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УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА

ЧАСТЬ ВТОРАЯ
Книга 1



This is your book and
[æ] c [ə] a [r]
Look, what is this?
a f d t [r]
I can read. I can read. I can read.
S [p] th o e n r
[k] b [t] r
that is mine.

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375096

Ш143.07474 Б 81 1992

Библиотечка "Школьная библиотека"

93



Бонк. Н.А., Лукьянова Н.А., Памухина Л.Г.
Учебник английского языка. Часть вторая. Книга 1. - Стереотипное
издание. - М.: МП "ФИРМА АРТ", 1992. - 304 с.

Книга представляет собой стереотипное издание популярного учебника.

345395

ISBN 5-86716-034-3

ISBN 5-86716-037-8 (часть II, книга 1.)

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КНИГОХР.

НТБ ВПИ
г. ВИННИЦА

ОТ АВТОРОВ

Данный учебник представляет собой II часть учебника английского языка для начинающей взрослой аудитории, составленного Бонк Н. А., Котий Г. А. и Лукьяновой Н. А. (Внешторгиздат, 1960 г.), и следовательно, рассчитан на слушателей, овладевших лексико-грамматическим материалом в объеме I части учебника.

Часть II учебника рассчитана на 360—380 часов аудиторной и примерно такое же количество часов самостоятельной работы и может быть использована на курсах иностранных языков, а также в других учебных заведениях, где целевой установкой обучения языку является активное владение устной речью.

Тематика текстов второй части учебника бытовая и общественно-политическая.

Объем нового лексического материала составляет примерно 750—800 единиц, причем по сравнению со словарем первой части значительно увеличивается число устойчивых словосочетаний и фразеологических единиц.

Слова и словосочетания, которые авторы считают обязательными для активного усвоения, перечислены в списках активной лексики, данных после каждого текста и подробно разработаны в поурочных словарях.

При отборе словаря, подлежащего активному усвоению, авторы руководствовались работой М. М. Фалькович „Лексический справочник по английскому языку“ (Издательство литературы на иностранных языках, Москва, 1961 год).

В основу трактовки грамматических явлений положена „Грамматика английского языка“ Л. С. Бархударова и Д. А. Штелинга (Издательство литературы на иностранных языках, Москва, 1960 год).

В данном учебнике продолжается и заканчивается изучение системы времен изъявительного наклонения. Кроме того, даются такие грамматические темы, как неличные формы глагола.

модальные глаголы, сослагательное наклонение и некоторые другие.

Таким образом, грамматический материал учебника (части I и II) охватывает все основные явления грамматики английского языка, необходимые для активного владения речью на английском языке и создает базу для дальнейшего расширения лексического запаса и совершенствования разговорных навыков как под руководством преподавателя, так и самостоятельно.

Учебник состоит из 23 уроков, поурочного грамматического справочника, поурочных словарей, справочных грамматических таблиц и алфавитного англо-русского словаря.

Авторы выражают благодарность всем, кто в той или иной мере помог им в работе над данным учебником своими замечаниями и советами.

МЕТОДИЧЕСКИЕ ПОЯСНЕНИЯ К ОСНОВНЫМ РАЗДЕЛАМ УЧЕБНИКА

Тексты. Тексты большинства уроков (16 из 23) представляют собой прозаические отрывки из произведений английских и американских авторов. Тексты остальных семи уроков представляют собой диалоги на различные разговорные темы.

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

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

Система упражнений уроков первого типа. Так же как и в первой части учебника, все упражнения таких уроков по своей основной цели разбиты на 3 группы:

- 1) Grammar Exercises
- 2) Text and Vocabulary Exercises
- 3) Speech Exercises

Однако по своему характеру эти упражнения отличаются от упражнений соответствующих разделов части I, так как они предназначены для иного этапа обучения.

Цель упражнений первого раздела (Grammar Exercises) — обеспечить усвоение грамматических явлений данного урока. Поскольку упражнениям этого раздела отводится на занятиях известное время в течение почти всего цикла занятий по данному уроку, последние упражнения этого раздела могут помимо лексики предыдущих уроков содержать также и лексику данного урока. Некоторые из них по своему характеру близки к речевым (см. упр. XIII, ур. 11 стр. 193).

Упражнения второго раздела (Text and Vocabulary Exercises) служат для закрепления лексики урока на основе уже введенных и частично закрепленных новых грамматических явлений. Этот раздел содержит разнообразные упражнения, из которых упражнения типа: Find English equivalents to the following (See Text), Give the situations in which the following are used (See Text) и некоторые другие имеют целью работу над лексикой в текстовом значении, а также над наиболее интересными местами текста, иначе говоря, они охватывают тот языковой материал, который дает текст.

Группа упражнений, объединенных под названием Vocabulary Activation Exercises, служит для закрепления активного словаря в объеме, выходящем за пределы текстового. Эти упражнения выполняются после того, как слушатель ознакомился самостоятельно с соответствующим поурочным словарем.

Новые слова в них даются в той последовательности, в которой они встречаются в тексте.

На каждое занятие целесообразно брать для активизации не более 6—8 слов с тем, чтобы эта работа не занимала на уроке более 25—35 минут.

Большинство этих упражнений рекомендуется выполнять в классе, однако, частично их можно использовать и для домашних заданий.

Начиная с 16 урока **Vocabulary Activation Exercises** охватывают не все слова урока, а только наиболее трудные. Первичная активизация менее трудных слов осуществляется другими видами упражнений, в частности группами объединенных тематически вопросов, которые преподаватель задает одному студенту, требуя затем от другого пересказа прослушанной беседы в косвенной речи (см. упр. XV ур. 16 стр. 292).

Раздел **Text and Vocabulary Exercises** заканчивается такими обобщающими упражнениями, как составление ситуаций на несколько новых слов, упражнения на выбор слов, на предлоги, наречные частицы и т. д., упражнения на артикли, которые в большинстве случаев представляют собой фабульные отрывки и могут быть использованы для пересказа. Связные тексты для перевода с русского языка также рекомендуется пересказывать.

Как видно из вышеизложенного последние упражнения первого и второго разделов по своему характеру часто близки к речевым, однако, в системе упражнений учебника выделен особый раздел **Speech Exercises**, основной целью которого является развитие речевых навыков и умений.

В этот раздел входят упражнения, построенные как на базе текста, так и в отрыве от него.

К первым относятся пересказы от разных лиц, драматизации, характеристики и пр. К последним — реферирование связанных текстов, данных на русском языке, различные формы работы с дополнительными английскими текстами, включающим активный словарь и грамматику основного текста урока, а также сообщения на смежные темы.

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

Обзорные упражнения. Грамматические упражнения обзорного и систематизирующего характера помещены в конце раздела **Grammar Exercises** под заголовком **Grammar Revision**. При их выполнении рекомендуется пользоваться обзорными грамматическими таблицами (см. упр. 6 ур. 7 стр. 107, таблица № 7 стр. 572). Лексические обзорные упражнения даются через каждые 4—5 уроков и помещаются после раздела **Speech Exercises** под заголовком **Revision** (см. стр. 209).

Поурочные словари. В поурочных словарях даны все новые слова, встречающиеся в текстах учебника, однако, некоторая часть этих слов необязательна для активного усвоения.

Лексические единицы, подлежащие активному усвоению, выделены жирным шрифтом и проиллюстрированы примерами. Слова, не подлежащие активному усвоению, напечатаны курсивом и примерами не иллюстрируются.

В поурочных словарях показан объем значения каждого активного слова, его способность сочетаться с другими словами и особенности его употребления (предлоги, артикли и т. п.).

Особое внимание уделяется систематизации некоторых лексических единиц (например, глаголов с наречными частицами) и сравнению ложных синонимов (с целью предупреждения типичных ошибок).

Грамматические таблицы (см. стр. 561) представляют собой справочный материал. В них даны в виде примеров и схем основные явления грамматики английского языка, которые изучаются в обеих частях учебника,

LESSON 1

- Grammar:** 1. Причастие I совершенное (Participle I Perfect)
(See Grammar Notes § I p. 526)
2. Притяжательный падеж с неодушевленными существительными (See § 2 p. 523)

Revision: Participle I Simple and Participle II (See Table 9 p. 575)

Text:

JOHN REED'S BIOGRAPHY

after Albert R. Williams

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

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

* * *

For many people all over the world, and particularly for those¹ in the English-speaking countries, the book *Ten Days that Shook the World*, by John Reed, was the first introduction to the Great October Socialist Revolution. His book was one of the first to tell² the people in the West the truth about the Russian Revolution.

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

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

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

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

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

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

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

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

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

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

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

In 1922 he travelled to the Caucasus where he took part in the Congress of the Workers of the East. He caught typhus in the Caucasus and died on October 17, 1922. He was buried near the Kremlin Wall with other fighters for the revolution.

NOTES ON THE TEXT

1. For many people all over the world, and particularly for those in the English-speaking countries ... — *Для многих людей во всем мире и особенно для людей в странах английского языка ...* Местоимение **those** является здесь словом-заместителем и употребляется для того, чтобы избежать повторения существительного **people**. В единственном числе в таких случаях употребляется местоимение **that**.

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

2. His book was one of the first to tell the people in the West the truth about the Russian Revolution. — *Его книга одной из первых рассказала людям на Западе (зд. в Западном полушарии) правду о русской революции.*

Сравните:

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

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

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

ACTIVE WORDS AND WORD COMBINATIONS

particularly
to shake (shook, shaken)
to shake one's head
to shake hands (with)
to be the first (the last) to do something
to take after
by nature
good(ill-)-natured
natural
demand (for)
to be in demand
a journal

a journalist
experience (in)
from (by) experience
experienced (inexperienced)
skilled
to gain (experience, knowledge, etc)
close
close to
closely
to come to know (to get to know)
a strike

to be (go) on strike
in spite of
to expose
to increase
profit(s)
expense (expenses)
at the expense (of)

to impress
guilty (of)
a victory
an event
a work, works (of)
forward

(See Vocabulary to Lesson I p. 428)

PROPER NAMES

John Reed [ˈdʒɒnˈri:d]	Джон Рид
Albert R. Williams [ˈælbətˈɑ:ˈwɪljəmz]	Альберт Р. Вильямс
Portland [ˈpɔ:tlənd]	Портленд, город в США
Oregon [ˈɔrɪgən]	Орегон, штат в США
Harvard [ˈhɑ:vəd]	Гарвардский университет
Paterson [ˈpætəsn]	Патерсон, город в США
Colorado [ˈkɒləˈrɑ:dou]	Колорадо, штат в США
Turkey [ˈtʉ:kɪ]	Турция
the Smolny [ðə ˈsmɒlnɪ]	Смольный институт
the Kremlin [ðə ˈkremlɪn]	Кремль

GRAMMAR EXERCISES

I. Translate the following sentences into Russian, analysing the Participles and the Gerunds (See Grammar Notes § 1 p. 526):

- a) 1. "You must write out correctly all the sentences in which you have made mistakes," said the teacher, **handing** back the exercise-books. 2. Some people do not like plays **taken** from novels as they believe that a novel can seldom be made into a successful play. 3. Look at the girl **filling in** a form at the desk. She is our Institute skating champion. 4. "When **crossing** the street," said the officer to the man, "be very careful."
- b) 1. **Having registered** all the letters, the secretary sent them down to be posted. 2. **Having won** the first match by only one point, the players realized that they must train much harder to win the championship. 3. **Having found** Comrade Petrov's address, you will write to him at once, I hope. 4. On **entering** the room he introduced himself to all those present. 5. After **looking** through the morning mail, the manager called in his secretary and dictated a few letters. 6. On **learning** that Comrade Petrov had fallen ill, we decided to go and see him.

II. Change the construction of the sentences using Participles or Gerunds (See Grammar Notes § 1 p. 526 and Table 9 p. 575):

- a) 1. After they had finished the translation, the students were allowed to go out for a while. 2. As they had not bought tickets in advance, they had to go to the theatre long before the show started. 3. After she had spent a week in the country, Ann looked almost fully recovered. 4. As I had lent my dictionary to a friend, I had to go to the library to get one for myself. 5. The boy was afraid that he would not be much of a success in the skiing competition (соревнование) as he had been out of practice for a long time. 6. After Peter arrived in the city, he immediately hurried to the local post-office to let his family know that he had arrived safely. 7. When she heard the terrible news, the old woman turned pale and stood motionless for a while unable to say a word.
- b) 1. "Will you write your name here, please," said the post-office clerk when he handed me the parcel. 2. After he had paid the rent (квартирная плата), Henry Jones found that he had only some small change left till the end of the week. 3. Do you know the girl who is showing the way to the manager's office? 4. As I had left my note-book behind, I couldn't give you a ring as I had promised. 5. The moment I learned of my sister's arrival I hurried to the station to meet her. 6. As he was very pleased with the student's answer, the teacher did not ask him any more questions.

III. Translate the following sentences using the same structure as in the models:

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

1) Потеряв квитанцию, он не мог получить посылку.
2) Не вернув книгу вовремя, мальчик боялся идти в библиотеку.
3) Опоздав на десятичасовой поезд, он должен был послать телеграмму друзьям, которые ждали его.
4) Проведя два года в Англии, он стал очень хорошо говорить по-английски.
5) Сыграв несколько ведущих ролей в местном театре, актриса завоевала популярность у публики.

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

1) Наклеив марку на конверт, он пошел отправлять письмо.
2) Просмотрев журналы, он вернул их библиотекарю.
3) попрощавшись со всеми, он пошел домой.

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

1) Прибыв в город, путешественники сразу же поехали в гостиницу. 2) Придя домой, он сейчас же позвонил по телефону своей сестре. 3) Услышав имя незнакомца, она внимательно на него посмотрела. 4) Получив телеграмму, он сразу же поехал на станцию. 5) Узнав, что ее сестра не сможет приехать к ней, Анна расстроилась.

4. Model: Thinking that he was out, I decided not to drop in at his place.

1) Он не согласился пойти с нами в театр, сказав, что он занят. 2) Подумав, что письмо должно быть получено как можно скорее, директор решил отправить его воздушной почтой. 3) Просматривая старые журналы, она нашла интересную фотографию.

5. Model: The student who has just spoken to me is a friend of mine. (См. ч. 1 § 90 п. 3 стр. 617)

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

6. Model: I have never seen any plays made by this producer.

1) Информация, собранная во время экспедиции, была послана в институт географии. 2) Мы хотели бы, чтобы вы посмотрели картины, написанные этим молодым художником. 3) Не зная английского языка, он решил посмотреть бланк, заполненный одним из его приятелей.

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

1. (to read) the telegram twice, he understood that the matter (вопрос) needed immediate attention. 2. When (to fill in a form), you must write the name and address clearly. 3. (to make great progress) by the end of the school-year he was able to start reading books in the original. 4. "Don't lose your things, little boy," said a young man (to pick up) the gloves (to drop) by the boy. 5. (to be fond) of music my brother never misses an opportunity of going to a good concert. 6. When (to be on a business trip), I did my best to see all the places of interest in

the town. 7. (to walk) about the town for some time, he went up to a man (to stand) at a street corner and asked to be directed to the main square. 8. I thought I had lost my bag and was therefore very grateful to the man who (to bring) it back to me. 9. I had never realized what a talented writer he was until I saw his play (to stage) at one of the Moscow theatres. 10. The man who (to make the opening speech) at the exhibition is a well-known painter.

V. Translate the following sentences into English using Participles where possible:

1. Выписав все ошибки, сделанные студентами в последней контрольной работе, преподаватель составил (написал) несколько упражнений для тренировки (to practise) забытых студентами грамматических правил.
2. Гуляя на днях по парку, я очутился в совершенно незнакомом месте.
3. Сдавая тетрадь, студент сказал, что он не закончил последнее упражнение, и обещал сделать его к следующему уроку.
4. Увидев, что собирается дождь, мать велела детям идти домой.
5. Пропустив два урока, студент с трудом понимал объяснения преподавателя.
6. Услышав голос этого человека, я подумал, что знаю его, но подойдя ближе, я понял, что ошибся.
7. Романы, написанные этим писателем за последнее время, пользуются большой популярностью у читателей.
8. Выиграв первенство в институтских соревнованиях (the Institute championship), команда продолжала готовиться (to train for) к следующим играм.
9. Я не сомневаюсь, что сведения, полученные с утренней почтой сегодня, будут очень интересны для многих работников нашей конторы.
10. Женщина была очень благодарна офицеру, спасшему жизнь ее ребенку.
11. Приехав на вокзал, Петр купил билет, и видя, что у него достаточно времени, пошел посмотреть на новый театр, построенный недалеко от вокзала.
12. Вы видите высокого человека, стоящего у окна? Это известный актер. Вы хотите, чтобы я познакомил вас с ним?
13. Сыграв две партии в шахматы, он собрался уходить (поднялся, чтобы уйти), сказав, что чувствует себя усталым.
14. Студентов, сделавших интересные доклады на уроке, пригласили принять участие в этой конференции.

VI. Translate into Russian paying attention to the use of the Possessive Case (See Grammar Notes § 2 p. 528):

1. Yesterday's radio program was very interesting.
2. The railway station is an hour's drive from my house.
3. We had only a five minutes' talk.
4. She had to take a year's leave as her mother was seriously ill.
5. How did you like your two weeks'

voyage? 6. He did the work in ten minutes' time. 7. India's export trade has increased lately. 8. We were not informed of the *Kutuzov's* arrival.

VII. Change the construction of the following sentences by using the Possessive Case instead of the parts in black type:

1. The crew of the ship were all on deck. 2. We weren't told of the arrival of the "*Victory*". 3. Comrade Nikitin made an interesting report on the art of India.

VIII. Translate the following word combinations and sentences using the Possessive Case:

a) Народ этой страны; экономика (экономика) Италии; сельское хозяйство Болгарии; промышленность Китая; капитан этого парохода; команда (парохода) „Победа“ двухчасовая прогулка; пятиминутный перерыв; сегодняшняя газета; вчерашний телефонный разговор.

б) 1. Вы читали сегодняшнюю газету? 2. Товарищ Володин сейчас не работает. Он взял месячный отпуск, чтобы подготовиться к экзаменам. 3. В этом году у меня двухмесячный отпуск. 4. Вчерашняя телевизионная программа была интересной. 5. Не забудьте о завтрашнем собрании. 6. Я получил большое удовольствие от вчерашнего матча. 7. Почта далеко отсюда? — Нет. Она в пяти минутах ходьбы.

IX. Use the following word combinations in sentences of your own:

today's newspaper (meeting, conversation)
tomorrow's lesson (lecture, performance, trip)
yesterday's party (T. V. show, concert, talk)
a five minutes' talk (walk)

TEXT AND VOCABULARY EXERCISES

X. Practise the following:

[r]	[ə:]	[ə]
strike	journal	in those countries
profit	works	at the expense
cruel	turn	in the West

XI. Pronounce correctly:

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

XII. Read the first paragraph of the text aloud paying attention to pronunciation and intonation.

XIII. Read the following, paying attention to the letters and combinations of letters in black type:

tame, sake, able, mat, sack, cottage, storage, guard, barn, parry, tarry, pass, mast, nasty, flask, bask, dare, scare, ray, bay, stairs, fair, tail, rail, bald, stalk, warm, false.

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

shaky	boyish	amusement
closely	journalist	successful
striker	greeting	endless

XV. Form antonyms to the following words by using negative prefixes or the suffix *less*, translate the antonyms into Russian:

experienced	expected	useful
possible	to appear	regular

XVI. Answer the following questions using the active of the lesson:

1. Why was John Reed's book **particularly** interesting to the people in the West?
2. Whom did John Reed **take after**?
3. Was Reed's father a quiet man **by nature**? What kind of man was he?
4. Why was John Reed in **great demand** as a writer?
5. Where were his articles published?
6. What brought him **closer** to the workers?
7. In what way did he **come to know** the workers' life?
8. How did the **strike** in Paterson go?
9. What did John Reed **expose** in his speeches after his return from Europe? What did he say about the war?
10. Why was John Reed found **not guilty** when he was called before a New York court?
11. What did he realize when he saw the **events** in Russia in the summer of 1917?
12. Whose **works** gave John Reed an understanding of historical events leading to Revolution?
13. What did the Russian Revolution show John Reed?

XVII. Substitute words and word combinations from the text for the parts in black type:

1. Soon John Reed **became famous** as a writer of articles, stories, poems and plays. 2. He travelled widely over the United States and **the knowledge of life** he got during these trips brought him closer to the workers. 3. He **began to understand** the workers' life better. 4. He returned to the United States not with fine words about the cruelty at the fronts, but telling the

truth about the war as a whole. 6. His speech exposing the war made a great impression on everybody. The court decided that John Reed had done nothing wrong. 7. John Reed was a revolutionary long before he saw what took place in the Palace Square in Petrograd.

XVIII. Find English equivalents to the following (See Text):

1) во всем мире 2) в странах английского языка 3) его книга впервые рассказала 4) много путешествовал 5) в городе Патерсоне 6) летом 1917 года 7) присутствовавшие на митингах 8) задолго до того, как 9) поехал на Кавказ

XIX. Give the situations in which the following words are used (See Text):

particularly, to take after, to be in great demand, to gain experience, in spite of, to expose, at the expense of, guilty, an event, the works of; forward.

XX. Vocabulary activization exercises:

PARTICULARLY

1. Make up sentences using the words given in brackets:

Models: 1) I find this book particularly interesting.

2) He felt particularly well that day.

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

TO SHAKE, TO SHAKE ONE'S HEAD, TO SHAKE HANDS (WITH)

1. Answer these questions:

1) When does a person usually shake his head?

(What do you want to express when you shake your head?)

2) When do you shake hands with a person?

3) What kind of news shakes a person?

2. Translate:

1) Не качайте стол. 2) Войдя в комнату, он со всеми поздоровался за руку. 3) Ты бы лучше шел домой. Ты весь дрожишь от холода.

4) Стол качается. Я не могу работать. 5) Все были потрясены ее словами. 6) М-р Уинкль задрожал от страха, услышав, что м-р Пиквик зовет Сэма.

TO TAKE AFTER — TO LOOK LIKE

1. Answer these questions:

1) Who does your daughter (son) take after?

2) Who does your daughter (son) look like?

3) Would you like your daughter to take after you or after your wife (husband)? Why?

2. Translate:

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

GOOD (ILL)-NATURED, BY NATURE, NATURAL

1. Answer these questions:

- 1) What kind of people do we call good-natured (ill-natured)?
- 2) It is pleasant to work with good-natured people, isn't it? Why?
- 3) Mr. Pickwick was very kind by nature, wasn't he?
- 4) What kind of man was Sam Weller by nature?
- 5) Was it natural for Mr. Winkle to say he skated when he didn't? Why was it natural?

2. Translate:

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

DEMAND (FOR), TO BE IN DEMAND

1. Answer these questions:

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

2. Paraphrase:

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

3. Translate:

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

A JOURNAL — A MAGAZINE

1. Answer these questions:

- 1) What is the difference between a journal and a magazine?
- 2) What journals and magazines are in great demand in our country?
- 3) What kind of journals do you have to read at your office?

EXPERIENCE, EXPERIENCED, INEXPERIENCED, SKILLED

1. Make up sentences using the following word combinations:

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

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

2. Complete these sentences:

I know by (from) experience that

. . . I know it from experience.

3. Translate:

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

TO GAIN

1. Translate:

- 1) If a young man works at a factory a few years before entering an institute, he will gain a lot and lose nothing.
- 2) Having spent several years among the Africans the scientist gained a wide knowledge of their life.
- 3) The scientific work of the young engineer soon gained recognition.
- 4) During the holidays the boy gained two kilograms.

2. Translate and give sentences of your own:

to gain information, to gain time, to gain experience, to gain profits, to gain popularity.

3. Translate:

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

CLOSE, CLOSE TO, CLOSELY

1. Use a synonym or a synonymous expression instead of the words in black type:

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

2. Translate:

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

TO COME TO KNOW (TO GET TO KNOW)

1. Use a synonymous expression:

- 1) Having worked together for two years they learned a lot about each other.
- 2) I am sure you will grow fond of him when you have spent more time with him and seen what kind of man he is.
- 3) At first it was difficult for the young woman to manage the kindergarten, but in six months there she gained experience and became an excellent manager.

2. Translate:

1) Путешествуя по странам Азии, ученый хорошо узнал жизнь народов этих стран. 2) Прочитав много газет и журналов, он познакомился с последними данными по экономике Индии. 3) Вам понравится этот человек, если вы с ним поближе познакомитесь.

A STRIKE, TO GO (BE) ON STRIKE

1. Translate:

1) to be on strike, to break a strike, a twenty-four-hour strike, to go on strike, a three-day strike, a general strike.
2) Я прочитал в газете, что рабочие многих заводов Парижа решили объявить забастовку. 3) Рабочие завода Симпсона и К^о бастуют с прошлой недели.

IN SPITE OF, IN SPITE OF THE FACT THAT...

1. Translate and complete these sentences:

- a. 1) Невзирая на трудности ...
2) Несмотря на головную боль ...
3) Невзирая на холодный ветер ...
4) Невзирая на опасность ...
5) Несмотря на плохое здоровье ...
6) Несмотря на плохую погоду ...
- b. 1) Несмотря на то, что он очень плохо себя чувствовал ...
2) Несмотря на то, что операция была очень серьезной ...
3) Несмотря на то, что у него было мало опыта ...
4) Несмотря на то, что профессор устал ...

TO EXPOSE

1. Translate:

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

TO INCREASE

1. Translate:

1) Her skill in teaching little children increased as she gained experience. 2) Old Sally's troubles increased when a new baby appeared in the family. 3) The birth of the baby increased old Sally's troubles.

2. Translate and complete these sentences:

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

PROFIT(S)

1. Answer these questions:

- 1) In what way do the capitalists increase their profits?
2) Do the imperialists gain a lot of profit from their colonies?
Why don't the imperialist countries want to give all the African countries their independence?

2. Translate:

увеличивать прибыли, наживаться (получать прибыли), большие прибыли.

EXPENSE, EXPENSES, AT THE EXPENSE OF...

1. Answer these questions:

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

2. Translate:

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

TO IMPRESS

1. Paraphrase, giving two versions:

- 1) The new film made a great impression on everybody.
- 2) Which of the actors made the greatest impression on you?
- 3) The story didn't make any impression on anybody.

2. Answer these questions:

- 1) Which of the latest films has impressed you most?
- 2) Why were you impressed by it?
- 3) What kind of books are you usually impressed by?

3. Translate giving three versions:

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

GUILTY (OF SOMETHING)

1. Translate:

- 1) Суд признал Джемса Смита невиновным (виновным).
- 2) В чем он повинен?
- 3) Он ни в чем не повинен.
- 4) Почему у него такой виноватый вид? (Почему он выглядит виноватым?)

AN EVENT

1. Answer these questions:

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

2. Translate:

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

A WORK, THE WORKS OF

1. Translate and use these word combinations in sentences of your own: произведение искусства; произведения Пушкина; произведения Диккенса.

FORWARD

1. Make up sentences:

Model: He was the first to go forward.

to swim forward, to run forward, to jump forward, to move forward, to come forward.

XXI. Complete the following sentences (See Note on the text No. 2 p. 9.):

1. I want you to be the first (the last) to
2. I'd like him to be the first to
3. Do you want me to be the first to
4. Would you like to be the last to
5. Who was the first (the last) to

XXII. Translate the following sentences:

1. Кто первый сдавал экзамен по английскому языку в прошлом году? 2. Кто хочет первым отвечать? 3. Я не хочу отвечать последним. 4. Джон Рид первым рассказал американскому народу правду о русской революции.

XXIII. Give the four forms of the following verbs:

to shake, to take, to give, to leave, to come, to become, to ring, to lie, to die, to stop, to study, to play, to find, to catch, to teach, to buy, to bring, to sell, to pay, to keep, to hold, to lead, to travel, to rise, to raise.

XXIV. Fill in the blanks with prepositions or adverbial particles where necessary:

1. When Mary was to open a meeting ... the first time ... her life, her voice shook ... excitement. 2. The young scientist shook hands ... his friends who had come ... the airport to see him ... 3. I wonder why Bob is such an ill-natured boy. It's a pity he takes ... his mother only ... appearance! 4. Ask Kate to join ... our party. She looks serious, but I know she is very gay ... nature and is fond ... singing and dancing. 5. Since more and more people are going ... winter sports to-day, skis are usually ... demand when winter is approaching. There is also a great demand ... skates. 6. I know ... my own experience that to gain a good knowledge ... a foreign language one must work hard ... it every day. 7. Having no experience ... teaching little children, Comrade Ivanov attended other teachers' lessons before he himself began to teach. 8. ... spite ... a few English mistakes, everybody liked his report. 9. I don't advise you to allow your son to go ... the cinema so often. I am sure he does it ... the expense ... his studies. 10. ... what year did the Russian people gain the victory ... Napoleon [nə'pou-

lɪən] 11. What works ... Jack London have you read ... the original? 12. The other day I learned ... the newspapers that many French workers had been ... strike ... a month and a half. 13. Many Greek patriots have been arrested ... spite ... the fact that they are not guilty ... anything.

XXV. Choose the correct word from those given in brackets:

1. When I saw that actress on the stage for the first time, she (to look like, to take after) a small girl. From her biography I learnt that she (to look like, to take after) her mother, who had also been a great actress. 2. If you want some information on trade, go to the Ministry library. There are a lot of good (magazines, journals) on the subject there. 3. After coming home from work, my father likes to spend an hour reading (a magazine, a journal). Some of them publish very interesting short stories. 4. Don't be cross with the man! When you (to come to know, to learn, to find out, to recognize) him better you will find him a very good-natured person. 5. I am afraid I don't know what time our meeting begins tomorrow. Can you (to come to know, to learn, to find out, to recognize) it for me? 6. After a month's holiday in the Caucasus he lost ten kilos, and we hardly (to come to know, to learn, to find out, to recognize) him on his return. 7. I just (to come to know, to learn, to find out, to recognize) that it's my turn to be on duty tomorrow. 8. You'll (to win, to gain) much knowledge if you attend these lectures regularly. 9. I decided not to go to the exhibition as I have little time and I don't expect (to win, to gain) much by the visit. 10. Look! The score is 2 : 2 now. Do you think *Spartak* will (to win, to gain) the game?

XXVI. Fill in the articles where necessary and retell the text:

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

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

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

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

XXVII. Use the following words in situations of your own:

- | | |
|---|---|
| 1) to take after
good (ill -)-natured
in spite of (the fact that...)
to become close friends | at the expense of...
to expose |
| 2) to travel
to gain experience
to be the first to describe
the works of
in great demand | 5) to introduce
to seem
cruel by nature
to come to know better
good-natured |
| 3) to read a lot
at the expense of
works of
to gain knowledge
experienced | 6) the sad news
to impress
to shake with excitement
to calm down |
| 4) to increase
profits | 7) to go skiing and skating
experienced
to take part (in)
sporting events
to be the first (last) to
come |

XXVIII. Translate the following sentences into English using the active vocabulary of the lesson:

1. Прочитав все рассказы, опубликованные в этом журнале за последнее время, я нашел, что некоторые из них особенно интересны.
2. Обменявшись рукопожатием с моим приятелем и со мной, журналист спросил нас, сможем ли мы ответить на несколько вопросов.
3. „Мне бы хотелось, чтобы он пошел в отца, — сказала молодая мать, глядя на спящего ребенка. — Мой муж по натуре очень добрый и веселый человек“.
4. Будучи добродушным человеком, он не обратил внимания на их шутки (а joke).
5. Будучи в командировке, я однажды пошел в местный театр и получил большое удовольствие от спектакля. Меня особенно поразила игра актера, исполняв-

шего главную роль. 6. Проработав несколько лет на заводе, Петр накопил большой опыт. 7. Несмотря на то, что этот поэт не получил специального (professional) образования; почти все его книги пользуются большим спросом. 8. После двухмесячного пребывания (stay) в пионерском лагере мой сын поправился на два килограмма. 9. „Вы должны приобрести больше опыта для вашей будущей работы. Нашей стране нужно будет все больше и больше опытных врачей и инженеров“, — сказал профессор, обращаясь к студентам, пригласившим его на свое собрание. 10. Узнав о том, что в городе Патерсоне забастовали рабочие-текстильщики, известный американский журналист Джон Рид немедленно отправился туда. 11. В своих статьях Джон Рид разоблачал империалистов, развязавших войну для того, чтобы получить прибыли. 12. Имя Линкольна, одного из величайших сынов Америки, известно всему миру. Три тысячи американцев, отправившихся в 1936 году в Испанию сражаться против фашизма, назвали свой батальон (battalion) именем Линкольна (дали своему батальону имя Линкольна).

SPEECH EXERCISES

XXIX. Retell the text.

XXX. Tell the biographies of Nikolai Ostrovsky, Robert Burns, Abraham Lincoln and Albert R. Williams using the key words and expressions given below:

Nikolai Ostrovsky (1904—1936)

in the Ukraine
the Civil (гражданская) War
to take an active part
to become an active fighter
to serve (one's country, in the army)
historic events
to come to know
to be seriously wounded
to join the Communist Party (1924)

to fall ill
to have to stay in bed
in spite of
to have a lot of experience
to make up one's mind
to describe
How the Steel Was Tempered
Как закалялась сталь
to be in demand
particularly
to be popular

Robert Burns (1759—1796)

[ˈrɒbət ˈbɜːnz]

to earn one's living
to work in the fields
in spite of

to be gay by nature
to begin to write poems (at the age of 16)

his first book of poems
to publish
to move to Edinburgh
['edɪnbərə] (the capital of Scotland)
to be a success as a poet
to gain popularity
the French Revolution (1789)
to break out

to greet
poor health
particularly hard
to pay one's debts
to die in poverty
['pɒvəti] нищета
to be in great demand

Abraham Lincoln (1809—1865)

['eɪbrəhæm 'lɪŋkən]

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

Albert R. Williams (an American Journalist) (1883—1962)

['ælbət 'ɑ: 'wɪljəmz]

to be a close friend (of John Reed's)
to take part in World War I.
to arrive in Russia as a journalist (1916)
to see the historic events
to join the Red Army
to organize the International Battalion of the Red Army
to leave for his native country (June, 1918)
to tell the truth about the Great October Revolution
to expose the enemies of Soviet Russia
to be a true friend of the Soviet Union

XXXI. Tell the following text in English using the active vocabulary of the lesson:

Это произошло в США 17 октября 1859 г. В этот день небольшая группа людей, перейдя реку Потомак (Potomac)

[pə'toumæk], захватила арсенал (captured the arsenal) в одном из городов Виргинии (Virginia) [və'dʒɪ:njə]. Руководителем этих смелых людей был фермер по имени Джон Браун. У него было всего 22 человека, которым пришлось сражаться против опытных солдат, посланных правительством. Однако эти люди были побеждены только к вечеру, когда число (the number) солдат, сражавшихся против них, увеличилось, так как прибыла еще одна воинская часть из Балтимора (Baltimore) ['bɔ:ltɪmɔ:]. Почти все люди Джона Брауна были убиты. Среди убитых было и двое его сыновей. Сам он был тяжело ранен.

