой государства.

Ex 47 Use the following words and phrases in situations of your own.

1. A Country Fair

a monthly (yearly) fair; an event; a good tradition; be popular; arrange; follow a tradition; attract crowds of people; meet people; talk about business; have different goods for sale; reach an agreement; buy cheap; sell well; do good business; be pleased with an arrangement; that's settled; enjoy sth.

2. Better Luck Next Time

be fond of hunting; a good (poor) hunter; go duck (hare, etc) shooting; be invited to join sb; look forward to; be warned; be careful with a gun; cover a long distance; cross a field; make a fire; watch sb out of the corner of one's eye; suddenly; hide behind a tree; get really frightened; make an attempt; raise a gun; shoot and miss; see sth approaching; imagine; be afraid for one's life; run away; tell wonderful stories afterwards.

3. Not a Match (*a painting by V. V. Poukirev*)

attend a wedding ceremony; feel pity for sb; whisper; look extremely young; be pale-looking; be awfully upset; not raise one's eyes; cry one's eyes out; make sb marry against sb's wish; fail with one's argument; refuse to listen to reason; take sth hard; as for sb; next to; be old-looking; hold a candle; be proud; enjoy the moment; out of the corner of one's eye; refuse to believe; ruin sb's life.

4. Where There Is a Will There Is a Way

be determined; stand on one's rights; be firm in one's decision; keep to one's principles; choose the right road; follow sb's example; make an effort; not leave anything to chance; not lose hope; mean well; be a man of firm character; win.

Ex 48 Discuss the following, giving your arguments for or against.

1. You believe that the best time to marry is when you are young. In fact, the younger, the better. Your friend, a believer in late marriage, argues that when people are young they can easily make a mistake.

2. You are sure that a marriage will be a happy one if the young people have known each other for a long time. Your friend is sceptical about it.

3. A friend of yours is getting married. You think he (she) is making a mistake. Should you tell him (her) about it or not?

Ex 50 Subjects for oral and written composition.

1. Imagine you are (a) Coleman; (b) Maggie; (c) Rino; (d) a villager, and tell the story.

2. Give character sketches of (a) Coleman; (b) Maggie.

3. Explain how it happened that Coleman ruined his own happiness.

4. Try to imagine a different ending to the story.

5. The vastly changed role of the woman in the modern world.