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

Из документов, найденных врагами Брауна, после того как он был арестован, выяснилось, что события, происходившие 17 октября были лишь началом в планах Джона Брауна. Он намеревался раздать ружья (guns), захваченные в арсенале, неграм Виргинии и с их помощью продолжать борьбу. В своем проекте конституции (a draft constitution) будущего свободного государства Джон Браун разоблачал рабство (slavery) в США, как самую жестокую войну одной части народа против другой.

Джон Браун предстал перед судом рабовладельцев (slave-owners). Он был признан виновным и казнен (убит). Это событие потрясло всю страну. Когда год спустя многие американцы поднялись на борьбу с рабством, их армия шла вперед с песней о Джоне Брауне. И сейчас имя Джона Брауна особенно дорого тем, кто борется против расовой дискриминации.

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

LESSON 2

Grammar: Времена группы Continuous страдательного залога
(Continuous Tense-forms Passive Voice) (§ 3 p. 528)
Revision: Indefinite and Perfect Tense-forms Passive Voice
(Table 7 p. 572)

Text:

MISTAKEN IDENTITY

(adapted from a story by Mark Twain)

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

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

As a writer he was successful from the very start.

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

Most of Mark Twain's early writings sparkle with gay humour. As he advanced in years, however, all the evils of capitalist America became obvious to him. This brought a pessimistic note into his later works. Mark Twain died in 1910.

* * *

Years ago I arrived one day at Salamanca, New York, where I was to change trains and take the sleeper. There were crowds of

* В русском переводе «Прыгающая лягушка».

people on the platform, and they were all trying to get into the long sleeper train which was already packed. I asked the young man in the **booking-office** if I could have a sleeping-car and he answered: "No." I went off and asked another local official if I could have some poor little corner somewhere in a sleeping-car, but he interrupted me angrily saying, "No, you can't, every corner is full. Now, don't bother me any more," and he turned his back and walked off. I felt so hurt that I said to my companion, "If these people knew who I am, they . . ." ¹ But my companion stopped me there, — "Don't talk such nonsense," he said, "if they knew who you are, do you think it would help you to get a vacant seat in a train which has no vacant seats in it?" ¹

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

"Can I be of any service to you?" ² he asked.

"Will you have a place in the sleeper?"

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

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

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

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

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

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

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

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

I smiled at my companion, and said:

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

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

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

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

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

NOTES ON THE TEXT

1. "If these people knew who I am, they ..." — „Если бы эти люди знали, кто я такой, они бы ...“

"If they knew who you are, do you think it would help you to get a vacant seat ...?" — „Если бы они знали кто вы, неужели вы думаете, что это помогло бы вам достать свободное место ...?“ Сказуемое в этих предложениях (**knew, would help**) стоят в сослагательном наклонении (см. Grammar Notes § 12 стр. 545)

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

3. **Then he touched his hat, and we moved along.** — *Затем он приложил руку к фуражке, и мы пошли по платформе.*

Наречные частицы **in, on, out, off, up, down, about, forward, along, around** и другие имеют самостоятельное значение и в сочетании с глаголами передают различные оттенки направления движения. В русском языке эти оттенки передаются с помощью глагольных префиксов, наречий или описательным путем, например:

It's starting to rain, let's go in.

Начинается дождь, давайте зайдём в дом.

We must go up, the shoe department is on the second floor.

Нам нужно пройти наверх, отдел обуви находится на третьем этаже.

Stop running about, you'll get tired.

Перестань бегать, устанешь.

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

Ring him up again, he is out at the moment.

Позвоните ему еще раз, его сейчас нет.

I can't do any work when my little boy is around.

Я совершенно не могу работать, когда мой маленький сын находится рядом.

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

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

How are you getting on? Как вы поживаете?

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

Подобные сочетания характерны для современного английского языка.

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

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

ACTIVE WORDS AND WORD COMBINATIONS

a car (a carriage)
a sleeping-car (a sleeper)
a dining-car
a booking-office
an enquiry office
to hurt (hurt, hurt)
to improve
a condition
in ... condition
under ... conditions
a porter
a conductor
an attendant
to point (to, out)
service
to serve
that won't do
that'll do
a compartment
a berth (upper, lower)

a couple
at one's disposal
to take (get, go) aboard
to move along (in, out, up, about)
to make somebody (oneself) comfortable
to hang (hung, hung)
to hang up
to fix
luggage
to collect one's luggage
to have one's luggage labelled
a luggage rack, a luggage van
a left-luggage office (the left-luggage)
one's attitude (towards, to)
(the) fare
to pay the fare(s)

(See Vocabulary to Lesson 2 p. 433).

PROPER NAMES

<p>Mark Twain [ˈmɑ:k ˈtweɪn] Samuel Clemens [ˈsæmjʊəl ˈkleɪmənz] the Mississippi [ðə ˈmɪsɪˈsɪpi] Jim Smiley [dʒɪm ˈsmaɪli] Salamanca [ˌsæləˈmæŋkə]</p>	<p>Марк Твен Сэмюэл Клеменс Миссисипи Джим Смайли Саламанка, город в США, штат Нью-Йорк Нью-Йорк, зд. название штата Макклеллан</p>
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Word building

Non — отрицательный префикс существительных, герундиев и прилагательных, часто соответствует русским префиксам **не, без**

sense	nonsense
СМЫСЛ	бесмыслица
smoker	non-smoker
вагон для курящих	вагон для некурящих

GRAMMAR EXERCISES

I. Translate the following sentences into Russian paying attention to the form of the predicate (§ 3 p. 528):

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

II. Practise aloud (See Grammar Notes § 3 p. 528): *

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

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

An exercise

His story

is —

An article

was —

The letter

The telegram

The sentences

New words

The articles

Exercises

The stories

	discussed
	written
being	translated
	looked through
	read aloud

IV. Answer the following questions using words and word combinations from the table:

Model: — What's going on in the room?

A new film is **being discussed**.

- | | |
|---|--|
| <p>A. What's going on in the room now?</p> <p>B. What was going on in the room when you came in (at three o'clock yesterday, at that time)?</p> | <p>to explain a new rule</p> <p>to pack his things</p> <p>to look through the morning mail</p> <p>to speak of the last sporting events</p> <p>to discuss the demand for machines of this kind.</p> |
|---|--|

V. Put the verbs given below in the Present and Past Continuous Passive. Use the subjects given in brackets:

<p>to pack (things)</p> <p>to look through (the journal)</p>	<p>to fill in (the form)</p> <p>to take care of (she)</p>
--	---

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

to organize (a sporting club) | to look for. (the documents)
to carry out (the work) | to discuss (it)

VI. Make up sentences using the same structure as in the following models (Use the verbs given in exercise IV p. 32):

Don't worry! Your child is being taken good care of

The last student was being examined when I was called out

GRAMMAR REVISION

VII. Put the verbs in brackets into the correct Voice and Tense-form (See Table 7 p. 572):

1. The teacher told the student to look up the rule himself as it (to explain) many times. "You (to be) inattentive while it (to explain)," he said. 2. When I came into the hall, a new film (to show). I was sorry that I (not to tell) about the show before as the end (to impress) me greatly. 3. A new stadium (to build) opposite our house lately, and my brother says that the number (число) of people taking part in sporting events there (to increase). 4. This journal (to be) in great demand. If you wish to have it, go to the book-shop in Gorky street, it (to sell) there now. 5. — You (to look for) your gloves? Ask the attendant, some gloves (to pick up) and (to give) to him a few minutes ago. 6. As it was rather noisy in the room when I came in, I could not make out what (to discuss). From the words which I caught on coming closer, I understood that the latest sporting events (to speak about). 7. "Are you ready to leave?" "No, I'm not, some things (to pack) still and my tickets (not to bring) yet." 8. The boy (to tell) that he (to allow) to go out only after his homework (to do) carefully. 9. The mother (to tell) not to worry about her sick boy. "He (to examine) soon by the doctor and now he (to take good care of)," said the nurse (медсестра). 10. I (to tell) just that the material for my business trip (to prepare) now, but it (not to be ready) until the manager (to look through) it. 11. The workers (to give) their word that production (выпуск продукции) (to increase) by the tenth of May. 12. Peter came late to the party, so when he entered the room all the guests (to introduce) to each other, some of them (to dance), and some (to sing) in the next room.

VIII. Translate the following sentences using the Passive tense-forms:

1. Я просмотрел только часть полученных вчера журналов, остальные *просматриваются* сейчас тов. Смирновым. Как только весь нужный материал будет готов, его *принесут* вам.
2. В нашей стране *построен* социализм и успешно *строится* коммунизм.
3. Когда я *приехал* в отпуск в родную деревню, там *строили* новый клуб. Я уверен, что теперь он уже *построен*.
4. Туристы хотели знать, кем *было построено* это красивое здание.
5. В нашей стране много внимания *уделяется* спорту.
6. Ваши экзаменационные работы (papers) *сейчас проверяются*, поэтому я не могу сказать вам, как вы их написали.
7. Интересно, что здесь *строят*.
8. Когда *было построено* новое здание Московского университета?
9. Разве ты не понимаешь правило, которое нам только что *объяснили*?
10. Какие вопросы *будут обсуждать* сегодня на собрании?
11. Приходите часов в 12. Как раз *будут обсуждать* очень интересный вопрос.
12. О вчерашних событиях *сейчас всюду говорят*.
13. Узнай, пожалуйста, куплены ли уже билеты в театр.
14. Не беспокойтесь. За вашими детьми *присмотрят*, если вы вернетесь поздно.

GRAMMAR AND VOCABULARY EXERCISES

IX. Pronounce correctly:

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

X. Read the following words paying attention to the italicized letters and combinations of letters in black type:

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

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

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

XII. Answer the following questions using the active vocabulary of the lesson:

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

XIII. Substitute words and word combinations from the text for the parts in black type:

1. I went off and asked another local official if I couldn't have some poor little corner somewhere in a car having sleeping berths. 2. His answer made me so sad and uncomfortable that I said to my companion . . . 3. This did not make things better. 4. He whispered to the uniformed conductor, using his finger to show him where I was, and I understood I was being talked about. 4. We have nothing left but the big family compartment with two places for sleeping and two armchairs in it, but you can use it in any way you wish. 5. Here, Tom, take these suit-cases into the compartment. 6. Can I have a better lamp put just at the head of my bed under the thing where my small luggage is? 7. Didn't they start acting differently the moment they learned that I was Mark Twain? 8. Don't you like the way they are doing things for you?

XIV. Find English equivalents to the following (See Text):

- 1) много лет назад 2) сесть в спальный вагон 3) можно мне получить спальное место 4) не надоедайте мне больше 5) и ушел прочь 6) не могу ли я чем-нибудь помочь (услужить) вам 7) у нас ничего не осталось 8) он (удобно) устроил нас в купе 9) вам нужно еще что-нибудь 10) не принесете ли вы мне горячей воды 11) я возьму ее оттуда 12) вы можете по-

просить все, что хотите 13) а что вы теперь скажете 14) как только они узнали 15) в дверях 16) правда

XV. Give the situations in which the following are used (See Text):

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

XVI. Correct the following statements beginning with:

I'm afraid that's wrong ...	As far as I know ...
You are not quite right ...	On the contrary ...
That's not quite true to fact ...	I don't think so ...
I think you are mistaken ...	According to the story ...

For example: Mark Twain was recognized at once and given the best compartment in the sleeper. I'm afraid that's wrong. Mark Twain was not recognized at once. As far as I know, the first official he asked for a place turned his back on him and walked off.

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

XVII. Translate into Russian paying attention to the combination of verbs and adverbial particles (See Note on the Text No. 3 p. 29):

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

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

XVIII. Translate into English using combinations of verbs with adverbial particles:

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

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

in	go, come, look, run
out	go, come, run
up	go, come, look, run
down	go, come, look
on	go, walk, run, turn
off	walk, take, turn
forward	go, come, run
back	go, come, look, run, give, turn, take
about	walk, run

XX. Vocabulary activation exercises:

TO HURT, TO FEEL HURT

1. Translate:

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

2. Complete:

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

3. Translate:

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

TO IMPROVE

1. Translate:

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

2. Answer these questions:

- 1) Would you like to improve your handwriting or is it good enough?
- 2) In what way can one improve one's spelling? 3) What can we improve with the help of the linguaphone?

3. Translate:

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

A CONDITION, IN... CONDITION, UNDER... CONDITIONS

1. Translate:

1) The condition of his health is very poor, and little improvement seems possible. 2) The flowers from the Caucasus arrived in good condition. 3) The ship was in no condition to leave the port. 4) It's too noisy here. We can't work under such conditions. 5) Hard work is one of the conditions of success. 6) Does the firm know our general conditions?

2. Answer these questions:

- 1) What can be done to improve the condition of one's health?
- 2) Are your notes always in good condition? How do you manage to keep them in good condition?
- 3) Under what conditions did Gorky live in his childhood?

3. Make up sentences using the word combinations given below:

- to gain a lot — under favourable conditions
- in spite of — in good condition
- the condition of one's papers — to shake one's head
- the condition of the sick child — to be troubled

TO POINT TO SOMEBODY (TO SOMETHING), TO POINT OUT SOMETHING TO SOMEBODY, TO POINT OUT THAT...

1. Translate:

- 1) The teacher pointed out that not all the students worked hard enough.
- 2) The woman pointed to a large building at the corner and said that it was the one we needed.

2. Translate:

- 1) Он первый указал нам на ошибки.
- 2) „Вот и почта“, — сказал он, указывая на высокое красное здание.
- 3) Докладчик отметил, что наша работа улучшилась.

3. Make up sentences using the words given below:

- to point out { that — (the demand, to increase)
 { (in spite of...)
 { (travelling expenses, to come to)
to point to (a mistake, the words, the main facts)
- to point to (a seat, a house, a journal, a carriage, a train)

TO SERVE, SERVICE

1. Translate:

- a) 1) There was no one in the shop to serve me.
- 2) We are well served with gas (electricity, etc.).
- 3) The car has been in service for a long time.
- 4) Dinner is not served after eight o'clock.
- 5) I am at your service.
- 6) The coat is rather old, but it will still serve.
- b) long service, military service, service at hotels (railways, shops, restaurants), the postal services, medical service, to serve as a seat (as a table, etc.).

2. Answer these questions:

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

3. Change the tense of the following sentences using all possible tense-forms. Where necessary, add an expression of time to justify the tense-form:

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

4. Translate:

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

THAT'LL DO, (THAT)WON'T DO, (ANYTHING)WILL DO

1. Use a synonymous expression:

- 1) — Shall I give you a few more examples? — No, thank you, that's enough. 2) I think a coat like this is just the thing we want. 3) You needn't buy another stamp. One is enough. 4) One stamp isn't enough for a registered letter. You'll have to buy another one. 5) I am sorry, there are no better seats left for the performance. Will this be good enough? 6) You can come at any time.

A COUPLE, A PAIR

1. Give possible combinations:

pair	shoes, envelopes, words, days, gloves,
couple	

AT ONE'S DISPOSAL

1. Make up sentences using the table and the words given in brackets:

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

(my library, these magazines, my flat, this room, the dictionary, five minutes, an hour, a week, two months, etc.)

TO TAKE (GET, GO) ABOARD

1. Answer these questions:

- 1) How many minutes before the ship leaves are passengers invited to go aboard?
- 2) At what time of the day is it usually difficult to get aboard a bus (a train)?
- 3) When does the conductor say: "All aboard?"
- 4) How much luggage can one take aboard a plane?

2. Translate:

- 1) Я уж лучше поднимусь на пароход. В нашем распоряжении мало времени. 2) Носильщик, отнесите, пожалуйста, мои вещи в вагон. 3) Все пассажиры должны быть на борту корабля к 12 часам. 4) Взяв на борт воду и продукты (stores), корабль был готов к отплытию.

TO MOVE IN, TO MOVE OUT, TO MOVE ABOUT, TO MOVE ALONG

1. Translate:

1) My friend received a new flat last week. But he hasn't moved out of his old one yet. 2) When will he move in? 3) Will you move up a little? Then Comrade Petrov can put his chair here. 4) Move your chair up to the window; there is more light there. 5) Don't stand. Move about or you'll get cold. 6) The conductor asked the passengers to move up.

2. Translate:

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

TO HANG, TO HANG UP

1. Translate:

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

2. Translate:

1) Эта лампа висит слишком низко. 2) — Где повесить эту картину? — Повесьте ее лучше вон там. 3) Разрешите мне повесить ваше пальто. 4) Где мне повесить шляпу?

TO FIX

1. Translate:

1) I cannot fix this table, it still shakes. 2) I can never fix their names in my mind, I always forget them. 3) Our evening party has been fixed for next Saturday. 4) Which of you can fix the T. V. set? 5) Don't worry, I'll fix everything for you.

2. Make up sentences:

Model: I must have my motor-cycle fixed.
(a radio set, a T. V. set, a watch, a bicycle, a car, a piano, an arm-chair)

3. Make up situations using the word combinations given below:

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

4. Translate:

1) Помогите мне, пожалуйста, прикрепить здесь полку, 2) Цены еще не установлены. 3) Дата собрания будет установлена сегодня. 4) Собрание назначено на 5-е апреля. 5) Елку сейчас устанавливают в зале. 6) Вы все уладите сами?

LUGGAGE, A LUGGAGE RACK, A LUGGAGE VAN, TO COLLECT ONE'S LUGGAGE, TO HAVE ONE'S LUGGAGE LABELLED, A LEFT-LUGGAGE OFFICE (THE LEFT-LUGGAGE)

1. Answer these questions:

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

2. Change the tense of the following sentences using all possible tense-forms. Where necessary, add an expression of time to justify the tense-form:

- 1) I have my luggage put in the van when I travel a long distance.
- 2) Did you have your luggage labelled?

3. Translate:

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

ATTITUDE TO (TOWARDS)

1. Translate:

- 1) Его отношение к этому вопросу очень странное.
- 2) Мне не нравится ваше отношение к друзьям.
- 3) Как они относятся к этой работе?
- 4) Я не думаю, что его отношение ко мне изменилось.

FARE, TO PAY THE FARE(S)

1. Answer these questions:

- 1) What's the bus fare from Moscow to Vnukovo?
- 2) What will the fare come to if you go from Vnukovo to Smolenskaya in a taxi?
- 3) Do fares increase with distance?
- 4) What is the trolleybus (bus, tram, etc.) fare in Moscow (in your city)?
- 5) Do we always have to pay the fare to the conductor?
- 6) In what way do we pay our fares if there is no conductor on the bus?

2. Translate:

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

XXI. Give the four forms of the following verbs:

to hurt, to hang, to point, to fix, to pay, to hurry, to catch, to get, to forget, to rise, to try, to stop.

XXII. Answer the following questions using the Passive Voice and the word combinations given below:

What was going on

—a) at the booking-office	} when you got there?
—b) on the platform	
—c) in the dining-car	
—d) at the post-office	
—e) at the shop	
—f) at the office	

- a) to buy tickets
to sell tickets
to pay for the tickets
- b) to take things aboard the train
to carry things into the luggage van
- c) to serve dinner (tea, coffee)
- d) to fill in forms
to accept parcels
to make out money-orders
- e) to show fine dresses
to buy suits
to sell shoes
- f) to discuss an agreement
to translate articles
to prepare documents for the conference

XXIII. Substitute the active vocabulary of the lesson for the parts in black type:

1. Your spelling was rather bad two months ago; but now it has become much better. 2. There was something wrong with my berth, so I asked the man who looked after the passengers in the car to come and put it right. 3. Shall I put down five o'clock as our meeting time? No, that will not be good for me, my things are still being packed, and I shan't be ready until six. 4. The girl was so sad to have to leave her companion that she went on to the ship and down into her cabin only five minutes before the departure. 5. The Smirnovs have received a new flat and they are going to leave this house next week.

XXIV. Make up situations using the following words:

- 1) to point out
to get hurt
at one's disposal
to improve
- 2) to hire a taxi
to pay the fare
to get to the station
to find the carriage
to make oneself comfortable

- | | |
|--|---|
| <p>3) to get into the carriage
to ask the attendant
to fix the berth
to put one's luggage on the rack
to get to the dining-car</p> | <p>4) an enquiry-office
a booking-office
to point to
a lower berth</p> <p>5) to collect one's luggage
to be in good (bad) condition
to get into trouble
to improve the position</p> |
|--|---|

XXV. Translate into English in writing using the active vocabulary of the lesson:

1. Мне сказали, что я могу купить в этой кассе билет (место) в спальном вагоне. 2. На всех вокзалах сейчас значительно улучшается обслуживание. 3. „Новая пьеса будет поставлена в нашем театре, когда некоторые сцены будут изменены (улучшены)“, — сказал режиссер. 4. — Где мой багаж? Его грузят (вносят) в вагон. 5. Войдя он увидел, что друзья уже начали обсуждение, он снял и повесил шляпу, пододвинул стул к столу и присоединился к ним. 6. „Вам указали все ваши ошибки, и я думаю, вы сможете их исправить в двухдневный срок (время)“, — сказал преподаватель. 7. „Я советую тебе прочитать это“, — сказал мой приятель, указывая на одну из статей во вчерашней газете. 8. Проснувшись рано утром, я увидел, что на верхней полке напротив меня спит какой-то новый пассажир. 9. „Не входите в купе, его сейчас убирают (to sweep) — сказал один из проводников. Через пять минут оно снова будет полностью в вашем распоряжении“. 10. В нашем распоряжении всего час. Давайте двинемся в путь (вперед). Мы должны еще пройти расстояние в три мили. 11. За проводником уже послали. Через пару минут он придет и укрепит вашу полку. 12. Спросите кондуктора, придется ли нам делать пересадку на следующей станции. 13. Проводник спросил меня, схожу ли я на следующей остановке. 14. Прослужив в царской (tsarist) армии много лет, русский писатель Куприн познакомился с жизнью офицеров и солдат, которую он в дальнейшем (later) описал в своих произведениях. 15. Пока просматривали документы, инженер пошел посмотреть, в каком состоянии прибыл товар (goods).

SPEECH EXERCISES

XXVI. Answer the following questions:

1. What do you know about Mark Twain?
2. Why did Mark Twain think he would be given a seat if the railway officials learned his name?

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

XXVII. Retell the text:

- a) as it is
- b) in the person of Mark Twain's companion
- c) in the person of the porter

XXVIII. Describe the following scenes:

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

XXIX. Dramatize the following episodes from the text using the words given below:

1. Mark Twain at the booking-office

Words and expressions to be used:

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

2. Mark Twain speaking to the railway official

Words and expressions to be used:

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

3. Mark Twain speaking to his companion

Words and expressions to be used:

to be hurt, to talk nonsense, it's impossible, a vacant seat, to be popular.

4. Mark Twain being given a good place

Words and expressions to be used:

to take notice of, to point to . . . , can I be of any service to you, a place in a sleeper, anything will do, will you have . . . , the family compartment, a berth, to be entirely at one's disposal, to take the luggage aboard.

5. In the carriage

Words and expressions to be used:

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

XXX. Retell the dialogues given in exercise XXXIV using indirect speech.

XXXI. Retell this story paying attention to adverbial particles:

WHAT A LANGUAGE!

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

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

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

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

XXXII. Retell this story using the words following it: *

EXCELLENT SERVICE

A man was travelling to Glasgow in a night express from London. He asked the attendant to wake him up when they were approaching Glasgow.

"If you find it difficult to make me get up at night", he said jokingly, "Just throw me out with my luggage."

He woke up in the morning and found that they had already gone far past Glasgow. He hurried to the attendant and started shouting at him. The attendant only shook his head and said calmly:

"Man, you have a very loud voice, but you cannot shout as loud as the passenger whom I threw out at Glasgow."

Words to be used:

to get aboard, to make oneself comfortable, to put one's luggage on the rack, to hang up one's coat, to fix the berth, to have a couple of hours at one's disposal.

* При пересказе текста слушателю предлагается несколько расширить его содержание, добавив ситуации, в которых он мог бы употребить данные после текста выражения.

XXXIII. Change the dialogue into a story using the words following the dialogue:

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

Ted. I say! Where's my ticket?

Jack. You had it a minute ago.

Ted. I know. But where is it now?

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

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

Ted. What shall I do?

Jack. I have a good idea.

Ted. What is it?

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

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

Jack. Yes, you had better. And don't move while he is in the carriage.

(Ted gets under the seat. The ticket inspector comes along. Jack hands him two tickets, his own and Ted's)

Insp. Whose ticket is this?

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

Insp. Where's he gone?

Jack. Nowhere. He's under the seat.

Insp. But what is he doing there?

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

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

Words to be used:

to pay the fares, to get on a train, to make oneself comfortable, at one's disposal, to improve things, to point to, to feel hurt.

XXXIV: Describe one of your trips (to the South, to your native town, etc.).

LESSON 3

DIALOGUES

(to be learned by heart)

In'front of a ho×tel

A. Is' this the ho'tel we are 'going to× stay at?

B. It× is. But I 'haven't 'booked× rooms yet, | I'll 'go× in { and 'see about them× now.

A. All× right. I'll 'pay the× driver | and 'join you in the× hall

In the× hall

(At the re×ception desk)

B. 'Good× morning. 'Can I have 'two 'single 'rooms with a× bathroom, please?

Clerk. We are 'full× up, | but I'll× see. 'How 'long do you in'tend to× stay?

B. I ex'pect we'll be 'here for a× week or so.

Clerk. You can have a 'double room with a× bathroom { on the ↑ first× floor.¹

B. 'How× much is it?

Clerk. It's 'fifty 'shillings (50/—) a× night,² | in'cluding × breakfast.

B. All× right, | I'll× take it.

Clerk. 'Will you 'fill up the× form, please?

B. × Surname, } × Christian name, { 'natio× nality, { 'perma-
nent ad× dress, | 'place and 'date of× birth. × Signature. Is 'that
all× right?

Clerk. Yes, |'that 's all, thank you. 'Here is your key.
The 'boy will 'show you up to your room and 'take 'in
your luggage.

(from the London Lingaphone course)

NOTES ON THE TEXT

1. ... the first floor ... — соответствует второму этажу в Англии, первый этаж называется the ground floor.
2. It's fifty shillings a night ... — Это стоит 50 шиллингов в сутки.

ENGLISH MONEY

1 pound (£1) = 20 shillings (один фунт = 20 шиллингам)
1 shilling (1s., 1/-) = 12 pence (один шиллинг = 12 пенсам)
1 penny (1d., -/1) (один пенс)

ACTIVE VOCABULARY

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

(See Vocabulary to Lesson 3 p. 437)

EXERCISES

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

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

II. Find English equivalents to the following (See Text):

- 1) это гостиница, в которой мы остановимся
- 2) я пойду и позабочусь о номерах
- 3) мне нужны два одинарных номера
- 4) у нас нет свободных номеров
- 5) мы пробудем здесь около недели
- 6) вы можете получить один двойной номер
- 7) это все (все в порядке)
- 8) мальчик проводит вас в вашу комнату и занесет ваш багаж

III. Retell the dialogues in indirect speech.

IV. Vocabulary activation exercises:

TO BOOK (A ROOM, A TICKET, A SEAT)

1. Answer these questions:

- 1) What can one book?
- 2) Do you usually book a room at a hotel when you go on a business trip or does the office do this for you?
- 3) In what way can one book a railway ticket (a seat for the theatre)?
- 4) Can we book a return ticket when we go to the Caucasus?
- 5) Why is it advisable to book a return ticket?

TO SIGN

1. Answer these questions:

- 1) What kind of papers do we sign?
- 2) Does one usually write one's surname or one's first name when signing a letter to a friend (to an office, to a person one doesn't know very well, etc.)?
- 3) Who usually signs contracts?

2. Translate:

- 1) Кто подпишет эту бумагу? 2) Когда будут подписаны эти документы? 3) Кто подписал вчерашнюю телеграмму в Ленинград? 4) Контракт подписан?

TO SHOW IN (OUT, TO, UP, ROUND); TO SEE TO SOME PLACE; TO SEE OFF

1. Translate:

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

2. Translate:

- 1) Я вас провожу (до двери). 2) Меня провели в комнату и попросили немного подождать. 3) Он проводил нас до станции (домой, в театр). 4) Нам дали ключи и проводили нас до нашей комнаты. 5) Повесьте пальто и шляпу здесь. Я провожу вас в кабинет директора. 6) Я пришел проводить вас. 7) Проводник провел пассажира к платформе № 8. 8) Секретарь проводил г-на Смита наверх. 9) — Проводить его из здания? — Не нужно, он сам найдет дорогу. 10) Покажите мне театр (проведите меня по театру), пожалуйста. Мне сказали, что здесь есть несколько особенно интересных мест.

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

(to book (a room, a ticket, a seat); a single (return) ticket, a single (double) room, a through train) *

- A. 1. Have you travelled much?
2. Are you fond of travelling?
3. Why are you fond of travelling?
4. How do you like to travel? By air, by rail, by sea?
5. Why do you like travelling that way?
- B. 1. Where can one book a seat on a train (a plane, a steamer) in Moscow?
2. Do you usually book tickets in advance or right before your departure? Why?
3. Do you usually buy (book) a single or a return ticket? Why?
4. Do you like to have an upper or a lower berth? Why?
5. When do we have to apply (обращаться) to the enquiry office for information?
6. When do we have use the left-luggage office?
7. Why do you sometimes ask a porter to help you with your luggage?
- C. 1. Do you often travel on business?
2. Where were you on your last business trip?
3. On arriving there you put up at a hotel immediately, didn't you?
4. Had a room already been booked for you? Why?
5. Did you have a single or a double room?
6. How did you like the service there?
- D. 1. What do you usually do on arriving at a hotel?
2. What do you ask the clerk at the reception desk?
3. What does a guest usually have to do at the reception desk?
4. Are you shown up to your room or do you find the way there yourself?
- E. 1. Where did you spend your last holiday?
2. Is there a through train to ... or did you have to change trains?
3. Did you travel by a fast or a slow train?
4. Where did you have your meals during the journey (путешествие)?
5. Did you have a pleasant journey?
6. How long did the journey last?
7. How did you find the service at the holiday-home (sanatorium)?

* В скобках указаны слова, подлежащие активизации.

VI. Ask one of the students questions about:

- a) booking tickets
- b) going aboard a ship, getting on a train
- c) putting up at a hotel
- d) sightseeing

(all the students ask questions, only one answers)

VII. Make up stories based on the information gained from the students' answers to the question about trips they have made. (See Ex. VI.).

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

1. At Home

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

2. At the Booking Office

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

3. At the Station

Here we are, to see off, to see to the luggage, the left-luggage, at our disposal, the enquiry office, to look up the time-table, to collect one's luggage, a carriage, a compartment, a seat, to come along, the train, to start, to take aboard, to say good-bye, a pleasant journey.

4. On Board the Train

May I use ...? , to make oneself comfortable, at one's disposal, to move up, can I help you ...? , will you ... , to fix, with pleasure, aren't you going to ... , on a business trip, don't you find, the service, to improve, quite comfortable.

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

LESSON 4

Grammar: (revision) Articles (Tables 1., 2, 3, 4 pp. 561, 564, 566)

Text:

THE CIRCUS COMES TO TOWN

by Albert Maltz

Albert Maltz was born in 1908, in Brooklyn, New York. He graduated from Columbia University. Albert Maltz is the author of a number of plays, short stories and novels showing the terrible exploitation, unemployment and race discrimination in America.

* * *

At seven forty-five in the morning the two brothers reached the circus grounds to discover that the circus had not yet arrived. Alan, aged seven, said, "Maybe it isn't going to come!"

Eddie, who was twelve, replied calmly, "The posters said Saturday, didn't they? Don't be a fool ... It's good we're early, we'll be sure to get hired, ' see? First come, first hired."

"They'll hire me, won't they, Eddie?"

Eddie was about to reply, "How many times are you going to ask me that, you fool? How do I know?" Instead, since he was himself worried by the same problem, he answered, "I'll get you a job. You just wait."

"Are you sure there'll be clowns?"

"There are always clowns."

"How do you know?"

"I know, that's all." Eddie took his knife out of his pocket and said, "Let's play. It'll kill time."

They sat on the grass and began to play. The day was windy but fine, the sun was already warm, the air fresh.

The two brothers were much alike in appearance. Both were blue-eyed, fair-haired with lean faces. They had the same clothes: worn-out trousers and sleeveless, cotton shirts. They played their game and talked about the circus, and secretly worried. Eddie had never seen a large circus, and Alan had not seen any circus at all, and they were not sure whether they would see this one to-day.

They lived in a small house in the centre of a farming area. It was a place considered by circus people to be worth a visit only once in several years.

When the posters had first appeared, the boys had run to their mother with the news. She had listened to them as she always did, and replied, as she so often did, "I'm sorry, kids, but two tickets cost a dollar twenty cents² and I just don't have it for circuses."

But soon after this conversation Eddie had learned from an older boy that if you came early, if you carried water or helped set up³ seats or did other work, you were given a free ticket. And so here they were at seven-forty-five, the two Campbell brothers with two bread and butter sandwiches in a paper bag, both of them eager to get work. But their work had not yet arrived, and they had reason to be worried. With Alan it was the dark question of whether a seven-year-old would be hired at all, but for Eddie it was something else. On days when their mother was away at work, he was responsible for his brother. She had allowed this journey on condition that he took care of the younger boy. He had promised — but he had been warned that he alone would be hired and would therefore have to choose between the circus and his duty. To miss the circus was unthinkable, but to let Alan manage himself for the day and walk the mile home alone would mean a beating and bed without supper.

Eight o'clock became eight-thirty, became nine. More and more boys eager to see the arrival of the circus appeared on the field. The Campbells stopped playing their game and moved about like spies in an enemy land. Each newcomer was asked whether he was buying a circus ticket or working to get in. Finally at ten-thirty the circus arrived. All the waiting boys ran towards it shouting, "I'll work ... hire me ... I'm strong." No one hired them and no one took any notice of them.

Soon the field became a dangerous place for small boys. They were warned loudly and repeatedly to leave it. In gloomy silence they walked down to a quiet corner, where the non-working elephants had been lined up side by side. There they found other boys and learned that no one at all had been hired. They sat down and watched the elephants and the activity on the field and became more and more gloomy.

"I told you," Alan said after a while. "They don't want kids. Let's go home."

"Home? What for? This is more fun than home."

"No, it isn't. Not if we can't see the circus."

"We're seeing elephants, aren't we? Why don't you look at the elephants?"

"I'm tired of the elephants. I want to see the clowns. If I can't see the clowns, I don't want to stay."

"Well you can't go home! What do you want to go home for? It's better here. There's still time to get hired, isn't there?"

It turned eleven o'clock. Their paper bag was opened, and the two sandwiches were eaten. By now there were many more boys sitting with them.

At one o'clock, several tents were set up, and when the big tent was raised, a shout went up from the boys, because it was an exciting sight — but there was no work for the Campbells or for any other boys.

(to be continued)

NOTES ON THE TEXT

1. ... we'll be sure to get hired — *нас обязательно наймут* will be sure to get hired является особым типом сказуемого. Сочетание *to be sure to do something* употребляется, когда говорящий выражает уверенность в том, что действие, обозначенное инфинитивом, обязательно произойдет.

He is sure to come. — Он обязательно придет.

2. ... but two tickets cost a *dollar twenty cents*... — *Но два билета стоят один доллар двадцать центов.*

AMERICAN MONEY

one dollar (\$1) = 100 cents *один доллар = 100 центам*

one cent (1 c.) *один цент*

\$31.02 = thirty one dollars two cents *31 доллар 2 цента*

3. ... if you carried water or *helped set up seats* ... — *если носить воду или помочь расставлять стулья ...*

В современном английском языке, особенно в его американском варианте, после глагола *to help* последующий глагол может употребляться без частицы *to*:

Will you help me choose a book to read? Не поможете ли вы мне выбрать книгу?

ACTIVE WORDS AND WORD COMBINATIONS

to discover
a discovery
to hire

instead (of)
to be alike
fair

to wear (wore, worn)
worn-out
for every day wear
for better wear
an area
to consider
to be considered easy, etc.
consideration
to be under consideration
to take something into consideration
considerable
to be worth
to set the table
to set somebody an example
to set somebody. (something) free
to set up (a monument, a school, etc.)
a reason (for)
reasonable (unreasonable)

to be responsible to somebody (for)
a journey
to go on a journey
to make a journey
to choose (chose, chosen)
to beat (beat, beaten)
an arrival
final
finally
gloomy
activities
fun (in fun)
to make fun(of)
to be tired(of)
sight (eyesight)
to be short-(far-) sighted
at first sight
at the sight (of)
to lose sight (of)

(See Vocabulary to Lesson 4 p. 438)

PROPER NAMES

Albert Maltz [mɔ:lts]	Альберт Мальц
Alan ['ælən]	Алан, младший брат
Eddie ['edi]	Эдди, уменьшительное от Edward ['edwəd], старший брат

WORD BUILDING

Сложные прилагательные (Compound Adjectives)

blue-eyed ['blu: 'aɪd] голубоглазый
well-known ['wel 'nəʊn] известный
good-looking ['gʊd 'lʊkɪŋ] красивый

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

GRAMMAR REVISION

1. Fill in the blanks with articles where necessary (Tables 1, 2, 3 pp. 561, 564, 566):

1. When I entered ... hotel, ... man at ... reception desk asked me what he could do for me. 2. I saw ... man at ... reception

desk. 3. I want ... seat in a first-class sleeper, please. 4. I am sorry, ... seat is taken. 5. ... life is impossible without ... water. 6. ... water isn't warm enough. 7. ... woman answered that she wanted two return tickets. 8. Is there anyone else in the waiting-room? — Yes, ... woman wants to speak to you. 9. Where is ... enquiry office? 10. Is there ... enquiry office at this airport? 11. Do you want ... lower or ... upper berth? 12. ... lower berth is taken, but ... upper berth is still vacant. 13. Do you mind my opening ... window? 14. Let's make ... window in our tent. 15. I have ... son and ... daughter. 16. She is ... daughter of ... doctor. 17. ... peoples of ... world fight for ... peace. 18. We fight for ... lasting peace for all ... peoples of ... world. 19. ... success of ... operation meant ... life to ... sick man. 20. ... Jacksons lived ... quiet life somewhere in ... South. 21. We don't want ... war. 22. We don't want ... new war. 23. I advise you to read ... article on ... foreign trade in ... yesterday's newspaper. 24. "... Mother, will you give ... best toy to me or to ... little sister," ... elder child asked. 25. "What mark did you get in ... History?" ... mother asked her son when he came from ... school. 26. In many of his novels Dickens, ... famous English writer, described ... life of ... poor people. 27. Comrade Petrov, ... young engineer from our factory, has just returned from ... Far East. 28. "... Times" is ... English daily paper. 29. At first it seemed that nothing would break the silence, not ... word was spoken, not ... sound was heard. Suddenly there was ... cry, then ... second and ... third. 30. What ... wonderful weather we are having! 31. What ... nice day!

II. Translate the following sentences paying attention to articles:

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

III. Fill in the blanks with articles wherever required:

WHICH WAS THE FASTEST?

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

HE DIDN'T MIND IT

Once ... rich man travelling together with ... servant stopped at ... small country hotel.

After ... servant had made him comfortable in ... room, ... rich man went down to have something to eat.

"Will you bring me ... hard-boiled (сваренное вкрутую) egg?" he asked ... owner of ... hotel who came up to his table to serve him. "And, please, use ... water to make ... soup for my servant," he added.

"I am afraid, sir," ... owner of ... hotel replied smiling, "... man will not enjoy ... meal."

"Then," ... rich man agreed, "You may add another egg. I shall willingly eat both."

TEXT AND VOCABULARY EXERCISES

IV. Transcribe the following words from the active and practise them:

consideration, worth, instead, responsibility, fair-haired, choose, tired, area, responsible, journey.

V. Read the following words paying attention to the pronunciation of the letters or combinations of letters in black type:

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

VI. Translate the following word combinations into Russian, state the part of speech of the words in black type and say how they are formed:

a wonderful likeness
a grassy hill
much responsibility
a gloomy expression

a reasonable excuse
considerable knowledge
a funnily-dressed person
careful consideration

VII. Translate the following word combinations into Russian:

a hard-working student
a grey-haired man
a good-looking girl
a fair-haired boy
a dark-eyed woman
a well-known writer

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

VIII. Answer the following questions using the active vocabulary of the lesson:

1. What did the two brothers discover when they reached the circus grounds?
2. Why were the two brothers worried? Were they sure they would be hired?
3. Did the two brothers look different or were they very much alike?
4. Were they dark-haired or fair-haired?
5. Why did the brothers have to wear cheap clothes?
6. Where did the boys live?
7. Why didn't the circus people consider the area to be worth visiting very often?
8. Why did the mother send the boys away instead of giving them money for circus tickets?
9. On what days was Eddie responsible for his brother?
10. Why were the boys eager to carry water or set up seats?
11. Why did the boys have reason to be worried?
12. When did the circus finally arrive?
13. Why did the boys walk down to a quiet corner in gloomy silence?
14. Why did the two brothers stay to watch the activity on the field instead of going home?
15. Why didn't Eddie want to go home? Did the boys have a lot of fun at home?
16. Why was the younger brother tired of the elephants?
17. Why did the circus grounds suddenly become an exciting sight?

IX. Substitute words and word combinations from the text for the parts in black type:

1. It's good we're early, we'll be sure to get a job, see? 2. The two brothers looked like each other. Both had blue eyes and fair hair. They wore the same clothes: very old trousers and sleeveless cotton shirts. 3. They lived in a small house in the centre of a part of the country where almost all the people were farmers. 4. Circus people thought it wasn't profitable to visit that place every year. 5. Eddie learned from an older boy that if you carried water or helped put the seats in the right places you were given a free ticket. 6. On days when their mother was away at work, Eddie's duty was to look after his younger brother. 7. Eddie's mother had warned him that he alone would be given work and would therefore have to decide whether to go to the circus or do his duty. 8. The boys were very sad and upset and walked silently down to a quiet corner. 9. Home? What for? This is more amusing than home. 10. I don't want to see the elephants any more. 11. It was an exciting thing to see.

X. Find English equivalents to the following (See Text):

1. Аллан, которому было семь лет 2. может быть, он не собирается приезжать 3. нас наверняка возьмут на работу, понимаешь? 4. Эдди хотел было ответить 5. откуда ты знаешь; я знаю, вот и все 6. когда их мать уходила на работу 7. наймут только его 8. через некоторое время 9. здесь веселее, чем дома 10. еще есть время 11. у мальчиков вырвался крик

XI. Give the situations in which the following are used (See Text):

to discover, to get hired, instead, alike, fair-haired, worn-out, an area, to be worth, to set up, reason, to be responsible, to choose, arrival, finally, gloomy, activity, fun, to be tired, a sight.

XII. Vocabulary activation exercises:

TO DISCOVER, A DISCOVERY

1. Answer these questions:

- 1) Who was America discovered by?
- 2) Who was the first to discover that the Earth (Земля) is round?
- 3) What recent (последние) scientific discoveries do you know?

2. Complete the following sentences:

- 1) When Mr. Simpson was on the way to the post-office, he suddenly discovered ...

- 2) The next morning Mr. Simpson's friend discovered ...
- 3) To Mark Twain's great surprise the conductor suddenly discovered ...
- 4) Having spoken to the porter Mark Twain discovered ...

3. *Translate:*

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

TO HIRE

1. *Answer these questions:*

- 1) What can be hired?
- 2) Do you always hire a porter at the railway station?
In what case (в каком случае) do you not do so?
- 3) What do you do if you want to hire a taxi? How can you recognize a taxi for hire (a vacant taxi) at sight?

2. *Translate:*

- 1) Вам бы лучше взять носильщика.
- 2) Где я могу взять напрокат велосипед?
- 3) Боюсь, что вам придется нанять опытного сиделку (a nurse).
- 4) Когда мы подошли ближе, мы обнаружили, что такси уже занято.

INSTEAD OF

1. *Answer these questions:*

- 1) Why do people sometimes hire things instead of buying them?
- 2) Why do some people like to spend their holidays near Moscow (Leningrad, Riga, etc.) instead of going to the South?
- 3) In what kind of weather do you usually like to stay in instead of going out?

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

Models

—a) He has taken my book instead of his.

—b) They stayed in instead of going out.

- a) this journal — that one
- a pair of gloves — a hat (as a present)
- fruit — sweets
- a cup of tea — a cup of coffee
- b) to play — to study
- to go in for sports — to read at the expense of one's health
- to hire a taxi — to go by the underground
- to retell the text in English — to translate it
- to go to the Baltic Sea for a holiday — to go to the South

TO BE ALIKE, TO LOOK LIKE, TO BE LIKE, TO TAKE AFTER

1. *Practise these sentences aloud* *:

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

2. *Translate*:

1) Сначала мне казалось, что эти две картины одинаковые, но теперь я вижу разницу. 2) Интересно, почему оба пальто кажутся почти одинаковыми, хотя одно из них дорогое, а другое — дешевое. 3) Эти дети очень похожи друг на друга. 4) На кого похож ваш сын? 5) В кого он пошел?

FAIR, UNFAIR

1. *Translate*:

1) Ваше решение совершенно несправедливо. 2) Почему вы так несправедливы к нему? 3) Это вполне справедливо. 4) Вам кажется, что мы с братом похожи друг на друга, потому что мы оба белокурые?

2. *Make up sentences of your own using the words given in brackets*:

Model: It was fair (it was unfair) of him to do so.

(to be cross, to shout, to say that ..., to speak impolitely)

TO WEAR, FOR EVERYDAY (SUMMER, BETTER, ETC.) WEAR, WORN-OUT

1. *Practise these sentences aloud*:

1) What did she wear to the party? 2) You must wear glasses. 3) She wears her hair very short. 4) I want something for everyday wear. 5) Shoes of this kind wear well. 6) Why does he look so worn-out to-day?

2. *Use synonymous expressions*:

1) She often puts on a blue dress. 2) The boy had new shoes on. 3) The saleswoman showed me a suit which I could wear every day. 4) After five years' work at the factory Sam looked old and tired.

3. *Answer these questions*:

1) How do you like to wear your hair in summer?
2) When do people wear glasses?
3) What kind of clothes do you buy for 'everyday wear'? What do you buy for better wear?
4) What kind of dresses do people usually buy for summer wear?

4. *Translate*:

1) Он не носил шляпы ни зимой, ни летом. 2) Твои ботинки совсем износились, нужно купить новые. 3) Мне хотелось бы купить еще одно выходное платье. 4) Хлопчатобумажные (cotton) платья очень хороши для каждого дня. 5) Я хочу, чтобы ты купила несколько летних платьев.

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

AN AREA

1. Answer these questions:

- 1) What new industrial areas have come to life in our country lately?
- 2) Which of the Soviet republics has recently become an important agricultural area?

2. Make up sentences of your own:

an industrial area, a farming area, a textile area.

TO CONSIDER, TO BE CONSIDERED, CONSIDERATION, TO BE UNDER CONSIDERATION, TO TAKE INTO CONSIDERATION, CONSIDERABLE

1. Translate and practise these sentences aloud:

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

2. Use synonyms:

- 1) We shall carefully discuss all the questions raised at the last meeting.
- 2) Everybody thinks that such operations are dangerous.
- 3) After a lot of thinking he decided to accept the invitation.
- 4) The matter is still being discussed.
- 5) They had to cover rather a long distance on foot.

3. Translate:

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

TO BE WORTH

1. Translate:

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

2. Make up sentences of your own using the words from the table:

Models: 1) The film is (isn't) worth seeing.

- 2) The evening party was quite worth the trouble and expense.

the film	to be _____ worth	to see
the article		to go on
the ballet		to discuss
the voyage		to read
the novel		to be _____

3. Translate:

- 1) Стоит ли обсуждать этот вопрос сейчас?
- 2) Эта работа не стоит затраченного на нее времени.
- 3) Этот вопрос стоит тщательно

- рассмотреть. 4) Об этом событии вряд ли стоит столько говорить. 5) Я считаю, что эту лекцию стоит послушать. 6) Стоит ли ждать открытия выставки?

TO SET, TO SET THE TABLE, TO SET AN EXAMPLE, TO SET SOMEBODY FREE, TO SET UP A MONUMENT (A SCHOOL, ETC.)

1. Use synonymous expressions:

- 1) The sun was slowly disappearing behind the mountain. 2) A new committee has just been organized. 3) When we entered the room, Ann was putting plates, knives and forks on the table. 4) The young man helped his friends in their trouble, and in this way showed to everybody what was the right thing to do. 5) A new monument has recently been placed in the centre of the city. 6) The Gadfly's friends did their best to get him out of prison (тюрьма).

2. Translate:

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

A REASON, REASONABLE, UNREASONABLE

1. Practise these sentences aloud:

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

2. Translate:

- 1) Я не вижу никаких оснований для беспокойства. 2) Разве у меня не было достаточных оснований не последовать его советам? 3) У вас нет оснований расстраиваться. 4) Мы считаем эту цену неприемлемой. 5) Они внесли разумные изменения в первоначальный план. 6) С вашей стороны неразумно не соглашаться с нами.

3. Make up sentences using the words given in brackets:

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

(to book a return ticket, to agree, to be cross, to work at the expense of one's health, to follow somebody's advice, to take into consideration, to pay attention to, to accept the invitation)

RESPONSIBLE

1. Translate:

- 1) The deputies to the Supreme [sju'pri:m] Soviet are responsible to the people for their work. 2) The driver of a car is responsible for his passengers' safety. 3) The young officer had no time to wait for orders and took a decision on his own responsibility. 4) We understood that the task set us was highly responsible, and were ready to carry it out.

2. Make up sentences using the words given in brackets:

Model: The young engineer was responsible for the mistake.
(the passengers' safety, the patient's health, the work, the translation)

3. Translate:

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

A JOURNEY, TO GO ON A JOURNEY, TO MAKE A JOURNEY, A VOYAGE, A TRIP

1. Answer these questions:

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

2. Translate:

- а) двухдневное путешествие из Москвы в Свердловск, двухнедельное путешествие по Черному морю, однодневная поездка в Тулу.
б) 1) Счастливого пути. 2) Как вы доехали? 3) Путешествие из Москвы в Кисловодск скорым поездом занимает около двух дней.

TO CHOOSE

1. Answer these questions:

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

2. Use all possible tense-forms, at the same time changing the adverbial modifier:

I chose a present for my mother yesterday.

TO BEAT

1. Translate:

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

2. Translate:

- 1) Его сердце сильно забилося. 2) Команда *Локомотив* победила *Спартак* со счетом 2:1. 3) *Спартак* был побежден со счетом 2:1.

3. Use all possible tense-forms at the same time changing the adverbial modifier:

Torpedo beat *Dynamo* in the last match.

FINAL, FINALLY

1. *Make up sentences using the English equivalents of the following:*
последняя глава; последнее слово; окончательное решение; окончательный ответ; окончательная цена; окончательный результат (result).

Add a beginning:

- and finally she chose the red hat.
. and finally he agreed to join us.
. and finally they decided to post the letter
unstamped.
. and finally they won the championship.

GLOOMY

1. *Answer these questions:*

- 1) What word combinations with the word gloomy do you know?
- 2) What kind of room can be called gloomy?
- 3) What do you do when you see a friend of yours looking gloomy?

2. *Translate:*

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

ACTIVITIES

1. *Translate:*

- 1) Вернувшись на родину, Джон Рид был привлечен к суду за антивоенную деятельность. 2) Недавно опубликована книга о научной и общественной (social) деятельности Тимирязева. 3) Деятельность Поля Робсона, как борца за мир, известна всему миру.

FUN, IN FUN, TO MAKE FUN OF, TO HAVE FUN

1. *Answer these questions:*

- 1) Do you usually smile yourself if you say something in fun?
- 2) Can we consider a person good-natured if he (or she) likes to make fun of other people? Why can't we?

2. *Use synonymous expressions:*

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

3. *Translate:*

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

TO BE (GET) TIRED

1. *Make up sentences of your own using the words given in brackets:*

Models/ 1) I am tired of this song.

2) He soon got tired of listening to the same song.

(the journey, to remind, that music, to listen, to look after, to travel, to take care of somebody, to repeat)

2. Translate:

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

SIGHT (EYESIGHT), TO LOSE SIGHT (OF), AT FIRST SIGHT, AT THE SIGHT (OF), TO BE SHORT(FAR)-SIGHTED

1. Answer these questions:

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

2. Translate:

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

XIII. Give adjectives which correspond in meaning to the following attributive clauses. Translate the adjectives into Russian:

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

which can't be believed
which can be allowed
which can be understood
which can't be thought of

which can't be advised
which can't be forgotten
which can be changed
which can't be beaten

XIV. Give the four forms of the following verbs:

to wear, to set, to choose, to beat, to make, to raise, to rise, to lose, to worry, to put on, to take off, to cost, to get excited, to forget, to leave, to shake.

XV. Substitute the active vocabulary of the lesson for the parts in black type:

1. This question has been discussed for two months. 2. You will easily recognize the girl. She is tall, with fair hair and she will have a blue dress on. 3. The reason why she looks so terribly tired is that she had to take four examinations last week, after being ill for several days. 4. Here is a nice pair of shoes. Why don't you buy them and wear them every day? 5. Mary put forks, spoons, knives and plates on the table and invited her friends to have dinner with her. 6. This boy likes to laugh at other people's expense in an unpleasant manner. 7. Whose duty is it to see that the work is done carefully? 8. I think this matter needs to be discussed in greater detail. 9. With

increasing age some people begin to see well at a greater distance. 10. I was given an excellent description of the man, so I recognized him the moment I set my eyes on him.

XVI. Fill in the blanks with prepositions or adverbial particles where necessary:

1. Instead ... buying something ... everyday wear, as she had first intended, Mary bought a ... sleeveless dress ... better wear. 2. I don't advise you to buy this pair ... shoes. I am afraid they'll soon wear 3. I wonder why the waiter has set the table ... two persons instead ... three. 4. Speaking at the production meeting, the director ... the factory pointed ... that each ... the workers and engineers was responsible ... carrying ... the plan. 5. She said that the new film was worth seeing, but there was such an expression ... her face that I thought she was saying it only ... fun. 6. I am afraid Peter takes ... his elder brother, who is also fond ... making fun ... people. 7. Won't you join ... us? Do come! You are sure to have a lot ... fun ... the party. 8. Do you mind my turning ... the radio? I am tired ... that loud music. 9. The patient was ... such a poor condition that ... examining him, the doctor only shook his head. 10. The young girl looked so good-natured that everybody liked her ... first sight. 11. As the station was three miles away ... the place where Nick lived, he asked his friends not to see him ..., so ... saying good-bye ... everybody, he picked ... his suit-cases and started 12. The young men stood ... front ... the house and watched their friend go ... the street until they lost sight ... him. 13. The scientific activities ... Ivan Pavlov are known ... the entire world. 14. ... his book "Here I Stand" Paul Robeson raised his voice ... race discrimination ... the United States.

XVII. Choose the correct word from those given in brackets:

1. This island ['aɪlənd] (отрoв) (to discover, to find) two hundred years ago. 2. You will (to discover, to find) this book in many of the Moscow book-shops. It's worth buying. 3. I looked for the boy everywhere and finally (to discover, to find) him in a far corner of the garden. 4. The two sisters (to look like each other; to be alike) so much that it is easy to take one for the other, even their voices (to look like, to be alike). 5. Is it raining outside? I have to go out. What shall I (to put on, to wear, to have on, to dress)? 6. "Don't (to put on, to wear, to have on, to dress) your shirt!" said the mother to her little son. "You haven't washed yet and you mustn't (to put on, to wear, to have on, to dress) before washing." 7. Here is a good black hat. You can (to put on, to wear, to have on, to dress) it with any coat. 8. The armchair looked so big and heavy that

we didn't expect Peter to be able (to lift, to pick up, to raise) it. However, the boy was very strong and (to lift, to pick up, to raise) it like a feather (перышко) and even (to lift, to pick up, to raise) it high above his head. 9. Don't you see the old woman has dropped her gloves? (to lift, to pick up, to raise) them for her! 10. This question has been (to lift, to pick up, to raise) many times and it is still under consideration. 11. As there were only (a couple, a pair) of pages left, the girl decided to finish the book before going to bed. 12. I saw a nice (couple, pair) of shoes in this shop the other day. 13. The librarian (to point out, to show) some new novels to me and I (to point out, to show) those which I intended to read. 14. During the summer holidays the guests are recommended (to book, to buy) rooms in advance as the hotels are usually full up. 15. You needn't (to book, to buy) another copy of this magazine, mine is at your disposal.

XVIII. Make up situations using the following words:

- | | |
|---|--|
| 1) to arrive long before
to discover
at one's disposal
to consider it more pleasant
instead (of)
to leave the luggage
the left-luggage office | to leave something at home
not to enjoy the ballet
[ˈbæleɪ] |
| 2) in spite of something
a lot of luggage
to choose
not to hire a porter
to be quite natural
to laugh at someone's expense
at the sight (of) | 5) to point out
to be under consideration particularly
to be worth
to be responsible
to get something ready |
| 3) to go shopping
to choose
for everyday wear (for better wear)
at first sight
to consider something too dear
in spite of the fact that... | 6) to set a good example
one's attitude towards
to be responsible
to be about to do something
to discover
not to improve one's condition
to feel gloomy (hurt) |
| 4) to be short-sighted
to wear glasses
gloomy
to discover | 7) to see off
at one's disposal
to get excited
to hire a taxi
to get aboard
to shake hands with
a pleasant journey
to lose sight (of) |

XIX. Translate the following sentences in writing using the active of the lesson.

1. Детям рассказали, когда и кем была открыта Австралия.
2. „Освободите греческих патриотов!“ — вот требование народов всего мира.
3. Советую вам совершить это путешествие. Я уверен, что у вас будет много новых впечатлений.
4. Вы считаете справедливым, что его идеи не были приняты во внимание?
5. За последнее время в Москве воздвигнуто (поставлено) несколько памятников великим русским писателям.
6. Научная деятельность Мичурина хорошо известна всему миру.
7. Обнаружив, что мы сели не в тот (the wrong) трамвай и едем в противоположном направлении, мы прошли вперед и вышли на следующей остановке.
8. Вам бы лучше нанять носильщика. Ваш багаж настолько тяжелый, что вы едва ли сможете справиться с ним сами.
9. Хорошо обдумав вопрос, он, наконец, начал работать.
10. Пройдя пешком большое расстояние, они чувствовали себя совершенно измученными.
11. Накрыв на стол, она сидела у окна, ожидая гостей.
12. Какие у него основания говорить, что этот вопрос не стоит тщательного рассмотрения?
13. Будучи близоруким он всегда выбирал места в первых рядах.
14. Неужели эта команда проиграла вчера?
15. Мы наблюдали за парходом, пока он не скрылся из виду.

XX. Translate the following text in writing and retell it in class using the words following the text: *

СЫН РЫБАКА

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

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

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

Когда он приобрел достаточно опыта и знаний, он решил отправиться на Северный полюс (the North Pole). Он всегда говорил, что необходимо лучше узнать этот район. Несмотря на то, что все считали (находили) идеи Седова разумными,

* См. сноску к ур. 2 упр. XXXVII стр. 46.

его планы очень долго находились на рассмотрении в различных учреждениях. Кроме того, ему было очень трудно достать деньги для своей экспедиции. После того, как деньги были, наконец, собраны, Седову много пришлось поработать, прежде чем он смог отправиться в путь...

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

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

Word combinations to be used:

to be responsible (for), to hire a boat, to fix the date, to be worn-out, to set an example, to serve one's country.

SPEECH EXERCISES

XXI. Retell the text trying to avoid direct speech.

XXII. Retell the text in the person of:

1. Eddie
2. Allan
3. Eddie's mother
4. the boy who had told Eddie about the arrival of the circus

XXIII. Dramatize the following episodes:

1. The older boy telling Eddie about the arrival of the circus
2. Eddie asking his mother for money

XXIV. Retell the episodes given in ex. XXIII without using direct speech.

XXV. Describe the circus grounds:

- a) at the time the two brothers got there;
- b) at nine o'clock before the circus arrived;
- c) after the arrival of the circus.

XXVI. Characterize using the words given in brackets:

- a) Eddie (blue-eyed, fair-haired, rather tall, well-built, lean, to take after, by nature)
- b) Alan (blue-eyed, fair-haired, to be like, to take after, good-natured)
- c) Mrs. Campbell (fair-haired, lean, tall, hard-working, fair, by nature)

XXVII. Speak on the following topics using the words given in brackets:

- 1. Life in the Area where the Campbells Lived.**
(a farming area, the demand, to increase, to get hired, under hard conditions, the reason, to make profits, at the expense of)
- 2. Mrs. Campbell's Day's Work**
(skilled, to get hired, to serve somebody well, at the expense of one's health, in spite of, conditions, to look worn-out, instead of)
- 3. A Day in Eddie's Life**
(to manage the house, to take care of, to be responsible for, to have little fun, to get tired of, to beat)

XXVIII. Retell these stories using the words following each:

A WAY OUT

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

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

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

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

Words to be used:

at the sight of, to discover, to wear, to consider.

NO NEED TO HURRY

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

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

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

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

"What's wrong?" asked the officer.

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

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

Words to be used:

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

GOOD CHILDREN

"Your children are so good! I'd like them to spend more time with mine," a young mother said to her lady-friend. "Mine never

know how to play," she continued. "They get so terribly dirty when I send them out for a walk."

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

Words to be used:

to improve, instead of, to set an example, to be alike, at first sight.

XXIX. Give situations illustrating the use of the following sentences (See Text-book part I p. 517):

Here it is! (Here they are)

Here you are!

Never mind!

That's all right!

You are welcome!

Don't mention it (not at all)

Can I have ..., please!

Sorry!

Excuse me!

It's a pity ...

Lesson 5

Grammar: Времена группы Perfect Continuous (the Perfect Continuous Tense-forms) (§ 4, p. 529)

Text:

THE CIRCUS COMES TO TOWN

(continued)

(by Albert Maltz)

The brothers sat on the ground, close together, silent. For three weeks they had been waiting for this day and now nobody wanted them. And then after another half hour of waiting, a boy sitting near them rose to his feet to see if they were already selling tickets. It wasn't his fault that he had the price of a ticket. But the boys turned and looked upon him as a personal enemy, and then turned and looked at one another understanding for the first time in their young lives the full and terrible power of money.

And then they were hired. Suddenly, a big cheerful-looking man appeared before them. He cried loudly, "Do any of you, kids, want to see the circus?" Some eighty boys from five to sixteen jumped to their feet * crying "yes" at the same time. The man laughed and said, "I thought so. Come around close." The boys surrounded him. Each boy hoped that the man would choose him. The man pointed suddenly to Alan. "Here is a nice boy — how old are you?" Alan quickly told a lie, "Eight!" "That's good. I just wanted to be sure you were over two; we don't hire kids under two."

All the boys burst out laughing. The man laughed with them, then held up a red card and said quite seriously: "When show

* feet — мн. ч. от слова foot (нога).

time comes, I'm going to give everyone of you boys one of these tickets. All you are going to do for me is to help **pull** a few ropes, because it is a windy day, and then set up some seats. But you listen to me. I've been sixteen years with the circus and I've been pushing boys for nine. That's my name, Pusher. I know all your tricks. And I remember faces. I've been studying every one of your faces and there will be no boy who is going to get a free ticket **unless** I see him working all the time with my two eyes. You **blame** yourself if you don't work properly. Have you got that?"

The boys shouted that they understood and were ready.

"Come on, then," he said and started running. The Campbell brothers **kept** close together.

And as soon as they reached one of the tents, they began working. Rather quickly both brothers realized that it was work, hard work.

"Do your hands hurt, Eddie?" Alan asked after a while, "Mine hurt terribly."

"Mine hurt too, but you won't stop working, will you? We've done half already."

"Oh, no, I won't stop."

It was a little past two. They went on working.

They had been working for about an hour and a half when Alan said that he could no longer work and stopped.

"Oh, come on," Eddie asked, "please."

"I can't."

"We'll lose our tickets because of you Alan," his brother cried. "Try to move along with us so that Pusher won't know..."

"Yes, I'll try."

The tent was at last fixed. The boys were all dead tired. They were eager to walk over to Pusher and get their tickets. Slowly, but feeling proud, the boys made their way across the field. They **compared** their red hands and lied to each other that they were only a little tired. Alan whispered to his brother:

"I did well, didn't I?"

"Sure you did."

"Are you tired?"

"Yes, a little."

They found Pusher near the big tent. He stood directing boys who were carrying chairs.

"Pusher, here we are," one of the boys said. "Have you got our tickets for us?"

"Of course, I have," Pusher replied. "Just take some chairs and carry them in."

Eddie said in a weak voice. "Do you mean we have to work some more?"

"We have to get those seats in, don't we? Come on, get busy. The circus is to start in fifteen, twenty minutes."

The boys started working again, but their faces were white with tiredness.

When the last chair was set up, it was five minutes past four.

As in a dream the two brothers moved into the big tent. They reached their section, found their seats and sat side by side. The tent was filling up, the band was playing. Alan whispered, "The clowns, the dogs, that's what I want to see."

Suddenly the band began to play a dance tune, and several girls ran out. For what seemed a long time they danced around before them. The elephants came out and did things that Eddie and Alan tried hard to watch, but they had seen the elephants already. And then—the two brothers **leaned against each other** and fell asleep...

* * *

They woke up at the sound of a shot to see a man sail out from a gun high in the tent. There was a burst of applause and then on all sides the people stood up. The audience began to go home.

Since there was no more to see, the Campbell boys also went home. They cried so very quietly on their way home that no one at all noticed.

ACTIVE WORDS AND WORD COMBINATIONS

fault

to find fault (with)

faulty

to do everything in one's power

to be in one's power to do something

powerful

cheerful

to cheer up

to surround

nice

to burst (burst, burst) (into, out of)

to burst out laughing (crying)

to get hold (of)

to hold a meeting

to hold up

to pull up (at, to)

to pull down

to pull oneself together

unless

to blame

to be to blame

proper

in the proper sense of the word properly

to keep to the point (subject)

to keep away

(See Vocabulary to Lesson 5 p. 444)

to keep somebody waiting

because of

to compare (with, to)

to do (be doing) well

to do somebody good

to do somebody harm

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

GRAMMAR EXERCISES

I. State the tense-form of the verbs in black type, then translate the sentences into Russian (§ 4, p. 529):

A. 1. How long have you been doing this translation? 2. I've been waiting for you for an hour and a half. 3. He's been working here since 1940. 4. He says he had been studying English for two years before he joined the courses. 5. I was told your friend had been waiting half an hour before you telephoned to him. 6. I haven't seen him since last month. What has he been doing? 7. Since when has the man been sitting here? 8. Have you been waiting long for the director? 9. How long has this question been under consideration? 10. Though my friend had long been out of practice, he won the Institute Chess Championship. 11. — Have you known Comrade Sedov long? — Yes, I've known him since 1950.

B. 1. Why didn't you look for the journal yourself? 2. What were you all looking for when I came in? 3. He said he had looked for the magazine everywhere, but could not find it anywhere. 4. I had been looking for my note-book the whole morning before I finally discovered it under the newspaper. 5. The tickets haven't been booked yet. 6. Call the children in! They've been playing outside since morning. 7. The passengers could not go into the compartment because their berths were being set up. 8. When the passengers came into the compartment, the porter was fixing a new lamp for them. 9. For a long time Mark Twain had been trying to get some poor little corner in the sleeper when suddenly a conductor came up and offered (предложил) him two good seats. 10. You have chosen a book, haven't you? 11. When I saw her last, she was wearing a well-cut sleeveless dress. I don't think she had been wearing it long. It looked quite new.

II. Practise these sentences aloud:

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

III. Form as many sentences as you can using the following table. Translate the sentences into Russian:

<p>He ——— has ———</p> <p>She ———</p> <p>I ———</p> <p>We ——— have ———</p> <p>You ———</p> <p>They ———</p> <p style="text-align: center;">BEEN</p> <p>—looking for</p> <p>—keeping</p> <p>—reading</p> <p>—translating</p> <p>—discussing</p> <p>—looking through</p>	<p>this book</p> <p>that newspaper</p> <p>this magazine</p> <p>these articles</p> <p>those stories</p> <p>these letters</p>	<p>FOR — a long time</p> <p>— half an hour</p> <p>— an hour and a half</p> <p>— a week</p> <hr/> <p>SINCE — 5 o'clock</p> <p>— the morning</p> <p>— I came here</p>
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IV. Answer the following questions paying attention to the use of the Perfect Continuous Tense-forms:

1. How long have you been studying English?
2. What English book are you reading now? Since when have you been reading it?
3. Can you play chess? Since when have you been playing it?
4. When was this grammar rule explained to you? How long have you been studying it?
5. Is your son learning to skate (to ski, to play the piano, to play chess, etc.)? How long has he been learning?
6. When did your son (daughter) graduate from the Institute? Where has he (she) been working since then?
7. When did you buy your suit? How long have you been wearing it?
8. Is Comrade N. away on business now? How long has he been away?

9. Is Comrade N. a friend of yours? How long have you known him?
10. When was *Anna Karenina* first staged? It has been a success ever since, hasn't it?
11. How long had the Campbells been waiting before the circus arrived?
12. How long had Mark Twain been looking for a seat before the porter noticed him?

V. Make questions to which these sentences are answers:

1. We've been discussing this matter for two hours already.
2. My friend had been serving in the army for ten years before he came to work at the factory.
3. The film has been running for a month, but tickets for it are still very hard to get.
4. We had been showing the new engineer around the factory for three hours before he said: "That'll do for now."

VI. Make up sentences using the same structure as in the models:

1. How long **have you been wearing** this suit?

2. They **had been discussing** the plan for half an hour when I joined them.

REVISION EXERCISES

VII. Ask and answer questions as in the model; pay attention to the tense-forms. Use these verbs:

to translate, to read, to write, to discuss, to learn something by heart, to prepare, to correct, to look through.

Model: 1. A. What are you doing now?

B. I am translating an article.

2. When **did you begin translating** it?
3. How long **have you been translating** it?
4. How much **have you translated**?
5. **Were you translating** it when your friend rang you up?
6. How long **had you been translating** it before your friend rang you up?
7. **Did you say you had translated** the whole article?
8. **Will you still be translating** it an hour from now?
9. **By what time will you have translated** it?
10. **Do you often translate** such articles?

VIII. Put the verbs in brackets into the correct voice and tense-forms:

1. Don't let the boy stay out so long. He (to run about) for three hours, and may catch cold. 2. That young singer has had very good training. He (to sing) for half an hour and never (to stop) for a moment's rest. 3. It is unfair of you to be so cross with the man. He (to be) away for two weeks and you can't blame him for the few mistakes that (to make) during his absence (отсутствие). 4. Our reply (to send) to you as soon as all the dates (to fix) finally. At the moment some of them (to consider) still. 5. — I (not to see) Ann lately. What she (to do)? — She just (to take) her final examinations and (to get ready) to go for a holiday. 6. — Why you (to wear) that strange-looking suit? You (to look) quite a sight in it! — Why, I (to wear) it for a month and nobody (to say) a word against it all this time. 7. It won't do to call for the documents now. They (to prepare) when I (to leave) the office, but I don't think they (to be) ready yet. 8. There (to be) considerable changes in this area in the last five years. The main part of it (to build up) already, and several new factories (to set up) now. In another three years it (to turn) into a large industrial area. 9. Jesse (to be unemployed — быть безработным) for five months before he (to manage) to get hired as a driver at a small factory. 10. Comrade Nazarov is a wonderful actor. When they (to perform) a play at our concert, I (to watch) him for 20 minutes before I (to recognize) him in the country boy he (to play). 11. The travellers (to walk) through the forest for several hours when they (to discover) that they (to lose) their way. 12. Where is the new engineer? — He (to take around) the factory. He already (to show) the main shops (цеха), but he (to go) over the whole factory only by the end of the day. 13. Last Sunday my friend and I decided to go fishing. When I came to my friend's place at four o'clock in the morning, all his things (to pack) and last minute preparations (to make). My friend (to look) cross and (to say) he (to wait) for me for half an hour although we (to fix) four o'clock as our meeting time.

IX. Translate the following sentences, using the Perfect Continuous tense-forms where necessary:

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

сейчас просматривает письма. 3. а) Он давно начал изучать английский язык. б) Он давно изучает английский язык. 4. а) Ваш младший сын давно окончил институт? б) Его старшая дочь уже давно работает? 5. Я почти два часа искал свой учебник, когда вы позвонили и сказали, что обнаружили мой учебник в своем портфеле. 6. — Давно ли ты носишь свои ботинки? Почему у них такой поношенный вид? — Я ношу их всего около двух месяцев. Они выглядят такими поношенными, потому что во время отпуска я надевал их почти каждый день, когда ходил в турпоходы (to go camping). 7. Ни одна из этих статей сейчас не используется (to use). Мы все очень заняты, поэтому все эти материалы полностью в вашем распоряжении. 8. Когда товарищ Петров впервые поднял этот вопрос? Сколько времени вы его рассматриваете? 9. После того как комнаты были заказаны, мы отправились осматривать город. 10. За последнее время нашими учеными сделано много важных открытий. 11. К тому времени, когда мы, наконец, добрались до леса, дождь прекратился, и снова ярко светило солнце. 12. Мы наблюдали за самолетом, пока он не скрылся из виду.

- X. Illustrate by sentences of your own the use of the pronouns (See Revision Table No. 4 p. 568).

TEXT AND VOCABULARY EXERCISES

- XI. Read the following words aloud:

power, cheerful, surround, hold, compare, comparison.

- XII. Practise the words and word combinations given below, then read aloud the paragraphs of the text from "The tent was at last fixed" to "Yes, a little" paying attention to pronunciation and intonation.

were all 'dead 'tired 'get their tickets
 were eager whispered to him com'pared their hands

- XIII. Read the following words paying attention to the pronunciation of the letters and combinations of letters in black type:

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

XIV. Translate the following word combinations and state how words in black type are formed:

an overcrowded tram

a powerful machine

a cheerful song

a good-looking youth

the overfulfilment of the plan

overtime work

an incapable pupil

a nice cigarette-holder

a newly-built power-station

a well-dressed woman

XV. Translate the following sentences. Pay attention to the words in black type:

1. The weather in London is very **changeable**. 2. Everybody found the story **unbelievable**. 3. I think there is a **noticeable** improvement in this student's knowledge. 4. The man said that he would not be **answerable** for the results of the work unless his advice was carefully followed. 5. This sentence is quite **understandable**, but it is difficult to translate. 6. "My people consider it **advisable** to fix the price at once," said the manager.

XVI. Answer the following questions using the active vocabulary of the lesson:

1. Did Alan and Eddie realize it wasn't the boy's fault that he was able to buy a ticket?
2. What did the boys understand for the first time in their young lives when one of them went to see if tickets were being sold?
3. What did the big **cheerful-looking** man say to the boys?
4. Why did the boys **surround** him?
5. Did the man's words **cheer** the boys up?
6. What did the man **hold up**?
7. What did the boys have to do to get free tickets for the circus?
8. Was the weather **nice** that day? Did the boys have to help **pull** the ropes **because of** the windy weather?
9. What did Pusher warn the boys that he would do?
10. What wasn't he going to do if the boys didn't work **properly**?
11. Why did the Campbell brothers **keep together**?
12. Did the hard work that Alan and Eddie had to do for Pusher **do them much good**?
13. Did Alan work **properly** or did he only pretend that he was working?
14. Did Alan look **cheerful** or was he about to **burst out** crying after they had been working for about an hour and a half?
15. Why did Eddie try to do everything in his power to help his brother?

16. Why were the boys **cheerful** and proud when they made their way across the field to Pusher?
17. Why did they **compare** their red hands?
18. What did one of the boys say when they **surrounded** Pusher?
19. Did the brothers **burst into** the big tent or did they walk in slowly after getting their tickets? Why?
20. Did they look **cheerful** when they made their way to their seats?
21. Why did the brothers **lean** against each other?

XVII. Make a plan of the text in the form of questions (15—20).

XVIII. Give the situations in which the following are used (See Text):

fault, power, cheerful-looking, to burst out laughing, to pull, unless, properly, to keep together, because of, to compare, to do well, to lean against.

XIX. Find English equivalents to the following and state in what situation they are used in the text:

- 1) прождав еще полчаса 2) поднялся, чтобы посмотреть
- 3) вскочили на ноги 4) я так и думал 5) подходите поближе
- 6) больше двух (лет) 7) меньше двух лет 8) все, что вам нужно будет сделать для меня 9) понятно? 10) пошли, тогда
- 11) они очень хотели пойти к Пушеру 12) у вас есть для нас билеты? 13) вы хотите сказать нам, что нужно еще поработать 14) нам ведь нужно внести эти стулья 15) ну, принимайтесь за работу 16) изо всех сил старались следить 17) со всех сторон поднимались люди 18) поскольку нечего было больше смотреть

XX. Vocabulary activization exercises:

FAULT, TO FIND FAULT WITH, FAULTY, TO BLAME, TO BE TO BLAME, (TO BE) GUILTY

1. *Translate into Russian and practise aloud:*

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

2. *Paraphrase:*

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

3. *Make up sentences or situations of your own using to find fault and the words given in brackets:*

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

4. Translate:

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

TO DO EVERYTHING IN ONE'S POWER, TO BE IN SOMEONE'S POWER TO DO SOMETHING, POWERFUL

1. Answer these questions:

- 1) What synonym to the word combination to do one's best do you know?
- 2) Do you always do everything in your power to help your friends?
- 3) Why did the porter do everything in his power to please Mark Twain?
- 4) Why wasn't it in Mrs. Campbell's power to get circus tickets for her children?
- 5) Which of the singers you know has a powerful voice?

2. Make up sentences of your own using the following table:

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

3. Make up sentences of your own using the words given in brackets:

Model: It's not in my (his, Comrade N's, etc.) power to help you.
(to expose, to improve, to change one's attitude to, to book a room in advance, to have the radio set fixed, to help somebody change the date)

4. Use synonymous expressions:

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

TO CHEER UP, CHEERFUL

1. Answer these questions:

- 1) When do we have to cheer up a person?
- 2) What do we usually say or do when we want to cheer somebody up?
- 3) What kind of person (day, room) can be called cheerful?

2. Make up sentences of your own:

- 1) a cheerful colour — to be worth buying
- 2) a cheerful room — to move in
- 3) to look gloomy — to cheer up
- 4) to be unfair, to get upset — to cheer up

3. Translate:

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

TO SURROUND, TO TAKE CARE OF

1. Use a synonym:

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

2. Translate:

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

NICE

1. Practise aloud:

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

2. Translate:

- 1) Это очень мило с вашей стороны. 2) Какой приятный день! 3) Мы очень хорошо провели время.

TO BURST INTO, OUT OF; TO BURST OUT LAUGHING (CRYING)

1. Use synonymous expressions:

- 1) The girl was so eager to tell the news to her friends that she threw the door open and quickly ran in without knocking. 2) On hearing that his friends were waiting for him outside, the boy ran quickly out of the room without saying good-bye to anybody. 3) At the sight of the clowns the children started laughing. 4) I thought the news would cheer her up, but on hearing it, she quite unexpectedly began to cry.

2. Translate:

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

TO HOLD A MEETING, TO HOLD UP, TO GET HOLD OF SOMETHING

1. Answer these questions:

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

2. Complete the following sentences in any sensible way:

- 1) We can't get hold of Professor Maloy because ...
- 2) If I get hold of this book ...

- 3) He was held up in the street because ...
- 4) The teacher held up a picture and said ...
- 5) The man held out a letter and ...

3. Translate and complete the sentences:

- 1) Собрание, проведенное на днях, было ...
- 2) Съезд, состоявшийся в прошлом году, ...
- 3) Экзамены, состоявшиеся в январе, ...
- 4) Конференция (the conference), проведенная в мае, ...
- 5) Матч, проведенный в конце мая, ...

TO PULL; TO PUSH; TO PULL DOWN; TO PULL UP (AT, TO); TO PULL ONESELF TOGETHER

1. Translate:

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

2. Answer these questions:

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

3. Translate:

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

UNLESS

1. Translate:

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

2. Use a synonym:

- 1) The child will not improve if his elder brother doesn't set him a good example.
- 2) I'll get lost in this building if you don't show me out.
- 3) He will not change his attitude to them if they don't stop finding fault with everything he does or says.

3. Complete the following sentences using the words given in brackets:

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

PROPER, PROPERLY, IN THE PROPER SENSE OF THE WORD

1. Translate:

- 1) You must give the matter proper consideration.
- 2) She isn't beautiful in the proper sense of the word, but still she is very good-looking.
- 3) I

want a proper explanation. 4) Why don't you teach your child to do things properly?

2. *Make up sentences of your own:*

- 1) to set an example — the proper thing to do
- 2) the proper person — to improve things at the office
- 3) to point out the mistake at the proper time — to improve the work
- 4) to learn something properly (in the proper way) — to make progress
- 5) not to consider the matter properly — to have to do it again
- 6) not to be guilty in the proper sense of the word — not to be able to give a proper explanation.

TO KEEP, TO KEEP TO THE POINT (SUBJECT), TO KEEP TOGETHER, TO KEEP AWAY FROM, TO KEEP SOMEBODY WAITING

1. *Use synonymous expressions:*

1) — Do you want this book now? — No, I don't. You needn't return it yet. 2) As every student had only five minutes for his report, the teacher asked everybody to speak only on the subject. 3) The woman asked the boys not to leave one another as she was afraid that some of them might get lost in the big city. 4) Although Lanny was the only educated person in the village, the white people did not make friends with him because he was coloured.

2. *Translate:*

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

BECAUSE OF

1. *Make up sentences of your own using the following table.*

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

TO COMPARE

1. *Complete in any sensible way:*

- 1) Comparing my examples with the models given in the book, I found ...
- 2) Your progress in English can't be compared with his because ...
- 3) Comparing the two boys, Pusher found ...
- 4) How can you compare the service at these two hotels when here ... and there ...

2. *Translate:*

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

TO DO SOMEBODY GOOD, TO DO SOMEBODY HARM, TO DO (BE DOING) WELL

1. *Paraphrase:*

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

2. *Add a beginning:*

- ... It won't do you any harm.
... I am sure it will do him good.
... I am sure he'll do well.
... I find she has done very well, don't you?

3. *Translate:*

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

TO LEAN ON, TO LEAN FORWARD, TO LEAN BACK, TO LEAN OVER, TO LEAN AGAINST

1. *Translate:*

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

2. *Translate:*

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

XXI. *Paraphrase the parts in black type using the active vocabulary of the lesson:*

1. I've tried my best to do something, but as you see I am unable to help you. 2. Why was Ann so sad yesterday? She wouldn't even smile though I tried in every possible way to make her cheerful. 3. The story was so funny that in many places the guests laughed very loud, though the story-teller himself wore a serious expression. 4. When will the meeting take place? 5. Calm down, don't get so angry and excited! The

matter is very important and we must not get excited when considering it. 6. I wonder why he hasn't come yet. Maybe something on the way has kept him back.

XXII. Give the four forms of the following verbs:

to cheer up, to find, to feel, to burst, to hold, to keep; to make, to fall, to upset, to leave, to set, to sit, to rise, to sell, to buy, to cry, to pay, to study, to hear, to raise, to laugh, to run.

XXIII. Translate the following sentences into Russian paying attention to the combination of verb and adverbial particle:

1. Don't lean out of the window. 2. He appeared on the platform just as the train was pulling up. 3. Say what you think now, don't hold anything back.

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

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

XXV. Choose the correct word from those given in brackets and use it in the necessary form:

(to keep away from, to keep in order, to keep, to keep together, to keep to the subject)

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

XXVI. Fill in the blanks with prepositions and adverbial particles where necessary:

1. "This patient will soon be operated ...," the professor said. "We'll do everything ... our power to help him." 2. ... hearing the sad news, the girl burst ... crying but she was soon surrounded ... her friends who did their best to cheer her 3. What are you holding ... your hand? Is it a birthday present ... Ann? 4. I was late ... classes yesterday because my tram was held 5. I've been trying to get hold ... him for several days, but he seems to be always 6. This old house is to be pulled ... next month, and a kindergarten is to be built ... its place. 7. It's unfair of the boys to keep ... Peter. He never meant to make fun ... anybody. 8. It was rather difficult to follow ... the speaker because he did not always keep ... the subject. 9. You often lose your books because you don't keep them ... order. 10. After comparing the first dress ... the second one, the girl decided to choose the first. 11. I think that a month's stay ... the South will do ... you a lot ... good. 12. ... hearing those words the boy leaned ... and burst ... laughing. 13. Nick hurt his leg and had to lean ... my arm. 14. "Don't lean ... the table. How many times have I told you to keep your elbows (локти) ... the table," the mother said ... an angry voice. 15. The girl sat ... the window leaning ... a book. 16. When the young engineer was showing the drawings (чертежи) ... his new machine, everybody leaned ... to have a better look ... them.

XXVII. Translate into English in writing, paying attention to the active vocabulary of the lesson:

1. Поезд был задержан сильным снегопадом (a heavy snow-fall). Снег шел почти три дня. 2. В этом районе почти все старые дома уже снесены, и построено много новых домов. Много других еще строятся. 3. Я слышал, как доктор сказал, что он сделает все, что в его силах, чтобы спасти жизнь девочки. 4. Окруженный толпой веселых студентов, негритянский спортсмен едва успевал отвечать на все их вопросы. 5. Услышав крик своего ребенка в саду, мать стремглав выбежала из дома. 6. Девочка чуть было не расплакалась, но увидев новую игрушку, заулыбалась и побежала снова играть. 7. Простите, что я беспокою вас в такой поздний час. Я целый день пытался поговорить с вами, но мне не удавалось застать вас. 8. Все рассмеялись при виде клоуна, появившегося на сцене в окружении нескольких собак, прыгавших вокруг него. 9. „Вы не сможете сдать экзамены, если не начнете как следует заниматься“, сказал преподаватель. 10. „Я прошу всех держаться ближе к теме. В нашем рас-

поражении всего полтора часа“, сказал председатель (the chairman) собрания. 11. Хотя Джесс был опытным рабочим, он не мог заработать достаточно, чтобы прокормить (содержать) семью.

XXVIII. Make up situations using the following words and word combinations:

- | | |
|----------------------------|---------------------------------|
| 1) to find fault with | (not) to keep to the point |
| to be upset | to compare |
| to burst out crying | to blame |
| to cheer up | 5) to need badly |
| to pull oneself together | to do everything in one's power |
| 2) to fix the time | to get hold of |
| to keep someone waiting | finally |
| to burst into the room | to turn to somebody for help |
| to explain | 6) to keep together |
| (not) to be in one's power | to set a bad example |
| to be held up | to do a lot of harm |
| because of | to tell somebody to keep away |
| 3) to notice | 7) to lean against |
| to surround | to fall |
| to pull up at | to hurt |
| to get off | to be taken to hospital |
| to discover | unless |
| 4) to hold a conference | a week later |
| to make a report | to be doing well |
| (not) to prepare properly | |

XXIX. Translate the following story in writing using the active words and word combinations and retell it in class:

Однажды в редакцию (editorial office) одного из московских журналов пришел пожилой (старый) крестьянин, одетый в старое пальто. Он выглядел смущенным (shy), и было ясно, что он никогда прежде не бывал в подобном учреждении. С удивлением посмотрев на необычного посетителя, секретарь спросил, чем он может быть ему полезен. „Я написал рассказ и хотел бы, чтобы редактор его просмотрел. Люди, которые уже читали рассказ, говорят, что его стоит напечатать“, — ответил старик, протягивая секретарю тонкую тетрадь. Секретарь взял рассказ, посоветовав старику зайти (to call for) за ответом недели через две.

Прошло две недели, и старик снова появился в редакции.

Секретарь доложил (сказал) о нем редактору (the editor), но в это время обсуждался новый роман известного писателя, и редактор забыл о посетителе. Старик просидел на диване более двух часов, когда, наконец, редактор вышел

к нему. Старик поднялся с дивана. „Вы ведь Семенов, не правда ли? — начал редактор, все еще просматривая рассказ, который он держал в руках. — Мы прочитали ваш рассказ и ...“ В этот момент редактор поднял глаза (to look up) и увидел знакомое (familiar) лицо. Перед ним стоял Лев Толстой. Великий писатель просидел в редакции два часа, ожидая редактора, и не назвал (дал) своего имени. Он очень хотел, чтобы редактор такого большого московского журнала принял рассказ от неизвестного крестьянина.

SPEECH EXERCISES

XXX. Answer the following questions:

1. Why did the children look upon the boy who went to buy a ticket as their personal enemy?
2. Why did Alan tell a lie in reply to Pusher's question?
3. Did Pusher understand that Alan had told a lie? Why do you think so?
4. Why did all the boys burst out laughing?
5. Why did Pusher come to know boys well?
6. Why did the circus people prefer hiring boys?
7. Why couldn't the boys' parents buy circus tickets for their children?

XXXI. Give Pusher's words in indirect speech.

XXXII. Retell the following episodes from the text:

- a) The boys waiting for the arrival of the circus.
- b) The boys at work.
- c) The boys after the tent was at last fixed.
- d) The feelings of the brothers after the performance.

XXXIII. Retell the text:

- a) as it is
- b) in the person of Alan
- c) in the person of Eddie
- d) in the person of Pusher

XXXIV. Dramatize the following episodes:

1. **The Boys Being Hired**
Characters: Pusher, Eddie, Alan
2. **The Boys as Work**
Characters: Alan, Eddie

XXXV. Retell this text and discuss the questions following it:

ERNESTO GOES HOME

Ernesto returned to his native country, to the little Spanish town where his early childhood had been spent . . .

Some twenty years before when the fascists unleashed a civil war in Spain, Ernesto's father had sent him to the Soviet Union. In those days many Spanish parents, wishing to save the lives of their children, did that.

In the Soviet Union little Ernesto, like the other Spanish children, was given all the attention and care he needed.

After leaving school he chose the profession of a circus artist. He was a great success in the Soviet Union.

When Ernesto with his family returned to his native country, he was greatly surprised to discover that in Spain a circus artist was considered to have no profession at all. "Don't you know that everybody will look upon you as a beggar (нищий) here?" his father said. "I wonder what made you choose that profession."

Ernesto felt hurt, but he pulled himself together and did not say a word.

He hoped to find a job in spite of all his father had told him. He did not believe his father was right, besides he felt responsible for his family — Elvira, his wife, a skilled circus artist too, and a little daughter who had come with him from the Soviet Union.

On arriving in Madrid, Ernesto made his way straight to the circus. The manager did not seem unfriendly at first. Having asked Ernesto several questions, he said: "I'll have to see what you can do first. That'll be fair, won't it?" "We'll be glad to show all we can," Ernesto said. "But my wife and I have been out of practice for some time. We'd like to rehearse [rɪ'hæ:s] our number. We can do it right here on this arena [ə'ri:nə], can't we?" Ernesto asked smiling, "That was the usual practice over there, in the Soviet Union." But to his great surprise the manager's attitude changed the moment he heard his question.

"What?" he burst out. "Rehearse at my expense? Don't you make fun of me, young man. I have no time for jokes, and please stop comparing us with the Soviet circus. Here you must prepare your number at your own expense. I have no doubt that your work is good, but you are worth nothing to me without your number."

For the rest of the day Ernesto walked about the city considering his position. At last he bought a ticket and went to a circus show. At the sight of the gloomy half-empty tent Ernesto immediately realized that people didn't consider circus shows to be worth seeing.

Having spent several months in a fruitless search (поиски) for work, Ernesto at last realized that he would never get hired in the Spanish circus.

At home things looked **gloomy**, although his wife, always a good companion, tried to **cheer him up**.

One Sunday, his father said to him: "You don't seem to have any **sense of responsibility**, son. Do you think I'll **keep** your family for ever, with your wife expecting another child?" Ernesto was not angry. He realized now how little his father could do to change things in this world where money decided everything.

The next day he wrote a letter to his friends in the Soviet Union asking them to help him return to Moscow to his former life and work. (After Y. Doskach).

Questions to be discussed:

1. Why was Ernesto sent to the Soviet Union when he was a child? What events were taking place in Spain at that time?
2. Why did Ernesto decide to return to Spain?
3. What do you think of Ernesto's father?
4. Why did Ernesto decide to return to the Soviet Union?

REVISION

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

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

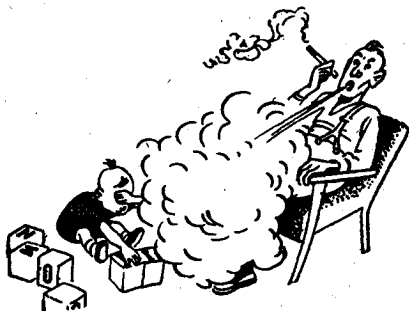
XXXVIII. Ask a railway official where you can have your luggage labelled and put in the van, and which platform your train is leaving from.

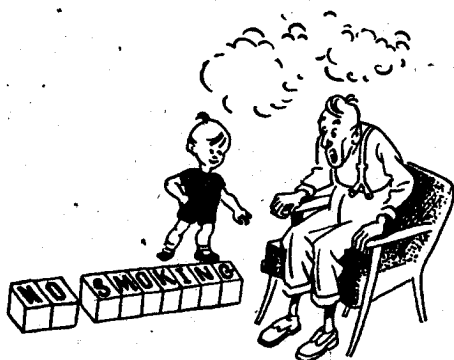
XXXIX. Say a few words to a person who is going on a journey.

XL. Look at the pictures carefully and make up stories using the words given in brackets:

- a) (to make oneself comfortable, to enjoy oneself, in spite of, to take no notice of, to hurt the eyes)

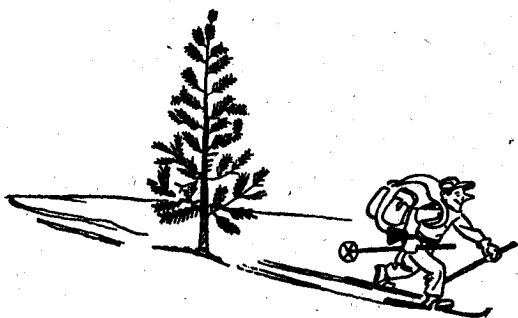
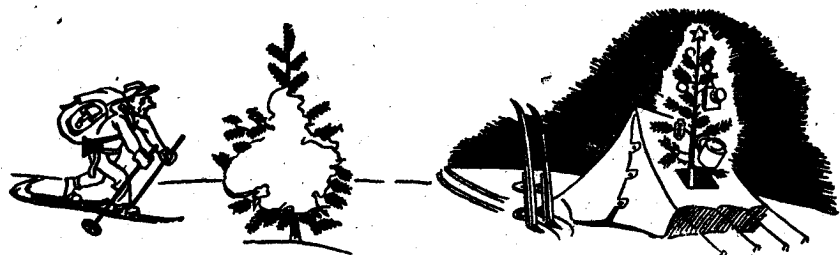
Words you may need: to play with blocks *играть в кубики*, smoke *дым*, to rub one's eyes *тереть глаза*





b) (to find oneself, to feel tired, to discover, at the sight of, to consider, reasonable, to set up a tent, to make oneself comfortable, to move on)

Words you may need: to dress the New Year tree *наряжать елку*, to make use of something *использовать что-либо*



LESSON 6 .

Grammar: (revision) Degrees of Comparison (Table No. 5
p. 570)

DIALOGUE

(to be learned by heart)

Impressions of a film

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

B. '*Romeo and Juliet* is on. I 'saw it at our 'local cinema the other day.

A. To 'tell you the truth, I 'pre'fer to 'see 'ballet performed at the theatre, especially if the 'plot and the 'music are familiar.

B. I 'don't quite agree with you. 'Sometimes I 'find that 'ballet is much more expressive on the screen.¹

A. Do you? Then, what's your opinion of the screen version of '*Romeo and Juliet*?

B. I 'think it's wonderful from beginning to end. I enjoyed every minute of it. The 'cast is 'very 'well chosen and the 'dancing is excellent.

A. Well, I must go and 'see it for myself since you praise it so highly.

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

A. We'll see. Well, I'll be 'looking forward to a good talk with you about it.

NOTE ON THE TEXT

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

ACTIVE WORDS AND WORD COMBINATIONS

to prefer
I would rather ... than
a plot
familiar
opinion
excellent

to praise
to look forward to ..
to look around
to look up
to look something up
to look upon

PROPER NAMES

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

GRAMMAR REVISION

1. Make comparisons using the adjectives and adverbs below.
See the models:

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

Compare two plays (films, T. V. shows)

interesting	funny
serious	good (well)
amusing	popular
cheerful	bad (ly)
gloomy	

Compare two actors (actresses)

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

TEXT AND VOCABULARY EXERCISES

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

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

- III. Find English equivalents to the following (See Text):

1) какие фильмы идут на этой неделе 2) я не совсем с вами согласен 3) на экране 4) какого вы мнения об экранизации 5) от начала до конца 6) я не скучал ни минуты 7) состав исполнителей хорошо подобран 8) я должен пойти посмотреть его сам 9) посмотрим

IV. Vocabulary activation exercises:

TO PREFER, I WOULD RATHER... THAN...

1. Practise aloud:

1) Do you prefer a single or a double room? 2) I prefer a single room.
3) I prefer to wear glasses 4) He prefers not to consider the question now. 5) She prefers wearing her hair long. 6) I would rather look it up than try to guess.

2. Make up sentences of your own using the words and word combinations given in brackets:

—the upper berth.
Model: I prefer — to fix the date right now.
—fixing the date right now.

(a through train, a more skilled worker, a seat in the stalls (the pit, the gallery), a return ticket, a journal, something for better wear, to look through, to consider, to go on a journey, to wear, to sign)

—go by a fast train.
Model: I would rather — go by a slow train than wait another day.

(to hire a porter — to carry the luggage myself
to have my luggage put in the van — to take it with me
to help to improve — to find fault with
to blame oneself — to find fault with everybody else)

3. Answer these questions:

1) What kind of sports do you prefer in summer (in winter)?
2) Why do you prefer swimming (playing tennis, volley-ball, skating, skiing)?

- 3) Why do some people prefer the cinema to the theatre?
- 4) Do you travel a lot? How do you prefer to travel?
- 5) When would you rather go by train than by air?

TO LOOK, TO LOOK AROUND, TO LOOK UP, TO LOOK SOMETHING UP, TO LOOK UPON, TO LOOK FORWARD TO, TO LOOK AFTER, TO LOOK THROUGH, TO LOOK FOR

1. Translate:

1) Will you please **look up** the date of his birth? 2) "Can I show you anything?" the saleswoman asked. "No, I am just **looking around**," the girl answered. 3) Everybody **looked forward** to the party. 4) We are **looking forward** to making the journey. 5) **Look after** your things properly, and they'll give you better wear. 6) Don't **look upon** this work as something unimportant. 7) He was so busy, he couldn't even **look up** from his papers to say good-bye.

2. Make up sentences of your own using to look forward and the words given in brackets:

(a nice holiday, the journey, to see the circus show, to take part in the sporting events, the arrival of ..., to have a lot of fun, to travel by air, to move into)

3. Complete:

- 1) When Mark Twain got off the train at Salamanca, he **looked around**...; he **looked up** ...; he **looked for**
- 2) The porter did everything in his power to please Mark Twain because the writer **looked like** ...; the porter **looked upon** ...; the porter **looked forward to**
- 3) When the Campbells and the other boys had finished their work they **looked** ...; they **looked for** ...; they **looked forward to**

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

- A. 1. Do you often see ballets or do you prefer the opera? (Give your reasons.)
2. What ballet (opera) have you seen (heard) lately? Did you find it **excellent**?
3. Was the **plot** quite new to you or were you **familiar** with it?
4. What is your opinion of the performance? Do other people **praise** it?
- B. 1. Do you usually go to see every new film or only those which are **praised**?

2. In what case (в каком случае) do you look forward to seeing a film?
 3. Do you expect to enjoy a film with a familiar plot? (Give your reasons for or against.)
 4. Do you like ballet-films or do you prefer seeing a ballet on the stage? Why?
- C.
1. Do you book tickets for a show in advance or do you buy them just before the show? Which do you prefer?
 2. Where can you look up the showing times (начало сеансов)? What shows do you prefer (morning, afternoon or evening shows)?
 3. Can you enjoy a film fully if you sit in the front row and have to look up at the screen?

VI. Translate into English:

1. — Вы ведь видели новый спектакль в нашем театре, да? Как он вам понравился?

— По-моему, это прекрасный спектакль. Содержание было мне знакомо, но тем не менее (still) мне понравился весь спектакль от начала до конца. Артисты подобраны прекрасно, ведущую роль исполняла артистка Николаева.

— Правда? Я предпочитаю Петрову в этой роли.

2. — Вы видели последние картины художника Н.? Они демонстрируются (показываются) в главном выставочном зале.

— Нет еще, я был очень занят последнее время. Но эту выставку все хвалят, и я давно хочу посмотреть ее.

— Выставку действительно стоит посмотреть. Н. считается прекрасным пейзажистом (a landscape painter). Но некоторые из его картин довольно необычны. Я советую вам посмотреть его биографию, прежде чем вы пойдете на выставку. Это поможет вам понять художника.

3. — Доброе утро, г-н Смит. Как вы провели время (развлекались) в воскресенье?

— Доброе утро, г-н Иванов. Вчера я провел чудесный вечер. Мне, наконец, удалось посмотреть *Лебединое Озеро*. (*The Swan Lake*). Я в восторге от спектакля (Я наслаждался каждой минутой).

— Вы не хотели бы пойти в оперу или в кукольный театр (*the Puppet Theatre*)? Я могу посмотреть, что идет завтра.

— Нет, спасибо, я предпочитаю балет. Вы ведь знаете, русский балет хвалят во всем мире, еще (even) в Лондоне я с нетерпением ждал, когда смогу насладиться вашим балетом.

SPEECH EXERCISES

VII. Retell the dialogue in indirect speech.

VIII. Make up dialogues of your own:

1. Intending to go to the theatre

to read up a poster, to be on, to be worth, to praise, in my opinion, an excellent idea, to be in demand, to choose, to prefer, to look forward to ...

2. Booking a ticket to the theatre

row, the stalls (the gallery, the pit, the balcony, a box), to prefer, these seats will do.

3. Going to the theatre

to wear, to look nice, to keep somebody waiting, hurry up, I'd rather ..., to hire a taxi, to be held up, needn't, at one's disposal.

4. Impressions of a film (play)

to be worth, expressive, cast, excellent, opinion, to look upon ... as ..., to do well, to be impressed, to praise, a plot, to be familiar, to look forward to ...

IX. Retell the above dialogues in indirect speech.

LESSON 7

- Grammar:** 1. Субстантивированные прилагательные и причастия (§ 5 p. 532)
2. Use to, would для выражения повторяющихся действий в прошлом (§ 6 p. 534)
- Revision:** Tense-forms of the Active and Passive Voices (Table No. 7 p. 574)

Text:

HE OVERDID IT

(From the story *The Rathskeller and the Rose* by O. Henry)

O. Henry, whose real name was William Sydney Porter, was an American short-story writer. His stories are still popular today. He was born in 1862 in a small provincial town. In his early years he tried many jobs, among which were several literary ones.

O. Henry's first story was published in 1899, when the writer was in prison on a false charge of stealing money from a bank. After he came out of prison, O. Henry became a professional writer.

O. Henry describes the life of the "little people": clerks, shop assistants and farm workers. His stories are mainly humorous and amusing with the traditional happy end. However, the hard life of the poor can be seen through the gaiety and humour of his stories. O. Henry died in 1910.

* * *

Miss Posie Carrington began life in the small village of Cranberry Corners. Then her name was Posie Boggs. At the age of eighteen she left her native place and became an actress at a small theatre in a large city, and here she took the name of Carrington. Now Miss Carrington was at the height of her fame, the critics praised her highly, and in the coming season she was going to star

in a new play about country life. Many young actors were eager to partner Miss Posie Carrington in the play, and among them was a clever young actor called Highsmith.

"My boy," said Mr. Goldstein, the manager of the theatre, when the young man turned to him for advice, "take the part if you can get it. The trouble is Miss Carrington won't listen to any of my suggestions. She has turned down a lot of the best imitators of a country fellow already, and she says she won't set foot on the stage unless her partner is the best that can be found. She was brought up in a village, you know, she won't be deceived when a Broadway fellow goes on the stage with a straw in his hair and calls himself a village boy. So, young man, if you want to play the part, you will have to convince Miss Carrington. Would you like to try?" "I would with your permission," answered the young man. "But I prefer to keep my plans secret for a while."

The next day Highsmith took the train for Cranberry Corners. He stayed three days in that small and distant village. Having found out all he could about the Boggs and their neighbours, Highsmith returned to the city . . .

Miss Posie Carrington used to spend her evenings at a small restaurant where actors gathered after evening performances.

One night when Miss Posie was enjoying a late supper in the company of her fellow-actors, a shy, awkward, young man entered the restaurant. It was clear that the lights and the people made him uncomfortable. He upset a chair, sat in another one, and turned red at the approach of a waiter.

"You may fetch me a glass of beer," he said, in answer to the waiter's question. He looked around the place and then seeing Miss Carrington, rose and went to her table with a shining smile.

"How're you, Miss Posie?" he said. "Don't you remember me— Bill Summers — the Summerses that used to live next to your house? I think I've grown up since you left Cranberry Corners. They still remember you there. Eliza Perry told me to see you in the city while I was here. You know Eliza married Benny Stanfield, and she says —"

"Ah, say" interrupted Miss Carrington brightly, "Eliza Perry is married!"

"Married in June," smiled the gossip, "old Mrs. Blithers sold her place to Captain Spooner; the youngest Waters girl ran away with a music teacher."

"Oh!" Miss Carrington cried out. "Why, you people, excuse me a while — this is an old friend of mine — Mr. — what was it? Yes, Mr. Summers — Mr. Goldstein, Mr. Ricketts. Now Bill, come over here and tell me some more."

She took him to a vacant table in a corner.

"I don't seem to remember² any Bill Summers," she said thoughtfully, looking straight into the innocent blue eyes of the

young man. But I know the Summerses, all right, and your face seems familiar when I come to think of it. There aren't many changes in the old village, are there? Have you seen any of my people? ¹

And then Highsmith decided to show Miss Posie his abilities as a tragic actor.

"Miss Posie," said Bill Summers, "I was at your people's house just two or three days ago. No, there aren't many changes to speak of. And yet it doesn't look the same place that it used to be."

"How's Ma?" asked Miss Carrington.

"She was sitting by the front door when I saw her last," said Bill. "She's older than she was, Miss Posie. But everything in the house looked just the same. Your Ma asked me to sit down."

"William," said she. "Posie went away down that road and something tells me she'll come back that way again when she gets tired of the world and begins to think about her old mother. She's always been a sensible girl."

Miss Carrington looked uncomfortable.

"Well," she said, "I am really so glad to have seen you, ³ Bill. Come round and see me at the hotel before you leave the city."

After she left, Highsmith, still in his make-up, went up to Goldstein.

"An excellent idea, wasn't it?" said the smiling actor. "The part is mine, don't you think? The little lady never once **guessed**."

"I didn't hear your conversation," said Goldstein, "but your make-up and acting were perfect. Here's to your success. You'd better visit Miss Carrington early tomorrow and see how she will feel about you."

At 11. 45 a. m. the next day Highsmith, **handsome**, and dressed in the latest fashion, sent up his card to Miss Carrington at her hotel.

He was shown up and received by the actress's French maid.

"I am sorry," said the maid, "but I am to say this to everybody. Miss Carrington has **cancelled** all **engagements** on the stage and has returned to live in that — what do you call that place? — Cranberry Corners!"

NOTES ON THE TEXT

1. "Why, you *people* excuse me a while — *Послушайте (другья), я отойду на минутку*. Слово **people** употреблено здесь как фамильярное обращение к своим товарищам. Это слово употребляется также (в основном в разговорной речи) в значении *родители или сослуживцы*.

My people are moving to town on Sunday. В воскресенье моя семья переезжает в город.

I shall let my people know your prices. Я сообщу своей фирме (другим работникам фирмы) о ваших ценах.

2. "I don't *seem to remember* any Bill Summers" — Я что-то не *не припомню* никакого Билла Саммерса. Глагол *to seem* в составе сказуемого *don't seem to remember* показывает, что говорящий выражает *неуверенность, сомнение*. Обратите внимание на способы перевода такого сказуемого на русский язык.

She *didn't seem to be listening* to him. Казалось, она не слушала его.

The child *seems to be asleep*. Ребенок, кажется, спит.

3. I'm so glad *to have seen you* — Я так рада, что *встретилась с вами*; *to have seen* — совершенный инфинитив — употребляется для выражения действия, предшествующего сказуемому предложению.

ACTIVE WORDS AND WORD COMBINATIONS

coming	to fetch
trouble	to grow
to have trouble (with)	a grown up
to be in trouble	grown up <i>adj.</i>
to get in (into) trouble	innocent
a suggestion	one's people
to turn down	sensible
to turn out	a sense
a fellow (a fellow-worker, a fellow-traveller)	to make sense
to bring up (brought up, brought up)	to guess
to deceive	to feel like
to convince	a feeling
convincing	in (out of) fashion
to persuade	handsome
permission	fashionable
to ask (for) permission	to cancel
distant	an engagement
shy	to keep (to call off) one's enga- gements
awkward	to be engaged (in, with, at)

(See Vocabulary to Lesson 7 p. 451)

PROPER NAMES

O. Henry [ˈouˈhenri]	О. Генри
William Sydney Porter [ˈwɪljəm ˈsɪdni ˈpɔːtə]	Уильям Сидней Портер
Posie Carrington (Boggs) [ˈpouzi ˈkærɪŋtən]	Поузи Каррингтон (Боггз)
Cranberry Corners [ˈkrænbəri ˈkɔːnəz]	Кранберри Корнерз, название деревни

Highsmith ['haismɪθ]
Mr. Goldstein ['mɪstə 'gould-
stain]
Broadway ['brɔ:dweɪ]
Summers ['sʌməz]
Ellen Perry ['eləɪzə 'perɪ]
Benny Stanfield ['benɪ 'stænfi:ld]
Mrs. Bilthers ['mɪsɪz 'blɪðəz]
Captain Spooner ['kæptɪn
'spu:nə]
Waters ['wɔ:təz]
Mr. Ricketts ['mɪstə 'rɪkɪts]

Хайсмит
Мр. Голдстайн
Бродвей, одна из главных улиц
в Нью-Йорке
Саммерс
Элиза Перри
Бенни Стэнфильд
миссис Блитерс
капитан Спунер
Уотерс
мистер Рикетс

GRAMMAR EXERCISES

I. Translate into Russian paying attention to the substantivized adjectives (See Grammar Notes § 5 p. 451):

1. Chess is a popular game both with the young and the old.
2. The old man always found fault with everybody around him.
3. The wounded were given immediate attention.
4. The wounded man was taken good care of.
5. Do you remember that Italian's name? The Italians are good singers as a rule, but that one has a particularly powerful voice.
6. A friend of mine, who is a Frenchman by nationality, told me many interesting things about the French.
7. Among the tourists there were two Americans who spoke good Russian.
8. The American officer had never thought of marrying the young girl, because she was a Japanese.
9. "These two Japanese have been taking a practical course (проходили практику) with our firm for two years already," said the manager.

II. State whether the following sentences are true to fact:

1. It's natural for a Frenchman to prefer English (Japanese, German, etc.) to his native language.
2. The English live in Spain.
3. The old usually go in for such games as football and hockey.
4. Smoking strong cigarettes and drinking wine usually do the sick a lot of good.

III. Translate into English:

1. „Я думала, что шотландцы до сих пор считают англичан своими врагами, — сказала девушка. — Но, поговорив со многими англичанами, я поняла, что была неправa“.
2. „В этом районе сейчас много безработных, — сказал Джон. — Мой брат опытный инженер, но он ищет работу уже 2 месяца, и ему везде говорят, что такие инженеры сейчас не тре-

буются (не пользуются спросом)". 3. „Раненые уже прибыли“, сказала девушка, вбегая в комнату. 4. „Этого раненого сейчас оперируют“, — сказала сестра (nurse). 5. Робин Гуд (Robin Hood) считал, что бедняки должны держаться вместе и помогать друг другу в борьбе против богачей." Никто не поможет бедняку, если он сам не поможет себе", — говорил он. 6. Китайцы очень трудолюбивый (hard-working) народ. 7. Эти два японца принимали участие в Олимпийских (Olympic) играх. 8. Среди итальянцев много талантливых певцов. 9. Голос этого итальянца показался мне знакомым.

IV. Translate the following sentences into Russian (§ 6 p. 534):

1. This is the town I used to live in. 2. In the evenings Captain Brown would come to their place and they would play a game or two of chess. 3. She would sit before the open window watching with interest the busy life of the street. 4. The South-West part of Moscow used to be a dirty place with villages of small low houses here and there; now it has turned into a fine urban (городской) area with beautiful high buildings. 5. The two sisters are no longer as much alike as they used to be. 6. It's a pity she can't sing now as she used to.

V. Make up sentences using the same structures as in the models:

She can no longer sing as she used to.

In the evenings she would sit down at the piano and sing to us.

GRAMMAR REVISION

VI. Put the verbs in brackets into the correct voice and tense-forms. Retell text B after checking it*) (Revision Table No. 7 p. 572):

- A. 1. I don't feel like going out just now because I (to walk) about the garden for over an hour before you (to come).
 2. I wonder why all his suggestions (to turn down). They seemed quite sensible. 3. I am afraid I (to be engaged) at eleven. Come round at twelve sharp. I (to wait) for you.
 4. The report will be ready in a few minutes. I believe the last figures (to look up) now. 5. We are so glad the party is going to be held at last. We (to look forward) to it for a month. 6. Excuse me, I (to look) at you for such a long time

* to be done after the activization exercises (See ex. XVII p. 112).

because your face seems familiar to me. I have a feeling that we (to meet) somewhere before. 7. — (to see) you the play which they (to speak about)? — Of course, it (to run) for three months already and everybody (to praise) it. 8. Will you come round and have a look at the coat which my sister just (to buy)? The material is excellent and it (to wear) for ages, I think.

- B. When Frederick II * (to be) King of Prussia, the Russian army (to consider) one of the most powerful in the world. It (to beat) only by the Russian army.

When a new soldier (to hire) and (to appear) before the king, Frederick usually (to ask) three questions:

1. "How old (to be) you?"
2. "How long (to be) you in my service?"
3. "(to be) you pleased with your pay and treatment?" **

Once a young Frenchman (to join) the Prussian army. As he just (to come) from France, he could not speak German at all. Knowing that he (to ask) the three questions his captain (to make) him learn by heart the simplest answers to them. The soldier (to know) he (to get) into trouble unless he (to give) the proper answers and (to work) hard to learn them.

The next day Frederick (to see) the young soldier in the ranks *** and (to come up) to him. But this time for no particular reason the king (to begin) with question two:

"How long (to be) you in my service?" said Frederick.

"Twenty-one years," (to reply) the Frenchman.

"Indeed, that (to be) very strange for so young a soldier," (to say) the king. The next question was:

"How old (to be) you?"

"One year, your Majesty," (to answer) the young man looking at the king with innocent eyes.

"But that makes no sense!" the king (to cry out). "One of us must be mad. **** Either you or I!"

Thinking this was the third question, the Frenchman (to say) firmly, "Both, your Majesty."

TEXT AND VOCABULARY EXERCISES

VII. Pronounce correctly:

a suggestion, to convince, awkward, to guess, handsome, fashionable, engaged, to persuade, an engagement, a fellow-worker.

* Frederick II read: Frederick the Second.

** treatment обращение

*** ranks ряды

**** mad сумасшедший

VIII. Read the following words paying attention to the pronunciation of the letters and combinations of letters in black type:

lump, mutton, hurry, furrow, burrow, lung, rule, rude, blue, clue, tune, huge, puma, fur, slur, spur, murder, cure, furious, picture, torture, culture.

IX. Translate the following word combinations:

a pale-faced man	a brown-haired boy
a strange-looking person	a short-sighted man
a round-shouldered man	a well-built youth

X. Give compound adjectives which correspond in meaning to the parts in black type:

Model: a man with a long nose = a long-nosed man

a gentleman with a red face	a woman who is fashionably dressed
a girl with a pale face	a translation which is badly done
a woman with dark eyes	a story which is written well

XI. Answer the following questions using the active vocabulary of lessons 6 and 7:

1. Why did the critics praise Miss Carrington highly?
2. What was Miss Carrington going to do in the coming season?
3. What kind of trouble did the manager have with Miss Carrington?
4. Why was Goldstein afraid that Highsmith would be turned down?
5. Why was it difficult to deceive Miss Carrington about country manners?
6. Why did Highsmith want the manager's permission?
7. Why did he prefer to keep his plans secret for a while?
8. Was Cranberry Corners a distant village?
9. Can you describe the fellow that entered the small restaurant one evening?
10. What did he ask the waiter to fetch him?
11. Why did the young fellow say that he had grown up?
12. Why did the young man's words seem particularly convincing?
13. When did Bill's face begin to seem familiar to Miss Carrington?
14. Was Miss Carrington eager to hear about her people? Why?

15. Did Miss Posie's mother look upon her as a sensible girl?
16. Why didn't Miss Posie guess that she was being deceived?
17. How was the young actor dressed when he went to see Miss Carrington the next morning?
18. Why did Miss Posie cancel all her engagements on the stage?

XII. Complete the following sentences from the text:

1. The critics praised her highly and
2. Among them was a clever young actor
3. "My boy," said Mr. Goldstein, the manager of the theatre, when the young man
4. She says she won't set foot on the stage
5. The next day Highsmith
6. One night when Miss Posie
7. It was clear that
8. The Summerses that used to live
9. Why, you people,
10. And your face seems familiar
11. No, there aren't many changes
12. You'd better visit Miss Carrington early tomorrow and

XIII. Substitute words and word combinations from the text for the parts in black type:

1. Now Miss Carrington was at the height of her fame, the critics **spoke highly of her talent**, and the next season she was going to star in a new play. 2. **The difficulty about it is** Miss Carrington won't listen to **anything I say to her**. She **doesn't want to act with any of the best imitators of a country fellow** 3. She **spent her childhood in a village**, and **nobody can make her believe** when a Broadway fellow goes on the stage with a straw in his hair So, you will have to **make Miss Carrington believe you**. 4. I would, **if you allowed me** But I'd rather keep my plans secret for a while. 5. "You may get me a glass of beer," he said. 6. I think I was a boy when you left Cranberry Corners, I am **no longer a boy now**. 7. . . . **it seems to me I know your face**. 8. A brilliant idea, wasn't it? The little lady never once **thought that I wasn't really Bill Summers**. 9. At 11.45 a. m. the next day Highsmith, handsome, and dressed **as fashionably as he possibly could**, sent up his card to Miss Carrington at her hotel. 10. "I am sorry," said the maid. "Miss Carrington has **officially told her manager that she will no longer take part in any performances.**"

XIV. Find English equivalents to the following (See Text):

- 1) в зените славы 2) исполнить главную роль 3) по имени Хайсмит 4) . . . обратился к нему за советом 5) беда в том

- 6) хотите попробовать 7) Хайсмит сел в поезд, отправляющийся в Крэнберри Корнерс 8) огни и публика смушали его 9) как вы поживаете 10) рядом с вашим домом 11) извините меня, я отойду на минуту 12) ну, Билл, идите сюда 13) я что-то не помню никакого Билла Самерса 14) когда я начинаю припоминать 15) все выглядело по-прежнему 16) я рада, что встретила вас 17) приходите ко мне в отель 18) за ваш успех 19) вы бы лучше ... посмотрели, как она к вам отнесется 20) его провели в номер 21) как называется это место

XV. Give the situations from the text in which the following words are used (See Text):

coming, trouble, to turn down, to deceive, to convince, distant, shy, to fetch, to grow up, innocent, sensible, to guess, handsome, an engagement.

XVI. Correct the following statements (For Model see Lesson 2 ex. XVI p. 36):

1. Miss Posie was hardly ever praised as an actress and in the coming season she had no engagements on the stage.
2. First of all, Highsmith turned to Miss Posie trying to convince her that he would make an excellent partner for her in the new play. He was sure he would not be turned down as it was easy to persuade Miss Posie.
3. Miss Carrington preferred to keep away from her fellow actors and never considered restaurants worth visiting.
4. The young country fellow felt sure of himself in the crowded restaurant. He looked around cheerfully and, seeing Miss Posie, went straight to her table.
5. The young man seemed familiar to Miss Posie at first sight, but she was engaged with her friends, and so she kept Bill waiting for an hour before she took him over to a vacant table to hear the news.
6. Bill looked guilty when he was telling Miss Posie about her people. Some of his words did not make much sense: what he said about Posie's mother, particularly, did not seem convincing.
7. After Miss Posie had left, the actors surrounded Highsmith, who looked gloomy and upset. Everybody found fault with his acting and Mr. Goldstein even said that he would get into trouble.
8. When Highsmith, looking worn-out and gloomy, was shown up into the handsome room of Miss Posie, the actress made fun of his poor make-up and acting.

XVII. Vocabulary activation exercises:

COMING

1. Use the following word combinations in sentences of your own:

- | | |
|-----------------------------------|-----------------------------|
| 1) to increase | — in the coming season |
| 2) to improve | — in the coming year |
| 3) to do well | — in the coming examination |
| 4) to beat the <i>Dynamo</i> team | — in the coming season |
| 5) to set up | — in the coming years |

TROUBLE, TO HAVE TROUBLE WITH, TO BE IN TROUBLE, TO GET TROUBLE, THE TROUBLE IS... THAT

1. Practise aloud:

1) You must help him if he is in trouble. 2) I've never had trouble with this T. V. set. 3) Your careless attitude to the matter will get you into trouble. 4) I'm afraid they'll get into trouble.

2. Complete:

- 1) Tell them not to take this thing without permission ... (to get into trouble).
- 2) The car has been in service for a long time and I seldom ... (to have trouble).
- 3) You must come round to see us. Don't you know ... (to be in trouble).
- 4) The trouble is ... (not to take into consideration).
- 5) The trouble is ... (to hold up).
- 6) The trouble is ... (to be short-sighted).

3. Translate:

1) Вы должны подбодрить его, если у него неприятности. 2) У меня никогда не было неприятностей с моим старым радиоприемником. 3) Вы попадете в беду (будете иметь неприятности), если будете водить (to drive, drove, driven) машину так неосторожно. 4) У него масса неприятностей в этом месяце. 5) Беда в том, что он не работает как следует.

A SUGGESTION

1. Translate and practise aloud:

1) What's your suggestion? 2) Have you any suggestions? 3) I have another suggestion to make. 4) This is my suggestion. 5) I have no (other) suggestions.

2. Translate:

1) Я не согласен с вашим предложением. 2) Что вы предлагаете (каково ваше предложение)? 3) У вас есть еще какие-нибудь предложения? 4) Он принял ваше предложение, да? 5) Мы рассмотрели ваше предложение. 6) Мы примем его предложение во внимание. 7) Это предложение стоит обсудить.

TO TURN DOWN

1. Answer these questions:

- 1) What can be turned down?
- 2) When do we turn down a suggestion?
- 3) Is it reasonable to turn down a suggestion (somebody's advice) before it has been considered properly?
- 4) Have you ever turned down a person's help? What were your reasons?

2. Paraphrase:

- 1) They didn't accept our suggestion.
- 2) Jane said she wouldn't marry David.
- 3) I wonder why his plan wasn't accepted.
- 4) Alice didn't consider Mrs. Brown's advice worth following.

3. Translate:

- 1) К сожалению, нам придется отвергнуть это предложение.
- 2) Я не советую вам отвергать его план.
- 3) Почему вы отвергли его совет?

TO TURN OUT

1. Translate:

- 1) When we got to know him closer, he turned out (to be) a good-natured fellow.
- 2) The arrival of the famous football-team turned out (to be) quite an event for the little town.
- 3) Everything turned out well after all.
- 4) We were afraid the weather would be gloomy, but the day turned out fine.
- 5) As it turned out later, the porter had thought that Mark Twain was Mayor of New York.

2. Translate:

- 1) Он оказался добродушным человеком.
- 2) Все сошло хорошо.
- 3) Как оказалось, все было сделано как следует.
- 4) Молодой врач оказался очень опытным.
- 5) Товар (the goods) оказался недоброкачественным.

3. Make up sentences of your own:

- Models: a) The conductor turned out (to be) a very polite man.
(an experienced nurse, a good-natured man, (to be) cheerful, a talented actor, (to be) a success, (to be) worth seeing)
- b) As it turned out, the question had already been considered.
(to be under consideration (for a long time), to do one good, to be responsible for the mistake, to be to blame, not to be somebody's fault)

TO BRING UP

1. Answer these questions:

- 1) In what kind of family was Mark Twain brought up?
- 2) By whom was Gorky brought up?
- 3) When do you say that a child is badly brought up?
- 4) How can a person learn to speak a foreign language like a native?

2. Translate:

- 1) Он вырос (воспитывался) в деревне, не правда ли?
- 2) Ей пришлось воспитывать своих младших сестер.
- 3) Этих детей воспитали

в послушании взрослым. 4) Его обучили английскому языку с детства, и его сестер тоже. 5) Почему вы не обучаете сына иностранному языку с детства?

TO DECEIVE

1. Answer these questions:

- 1) In what way did Mr. Winkle deceive the other members of the Pickwick club?
- 2) Did Pusher deceive the boys? (Give your reasons),
- 3) Why were the boys afraid to deceive Pusher?
- 4) Why did Eddie and Alan feel deceived when they were going home?

TO CONVINCING, TO PERSUADE, CONVINCING

1. Answer these questions:

- 1) In what way did John Reed convince the judges that he wasn't guilty? Why was his speech convincing?
- 2) Why was everybody convinced that Mr. Winkle would do well on the skating-rink?
- 3) Why was it difficult to persuade Mr. Winkle to go skating? He said he didn't want to skate, but his reasons didn't seem convincing, did they?

2. Complete:

- A) Try to convince (to persuade) _____
 your friend _____
 Everybody was quite convinced _____
 Are you quite convinced _____

that ...

- to choose
- to set up a committee
- to be beaten
- to be in someone's power
- to get hold of
- to do no harm
- to be held up

- B. We couldn't persuade ...
 They managed to persuade ...
 Will you try to persuade ...

- to take into consideration
- to improve
- to keep to the point
- not to fix
- to choose
- to change the attitude
- not to wear

3. Add a beginning:

- 1) and I am (quite) convinced of that.
- 2) but I am not convinced of it at all.

4. Translate:

- 1) Мы убеждены в том, что вы не виноваты. 2) Я постараюсь убедить моих друзей в важности этого вопроса. 3) Я хочу убедить его не закладывать сейчас обратный билет. 4) Попытайтесь уговорить его взять

- на прокат машину. 5) Мы хотели убедить его в том, что он неправ.
6) Эта причина кажется мне вполне убедительной. 7) В чем он пытался вас убедить?

PERMISSION, TO ASK (FOR) PERMISSION

1. Complete in any sensible way:

- 1) He had no permission ...
- 2) With your permission I'll ...
- 3) I'll ask (for) permission ...
- 4) If you do it without permission ...
- 5) Who's given you permission ...?

2. Translate and complete:

- 1) У них не было разрешения ...
- 2) С вашего разрешения ...
- 3) Попросили ли вы разрешение ... ?
- 4) Я не давал разрешения ...

DISTANT

1. Translate the following word combinations and use their equivalents in sentences of your own:

дальняя деревня, дальний район, отдаленный звук, далекий город.

SHY

1. Answer these questions:

- 1) Which of your friends do you consider to be shy by nature?
- 2) When does one feel shy?
- 3) Is it easy or difficult to make a shy person speak before an audience?

AWKWARD

1. Complete:

- 1) Being shy by nature she ... (to feel awkward).
- 2) He turned down the invitation saying he ... (to dance awkwardly).
- 3) Jane was out of practice, so when she was asked to sing, she... (to feel awkward).

TO FETCH

1. Use the verb *to fetch* after the following and complete the sentences:

- | | |
|----------------------|---------------------|
| 1) Shall I ... | 4) You needn't ... |
| 2) Will you ... | 5) Do you mind ... |
| 3) Don't trouble ... | 6) You'd better ... |

2. Translate:

- 1) Попросите, пожалуйста, проводника принести мне стакан чаю.
- 2) — Сходить за вашим чемоданом? — Спасибо, не надо. 3) Тов. Иванов в соседней комнате. Сходите за ним, пожалуйста.

TO GROW, A GROWN-UP, GROWN-UP

3. Translate:

- 1) Trees of this kind do not grow in the North. 2) The boy's dream was to discover new distant lands when he grew up. 3) It's growing colder and colder. 4) You are quite grown-up, my boy. (You are quite a grown-up man.) 5) Both children and grown-ups will enjoy the book.

4. Answer these questions:

- 1) Why do few kinds of fruit grow in the North?
- 2) When does it usually grow cold in Moscow?
- 3) How many grown-ups are there in your family besides you?
- 4) At what age do we consider a person to be grown-up?
- 5) Are your children grown-up or are they still young?

INNOCENT

1. Make up sentences using the English equivalents of the following:

невинные глаза, невинная улыбка, невинный человек, оказаться невиновным, быть признанным невиновным.

ONE'S PEOPLE

1. Answer these questions:

- 1) Whom can one call one's people?
- 2) Do your people live together with you?
- 3) How often do you write to your people?
- 4) In what case does a businessman have to consider things with his people?

SENSE, SENSIBLE, TO MAKE SENSE

1. Translate:

1) You should (следует) have the sense not to go in for sport at the expense of your health. 2) Mrs. Campbell was an uneducated woman, but her common sense helped her bring up her children properly. 3) Mr. Winkle tried to say something, but he was so excited that his words didn't make sense.

2. Translate:

1) Мысль показалась мне разумной. 2) Он благоразумный человек. 3) Мы примем любое предложение, если оно будет разумно.

3. Make up sentences of your own:

- 1) to take after one's father — to have a good sense of responsibility
- 2) to have no sense of humour — to feel hurt
- 3) a sense of duty — to set an example
- 4) to make no sense — to have to guess
- 5) to point out — not to make sense

TO FEEL, TO FEEL LIKE, A FEELING

1. Practise aloud:

1) I really feel bad today. 2) He feels very well. 3) Don't you feel sorry for him? 4) I hope he doesn't feel hurt. 5) I don't feel like going there.

2. Make up sentences using the word combination (not) to feel like:

to look after, to look for, to put up at this hotel, to book for a slow train, to make this journey again, to try to guess, to discuss a suggestion, to give permission, to try to persuade.

3. Translate:

- a) 1) Он плохо себя чувствует. 2) Я вполне хорошо себя чувствую.
- 3) Вы чувствуете себя обиженным? 4) Они не будут чувствовать

себя неловко там. 5) Я не расположен шутить. 6) Вы расположены пойти на каток?

6) чувство боли, чувство голода, чувство радости, чувство ответственности, чувство жалости.

4. *Make up sentences using the word combinations to have a feeling that:*

Model: I have a feeling that he has been held up.

(to do something at the expense of, to make fun of somebody, to try to keep away, to be hurt, (not) to be to blame, it is not in someone's power, to do well)

HANDSOME, BEAUTIFUL

1. *Give all possible combinations and use them in sentences of your own:*

handsome	man
beautiful	woman
good-looking	young girl
	young man
	actor
	actress

IN (OUT OF) FASHION, FASHIONABLE

1. *Answer these questions:*

1) Do you always follow the fashion? What about your friends?

2) Is it fashionable to wear one's hair long now?

3) Is a thing worth buying if it is out of fashion?

2. *Complete:*

1) Shoes of this kind for everyday wear are in great demand now because ...

2) Now most women wear their hair short (long) because ...

3) Nobody wears long dresses now because ...

4) I think this sofa is worth buying. It looks quite ...

TO CANCEL

1. *Change the tense of the following sentences using all possible tense-forms. Change the adverbial modifier to justify the form:*

1) The firm cancelled the contract last week.

2) The contract was cancelled last week.

2. *Complete:*

1) The match will be cancelled unless ... (to improve)

2) The visit was cancelled because ... (to hurt oneself)

3) The contract will be cancelled if ... (not to change one's attitude).

TO BE ENGAGED (IN, WITH, AT), AN ENGAGEMENT, TO KEEP (TO CALL OFF) ONE'S ENGAGEMENT

1. *Practise aloud:*

1) The room is engaged at the moment. 2) The number is engaged.

Shall I try to get it later? 3) He was engaged in conversation. 4) I've

got no engagements for today. 5) I am unable to keep this engagement today. 6) He couldn't join us because of a previous engagement. 7) The company had to cancel all their engagements. I advise you to call off this engagement.

2. *Use a synonym:*

1) The secretary is busy writing letters. 2) The manager is speaking to the visitors now. 3) Comrade Petrov is taking part in the work of the conference. 4) The young actor performs different parts in several plays.

3. *Make up sentences of your own using the following word combinations:* to be engaged in, to be engaged with, to be engaged at

4. *Make up sentences of your own:*

- 1) to hold a meeting — to have to call off other engagements
- 2) (not) to consider the matter properly — to have a lot of engagements
- 3) to look upon somebody as a serious person — to keep one's engagements

XVIII. Choose the correct word and use it in the proper form:

1. This old house is going to be pulled down, and a friend of mine who lives here (to expect, to wait, to look forward) (to move) into a new flat. 2. Nobody (to expect, to wait, to look forward) Peter (to get) a bad mark at the examination. He had always been looked upon as a good student. 3. "I'm afraid you'll have (to expect, to wait, to look forward) the manager for 20 minutes or so," the clerk said to Carrie. "Oh, I don't mind (to expect, to wait, to look forward)," she answered shyly. "I (to expect, to wait, to look forward) (to meet) him so long." 4. What time will the meeting be held tomorrow? Can you (to learn, to find out, to recognize, to come to know) it for me? I'll be engaged at the plant and won't be able to do it myself. 5. Why did you keep me waiting so long? Why didn't you tell me the news the moment you (to learn, to find out, to recognize, to come to know) it yourself? 6. I can't persuade my sister to wear glasses. She's grown so short-sighted that she can't (to learn, to find out, to recognize, to come to know) a person a few meters away. 7. Your son has a very good (feeling, sense) of duty and I like the way he looks upon his responsibilities. 8. "I've read the main part of this funny story to you," the teacher said to the students. "Now I (to expect, to wait, to look forward) you (to guess) the end of it. Comrade Petrov has a fine (feeling, sense) of humour, let's hear him guess first." 10. I wouldn't like to hurt your paternal (отцовские) (feelings, sense), but your boy has been going the wrong way, and I am quite (convinced, persuaded) that he'll get himself into trouble unless you can (to convince, to persuade) him to study properly.

XIX. Fill in the blanks with the correct tense-form of one of the following link-verbs:

(to feel, to grow, to turn, to get, to look, to seem, to become, to fall)

1. On the day of her marriage Jane was particularly cheerful because she ... very happy. She said she ... like embracing (обнять) the whole world. 2. On hearing that his best friend had deceived him, Jack ... pale but said nothing. 3. After his first day's work John ... dead tired and ... worn-out. All he looked forward to was a quiet evening at home. 4. Being very shy by nature, Kate would ... red when other people praised her. 5. "Mother ... old," James thought looking at the little, gray-haired woman his mother had turned into. 6. Mary has always been looked upon as a clever student. She is sure to ... an excellent engineer in a year or two. 7. It wasn't a sensible idea to cover the whole distance on foot. I ... so tired afterwards that I ... asleep the moment I went to bed. 8. I don't ... like going out today. 9. I wonder why he ... hurt at my joke, he ... to have a good sense of humour. 10. Though the young man ... innocent, Mr. Smith had a feeling that he was deceiving him, and ... angry.

XX. Choose from the adjectives given below those which go with each of the following link-verbs:

Link-verbs

to feel, to grow, to turn,
to get, to fall, to seem,
to look, to become

Adjectives

cold, happy, old, dark, red,
angry, asleep, pale, tired, ill,
hired, convinced, displeased,
worn-out, upset, well, bad,
hungry, thirsty

XXI. Fill in the blanks with prepositions and adverbial particles if necessary:

1. When I was buying this watch, everybody warned me against it. Some said it was ... fashion, others added that I should have a lot ... trouble ... it. But I am glad to say it has turned ... quite good. 2. When reading an English book ... the original, you needn't look ... the dictionary every unknown word you come ... You'll soon get tired ... reading ... that way. Try to guess the meaning ... some of the words from the context. 3. I haven't been ... the theatre ... ages. The other day I booked two tickets ... a new play which everybody praises, and now I am looking ... the performance. 4. This shop is famous ... its dresses ... summer wear. I advise you to go there if you want one ... the latest fashion. 5. Why have you bought a blue dress? I think that colour is ... fashion

now. 6. — What's Jane's telephone number? — Just a minute! I'll look it ... my note book. Here you are, it happens to be ... the first page. 7. Fred's ideas did not seem convincing enough ... his friends and ... an hour's discussion all his suggestions were finally turned 8. The lecture seemed particularly interesting ... me because I was familiar ... the subject. 9. I wonder why she preferred their advice ... ours. 10. You must ask ... permission if you wish to leave before your time. You may get ... trouble if you don't do so. 11. Comrade Klimov is engaged ... the young engineers now and cannot receive you. Can you come ... an hour's time? 12. I don't think we'll be able to help them ... their work tomorrow. We shall all be engaged ... the conference. 13. "It will do you good to look ... your report more carefully," said the teacher. "I am not trying to find fault ... it, but some parts really do not make much sense." 14. I wonder why you look ... our son as a little boy, I think he is grown-up enough to look ... himself.

XXII. Fill in the blanks with articles if necessary and retell the text:

Ira Aldridge *, ... famous tragic actor of ... 19th century ** was ... American Negro. He paid his first visit to Russia at ... end of 1858 when he was at ... height of his fame. His first appearance on ... Russian stage made ... great impression on ... great Ukrainian poet Shevchenko who was particularly impressed by ... actor's convincing performance of ... tragic parts. Soon they became friends. ... great Ukrainian painted ... picture of ... great Negro, and gave it to Aldridge as ... present. ... leading Russian actors of ... time never missed ... opportunity of going to ... performances in which Aldridge took part. During ... month's stay in St. Petersburg, Aldridge played ... role of Othello, King Lear and Shylock ***. In 1863 Aldridge came to Moscow where he appeared for over ... month with ... Maly Theatre company.

Aldridge was particularly friendly with ... great actor Mikhail Shchepkin, ... son of ... peasant, and himself ... former serf (крепостной). On ... picture of himself which he presented to Shchepkin, Aldridge wrote ... following words: "To ... father of ... Russian stage Shchepkin with the lasting respect (уважение) of Ira Aldridge. Moscow, 27th October, 1863."

XXIII. Translate into English in writing:

К 5 часам Петр просмотрел уже почти все свои записи и почувствовал себя очень усталым. „На сегодня достаточно,

* Ira Aldridge [ˈaɪrəˈɔːldrɪdʒ]

** a century [əˈsentʃəri]

*** Othello, King Lear, Shylock [əˈθelou, ˈkɪŋˈliə, ˈʃaɪlək]

пора идти, матч начинается в 5.30", — подумал он и, быстро надев пальто и шляпу, вышел на улицу.

„Здравствуй, — услышал он знакомый голос. — Куда ты торопишься?“

Петр оглянулся и увидел своего сокурсника, Павла, тоже болельщика (футбола), который выбирал книгу у книжного киоска (bookstall).

„На стадион, конечно, — ответил Петр. — Ты не идешь?“

„Нет, разве ты не знаешь, что матч отменили? Смирнов уже две недели занят на конференции, а у Панина что-то с ногой. Сначала (они) хотели взять Бориса, но потом его кандидатура была отвергнута (он был отвергнут)“.

„Жаль, — сказал Петр. — Мне так давно хотелось посмотреть эту игру. Кроме того, мои родители еще не приехали из Киева, и у меня нет настроения сидеть дома сегодня“.

„У меня есть предложение! — воскликнул Павел. — Пойдем в кино. Сейчас очень хвалят „Тихий Дон“*. Я схожу за газетой, и мы посмотрим, где идет этот фильм. Хорошо? (Shall I?)“

„Нет, — ответил Петр. — Это не очень разумное предложение. Я предпочитаю побыть на свежем воздухе. Давай возьмем (найдем) лодку и поедem по реке. Это будет полезнее (принесет нам больше пользы)“.

XXIV. Make up situations using the following words and word combinations:

- | | |
|--|--|
| 1) to praise
excellent
to be worth
to call off one's engagements
to look forward to
to have a lot of fun | 4) to look innocent
to have a feeling that ...
to guess
to deceive
to get somebody into trouble
to turn out
to blame |
| 2) to be engaged in conversation
familiar
to look around
to be short-sighted
to guess
used to be
a fellow-worker | 5) to ask for permission
to wear
fashionable
to persuade
to grow up (to become grown-up)
to burst out crying |
| 3) to bring up
to look after
to have trouble with
to persuade
not to beat | 6) to consider one's suggestion
to make no sense
to want to turn down |

* And Quiet Flows the Don.

- to look hurt
- to try to convince
- finally
- 7) shy
- awkward
- to prefer to keep away
- to look upon

- to be in trouble
- to turn out
- 8) to fetch
- awkward
- to break
- to burst out crying
- to cheer up

SPEECH EXERCISES

XXV. Retell the text:

- a) as it is
- b) in the person of Miss Posie
- c) in the person of Mr. Highsmith
- d) in the person of the manager
- e) in the person of Miss Posie's maid
- f) in the person of Miss Posie's mother
- g) without details (give a two minutes' summary of the text)

XXVI. Dramatize the following episodes:

1. Highsmith speaking to the manager
2. Highsmith speaking to Miss Posie's mother
3. Highsmith speaking to Miss Posie at the restaurant
4. Highsmith speaking to Miss Posie's maid

XXVII. Characterize using the words given in brackets:

- a) **Miss Posie**
(beautiful, tall, fair-haired, clever, a convincing performance, to gain experience, sensible, to blame herself)
- b) **Mr. Highsmith**
(handsome, good-natured, experienced, gloomy, talented, clever, a powerful voice, to look innocent, shy, awkward, natural)
- c) **the manager**
(short, dark-haired, in the latest fashion, responsible for, a powerful man, to engage, to turn down, to have a lot of trouble with)
- d) **Miss Posie's mother**
(good-looking, shy, to be alike, fair-haired, distant, to prefer, to praise, to be (feel) proud of, worn-out, to miss, to look forward to, to hope)

XXVIII. Give descriptions of:

- a) Cranberry Corners and the house where Miss Posie used to live as a child.
- b) The restaurant where Miss Posie spent her evenings.
- c) The hotel where Miss Posie lived.

XXIX. Describe:

- a) Miss Posie's childhood (See Lesson 4 for Vocabulary).
- b) Mr. Highsmith's trip to Cranberry Corners (Lesson 2 for Vocabulary).

XXX. Give your impressions of a film, a play, an opera, a concert or a television-show, which has impressed you lately; use some of the words and word combinations given below:

the other day, on the posters, to take the opportunity, to book tickets (for), to prefer, in advance, to manage, to look forward to . . . , to make an impression (to impress), familiar, to guess, to star, excellent, to burst out laughing, particularly, acting, convincing, to have a feeling, natural, to feel like doing something, to praise, to be a success, to enjoy, no wonder, to be in demand.

XXXI. Tell the following extract in English, using the active words:

Однажды маму и меня пригласили в местный театр. Билеты были заказаны заранее. Я знала, что наши места будут в ложе. По правде говоря, мама была не совсем довольна. Она говорила, что совсем не знает пьесы и боится, что эта пьеса для взрослых, а не для детей моего возраста. Я, конечно, с нетерпением ожидала дня представления . . .

Даже сейчас, когда я вспоминаю этот спектакль, я чувствую себя особенно счастливой. Вся пьеса продолжалась не больше двадцати-двадцати пяти минут. Когда поднялся занавес, мы увидели, как какой-то красивый, но не очень молодой человек разговаривает с какой-то женщиной, которая выглядела гораздо моложе его и была одета по последней моде. Мы поняли, что это была его жена.

Вдруг вошла горничная и сказала этому человеку, что кто-то к нему пришел. Тогда его жена вышла из комнаты, и горничная ввела застенчивую белокурую девочку лет четырнадцати. Я догадалась, что эта девочка — дочь того человека и что он оставил свою семью.

Войдя в комнату, девочка осмотрелась вокруг и протянула отцу деньги. Она пришла, чтобы отвергнуть его помощь. Она старалась взять себя в руки, но в ее глазах стояли слезы, настоящие слезы. Она старалась убедить отца, что им ничего не нужно, что ее мать может воспитать детей сама, но у меня было такое чувство, что она хочет сказать ему: „Мы все любим тебя, папа, мы так несчастны без тебя“. Я испытывала жалость к девочке и гордилась ею . . .

Наконец занавес опустился, и зрители стали аплодировать. „Как хорошо и убедительно играет эта девочка“, — сказала я своему другу Лёне, который сидел рядом со мной.

„А она вовсе не девочка, — ответил Лёня. — Она актриса. Вот гляди“. Он показал мне программу, и я прочитала, что роль Оли исполняет артистка Комиссаржевская. Это была моя первая встреча с моей любимой актрисой, великой Комиссаржевской.

(По А. Бруштейн)

XXXII. Speak on the following topics:

- a) the play (film) you saw last
 - b) your favourite actor (singer, dancer)
 - c) your favourite kind of art
 - d) your favourite theatre
-

LESSON 8

Grammar: 1. Герундий (§ 8 p. 536)

2. Имена существительные, употребляющиеся
только в ед. или только во мн. числе (§ 7 p. 535)

Revision: Numerals (Table 6 p. 536)

Text:

A FUTURE BUSINESSMAN

(from the novel *The Financier* by Theodore Dreiser)

Theodore Dreiser, the great American progressive writer, was born in a poor family in 1871. When he was sixteen, he began to work for his living. He had a number of different jobs, and at one time was a newspaper reporter. As a reporter he gained much experience of life, which was a great help to him when he took up novel-writing.

Dreiser's literary career started in 1900 when *Sister Carrie* was published. In this novel and also in his later works, the writer exposed the true nature of American "democracy".

Dreiser was deeply impressed by the Great October Socialist Revolution. In 1927—28 he visited the Soviet Union and from that time on was a true friend of our country. In 1945 at the age of 74 Theodore Dreiser joined the Communist Party of the USA.

Dreiser died in 1945.

The extract below comes from the novel *The Financier*. Frank Cowperwood at thirteen is shown as a boy who is already fully aware of the power of money. Later on he becomes a typical capitalist who stops at nothing in order to become rich and powerful.

* * *

Buttonwood Street, Philadelphia, where Frank Cowperwood spent the first ten years of his life, was a lovely place for a boy to live.¹ There were mainly red brick houses there with small

marble steps leading up to the front doors. There were trees in the street — a lot of them. Behind each house there was a garden with trees and grass and sometimes flowers.

The Cowperwoods, father and mother, were happy with their children. Henry Cowperwood, the father of the family, started life as a bank clerk, but when Frank, his elder son, was ten, Henry Cowperwood became a teller at the bank. As his position grew more responsible, his business connections increased. He already knew a number of rich businessmen who dealt with the bank where he worked. The brokers knew him as representing a well-known organization and considered him to be a most reliable person.²

Young Cowperwood took an interest in his father's progress. He was quite often allowed to come to the bank on Saturdays, when he would watch with great interest the quick exchange of bills. He wanted to know where all the different kinds of money came from, and what the men did with all the money they received. His father, pleased at his interest, was glad to explain, so that even at this early age — from ten to fifteen — the boy gained a wide knowledge of the condition of the country financially. He was also interested in stocks and bonds and he learned that some stocks and bonds were not even worth the paper they were written on and others were worth much more than their face value showed.

At home also he listened to considerable talk of business and financial adventure.

Frank realized that his father was too honest, too careful. He often told himself that when he grew up, he was going to be a broker, or a financier, or a banker, and do some of the risky things he so often used to hear about.

Just at this time there came to the Cowperwoods an uncle, Seneca Davis, who had not appeared in the life of the family before.

Henry Cowperwood was greatly interested in and pleased at the arrival of this rather rich relative, for before that Seneca Davis had not taken much notice of Henry Cowperwood and his family.

This time, however, he showed much more interest in the Cowperwoods, particularly in Frank.

"How would you like to come down to Cuba³ and be a planter, my boy?" he asked him once.

"I am not so sure that I'd like to," replied the boy.

"Well, that's frank enough. What have you against it?"

"Nothing, except that I don't know anything about it."

"What do you know?"

The boy smiled, "Not very much, I guess."

"Well, what are you interested in?"

"Money."

He looked at Frank carefully now. There was something in the boy ... no doubt of it.

"A smart boy!" he said to Henry, his brother-in-law. "You have a good family."

Uncle Seneca became a frequent visitor to the house and took an increasing interest in Frank.

"Keep in touch with me," he said to his sister one day. "When that boy gets old enough to find out what he wants to do, I think I'll help him to do it." She told him she was very grateful. He talked to Frank about his studies, and found that the boy took little interest in books or most of the subjects he had to take at school.

"I like book-keeping and mathematics," he said. "I want to get out and get to work, though. That's what I want to do."

"You're very young, my son," his uncle said. "You're only how old now? Fourteen?"

"Thirteen."

"Well, you can't leave school much before sixteen. You'll do better if you stay until seventeen or eighteen. It can't do you any harm. You won't be a boy again."

"I don't want to be a boy. I want to get to work."

"Don't go too fast, son. You'll be a man soon enough. You want to be a banker, don't you?"

"Yes, sir."

"Well, when the time comes, if everything is all right and you've behaved well and you still want to, I'll help you get a start in business. If you are going to be a banker, you must work with some good company a year or so. You'll get a good training there. And, meantime, keep your health and learn all you can."

And with these words he gave the boy a ten-dollar gold piece with which to start a bank-account.

NOTES ON THE TEXT

1. Buttonwood Street *was a lovely place for a boy to live* ... — Улица Баттенвуд была прекрасным местом для мальчика. Сочетание *for a boy to live* отвечает на вопрос *What kind of place?*, является сложным определением к слову *place* и часто переводится на русский язык определительным придаточным предложением.

2. ... and considered him to be *a most reliable person* ... — и считали его *весьма (очень) надежным человеком*. Наречие степени *most* является синонимом наречию *very* и переводится на русский язык наречиями *очень, весьма*. При этом существительное к которому оно относится, употребляется с неопределенным артиклем.

Сравните:

This is a **most** interesting book.
Give me the **most** interesting
book you have.

Это **весьма** интересная книга.
Дайте мне самую интересную
книгу из тех, что у вас есть.

3. How would you like to come down to Cuba ... — не хочешь ли ты приехать на Кубу ... Наречная частица **down** после глагола **to come** в данном случае на русский язык не переводится; она показывает, что речь идет о приезде в какое-то отдаленное, провинциальное место по сравнению с тем, где жил Фрэнк Каупервуд. В противоположном значении употребляется наречная частица **up**:

He left Coventry and went up to London.

Он уехал из Ковентри и отправился в Лондон.

Частица **down** означает также пребывание на юге или движение в южном направлении; соответственно, частица **up** означает пребывание на севере или движение к северу.

After a day's stay in Kiev the party travelled down to Odessa.

После однодневного пребывания в Киеве, группа направилась в Одессу.

My friend has been working up in Murmansk for two years.

Мой приятель уже два года работает в Мурманске.

ACTIVE WORDS AND WORD COMBINATIONS

lovely
a step
to take steps
as
a position
a connection
in connection with something
to connect
a number (of)
the number (of)
to deal (dealt, dealt) (with)
to represent
a representative
reliable
to rely (on)
an interest
to take an interest (in)
to be of interest (to)
to be (get) interested (in)
an exchange
in exchange for
to exchange (one thing for another)

a bill
honest
to be honest (with)
a notice
to give (get) (two weeks') notice
frank
to be frank (with)
frequent (~ly)
to be (keep) in touch (with)
to be out of touch (with)
to get in touch (with)
most of
fast
to behave
to train
to get (have) training
to depend on
to object to
clothes
goods

(See Vocabulary to Lesson 8 p. 456),

PROPER NAMES:

Theodore Dreiser	['θiədɔ: 'draɪzə]	Теодор Драйзер
Frank Algernon Cowperwood	['fræŋk 'ældʒənən 'kaʊpəwʊd]	Фрэнк Алжернон Каупервуд
Buttonwood Street	['bʌtnwʊd stri:t]	Улица Батенвуд
Philadelphia	[filə'delfjə]	Филадельфия, зд. город в США
Seneca Davis	['senɪkə 'deɪvɪs]	Сенека Дэвис
Cuba	['kju:bə]	Куба

GRAMMAR EXERCISES

I. Translate the following sentences paying attention to the way the Gerund should be translated. State whether the Gerund is active or passive, perfect or non-perfect:

1. Choosing a present for that boy was not an easy matter for me. 2. On seeing the funny toy, the child burst out laughing. 3. A lot depends on (зависеть от) your pointing out the mistakes at once. 4. Why don't you do the work properly without being reminded? 5. He does not like praising people too often. 6. He does not like being praised in the presence of his fellow-students. 7. The boy was blamed for not helping his school-friends. 8. The boy was blamed for not having helped his friend when the latter was in trouble. 9. Everybody objects to the order (заказ) being cancelled without proper consideration. 10. Who is responsible for the prices not having been fixed yet?

II. Compare the use of the Noun and the Gerund:

1. a) The discussion of the report lasted two hours. b) They finished discussing the report at two o'clock. 2. a) The unexpected engagement of a new actor surprised everybody. b) Mr. Brown began engaging new actors quite unexpectedly. 3. a) The manager was surprised at Miss Posie's sudden cancellation of all her engagements. b) The manager was surprised at her cancelling all engagements so suddenly.

III. Complete the sentences using constructions with either the Noun or the Gerund:

Model: We thanked them for
—their quick answer to our letter.
—answering our letter quickly.

1. She was blamed for (небрежная работа)
 (—(работать небрежно))
2. She was praised for (отличное исполнение роли)
 (—(исполнить роль отлично))
3. The head waiter was responsible for (хорошее обслужи-
 вание)
 (—(хорошо обслужи-
 вать))

IV. Point out the doer of the action which the Gerund expresses, then translate the sentences into Russian:

1. We don't mind considering the matter again. 2. We don't mind your considering the matter again. 3. We don't mind the director's considering the matter again. 4. We don't mind the company considering the matter again.

V. Where necessary fill in the blanks with possessive pronouns or nouns in the possessive case:

A. 1. I am tired of ... telling everybody my story. 2. I am tired of ... telling me the same story a hundred times. 3. We'll be looking forward to ... joining us. 4. We'll be looking forward to ... joining you.

B. A Telephone Talk

Mary. Excuse ... bothering you at such a late hour. Do you mind ... coming to see you now?

Ann. Of course, I don't.

Mary. You remember ... promising to lend me your big dictionary, don't you?

Ann. Yes, I do. Come round, and get it. I'll be looking forward to ... seeing you.

Mary. Oh, thank you. I'll be at your place in half an hour.

VI. Complete the sentences using active and passive Gerunds:

1. He looked forward to (пригласить)
 (—быть приглашенным)
2. She prefers (рассказывать новости)
 (—когда ей рассказывают новости)
3. Do you remember (винить кого-л. за эту ошибку)
 (—что вас винули за эту ошибку)

4. I don't mind — поехать в командировку
 — если меня пошлют в командировку.
 — если его пошлют в командировку
 — послать письмо немедленно
 — чтобы письмо было послано немедленно
5. He dreams of — стать опытным врачом
 — чтобы его сын стал опытным врачом
 — чтобы ему дали эту роль
 — чтобы его сыну дали эту роль
6. It depends on — просмотрит ли он документы во-время
 — будут ли документы просмотрены
 во-время
7. He objected to — делать работу наспех
 — чтобы она делала работу наспех
 — чтобы работа была сделана небрежно
 — чтобы собрание было отменено
 — чтобы это здание было снесено

VII. Answer the following questions:

a) Using the Gerund as a direct object:

1. Which do you like better, skiing or skating?
2. What films do you consider worth seeing?
3. Do you prefer booking seats for the theatre in advance? Why?
4. Do you enjoy travelling by sea (by air, by rail)? Why?
5. Do you remember taking your child to school for the first time? What do you remember about the day?
6. Do your children obey you at once or do they need telling several times?
7. What is your friend busy doing now?

b) Using the Gerund as a prepositional object:

8. What did you dream of becoming when you were at school?
9. What are you fond of doing?
10. What do you do when you feel tired of doing one thing?
11. What do you praise (blame) people for?
12. Do you feel like going out when it rains (when the sun shines brightly)?

VIII. Complete the following sentences using Gerunds:

- a) 1. Do you prefer ... ?
2. Did you enjoy ... ?
3. I don't mind ... ?
4. Excuse me ...
5. Is the play (the book, the exhibition) worth ... ?
6. He is busy ...
7. Do you mind ... ?
8. I remember ...
9. The translation (the article, the suggestion) needs ...
- b) 1. I think it depends on ...
2. Your son dreams of ..., doesn't he?
3. Is he engaged in ... ?
4. You are fond of ..., aren't you?
5. Who is responsible for ... ?
6. Are you tired of ... ?
7. Do any of you feel like ... ?

IX. Translate the following sentences using the Gerund:

1. Извините, что я еще раз беспокою вас.
что я снова прерываю вас.
что я задаю вам столько вопросов.
что я оставляю вас одну на минуту.
2. Благодарю вас, что вы напомнили мне об этом.
что вы присмотрели за моим ребенком.
что вы подбодрили меня.
что вы уговорили мальчика не делать этого.
что вы взяли мой багаж из камеры хранения.
3. Вы не возражаете, если я закрою окно?
если вас задержат немного?
если я распакую посылку?
если его похвалят?
если вас пошлют в командировку?
если его возьмут к нам на работу?
если он будет отвечать за эту работу?
4. Вы помните, что вы имели неприятности из-за вашей небрежности?
как он вам показывал город?
как она пыталась убедить его?
что вас хвалили за исполнение этой роли?
5. Они заняты: заказывают билеты на поезд.
выбирают книги для чтения.
рассматривают этот вопрос.
сдают вещи в багаж.

- | | | | |
|----------------------|-------|---------|-----------------|
| 6. Статью | _____ |] нужно | —обсудить. |
| Телевизор | _____ | | —наладить. |
| Вашего друга | _____ | | —подбодрить. |
| За маленькими детьми | _____ | | —присматривать. |

X. Translate into English using the Gerund:

1. Анна сказала, что успех работы зависит от того, будут ли во-время подготовлены все материалы. 2. Директор возразил против того, чтобы все предложения обсуждались на одном и том же собрании. 3. Дождь идет с утра, и моя машина стала такой грязной, что ее нужно помыть, прежде чем мы поедем дальше. 4. Друзья Петра с нетерпением ожидали, когда он расскажет им о последних соревнованиях. 5. Опыт этого преподавателя в обучении студентов английскому языку стоит изучать. 6. „Регулярное чтение вслух сыграет важную роль в улучшении вашего произношения (pronunciation)“, — сказал преподаватель, обсуждая ошибки студентов. 7. Я хорошо помню, как шла домой из школы после последнего выпускного экзамена. 8. Извините, что я так часто вас беспокою, но я не могу разобрать ваш почерк (to make out somebody's handwriting).

XI. Translate the following into Russian (§ 7p. 535):

- a) 1. The teacher has given you a lot of good advice. It will be your own fault if you don't follow it. 2. What is the news? You look so gloomy. Is it bad? 3. Mathematics was my favourite subject at school. 4. Where is the money you borrowed? — It has been spent on books.
- b) 1. At first I couldn't recognize my friend in those worn-out clothes and the make-up. 2. These goods are faulty. They cannot be accepted.

XII. Translate into English:

1. Его советы весьма полезны (useful). Им стоит следовать. 2. Почему твоя одежда такая грязная? 3. Кто виноват в том, что эти сведения не были посланы вовремя? 4. Хотя новости были весьма печальными, он взял себя в руки и продолжал работать. 5. У вашего сына отличные успехи. Но я еще не склонен хвалить его. 6. — Где деньги? — Я положил их в твой портфель. 7. Присланные вами данные оказались вполне достоверными. Они очень помогли нам в работе. 8. Я с нетерпением жду ваших новостей (хочу услышать их). Они всегда очень интересны. 9. Этот товар представляет для нас большой интерес. Он необходим для нашей промышленности.

GRAMMAR REVISION

XIII. Read the following (Table No. 6 p. 571):

- a) 1005 journals; 5,400,000 strikers; 101 clerks; 41 banks; 305 suggestions; 6,859 books; 8,732,465 signatures; on page 733; by tram 43; in room 1438; in chapter XXIX; on the 12th day; 90,045,042 roubles.
- b) at the end of 1789; in 1200; in 1860; in June, 1941; by 1960; In Jan., 1965; on Dec. 25, 1959; 28th Febr., 1958; on the 21st of July; Oct. 25, 1917; Nov. 7, 1943; 3rd Sept., 1940.

XIV. Read the following combinations in English:

9.325 забастовок, 341 студент, 9-е предложение, в комнате 1223, 10.999.525 долларов, 44.785 фунтов стерлингов, на странице 945-й, 1.565.000 новых книг, в 331 параграфе, 101.305.681 рубль.

XV. Write the following dates:

9 мая 1945 г., 22 апреля 1959 г., 23 февраля 1961 г., 5.9.55 г., 31 января 1942 г., 1.9.59 г., 20/VI-49 г., в 1869 г., в сентябре 1941 г., к ноябрю 1965 г., в 1901 г., 9/I-1905 г., в мае 1969 г.

TEXT AND VOCABULARY EXERCISES

XVI. Translate the following sentences into English and state the part of speech of the words in black type:

1. The table in our dining-room is **round**. 2. There is a **round** table in our dining-room. 3. When we came in, there were already many guests **round** the table. 4. We couldn't go straight to the river, we had to go **round**. 5. **Answer** all these questions, please. 6. In **answer** to my questions he only shook his head. 7. **Autumn** is approaching. 8. I don't like **autumn** flowers, they have no scent (запах).

XVII. Answer the following questions, using the active vocabulary of the lesson:

1. Why do you think the author calls Buttonwood Street a **lovely** place?
2. Why did the business **connections** of Henry Cowperwood increase?
3. What kind of organization did Henry Cowperwood **represent**?
4. Why did he come to know a **number** of rich businessmen?
5. What kind of person was he considered to be?
6. Why was young Cowperwood allowed to come to the bank where his father worked? What did he like to watch there?

7. How did the boy gain a wide knowledge of the condition of the country financially? What was he **interested in**?
8. What did Frank think of his father's business activities?
9. What were the boy's plans for the future? Were they **connected** with the banking business? What did he dream of becoming?
10. Why had Uncle Seneca taken no **notice** of the family before? Why did he **get** particularly **interested** in the boy?
11. Was the boy **frank** with his uncle or did he try to deceive him?
12. Why did Uncle Seneca become a **frequent** visitor to the house?
13. Why did Uncle Seneca want his sister to **keep in touch** with him?
14. Why did Frank take little **interest** in most of the subjects which he took at school?
15. Why did Uncle Seneca **object** to Frank leaving school at thirteen?
16. What did Uncle Seneca promise he would do if the boy **behaved** well?
17. In what way did Uncle Seneca want the boy to get a good **training**?

XVIII. Complete the following sentences from the text:

1. Buttonwood Street was a lovely place ...
2. The Cowperwoods, father and mother ...
3. He was quite often allowed to come to the bank on Saturdays, when ...
4. He was going to do some of the risky things ...
5. ... , he showed much more interest in the Cowperwoods ...
6. Uncle Seneca became a frequent visitor to the house ...
7. If you are going to be a banker, you ...
8. And meantime, ...

XIX. Substitute words and word combinations from the text for the parts in black type:

1. **With time** the position that Henry Cowperwood held grew more responsible and his business contacts became more **numerous**. He already knew **several** rich businessmen who **came to do business** with the bank where he worked.
2. The brokers knew him **because he held a responsible** position at a well-known organization, and **looked upon** him as a **person who could be relied on**.
3. On Saturdays young Cowperwood would watch people get money documents at the bank in exchange for others.
4. Uncle Seneca began to visit the house very often and grew more and more interested in Frank.
5. "Let me know what happens," he said to his sister.
6. When the time comes and if

everything is all right and you've done things in a proper way, I'll help you get a start in business. 7. They'll teach you the right things there.

XX. Find English equivalents to the following (See Text):

1) Генри Каупервуд начал работать в банке мелким служащим 2) откуда берутся все эти деньги 3) с радостью объяснял 4) как раз в это время 5) на этот раз 6) не хочешь ли ты поехать на Кубу 7) я не уверен, что хочу этого 8) что ты имеешь против этого 9) несомненно, в мальчике что-то было 10) большинство предметов, которые ему приходилось изучать в школе 11) вот, что я хочу сделать 12) ты большего достигнешь, если 13) не торопись, сынок 14) я помогу тебе начать 15) поработать в хорошей фирме год-другой 16) береги здоровье

XXI. Give the situations in which the following words are used (See Text):

steps, to take an interest in, the exchange of bills, honest, to take notice of, frank, frequent, most of, fast, to behave, training.

XXII. Correct the following statements. If you find the sentence only partly wrong, use the following expressions:

You are not quite right — вы не совсем правы

it is true in a way — до некоторой степени (отчасти) это так (это соответствует действительности)

true ... but (well, yes, but ...) — правда ... но ...

as a matter of fact — собственно говоря

For example: Henry Cowperwood was a teller at a big bank, but his business connections were few as he was not considered to be a reliable person.

You are not quite right. True, he was a teller at a bank, but his business connections were not few. As a matter of fact they increased as time went on, as he was considered to be a most reliable person.

1. The brokers looked upon Frank's father as a most unreliable person, who would deceive them when he had an opportunity to do so. For that reason he had few business connections.
2. Young Frank used to take little interest in his father's work, and though he was allowed to come to the bank on Saturdays, he did not gain much by watching business operations there.

3. At home Frank's people used to talk about business and financial adventure, but the talk made little sense to the boy and he did not listen to it.
4. Although Frank was young and knew little of business he realized that his father was honest and careful. He would tell himself that when he grew up, he would be like his father, he would never do a risky, dishonest thing in business.
5. Uncle Seneca had always kept in touch with the Cowperwoods as he was fond of the family, but this time he liked young Frank so much that he decided to stay with the family and watch the boy's progress.
6. Uncle Seneca got angry on hearing that the boy had no interest in anything except money, and told Henry Cowperwood that he had not brought him up properly.

XXIII. Vocabulary Activization Exercises:

LOVELY

1. *Translate and use in sentences of your own:*

чудесная погода; чудесный вид; чудесный подарок; выглядеть очаровательным.

2. *Translate:*

1) Какой прекрасный вид (погода, утро)! 2) Мы прекрасно провели время сегодня, не правда ли? 3) В молодости у нее были чудесные волосы.

A STEP, TO TAKE STEPS

1. *Translate:*

1) He jumped on to the **step** of a moving tram. 2) He heard strange **steps** outside the house. 3) Everything depends on your **taking** the necessary **steps** in time. 4) Alan **made (took)** a few **steps** forward and stopped.

2. *Make up sentences of your own:*

- 1) to object to — to take immediate steps
- 2) to depend on — to take steps in time
- 3) to take steps — to look forward to ...

3. *Add a beginning:*

- ... That's why I consider this **step** unreasonable.
- ... I have a feeling that it was quite a reasonable **step**.
- ... That's why I don't feel like **taking** such a **step**.

AS, LIKE

1. *Translate:*

1) **As** time went on, they cheered up a little. 2) He's had special training **as** a music teacher. 3) **As** the suggestion seemed sensible, we decided to give it proper consideration. 4) He was looked upon **as** an experienced engineer. 5) **As** he spoke, his face seemed more and more familiar to me.

2. *Fill in the blanks with as or like:*

1) She has a very light step, she moves ... a dancer. 2) While Comrade Sokolov was away on a business trip, one of his fellow-workers acted ... chief (главный) engineer. 3) He speaks English ... an Englishman because he's been brought up to speak the language. 4) The girl has had a lot of training ... a typist (машинистка), she works ... a machine.

A POSITION, TO FIND ONESELF IN A ... POSITION

1. *Answer these questions:*

- 1) How could you describe Miss Carrington's position at the theatre?
- 2) Why did Mark Twain find himself in a difficult position?
- 3) Why did Mr. Winkle find himself in an awkward position?
- 4) In what position did Highsmith find himself when he came to see Miss Posie at the hotel?

A CONNECTION, IN CONNECTION WITH, TO CONNECT

1. *Make up sentences of your own using the following table; translate the sentences into Russian:*

I don't see	} any connection between the connection between	}	events
What's			sentences
Is there			discoveries
There isn't			ideas
Don't you see			suggestions
			letters
			telegrams

2. *Complete:*

In connection with the forthcoming sporting events ... (to set up a preparation committee).

In connection with the forthcoming evening party ... (to have a fashionable dress made).

In connection with the congress of scientists... (representatives of different journals).

3. *Answer these questions:*

- 1) What foreign language is your work connected with?
- 2) Is your work connected with travelling?
- 3) When were Moscow and Leningrad connected by a railway line?
- 4) Was the construction of that railway line connected with any particular trouble and expense?

A NUMBER OF, THE NUMBER OF

1. *Fill in the blanks with articles:*

1) There were ... number of faults in the machine. 2) ... large number of young actors were highly praised for their excellent performance. 3) ... number of people engaged in this work has become twice as large as it used to be.

2. Complete:

- 1) A number of students ... (to make progress in ...)
- 2) The number of students ... (to increase)
- 3) A large number of discoveries ... (to be made since ...)
- 4) The number of discoveries ... (to grow)

3. Translate:

1) Число людей, знающих иностранные языки, увеличилось. 2) На собрании был внесен (сделан) ряд разумных предложений. 3) Он нашел несколько (ряд) дефектов в машине.

TO DEAL (WITH)

1. Answer these questions:

- 1) What kind of people do you prefer dealing with?
- 2) What does the last English book you read deal with?
- 3) You have to deal with different matters at work, don't you?
- 4) What do you deal with at your office?

2. Make up sentences of your own:

Model: He is pleasant to deal with, he is very cheerful

- 1) to be impossible to deal with — to find fault with
- 2) to be pleasant to deal with — to keep one's engagements
- 3) to be easy to deal with — a good-natured fellow

3. Translate:

1) Интересно, о чем идет речь в этой статье. 2) С ней трудно иметь дело. 3) Этот институт не занимается такими проблемами.

TO REPRESENT, A REPRESENTATIVE

1. Substitute the word *English* by the names of as many different nationalities as you know:

By whom were the English represented during the last international sporting events?

2. Answer these questions:

- 1) Who represented your office at the last trade-union conference?
- 2) Who was the Soviet Union represented by at the last international music contest (at the last sporting events)?
- 3) What kind of people do we send to the Soviets to represent our interests?
- 4) What representatives of Soviet science (art, literature, music) do you know?

3. Translate:

1) Кто представлял делегацию Индии? 2) Кто будет представлять нашу контору на конференции? 3) На следующей неделе в Москву приезжают еще два представителя этой фирмы.

RELIABLE, TO RELY ON

1. Practise aloud:

1) You can rely upon him. 2) He can be relied on.

2. Make up sentences of your own:

- | | |
|--------------------------------------|--------------------|
| 1) to depend on | — to be reliable |
| 2) to have a sense of responsibility | — to rely on |
| 3) to gain experience | — can be relied on |
| 4) to be reasonable | — to rely on |

3. Translate:

- а) Достоверные сведения (новости), надежный человек.
б) 1) Вы можете на него положиться. 2) Могу ли я положиться на его опыт?

TO BE (GET) INTERESTED IN, TO TAKE AN INTEREST IN, TO BE OF INTEREST TO

1. Practise aloud:

- 1) We are interested in getting information about these goods.
2) The news is of great interest to everybody.

2. Make up sentences of your own:

to be interested (in)	to gain knowledge
to take an interest (in)	to gain experience
to take no interest (in)	to improve
to take some interest (in)	to discover
to take little interest (in)	

3. Complete:

- 1) The demand for the book has increased because ... (to be of interest to ...).
2) The information published in the journal ... (to be of considerable interest to).
3) I've chosen this book to speak on because ... (to be of great interest).

4. Translate:

- 1) Они оба интересуются искусством. 2) Интересно, почему никто из вас не проявляет никакого интереса к этой книге. 3) Я заинтересован в просмотре этих статей лично (сам). 4) Я уверен, что эти вопросы представляют для вас большой интерес.

AN EXCHANGE, TO EXCHANGE ONE THING FOR ANOTHER, IN EXCHANGE FOR

1. Make up sentences of your own:

- 1) an exchange of ideas — to do a lot of good
2) an exchange of films — to be of interest to
3) an exchange of visits — an event of great importance
4) to look forward to — to exchange experience

2. Change the tense of the following sentence using all possible tense-forms:

We exchanged opinions on the exhibition.

3. *Make up sentences using the English equivalents of the following:*
обменяться приветствиями (опытом, мыслями, мнениями, информацией),
обменять какую-л. вещь на какую-л. другую, в обмен на ...

4. *Translate:*

1) Я полагаю, что обмен мнениями принесет нам обоим большую пользу. 2) Мне хотелось бы, чтобы вы давали мне уроки английского языка в обмен на уроки русского языка. 3) Нельзя ли мне (можно мне) обменять это платье на другое?

A BILL

1. *Answer these questions:*

- 1) In what places are people given bills?
- 2) What do you say when you ask for a bill at a restaurant?
- 3) What does your electricity (gas) bill usually come to?

2. *Translate:*

1) Вы ведь уже уплатили по счету в гостинице? 2) Дайте мне счет, пожалуйста. 3) Сколько составляет (to come to) мой счет?

HONEST, TO BE HONEST WITH

1. *Complete:*

- 1) You can rely upon him ... (to consider, honest).
- 2) We liked him at first sight ... (honest, a face).
- 3) After Jack had deceived his friends ... (to keep away, dishonest).
- 4) I'll be quite honest with you... (suggestion, not to make sense).

NOTICE, TO GIVE (GET) (TWO WEEKS') NOTICE

1. *Translate:*

1) Do you mind looking at the notice on that wall? 2) Miss Posie cancelled her engagements without giving notice to the manager. 3) After getting two weeks' notice from her manager, Jennie had to look for another job. 4) The contract can be cancelled only at a month's notice.

2. *Complete:*

- 1) В объявлении говорится ... (the meeting, to be cancelled, to be held)
- 2) Я прочел в объявлении, что... (the excursion, to fix)
- 3) Мы пытались уговорить их отменить матч, но ... (to take no notice of ...).

FRANK, TO BE FRANK WITH

1. *Translate using the Gerund:*

1) Все обвиняли его в том, что он не был откровенным со своими друзьями. 2) Откровенно говоря, я не расположен выходить куда-либо вечером. 3) Благодарю вас за откровенность. 4) Я не возражаю поговорить со всеми откровенно. 5) Откровенно говоря, работа нуждается в улучшении.

FREQUENT

1. *Answer these questions:*

- 1) In what season is rain most frequent?
- 2) What does your teacher ask you to do if you make frequent mistakes?

3) Do you have to wait long for a bus in the morning or do they run frequently?

2. *Make up sentences of your own:*

- 1) a frequent visitor — to come to know
- 2) a frequent expression — to be worth learning
- 3) frequent telephone calls — to get tired of

TO KEEP IN TOUCH WITH, TO BE IN (OUT OF) TOUCH WITH, TO GET IN TOUCH WITH

1. *Practise aloud:*

- 1) I'll get in touch with my people.
- 2) We've been in touch with the company for a year.
- 3) I'm sorry, you're out of touch with things here.
- 4) He isn't here now, but we keep in touch with him.

2. *Translate:*

- 1) Многое зависит от того, установите ли вы связь с институтом.
- 2) Ученых хвалили за то, что они поддерживают связь с заводами.
- 3) Его обвинили в том, что он не поддерживает связи с некоторыми специалистами (a specialist).

3. *Fill in the blanks with to be (get) in touch with, to be out of touch with, to connect:*

- 1) Our office ... with this institute, but I can't give you any information as we ... with them for a few months.
- 2) This work ... with mathematics. You must ... with Professor Petrov if you want help.

MOST OF (THE..., OUR..., ETC.)

1. *Practise aloud:*

- 1) Most of our suggestions have been taken into consideration.
- 2) Most of your story is really excellent.
- 3) It seems I've missed most of the fun.

2. *Make up sentences using the following table:*

most of these dresses	to turn down
most of the area	to guess right
most of the people	to be out of fashion
most of these old houses	to pull down
most of the children	to be built up
most of his books	to enjoy the sight
most of his suggestions	to have a lot of fun
most of the journey	to be in great demand
	to enjoy

3. *Translate:*

большая часть книги (перевода, времени, работы), большинство студентов нашего института, большинство наших ученых, большая часть слов,

FAST

1. Answer these questions:

- 1) In what cases do people begin to talk very fast?
- 2) When do people have to walk fast?

2. Translate:

- 1) Не говорите так **быстро**, я вас не понимаю.
- 2) Вы слишком **быстро** диктуете.
- 3) Он работал особенно **быстро**.
- 4) Не так **быстро**. Одну минутку, я запишу номер телефона.

TO BEHAVE

1. Translate the following word combinations and use their equivalents in sentences of your own:

- вести себя (хорошо, плохо, как следует, как ребенок)

TO TRAIN, TO GET (HAVE) TRAINING

1. Translate:

- 1) We want a **trained** driver, not a beginner.
- 2) She's had some **training** at a Teachers' College.
- 3) You can't blame her for **inexperience**, she wasn't **trained** to be a translator.

2. Make up sentences using the same structure as in the model:

She was **trained** to be a doctor.

3. Change the tense in the following sentence using all possible tense-forms:

The team is **training** for the finals.

4. Answer these questions:

- 1) Why can't one become a skilled doctor (teacher, engineer) without **special training**? (Is it possible to gain a good knowledge of a subject only from one's own experience?)
- 2) What is your brother (sister)? Was he (she) **trained** to the profession?

XXIV. Substitute the active of the lesson for the parts in black type:

1. It is rather difficult to do anything with Ann, she gets excited so easily and it takes her a long time to pull herself together.
2. John is quite grown-up now and has a strong sense of responsibility, I think you may be sure that he will do the work well.
3. Do you know they are going to hold a conference on the last competitions? Who is going to attend it and speak for our team?
4. My mother bought a hat for me the other day, but the style is quite out of fashion now. I wonder whether it is possible to take it back to the shop and get a more fashionable one.
5. Although Jack seemed to be telling his new friend the truth, Bob had a feeling that he was being deceived.
6. "The new bus service has not started yet, so at present the train is the only way of getting from the village to the town," said the old man.
7. Although Jane went to Oxford and Mary took lessons

at a Teachers' Training College in Birmingham, the two friends never lost sight of each other and sometimes spent a holiday together. 8. "I give you a month in which to find another job," the manager said to the worker. 9. The manager told the secretary to write a letter or phone to the representative of the firm.

XXV. Give the four forms of the following verbs:

to run	to pay	to hear	to lie (2)
to hold	to burst	to think	to begin
to sell	to deal	to rely	to study
to buy	to lead	to reply	to die
to show	to grow	to find out	

XXVI. Complete the following sentences in any sensible way:

1. At the bank Henry Cowperwood often spoke
2. At home Henry Cowperwood used to tell
3. He would say
4. He would tell
5. At home Frank's people used to talk
6. When Uncle Seneca was speaking . . . , he said
7. Seneca Davis told
8. Frank said

XXVII. Fill in the blanks with prepositions and adverbial particles if necessary:

1. I promised Peter not to tell his sister ... his illness, and found myself ... an awkward position when she asked me how he was. 2. He is impossible to deal ... ! You can never rely ... him 3. Almost all the countries ... the world were represented ... the Film Festival ... Moscow. That was why it was an event ... great interest ... all cinema-goers. 4. Both the teacher and the students were interested ... the forthcoming conference. Everybody looked ... a fruitful exchange ... ideas ... representatives ... different scientific schools. 5. When Peter was twelve, he used to take a great interest ... foreign stamps. He would often give his friends his books, toys and other things ... exchange ... the stamps which were ... interest ... him. 6. "I'll help you ... pleasure," the doctor said ... the old scientist. "But I want to be perfectly honest ... you: no medicine will help you unless you stop working ... the expense ... your health. I can allow you to work only three or four hours ... a day." 7. Mary had been training the whole winter ... the race (соревнование в беге). 8. Ann was hurt to see that her friend took almost no notice ... her although they had been ... touch ... only a month or so. 9. "Many interesting books may

come out ... connection ... the film festival," said the shop assistant. "Keep ... touch ... us. We'll let you know if there is anything here ... interest ... you."

XXVIII. Fill in the blanks with articles if necessary:

In this period there came ... declaration of war between ... North and ... South.

Then came ... number of ... meetings and ... battles; ... arrival of Lincoln, ... great representative of ... American people on ... way from Springfield to Washington; ... battle of Vicksburg; ... battle of Gettysburg, and so on. Cowperwood was only twenty-five at the time, ... calm, good-looking young man, who thought there were good reasons to start ... war for ... liberation of ... slaves, but it was dangerous to ... trade and might do him as ... businessman ... lot of harm. He did not want to join ... army. ... others might, there were many poor fools who would put themselves up to be shot; and ... number of such people was large enough; but he was not going to run the risk (рисковать) of being killed. One day he saw ... small unit of ... soldiers marching along one of ... quiet streets of ... town. ... idea was, of course, to make such ... great impression on all ... people including himself, that he would lose his sense of self-interest, and seeing only ... great need of ... country, join ... army. He saw ... working man watch ... unit, then take ... few steps forward and finally join it. What was it that had caught ... man, Frank asked himself. He watched ... unit disappear at ... end of ... street round ... corner. ... No! He would rather make ... money!

XXIX. Give situations using the following words and word combinations:

- | | |
|---|---|
| 1) to start off
a lovely morning
to look forward to
to reach a river
to have a lovely time | 3) to deal with
to exchange opinions
to be frank with
to rely upon
to deceive
to feel hurt |
| 2) as a boy
to be fond of
to take an interest in history
a frequent visitor to the museums
as
to grow up
to gain much knowledge
to get interested in | 4) to be connected with
to represent
to get (be) interested in
to get in touch with
5) to behave
to have trouble with
to need looking after
to send to be trained
to keep in touch with |

6) a representative
to deal with
to cancel
two weeks' notice
to take steps
in connection with
to improve the position

7) to remember meeting
shy
awkward
to take no notice of
to come to know
to turn out
honest

XXX. Translate into English in writing:

1. Эта девушка работает в нашей конторе два месяца, и все ее хвалят. Товарищ Петров говорит, что она прекрасная машинистка (a typist), так как она **училась** этой специальности (чтобы стать машинисткой) в течение двух лет, до того как поступила к нам на работу (была принята на работу к нам в контору). 2. **Откровенно** говоря, я не могу помочь вам, так как моя работа не связана с такими проблемами. Если вас **интересует** этот вопрос, я советую вам **связаться** с товарищем Петровым. Их институт **занимается** этими вопросами с прошлого года. 3. „Всего несколько месяцев тому назад этот мальчик **вел себя** очень плохо, и я боялся, что у нас **будут с ним** неприятности, — сказал учитель. — Но мы **приняли меры**, и **положение** значительно улучшилось с тех пор. Сейчас он **проявляет** большой интерес к математике, и я не удивлюсь, если со временем (one day) он станет прекрасным инженером“. 4. Прочитав документы Грина, управляющий попросил его **поддерживать связь** с фирмой, сказав, что он не будет возражать против того, чтобы Грин был принят на работу, если ему разрешат увеличить **число** инженеров в основном цехе (shop). 5. **Представитель** фирмы сказал Миссис Кэмпбелл, что, если она не заплатит **по счету** к концу недели, газ будет выключен. „Вам уже сделали **двухнедельное предупреждение**, — сказал он, — я не хочу иметь неприятности из-за вас“. 6. „Автобус — не единственное средство **связи** между этими деревнями, — объяснил он своему спутнику. — Раньше автобусы ходили (to run) **быстро** и **часто**, но сейчас старая дорога (road) в плохом состоянии, а новая еще строится. Я думаю **неразумно полагаться на автобус**, если вы торопитесь“. 7. Я мечтаю посетить эту выставку. Мне сказали, что на ней будет **представлен ряд** интересных художественных школ. 8. Жаль, что вы не **поддерживаете связь** с тов. Серовым, вам нужно **обменяться опытом**, это вам поможет в работе. 9. Управляющий сказал, что фирма примет меры, чтобы улучшить положение, так как она (they) заинтересована в том, **чтобы иметь дело** с этими покупателями (customers). 10. Я помню, что просмотрел **большую часть** его статей. Я нахожу, что некоторые из них нужно исправить.

SPEECH EXERCISES

XXXI. Discuss the following questions:

1. What kind of family is described in the extract?
2. What was Frank Cowperwood interested in? Do you consider these interests normal for a boy of his age? How did his father look upon the boy's interests?
Was his attitude right or wrong? (Give your reasons).
3. How was it that Frank came to be interested only in money? (In what way did the talk he used to listen to at home impress him?).
4. What was it that Uncle Seneca liked so much in Frank? What did he say Frank's future would depend on?
5. What do you think of Uncle Seneca's present to Frank?

XXXII. Retell the text:

- a) as it is
- b) in the person of Henry Cowperwood (Frank Cowperwood, his school-mate, Seneca Davis)
- c) without details in 2-3 minutes' time

XXXIII. Dramatize the conversations between Frank and his uncle.

XXXIV. Characterize Henry Cowperwood, Frank Cowperwood, and Seneca Davis using the words given below:

good (ill-)natured, experienced (inexperienced), sensible, cheerful, powerful, reliable, smart, honest (dishonest), to behave, to be trained, to wear, to consider, to be responsible, to keep away from, to be easy (difficult, impossible, etc.) to deal with, to bring up, to grow up, (not) to get into trouble

XXXV. Describe: a) Henry Cowperwood's day's work b) Uncle Seneca's life in Cuba c) Frank Cowperwood's school day

XXXVI. Make up situations of your own:

1. The Work of a Young Doctor

a young doctor, the position of an assistant, to turn down, a distant village, to take a great interest in, as, time, to pass, to gain experience, to be pleasant to deal with, to come to know, to get convinced, to look upon, skilled, reliable, to be praised highly

2. A Film Festival

to be held, a number of, to enjoy, to be represented, to look forward to, to be of great interest to, a representative, to suggest an exchange, most of, to be pleased with, to be a success, to be worth, to compare to

3. How my Friend Became a Pianist

to be fond of music, to dream of, to go to concerts, to prefer, frequently, not to be trained, to learn more, to grow displeased with oneself, to have trouble with, to persuade oneself, to gain much experience, to be praised for

XXXVII. Retell this text and discuss the questions following it:

ROBERT GAINS SOME LIFE EXPERIENCE

*(from the novel *The Green Years* by Cronin)*

At the beginning of January Mama * received a letter. She gave a cry of joy. "From Adam. He's coming on Saturday at one o'clock. On business ..."

Adam wasn't a frequent visitor to the house. He had been out of touch with the family for some time, so I had not had an opportunity of seeing him yet.

Mama told me what a wonderful boy Adam had been, how he had bought and sold a bicycle at a profit of ten shillings before he was thirteen; how a year later he got interested in business, and without any special training went into Mr. McKeller's office; how, now at twenty-seven, he was considered a reliable official by most of the businessmen he dealt with and earned four hundred pounds a year, even more than Papa.

At one o'clock on Saturday a car pulled up at the door.

Adam entered, smiling, wearing a fashionable coat, cheerfully greeting everybody.

He sat down to the rich meal which Mama had put before him. We all sat round and, exchanging hungry looks, watched him — we had had our poor dinner an hour ago ...

After Adam had spoken to the grown-ups about things which I did not understand and therefore took no interest in, he turned to me and said:

"I hope you will see me to the station, Robert, I like the way you behave and want to make you a little present."

He showed me a gold coin (монета).

"Money ... Money is everything," he continued.

"Not a bad idea to understand it while you are young, Robert. But you mustn't think I don't like spending money. I like to eat the best, to wear the best, to stop at the best hotels. I like to have everybody running after me. And now look at Grandpa. What's his position! Not a penny ... lives on bread and water ..."

* Robert Shannon [rɒbət 'ʃænən] lost both his parents at an early age, and was brought up in the family of his grandparents whom he was told to call Papa and Mama.

He stopped and smiled so pleasantly, that I also smiled in return ...

Waiting for him downstairs, I thought of the day when, with pockets full of money, I should walk into a restaurant and order a rich meal, while the waiters hurried to carry out my orders. I looked forward to receiving the present Adam would buy me with that beautiful gold coin:

"Will you carry my bag?" Adam asked me as Mama helped him to put on his coat.

I was ready to serve him and took the bag, which was much heavier than I had expected. Adam walked quickly. I followed him half running, changing the bag from hand to hand.

"What sort of present would you like?"

"Anything will do, Adam," I said politely.

"No, no. It must be something you would really like."

What understanding! Oh, Adam could certainly be relied on, and I decided to be frank with him.

"I would be glad* to have a pair of skates."

"Oh! Skates! Well I don't know. You can't skate all year round."

That was a consideration, and I had to agree with him.

"A football would be better**," he said. "But the boys will play with it; they will lose it."

The heavy bag was killing me.

"I ... I can't think, Adam."

"Oh, I know what I will give you! It will please Mama."

"Oh, thank you, Adam." I could hardly make another step. Even in my poor clothes I felt terribly hot.

He looked at his watch. "Quick, boy. Only two minutes at our disposal."

The train was at the platform. Adam jumped into a first-class carriage, took the bag and disappeared for a moment. Then he gave me through the window a big brass (медный) calendar.

"Take it," Adam said. "Isn't it lovely?"

"Oh, yes, thank you, Adam," I answered in a trembling voice.

When I came home, I went upstairs to show my present to Grandfather.

"It's not gold, is it, Grandpa?"

"No," he said. "If it's connected with Adam, you may be sure it is brass."

There was a silence. At last he turned and looked at my gloomy face.

"Do you feel like skating?"

* I would be glad... — Я был бы рад...

** a football would be better — футбольный мяч был бы лучше.

"I have no skates, Grandpa," I said with tears in my eyes.

"Don't be so easily beaten. We'll see what we can do."

He went downstairs and fetched a big wooden box full of all kinds of old things including skates. After he had been looking for some small skates for about half an hour, he finally found a pair of wooden ones. What joy! We immediately went to the lake.

Grandpa fixed my skates and began to teach me how to skate. I was happy as I moved on the ice.

As we walked home Grandpa asked:

"Did you enjoy skating?"

"Oh, Grandpa, lovely, simply wonderful!"

Later that evening I thought: "No, money is not everything. I don't want those running waiters. What joy it was with those old skates! No, money is not everything."

Questions to be discussed:

1. How can you characterize Adam, Robert, the Grandfather?
2. What impression did Adam and his ideas about money make on Robert at first?
3. What made Robert change his attitude to Adam and his ideas?
4. What was Robert's attitude to his Grandfather?
5. Compare: a) Robert Shannon and Frank Cowperwood; b) Adam and Frank; c) Uncle Seneca and the Grandfather.

XXXVIII. Write a composition or speak in class on the following topics:

- a) My idea of bringing up children in the right way.
 - b) My Day's Work.
-

LESSON 9

DIALOGUES

(to be learned by heart)

At the office

I.

Morosov. 'Let's have a 'look at the 'diary. 'What are the en'gagements for to-day?

Secretary. 'Comrade 'Petrov has an ap'pointment for 'ten. And 'then there is a 'conference at 'three.

Morosov. 'Get the 'documents 'ready for the 'conference. I'm a'fraid 'these 'bills will 'keep me 'busy till 'twelve.

Secretary. 'Shall I ar'range for 'Comrade Pe'trov to 'come 'later?

Morosov. 'Yes, 'you'd 'better. 'Phone him 'straight a 'way and 'then at'tend to the 'documents.

Secretary. 'Very 'good.

II

Secretary. 'Can I 'speak to 'Comrade Pe'trov, please?

Bobrov. He's on the 'city 'phone just now. 'Will you 'wait?

Secretary. 'No. I can 'leave a 'message for him. 'Will you 'ask him to 'call at 'Comrade Mo'rosov's 'office at 'twelve o'clock instead of 'ten?

Bobrov. All 'right. I'll 'pass it 'on to him.

ACTIVE WORDS AND WORD COMBINATIONS

<p>a diary an appointment to have (to make, to keep) an appointment to appoint appointed to arrange an arrangement to make arrangements to phone somebody</p>	<p>to be on the 'phone to get somebody on the 'phone straight away to attend to something a message to leave a message (for some- body with somebody) to call on to call at someone's place</p>
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(See Vocabulary to Lesson 9 p. 462)

EXERCISES

I. Practise the sound combinations given below, then read the dialogue carefully:

<p>at the \sphericalangle diary and 'then at 'three 'get the 'documents</p>	<p>'keep me you'd \sphericalangle better at'tend to the \sphericalangle documents</p>
---	---

II. Find English equivalents to the following sentences (See Text):

1. Какие дела у нас намечены на сегодня?
2. Товарищ Петров назначен на десять.
3. Подготовьте документы.
4. Я буду занят со счетами до 12.
5. Договориться с тов. Петровым на более позднее время?
6. Позвоните ему сейчас же.
7. Займитесь документами.
8. Он разговаривает по городскому телефону.
9. Я бы хотела передать ему следующее.
10. Я передам это ему.

III. Vocabulary activation exercises:

TO APPOINT, APPOINTED, TO HAVE (MAKE, KEEP) AN APPOINTMENT

1. Practise aloud:

- 1) Do you have an appointment at ten? 2) I am so sorry I couldn't keep the appointment. 3) Can I make an appointment with the doctor for Tuesday? 4) How do you like your new appointment?

2. Change the tense of the following sentence using all possible tense-forms:

1. Comrade Nikitin was appointed head of the delegation.
3. Make up sentences of your own using the following table:

<p>to make— to have— not to keep— to keep—</p>	<p>an appointment the appointment</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-right: 1px solid black; padding-right: 5px;">with a dentist</td> <td style="padding-left: 5px;">for tomorrow</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">with a doctor</td> <td style="padding-left: 5px;">for (at) six o'clock</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">with the engineers</td> <td style="padding-left: 5px;">on Saturday</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">with professor N.</td> <td style="padding-left: 5px;">at ten o'clock</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">with the director</td> <td style="padding-left: 5px;">yesterday</td> </tr> </table>	with a dentist	for tomorrow	with a doctor	for (at) six o'clock	with the engineers	on Saturday	with professor N.	at ten o'clock	with the director	yesterday
with a dentist	for tomorrow											
with a doctor	for (at) six o'clock											
with the engineers	on Saturday											
with professor N.	at ten o'clock											
with the director	yesterday											

4. Use synonyms:

1) Doctor Popov will not be engaged this afternoon. You can ring up his office and fix a time between 3 and 5 p. m. 2) You can rely on the man. He is sure to come at the time fixed unless something unexpected holds him up. 3) I've made an appointment with Rogov, and I am looking forward to seeing him. He has been given the position of manager and it is really impossible to get hold of him on the phone now.

TO ARRANGE, ARRANGEMENT, TO MAKE ARRANGEMENTS

1. Translate and practise aloud:

1) I'll arrange everything myself. 2) I've arranged for you to see him tomorrow. 3) We've made all the necessary arrangements for the trip. 4) Have you made arrangements about booking a room?

2. Make up sentences using the same structures as in the models and translate them into Russian:

Model I: a) I'll arrange for you to come tomorrow.

b) Have you made arrangements for them to visit the museum?

(to book tickets, not to be late, to consider something straight away, to be shown round the place, to exchange opinions on the matter, to get in touch with somebody, to visit the factory, to see the ballet)

Model II: a) He made arrangements for the party.

b) We made arrangements about the rooms at the hotel.

(the meeting, the excursion, dinner, the bus, the luggage, the journey, the final match)

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

(straight away, to attend to, on the phone, to call on somebody, to call at a place, to phone somebody, to leave a message with somebody, to get somebody on the phone, a diary)

- A. 1. Were you trained to be an engineer?
2. Where did you get your training?
3. You are interested in your work, aren't you?
4. What kind of machinery do you deal with?
5. Are you in close touch with other offices or factories?
6. Your work is connected with the English language, isn't it? In what way?
- B. 1. What time do you come to your office?
2. You begin working (business) straight away, don't you?
3. What business do you attend to first of all?
4. What are your usual daily engagements?
- C. 1. Do you make business appointments in the morning or in the afternoon?
2. What time do you prefer?
3. You always keep your appointments, don't you?

4. Does anything ever make you call off your appointments?
What may make you do so?
- D. 1. When did you have your last business appointment?
2. Did you meet a representative of a firm?
3. Did you make the appointment on the phone or by letter?
Which way do you usually prefer?
4. What language did the representative speak? What language did you speak? What language do you usually speak?
5. Can you always rely on your knowledge of the foreign language?
What do you do if you can't?
- E. 1. When are you going to call on your friend?
2. Will you call at his place or at his office?
3. You will phone to him before calling at his office, won't you? Why?
4. What will you do if your friend is out when you call on him?
5. Do you know any of your friend's fellow-workers? Who will you leave your message with if you don't get him on the phone?
- F. 1. Do you keep a diary? How long have you kept it?
2. Why do you find it useful?
3. You often look up things there, don't you? Why?
4. Do you write things there which you have to attend to yourself or messages for other people too?
- G. 1. Your work is connected with business trips, isn't it?
2. Who usually makes all the necessary arrangements for your trip?
3. Is anyone appointed to do your work when you are away?
- V. Translate these dialogues into English and then retell them in indirect speech:

1. — Когда вы уезжаете на выставку?
— В начале следующего месяца, я думаю. Мне еще нужно договориться относительно некоторых экспонатов (exhibits).
2. — Вы давно знаете тов. Рябова?
— Да, он (раньше) был моим сослуживцем, но уже около месяца я не имею с ним связи.
— Вы знаете, его назначали директором нашей конторы?
— Правда?
— Вы уже договорились о встрече с этим инженером?
— Нет еще, я звоню ему с утра, но (никак) не могу дозвониться.
— Позвоните еще раз, если его не будет на месте, оставьте ему записку.

4. — Вы приготовили все документы для переговоров (talks)?

— Да, почти все готово, но мне нужно посмотреть некоторые цифры (figures).

— Займитесь этим сейчас же, встреча назначена на 11 часов, а сейчас уже десять.

— Хорошо. Не беспокойтесь, все будет готово.

5. — Алло. Попросите тов. Назарова, пожалуйста.

— Тов. Назаров сейчас говорит по (другому) телефону. Вы подождете?

— Нет, я позвоню еще раз.

6. — Тов. Дымов, зайдите в контору, пожалуйста. Вам просили кое-что передать.

— Спасибо, я все знаю, я уже занимался этим вопросом.

SPEECH EXERCISES

VI. Retell the dialogues in indirect speech.

VII. Make up dialogues using the following words. Retell the dialogues in indirect speech:

1. **Discussing a Suggestion**

to have a suggestion, to be worth considering, to have trouble with, to ask for permission, to prefer, convincing, to try to persuade, one's attitude to.

2. **Looking up Appointments**

a diary, to have an appointment, to be engaged, to arrange, to have a suggestion, to consider, reasonable, to make changes, to attend to.

3. **Preparing to Receive a Firm**

to make all the necessary arrangements, to appoint somebody to do something, to look up, to get somebody on the phone, straight away.

4. **Receiving a Firm**

to have a pleasant journey, to put up at a hotel, to be pleased, to be interested in, to prefer, to consider, right away, I would rather, to take into consideration, to get in touch with one's people.

5. **Receiving a Visitor**

What can I do for you? Can I see . . . , it's a pity, to call on, at the appointed time, to arrange for somebody to do something, to call at, to leave a message, to phone, to get somebody on the phone.

VIII. Speak on:

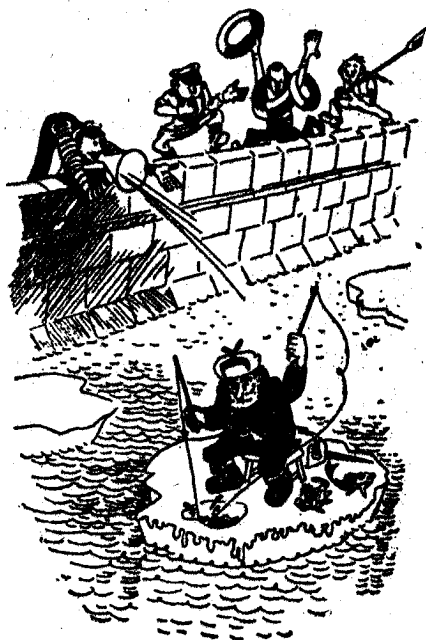
- 1) Meeting a trade delegation at the station.
- 2) Preparations to receive a trade delegation.
- 3) Trade talks at your office.
- 4) Arranging to show a representative of a firm round a factory.

REVISION

IX. Look at the picture carefully and ask each other questions about it. Use one of the Perfect Continuous Tense-forms and the words:

to discover, to be surrounded, in spite of (the fact), to take no notice of, to lean forward, to pull, to blame somebody.

Words you may need: to fish *удить рыбу*, a fishing line *леска*, a life belt *спасательный круг*.



X. Ask the clerk at a box-office what performances he would advise you to see. Book two seats for the performance you have chosen.

XI. Ask your guests if they would like to see some places of interest in Moscow. Tell them what you consider to be of interest to them.

- XII.** Invite your guests to come to Moscow again.
- XIII.** Say a few words to your friends about the last football (hockey) match you have seen.
- XIV.** Speak on your impressions of a film (play). Try to persuade your friend to see it.
- XV.** Ask a saleswoman to show you a dress (suit, shoes, etc.).
- XVI.** Explain to a saleswoman at a book-shop why you don't like the book she has shown you. Tell her what kind of book you would prefer.
- XVII.** Look at the pictures carefully and make up a story using the following words:

not to feel like, to prefer, to grow, to wake up, to look around, to look innocent.



Words you may need: to plant flowers *сажать цветы*, to make a flower-bed, *сделать цветочную клумбу*, to water *поливать*, to pick *срывать*

LESSON 10

Grammar: The Gerund (continued) (§ 8 p. 536)

Text:

THE DOLL'S HOUSE

(from "Short Stories" by Katherine Mansfield)

Katherine Mansfield, an outstanding English short-story writer of the 20th century, was born in New Zealand in 1888 and died in 1923. She is the author of a number of excellent short stories which deal with human nature and psychology.

At the age of eighteen she decided to become a professional writer. Her first short stories appeared in Melbourne in 1907, but literary fame came to her in London after the publication of a collection of short stories called *In a German Pension*. *

Katherine Mansfield took much interest in Russian Literature, particularly in the works of Chekhov. In fact, she considered herself to be a pupil of the great Russian writer.

In *The Doll's House* which is one of her best short stories, Katherine Mansfield describes the life in the little town in New Zealand where she was born and spent her early years.

* * *

When dear old Mrs. Hay went back to town after staying with the Burnells, she sent the children a doll's house. It was so big that the servants carried it into the courtyard, and left it there.

The Burnell children had never seen anything like it in their lives. All the rooms were papered, with pictures on the walls. A red carpet covered all the floors except the kitchen; there were tables,

* In a German Pension — В немецком пансионе.

beds with real bedclothes, a stove, a dresser with very small plates and one big jug. But what Kezia liked more than anything was the lamp. It was filled all ready for lighting: there was something inside that looked like oil and moved when you shook it.

The Burnell children could hardly walk to school fast enough the next morning. They burned to tell everybody, to boast about their doll's house.

It had been arranged that while the doll's house stood in the courtyard, they might ask the girls at school, two at a time, to come and look.

Playtime came and Isabel was surrounded. The girls of her class **nearly** fought to put their arms round her, to be her special friend, and the only two who stayed outside the ring were the two who were always outside, the little Kelveys.

For the fact was, the school the Burnell children went to was not at all the kind of place their parents would have liked their children to attend. But it was the only school for miles and they had to **put up with it**.

As a result all the children of the neighbourhood, rich and poor alike, had to **mix together**. But many of the children, including the Burnells, were not allowed even to speak to the Kelveys. They walked past the Kelveys with their heads in the air. Even the teacher had a special voice for them, and a special smile for the other children.

They were the daughters of a hard-working little washer-woman, who went about from house to house by the day. They were dressed in worn-out clothes given to their mother by the people for whom she worked. Lil, for instance, who was a **stout, plain** child, with big freckles, came to school in a dress made from a green tablecloth of the Burnells. Her little sister Else wore a long white dress and a pair of little boy's boots. Nobody had ever seen her smile; she hardly ever spoke. She went through life holding on to Lil.

Now again they did not mix with the girls, but you couldn't stop them from listening.

And Isabel's voice, so very proud, went on telling.

"The lamp's best of all," cried Kezia. She thought Isabel wasn't making half enough of the little lamp. ¹ But nobody paid any attention. Isabel was choosing the two who were to come back with them that afternoon and see it, and the others knew they were all to have a **chance**.

Only the little Kelveys moved away forgotten; there was nothing more for them to hear.

Days passed, and as more children saw the doll's house, the fame of it **spread**. The one question was, "Have you seen the Burnells doll's house? Oh, isn't it lovely!"

At last everybody had seen it; only the Kelveys remained. "Mother," said Kezia one day, "can't I ask the Kelveys just once?"

"Certainly not, Kezia."

"But why not?"

"Run away, Kezia, you know quite well why not."

One afternoon after school Kezia was playing in the yard. Nobody was about. Looking up from her toys, she suddenly saw the Kelveys on the road. Kezia was going to run away. Then she hesitated. Lil and Else came nearer, and she made up her mind.

"Hullo," she said to the passing girls.

They were so surprised that they stopped.

"You can come and see our doll's house if you want to," said Kezia. But at that Lil turned red and shook her head quickly.

"Why not?" asked Kezia.

"Your ma told our ma you were not to speak to us," Lil breathed out.

"Oh, well," said Kezia. She didn't know what to reply. "It doesn't matter. You can come and see our doll's house all the same! Come on. Nobody's looking."

But Lil shook her head still harder.

When she turned to go, she saw Else looking at her with big, eager eyes: she wanted to see the house. For a moment Lil looked at Else very doubtfully, and then they started forward. Kezia led the way.

"Here it is," said Kezia, when they were near the house. There was a pause. Lil breathed loudly, Else was all attention.

"I'll open it for you," said Kezia kindly. She undid the hook and they looked inside.

"There's the drawing-room and the dining-room and that's the —"

"Kezia!"

It was Aunt Beryl's voice. They turned round and saw Aunt Beryl in the door-way.

"How dare you ask the little Kelveys into the courtyard! You'll be punished for that!" she said to Kezia. "Off you go immediately,"² she called, turning to the Kelveys. "And don't come back again!"

They did not need telling twice. Burning with shame, the two girls hurried out of the courtyard.

"A bad disobedient little girl!" Aunt Beryl said to Kezia and shut the door of the doll's house.

When the Kelveys were well out of sight of the Burnells', they sat down to rest by the side of the road. Lil's cheeks were still burning, she took off her hat and held it on her knee. What were their thoughts?

After a while Else moved up close to her sister. By now she had forgotten the cross lady.

"I've seen the little lamp," she said softly.

Then both were silent once more.

NOTES ON THE TEXT

1. Isabel wasn't making half enough of the little lamp. — *Изабелла и наполовину не отдавала должного маленькой лампе.*

2. Off you go immediately! — *Убирайтесь немедленно!* Наречная частица **off** в начале предложения придает большую выразительность высказыванию.

ACTIVE WORDS AND WORD COMBINATIONS

a stay (at, with)	to remain
to go (come) for a long (short)	to run (ran, run)
stay	to run something
in no time	to run into somebody (something)
from time to time	a road
nearly	to hesitate (about something; whether to do something)
the fact is ...	hesitation
as a matter of fact (= in fact)	to breathe
to put up with something	to be out of breath
a result	to undo something
as a result	to punish
to mix	shame (it's a shame, what a shame)
to mix with people	to be ashamed (of something, of oneself; to do something)
to mix up	to shut (shut, shut, shutting)
for instance (for example)	objection (to)
stout	to keep doing something
plain	
a chance	
by chance	
to spread (spread, spread)	

(See Vocabulary to Lesson 10 p. 464)

PROPER NAMES

Katherine Mansfield [ˈkæθri:n 'mænsfi:ld]	Кэтрин Мэнсфильд
New Zealand [ˈnju: 'zi:lənd]	Новая Зеландия
Melbourne [ˈmelbən]	Мельбурн, город в Австралии
Chekhov [ˈtʃekəv]	Чехов
Mrs. Hay	миссис Хэй

the Burnells [ðə' bɜ:nɪlz]

Isabel Burnell ['ɪzəbel]

Kezia Burnell ['keɪzjə]

the Kelveys [ðə 'kelvɪz]

Lil Kelvey

Else Kelvey ['els]

Aunt Béryl ['a:nt 'berɪl]

семья Бэрнелов

Изабелла Бэрнел (старшая сестра)

Кэзия Бэрнел (младшая сестра)

зд. сестры Келви

Лиль Келви (старшая сестра)

Эльс Келви (младшая сестра)

тетя Берил

GRAMMAR EXERCISES

I. Answer the following questions using the Gerund (§ 8 p. 540):

- a) 1. Do you realize the importance of studying foreign languages? What about your friends? Have they much experience in dealing with languages?
2. What are your reasons for taking up the study of English?
3. Do you take much interest in reading English books?
4. What ways of learning words do you find most effective?
5. How can you improve your English if you have little chance of speaking it?
6. Is it sensible to lose one's hope of learning a language after the first difficulties? (Give your reasons for or against it).
- b) 1. What arrangements do you make before starting on a holiday?
2. You book a ticket in advance instead of leaving it to the last day, don't you?
3. Do you ever leave for another town without saying goodbye to your friends?
4. What do you do on arriving at the place where you are going to spend your holiday?
5. What else do you do to enjoy yourself during a holiday besides swimming or lying in the sun?
6. You gain a lot by visiting different places of interest, don't you?
- c) 1. When did Posie Carrington start acting in theatres?
2. Why did Highsmith stop trying to convince the manager that he could act the part?
3. Why did Highsmith keep trying to get the part?
4. Posie Carrington went on talking to her friends when "Bill Summers" came up to her, didn't she?

II. Complete the following sentences:

- A. 1. He takes every **opportunity of** — приобрести знания
— заказывать билеты в театр
— подбодрить своего друга
2. He had no **chance of** — быстро исправить положение
— быть представленным ...
— обменяться мыслями ...
3. What's (his, your, their) **reason for** — отменить встречу?
— не поддерживать
связи с фирмой?
— предпринять этот шаг.
4. What's your **idea of** — обучать молодых специалистов?
— обменяться информацией?
— связаться с заводом?
5. I have no **hope of** — что мне дадут эту роль
— заказать билет на скорый поезд
— что меня примет врач
6. There are many ways **of** — выучить что-л. как следует
— помочь другу в беде
— заказать комнаты в гостинице
7. What's your **objection to** — чтобы мы рассмотрели вопрос
сейчас же?
— чтобы собрание было проведено
сегодня?
— чтобы телеграмма была отослана немедленно?
8. She has no **experience in** — воспитывать детей
— ухаживать за больными
— заниматься такими вопросами

B. 1. He made a decision **after** — тщательно рассмотреть
вопрос
— обменяться мыслями
— связаться со специалистами

2. We considered all the reasons for and against **before** — предпринять этот шаг
— отвергнуть предложение
— назначить кого-л. главой делегации

3. He went straight home **on** — прибыть в родной город
— быть проэкзаменованным
— узнать об их приезде

4. He did (somebody) a lot of good **by** — указать ошибки
— показать пример
— быть откровенным с кем-л.

5. You can't do well **without** — учить слова как следует
— проявлять достаточно интереса к ...
— держаться вместе с товарищами

6. She did a lot of things **besides** — присмотреть за детьми
— взять багаж из камеры хранения
— накрыть на стол

III. Give as many combinations with the Gerund as you can and use them in sentences of your own:

to keep	to sign the documents
to stop	to look through the letters
to finish	to praise
to continue	to find fault with
to go on	to look around
to begin	to write a message
to start	to make arrangements

IV. Translate these sentences using the Gerund with the preposition *without* or the negative Participle (§ 8 p. 541):

1. Мой друг ушел, не оставив мне записки.
не позвонив мне.
не договорившись о проведении вечера (=о вечере).
не назначив встречи.
не обменявшись со мной впечатлениями о фильме.
не спросив разрешения взять эту книгу.
не купив себе выходного костюма.

2. Не занимаясь этим вопросом лично, тов. Петров не мог сразу дать надлежащего ответа фирме. 3. Не приняв своевременно (вовремя) нужных мер, мы были вынуждены отменить встречу. 4. Почему вы отвергли это предложение, не обсудив (рассмотрев) его надлежащим образом? 5. Не посмотрев расписание, мы не знали, когда отходит поезд. 6. Вы не можете уйти, не договорившись обо всем с представителем завода.

V. Fill in the blanks with the Gerund of one of the Verbs given in brackets. Use the required preposition:

(to read, to look up, to visit, to spend, to go, to train, to shake, to keep, to invite)

1. We gain much knowledge books. 2. I was able to translate the article only all the new words in the dictionary. 3. Moscow these foreign businessmen went to Kiev and Leningrad. 4. He did not like the idea a holiday at a fashionable sea-side resort, saying that he would be more interested to a distant country place. 5. My sister has gained a lot of experience children as she has worked as a pioneer leader for a number of years. 6. Why did your friend leave hands? 7. My friend said that he would come round all his engagements. 8. I advise you to send an invitation to Peter if you want him to be present at the party. He is so shy, he will never come

VI. Make up sentences of your own using the following word combinations:

the opportunity of—being invited
|—inviting somebody

the idea of—being sent
|—sending somebody

someone's objection to—being given
 |—giving something to somebody
 ... without—being examined
 |—examining somebody or something
 instead of—being praised
 |—praising somebody

VII. Combine the sentences using the Gerund. Make all other necessary changes in the sentences:

1. You may make an appointment with the firm tomorrow at 12. I don't object to it. 2. You must get Comrade Krylov on the phone at once. Everything depends on it. 3. You can convince the man. Tell him of your own experience. 4. Excuse me, I used the telephone without your permission. 5. You can bring up the boy well. You must set him a good example. 6. My brother deals with such people very well. I like his manner (манера). 7. You can start working straight away. It is not necessary to make special arrangements. 8. For three years the man will be trained as an interpreter (переводчик). After that he will make a good specialist in the field. 9. We've made a lot of trouble. We are very sorry for it. 10. The secretary will attend to the matter herself. She needn't be told to do so. 11. I'd like you to deliver the message to comrade Batov today. I am interested in it. 12. It seems to me it's time to turn on the light. Will you have anything against it?

VIII. Make up situations of your own using the Gerund:

- | | |
|---------------------------|----------------------------|
| 1) to compare | to look forward to |
| to find fault with | to impress |
| to convince somebody by | 4) to leave without |
| to keep doing something | to have no hope of |
| 2) to take no interest in | to book a room |
| to be given a chance of | to take the opportunity of |
| to change one's attitude | 5) to be busy |
| to be praised for | a telephone call |
| 3) to be worth | an important message |
| to book tickets | to stop |
| | to attend |

IX. Translate into English using the Gerund:

1. Просмотрев свой дневник, Смирнов обнаружил, что он не сможет иметь встречу с г-ном Брауном в 4 часа. Он вызвал секретаря и попросил ее связаться с г-ном Брауном по телефону и спросить его, не будет ли он возражать против

того, чтобы встретиться на следующий день. Секретарь позвонила г-ну Брауну и объяснила, по какой причине встреча откладывается (to put off). Г-н Браун согласился прийти на следующий день и сказал, что он с нетерпением ждет встречи с г-ном Смирновым. 2. Мальчик очень рано стал проявлять интерес к живописи. Он с удовольствием рисовал все, что видел вокруг. Однажды его рисунок увидел настоящий художник. Он сказал, что у мальчика есть все возможности стать художником и добавил, что художником невозможно стать, не получив специального образования (тренировки). 3. „Эту выставку стоит посмотреть, — сказал инженер своему сослуживцу. — Помимо того, что Вы осмотрите машины, вы сможете поговорить с представителями различных заводов. Я уверен, что вы многое получите, обменявшись мнениями с ними“. 4. Боюсь, что вы не сможете поговорить с Ивановым сегодня. Он уже неделю занят подбором статей из журнала „Экономист“. Он отвечает за подготовку некоторых документов к конференции, и я знаю, что он отменил сейчас все встречи, так как конференция состоится в следующий понедельник. 5. Почему вы возражаете против того, чтобы Петровой дали эту роль? Ее очень хвалят последнее время, и я думаю, у нее уже достаточно опыта в исполнении таких ролей. 6. Петр очень застенчив и не любит, когда его хвалят в присутствии (in the presence of) его товарищей. Вы должны найти другой способ отметить (to mark) его хорошую работу.

GRAMMAR REVISION

- X. Put the verbs in brackets into the correct voice and tense-forms. Retell the story (See Revision Table No. 7 p. 572)

AN ENGLISH TALE

Once upon a time there (to live) a man who (to marry) an ill-natured woman.

She could not run things in the house properly and always (to object) to any improvement her husband would suggest.

As a result the man (to be) very unhappy until his wife (to die). By that time he (to become) quite old, and his only son already (to grow up).

Once the man (to give) his son two horses * and a needle ** and (to tell) him to go on a journey about the country and travel until he (to meet) a young married couple. The young man (to tell) to find out which of them (to be) the real head of the family. If he (to see) that the wife (to obey) the husband, he

* a horse — лошадь

** a needle — иглолка

was to present the latter with one of the horses, but if he (to discover) that the wife's position in the house (to be) higher, then he was to present her with the needle.

The son (to start) off. He (to travel) for three days when he (to come across) a house at the side of the road which as people (to tell) him (to occupy) for some time by a young married couple for. When the young man (to enter) the house, the young couple (to have dinner). He (to explain) what he (to tell) to do.

"We (to be married) three years, and I never (to take) a single step without talking it over with my husband," (to say) the woman. "It's a shame not to obey one's husband. I always (to be) a very obedient wife. Isn't that so, John?" she added turning to her husband.

"Of course, dear," John (to agree).

"Then," (to say) the young man. "One of the horses (to be) yours. Which you (to prefer)?"

After both the horses (to examine) closely, the husband (to be) the first to speak: "We (to take) the white horse with gray spots. I (to like) his strong legs."

"Oh, no, John," the woman (to interrupt) at once. "We (to take) the black one."

"Of course, dear," John agreed without hesitation. "I (not to mind) taking the black one if you (to like) it."

"That'll do," (to say) the young man. "I (to make up) my mind." And he (to present) the woman with the needle.

TEXT AND VOCABULARY EXERCISES

XI. Answer the following questions using the active vocabulary of the lesson:

1. What did Mrs. Hay do after her **stay** at the Burnells' place?
2. How had it been arranged that the girls at school might come and look at the doll's house?
3. Why did the girls **nearly** fight to put their arms round Isabel?
4. Why did all kinds of children have to **mix together** in that school?
5. How can Lil be described?
6. Did the Kelveys **mix with** the girls when the doll's house was being discussed? Why not?
7. Did the Kelveys **put up with** their position at school?
8. How did the fame of the doll's house **spread**?
9. Was everybody given a **chance** of seeing the doll's house? Who **remained** uninvited?
10. Why did Kezia's mother tell her daughter to **run away**?

11. Why did Kezia **hesitate** before inviting the Kelveys to see the doll's house?
12. Why did Lil **breathe out** that they were not allowed to speak to the Burnells? Was she proud or **ashamed** of the fact?
13. How did the Kelveys behave on coming up to the doll's house?
14. What did Kezia do to let the Kelveys look inside?
15. Why did Aunt Beryl intend to punish Kezia?
16. Why did Aunt Beryl **shut** the door of the doll's house?
17. How did the Kelveys feel when leaving the Burnells' courtyard?

XII. Complete the following sentences from the text:

1. The Burnell children could 2. . . . and Isabel was surrounded. 3. But it was 4. They walked past the Kelveys with 5. Nobody had ever seen her smile 6. Now again they did not mix with the girls, but 7. At last everybody had seen it; only 8. . . . and shook her head quickly. 9. For a moment Lil looked at Else very doubtfully, and then 10. They didn't need telling twice. Burning 11. When . . . they sat down by the side of the road.

XIII. Substitute words or combinations of words from the text for the parts in black type:

1. The girls of her class **almost** fought to put their arms round her, to be her special friend. 2. As the school the Burnell children attended was the only school for miles, all the children of the neighbourhood, rich and poor alike, **had to study and play together**. 3. Lil, **for example**, who was a **stout child not pretty at all** with big freckles, came to school . . . 4. Days passed and as more children saw the doll's house **it became more and more famous**. 5. Looking up from her toys, she suddenly saw the Kelveys on the road. Kezia was going to **leave the yard** quickly. Then she **stopped to think whether to do so or not**. 6. Kezia **opened the door** and they looked inside. 7. . . . said Aunt Beryl and **closed the door** of the doll's house.

XIV. Find English equivalents to the following (See Text):

- 1) не видели ничего подобного 2) но больше всего Кезии понравилась лампа 3) они сгорали (от нетерпения) рассказать всем 4) договорились, что 5) дело было в том, что 6) ходила из дома в дом 7) она почти никогда не говорила 8) им нельзя было запретить слушать 9) правда, он очарователен 10) можно мне пригласить обеих Келви хоть один раз 11) вокруг никого не было 12) оторвавшись от игрушек

13) можно зайти и посмотреть домик, если хотите 14) она не знала, что ответить 15) ну пошли же 16) никто не смотрит 17) Кезия шла впереди 18) через некоторое время

XV. Give the situations in which the following are used (See Text):

to stay with, nearly, a fact, to mix together, for instance, to mix with, a chance, to spread, to run away, to hesitate, to breathe out, to undo, to punish, to burn with shame, road.

XVI. Make up sentences based on the text using the Gerund and the words given below:

Model: to be sure, except, to have a chance

All the girls except the Kelveys were sure that they would have a chance of seeing the doll's house.

1. the children, to enjoy, to examine, the present
2. the reason for, to be excited
3. to take every opportunity of, to boast
4. as a result, to get interested in, to see
5. to look forward to, to show, school-friends
6. to dream of, to be among the first, to be invited
7. really, to be worth, to see
8. instead of, to praise, Kezia, to be kind to somebody, Aunt Beryl
9. to get cross, to punish for, to let somebody see

XVII. Correct the following statements (See the examples given in lessons 2 and 8 pp. 36, 136):

1. After staying with the Burnells, Mrs. Hay sent the children a doll's house; but on seeing the present, the girls felt ashamed of it and hesitated whether to show it to their friends or keep it a secret from them.
2. The school which the Burnell children attended was a special one where they could mix with nearly all the rich girls of the area.
3. The teacher liked the Kelveys and never hesitated to make the other girls play with them, as she considered them to be nice little girls easy to mix with.
4. As time passed, all the girls except the Kelveys had a chance to see the house, and the fame of it finally died away.
5. Kezia's mother did not hesitate for a moment to allow the Kelveys to see the doll's house as she was a kind-hearted woman and was never ashamed to mix with poor people.
6. When Kezia saw the little Kelveys, she at once invited them to see the toy although she was afraid that her mother would be displeased with her.

7. On hearing Aunt Beryl's sharp voice, the Kelveys got frightened and felt ashamed, but a moment later the feeling passed and they proudly walked out of the courtyard.
8. Immediately after leaving the Burnell's courtyard, the Kelveys stopped in the middle of the road to exchange impressions of the lovely doll's house. Else said that she had seen the little lamp.

XVIII. Vocabulary Activization Exercises:

A STAY, TO GO (COME) FOR A LONG (SHORT) STAY, TO STAY (AT, WITH)

1. Translate:

- 1) We stayed out until it got dark.
- 2) I am enjoying my stay here.
- 3) We've had a very pleasant stay at their place.
- 4) They've made arrangements for a long stay.
- 5) The doctor told him to stay in for a couple of days.
- 6) Are you staying with friends or at a hotel here?

2. Translate:

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

IN NO TIME, FROM TIME TO TIME, IT'S TIME...

1. Practise aloud:

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

2. Translate:

- 1) Я мигом вернусь.
- 2) Я вам буду время от времени об этом напоминать.
- 3) Пора заняться этим вопросом как следует.

NEARLY

1. Practise aloud:

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

2. Translate:

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

THE FACT IS..., AS A MATTER OF FACT

1. Translate:

- 1) The fact was that Highsmith's knowledge of country manners was very poor.
- 2) Posie was sure she would do well as a country girl. As a matter of fact she was a country girl herself.

2. Complete, using the word combinations given in brackets:

- 1) We know this company very well. As a matter of fact we (to deal with, for a number of years.).
- 2) I am sure you can rely on his doing the work. The fact is he ... (to be the only person, to do something)

properly). 3) No wonder Nick has chosen the Medical Institute. As a matter of fact he ... (to take much interest in medicine since ...). 4) Comrade Ivanov cannot keep the appointment. The fact is ... (to be engaged at, with).

3. Translate:

1) Вы не можете винить ее за плохую игру. Собственно говоря, она никогда не обучалась игре на рояле. 2) Неудивительно, что ее везде хвалят. Собственно говоря, она самая популярная актриса сезона.

TO PUT UP WITH

1. Practise aloud:

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

2. Complete in any sensible way:

- 1) There were no good seats left and we ...
- 2) I don't like wearing glasses, but ...
- 3) There were no vacant double-rooms at the hotel and we ...

3. Make up sentences using the following:

- 1) to put up with — to take steps
- 2) one's attitude to work — to put up with
- 3) to be unfair — to put up with

THE RESULT. AS A RESULT

1. Add a beginning:

- ... As a result Mr. Winkle fell on the ice and sat there trying to smile.
... As a result the boys fell asleep soon after the show began.
... The result was that Miss Posie cancelled all her engagements and left for her native village.
... The result was that Frank Cowperwood came to understand the power of money at rather an early age.

TO MIX, TO MIX UP, TO MIX WITH PEOPLE

1. Translate into Russian and think of situations of your own in which the sentences might be used:

1) Mix the medicine for the boy, please. 2) Mixing with different people helped him gain experience. 3) I am afraid he mixed up the addresses.

2. Complete:

1) During his travels the writer mixed with workers, peasants and students. As a result ... (to come to know). 2) He mixed up the medicines. The result was ... (to do a lot of harm). 3) The telegram did not make sense because ... (to mix up). 4) He came to like music because (to mix with).

3. Translate:

1) Я всё перепутал! 2) Всё перепутано. 3) Вы перепутали их имена. 4) Кэмпбеллы не общались с богатыми мальчиками, 5) Мальчики быстро смешались с толпой.

PLAIN

1. Use a synonym:

1) He had a wonderful ability of making difficult things clear and simple. 2) Simple food will never do you any harm. 3) There was nothing particular about her face. 4) I prefer simply made dresses for everyday wear.

2. Translate:

1) На ней было простое платье. 2) Причина совершенно ясна. 3) У него простое лицо. 4) Объясните мне, пожалуйста, всё простыми словами.

A CHANCE, BY CHANCE

1. Practise aloud:

1) We discovered it quite by chance. 2) It was an excellent chance for us to cheer her up. 3) Have I any chance of getting tickets? 4) There's always a chance to improve.

2. Make up sentences of your own:

There is always a chance
It's (was) a good chance
It's (was) his last chance

to exchange ideas
to make an appointment
to discuss things frankly
to cancel the previous engagement
to try to persuade

3. Translate:

1) У нас будет возможность обменяться мнениями. 2) Всегда есть возможность помочь товарищу в беде. 3) У меня не было случая связаться с ним. 4) Мы узнали эти новости совершенно случайно.

4. Make up sentences using the English equivalents of the following together with the words given in brackets:

1) упустить возможность, 2) воспользоваться случаем, 3) предоставить возможность.

(to compare, to exchange, to get in touch with, to phone, to make an appointment, to get hold of, to praise).

TO SPREAD

1. Complete:

1) The scientist made a new discovery, and the radio ...
2) In Paterson the workers went on strike and the news ...
3) The idea of setting up a students' club quickly ...
4) The officers leaned over a large map ...

TO REMAIN. TO STAY

1. Translate:

1) He remained shy all his life. 2) Though he took up sports, he remained stout. 3) I wonder what has remained of our dear old garden. 4) She remained to help me after everybody had left.

2. *Translate:*

- 1) Посмотри, что осталось от твоей новой игрушки!
- 2) Этот журнал останется у меня.
- 3) Я никуда не уеду. Я останусь здесь пока работа не будет сделана.
- 4) Он остался совсем один.
- 5) Я не возражаю, если он останется с нами еще на три дня.

TO RUN, TO RUN SOMETHING, TO RUN INTO

1. *Answer these questions:*

- 1) What do we say when we **run into** somebody in the street? 2) What do we call a person who **runs** some kind of business (a factory, a theatre, etc.)? 3) Do buses **run** here frequently?

2. *Translate:*

- 1) Вчера я случайно столкнулся с ним в столовой.
- 2) Мистер Смит управляет фабрикой 30 лет.
- 3) Я не помню, чтобы Мистер Уайт издавал там газету.
- 4) Я помню, что раньше здесь ходили трамваи.

TO HESITATE, HESITATION (ABOUT SOMETHING, WHETHER TO DO SOMETHING)

1. *Answer these questions:*

- 1) Do you always make up your mind quickly or do you sometimes **hesitate**? In what cases do you **hesitate**?
- 2) Did Frank Cowperwood show any **hesitation** when his uncle invited him to come down to Cuba? Did he **hesitate** about his future?
- 3) Do you think Miss Posie **hesitated** long before cancelling her engagements on the stage?

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

- 1) Are you still **hesitating** about it? Make up your mind.
- 2) He **hesitated** whether to take immediate steps or to wait for a while.
- 3) He **hesitated** whether to call on his friend or to phone to him.
- 4) He showed no **hesitation** about the matter.
- 5) They turned down the suggestion without **hesitation**.

3. *Make up sentences using the verb to hesitate and the words given in brackets:*

to hesitate—whether

└ about

(to join the strike, to rely on somebody, to make the journey, to get in touch with, to book a single ticket, to cancel the contract)

TO BREATHE, TO BE OUT OF BREATH

1. *Translate:*

- 1) Learning to swim starts with learning to **breathe** in the water.
- 2) She could hardly **breathe** with excitement, she was so eager to tell the news.
- 3) The girl was so shy, she hardly **breathed** out her greeting.
- 4) He stopped to take **breath** and then went on with his story.

2. Translate:

- 1) Сядь и отдохни, ты совсем запыхался. 2) Открой окно, здесь трудно дышать. 3) Пошлите за доктором, ребенок тяжело дышит.

TO UNDO

1. Translate:

1) The child cannot undo his shoes yet. 2) Can you help me undo the hook? There's something wrong with it, I'm afraid. 3) The nurse undid the girl's blouse to let her breathe more easily. 4) When the parcel was undone, they found a child's toy there.

2. Make up sentences using the English equivalents of the following:

развязать ботинки, расстегнуть пальто, развязать галстук, развернуть посылку, расстегнуть сумку.

TO PUNISH

1. Answer these questions:

- 1) Do you often punish your children? Why do you punish them?
2) Was Eddie afraid he would be punished if he left his brother alone?

2. Make up sentences using the verb to punish and the words given in brackets:

Model: I never punish my children by beating them.

(by keeping ... at home, for being impolite, by taking away his toy, for deceiving his friends, by taking no notice of ..., for making fun of his friends)

SHAME, IT'S A SHAME, WHAT A SHAME, TO BE ASHAMED (OF SOMETHING, OF ONESELF, TO DO SOMETHING)

1. Translate:

1) We shan't be able to make the journey! Oh, what a shame! 2) Pull yourself together! It's a shame to behave so. 3) What a shame to deceive him! He relied on you so much! 4) Don't punish him any more. He looks terribly ashamed of what he has done.

2. Use synonymous expressions:

1) I didn't manage to book a return ticket. — Oh that's a great pity!
2) Frank did not feel any shame in saying that money was all he was interested in. 3) I see no shame in saying frankly that it is all my fault.

3. Make up sentences of your own:

- | | |
|---------------|-------------------------------------|
| | —to wear |
| | —to bother |
| | —to be out of touch |
| to be ashamed | —to set a bad example |
| | —to make fun of |
| | —to deceive one's friends |
| | —not to keep the appointment |
| | —to have no sense of responsibility |

It's a shame — to burst out crying
 — to find fault with
 — to keep somebody waiting

4. *Translate:*

1) Он стыдится своего поведения. 2) Почему он стыдится своих ошибок? Они вполне естественны. 3) Тебе не стыдно вести себя так?

TO SHUT

1. *Practise aloud:*

1) — Shall I shut the window? — Do, please. 2) Shut the book if you have finished reading. 3) Shut the door, will you? It's noisy outside. 4) The shop is shut already. 5) Don't shut your eyes to the fact.

2. *Complete:*

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

XIX. Give the four forms of the following verbs:

to feel	to put	to rise	to burst
to spread	to beat	to raise	to wear
to run	to hang	to lie	to grow

XX. Substitute the active vocabulary of the lesson for the parts in black type:

1. The reason why Ann's parents wanted her to go to a kindergarten was that the girl was shy by nature and they wanted her to **keep together with** other children. 2. At first sight the girl seemed to George to be **not at all pretty**, but after a few minutes' talk he found her a lovely companion. 3. My elder sister is fond of **simply made** dresses as she says they will always be in fashion. 4. When the car stopped and everybody got out to rest, Mary **put a table-cloth** on the ground and started setting out a meal on it. 5. When Doctor Andrew came to live in the village, nobody took much notice of him, but as time went on, the news **got around** that they had a skilled doctor among them. 6. Although David started his career as a small clerk, he always dreamed of **becoming head** of a big business one day. 7. When John burst into the room **hardly able to breathe** with running, his mother looked at him angrily and told him to behave properly in the presence of grown-ups. 8. Peter was going down the road when he **suddenly met** a friend of his who told him how to get to the place he was looking for.

XXI. Fill in the blanks with prepositions or adverbial particles if necessary:

1. I advise you to hide this toy ... the child till he grows a little older. I am sure that ... no time very little will remain ... it if you give it ... him right now. 2. Mary never keeps her papers ... order. They are always mixed 3. Lucy's people never looked upon her ... a beautiful girl. ... fact they always thought she was quite plain. 4. Nick used to go ... the library ... time ... time to look ... articles ... the subject he was interested But he came ... this one quite ... chance. 5. I wonder why he boasts that he will do this work ... no time. I am sure he won't be able to keep his word and will be ashamed ... himself later on. 6. It's quite impossible to make ... what you are saying with all these boys running ... and all shouting ... the same time. 7. It is very dangerous to run ... a busy street. 8. At first Eliza took her child ... the hand and told him to walk; but soon he got tired and she had to take him ... her arms. She ran ... and ... spite ... her tiredness. 9. Do you know what's the matter ... Boris? He looked so cross when I ran ... him ... the street the other day, he hardly answered my greeting. 10. ... first I hesitated ... using these figures, but after I came ... an article which convinced me that they were quite reliable, I decided to include them in my report. 11. "Rest a little. You are quite ... breath with running," the mother said ... her little son who had run ... her. 12. I have so little time ... my disposal that I'll have to put only a short stay here.

XXII. Make up sentences or situations using the English equivalents of the following:

- A. вбежать; выбежать; бегать по саду; перебежать дорогу; бежать рядом с кем-л.; пробежать мимо; бежать за кем-л.; бежать по дороге; убежать.
- B. управлять фабрикой; столкнуться с кем-л. в театре; какие автобусы ходят

XXIII. Choose the correct word from those given in brackets:

1. The girl was afraid she would be very awkward at skating as she was rather (stout, thick) and had had little training in sports. 2. The teacher objected to the students' having (stout, thick) exercise-books as they were heavy to carry. 3. As the expression seemed quite familiar to the student, he tried to remember where he had (to come across, to run into) it. 4. I won't be able to keep the appointment with Comrade Smirnov as I've just (to come across, to run into) a friend of mine whom I haven't seen for ages and I want to talk to him. 5. In trying to keep away from his angry uncle, little Jim hurried back to

the playground, but as he turned the corner, he (to come across, to run into) his aunt walking towards him along (the road, the way). 6. Can you show me (the road, the way) to Mayakovsky Square? — Certainly, go down (the road, the way), then turn left at the lights (светофор), and you'll be there. 7. "You can (to remain, to stay, to leave) the train for a few minutes if you want to," the girl said to her friend, "but don't (to remain, to stay, to leave) on the platform too long. I wouldn't like (to remain, to stay, to leave) here alone." 8. "Don't (remain, stay, leave) anything in the hall," the guide said to the tourists. 9. Peter asked his friend to lend him *The Financier* for a fortnight as he had to prepare a book-report on the novel and the only copy that (to remain, to stay, to leave) in the reading-room could not be taken out. 10. The (way, road) was so busy that John could (hard, hardly) make his (way, road) in the car to the hotel at the other end of the street.

XXIV. Fill in the blanks with articles if necessary:

A FABLE

(б а с н я)

Once upon a time there lived ... Bluebird who boasted that she would burn ... sea if she were given ... chance* ... news spread in no time.

As ... result ... lot of birds and animals (животные) came running to watch ... sea burn. Some were nearly out of breath because they had run so quickly. Most of them were carrying ... food and ... water as ... Bluebird had told them it would take her rather ... long time to make all ... necessary arrangements for carrying out her plan. Everybody looked forward to watching ... exciting sight.

"How dare she boast so?" some careful animals would say, but they were immediately shouted down and soon they themselves began to wonder whether they were right or wrong in not believing ... Bluebird.

After ... while, however, ... audience grew tired of waiting and began to leave ... grounds. Even those who remained looked cross. At last after waiting for such ... long time that they had no more food and water, they realized that they had been shamelessly deceived.

"What ... shame!" they started shouting.
... Bluebird was at ... loss.

"Today ... water is too cold to burn," she began in ... shaky voice. These words, however, only made ... audience still an-

* if she were given ... если бы ей дали ... (were — форма сослагательного наклонения)

grier. They exposed the shameless deceiver and there was nothing left for her to do but fly away as quickly as she could.

That was ... good lesson to all those who like to boast of ... things they are unable to do.

XXV. Find in the previous lessons situations where you could use:
as a result (the result was), as a matter of fact, by chance, to be ashamed.

XXVI. Make up situations using the following words and word combinations:

- | | |
|------------------------------|----------------------------------|
| 1) to be trained | in fact |
| to mix with | to be ashamed of one's behaviour |
| to have business connections | 5) to mix up the time |
| to be appointed | to run fast |
| to run (a business) | to be out of breath |
| 2) to mix with | to undo one's coat |
| to behave badly | as a result |
| as a result | to catch cold |
| to get into trouble | to put up with |
| not to put up with | 6) to ask for permission |
| to improve | to hesitate |
| 3) to be out of touch with | to persuade |
| nearly | to look forward to |
| from time to time | to enjoy |
| to run into | 7) to fetch |
| by chance | in no time |
| 4) to look plain | to put up with |
| to make fun of | to keep somebody waiting |
| to turn out | |

XXVII. Translate the following sentences in writing:

1. Я живу в вашем городе уже **около** месяца и получаю большое удовольствие от моего **пребывания** здесь. 2. Я вчера **чуть** не купила новый ковер (a carpet). Сначала он мне очень понравился, но после того, как я хорошенько его рассмотрела, я нашла, что он слишком **прост**. 3. Сегодня тебе придется **остаться** с больным одному. Будь осторожен. Не **перепутай** лекарства. 4. Николай легко танцует (он хороший танцор), несмотря на то, что он довольно **полный**. 5. Почему вы говорите, что старые люди не могут заниматься спортом? Тов. Петров, **например**, ходит на лыжах, тов. Смирнов — на коньках. **Собственно говоря**, все наши старые рабочие **время от времени** посещают стадион. 6. Мы уже давно обсуждаем наши планы на лето, но все еще **колеблемся**, поехать ли на юг или на Балтийское море. 7. Раз-

решите мне помочь вам развязать этот узел (a knot). Я мигом с ним справлюсь. 8. — Вы заходили к Борису? — Нет, я встретил его совершенно случайно. Собственно говоря, я столкнулся с ним на улице. 9. Отдохни, ты уже целый час бегаешь по саду, ты совсем запыхался. 10. Почему вы стыдитесь этой ошибки? У вас ведь еще очень небольшой опыт в переводе таких статей. 11. Старый Батлер хотел, чтобы его сын получил образование в специальной школе, где он мог бы (could) общаться с мальчиками из богатых семей. „Деловые связи нужно заводить (one must get) в школе“, — говорил он.

SPEECH EXERCISES

XXVIII. Discuss the following questions:

1. Why were the Kelveys always "outside"?
2. Why did Kezia want to show the doll's house to the Kelveys?
3. Why were the Kelveys unwilling to enter the Burnells' courtyard at first?
4. What do you think they thought about when they were sitting by the side of the road?
5. What do you think the Burnell and Kelvey children became when they grew up?

XXIX. Retell the text:

1. as it is (with all the details)
2. in the person of Isabel (Kezia, Aunt Beryl, Lil, Else or one of the schoolgirls)
3. without details (in two or three minutes' time)

XXX. Dramatize the following episodes from the text:

1. The doll's house arrives at the Burnell's place
2. Isabel telling the girls at school about their new toy
3. Kezia asking her mother for permission to invite the Kelveys
4. Kezia showing the doll's house to the Kelveys

XXXI. Describe:

1. the doll's house
2. the Burnells' house
3. Mrs. Hay's stay with the Burnells

XXXII. Describe; using the words given in brackets:

a) Mrs. Kelvey

(shy by nature, to be hired as, from time to time, to work at the expense of one's health, to bring up, worn-out, lean, to come home dead tired, gloomy, to keep away, to be ashamed of, (not) to mix with, to put up with)

b) Kezia's mother

(to be brought up, to take no (much) interest in, (not) to feel like, fashionable, to wear, proud, to be out of touch with, (not) to give permission)

c) Aunt Beryl

(ill-natured, unfair, tall, lean, dark-eyed, to blame, to advise, to keep away, to punish, (not) to put up with, to shout, to shut, to object)

XXXIII. Characterize and compare using the words given in brackets:

a) Isabel and Kezia

(well-dressed, fashionable clothes, cheerful, to wear, to make fun of, kind, cruel, to be proud of, to prefer, to ask for permission, to be ashamed (of), to be unlike, to dislike, kind-hearted, good-looking, to be frank with, to burn with excitement)

b) Lil and Else

(stout, plain, shy, silent, to wear, to feel ashamed of, (not) to mix with, tall, short, fair-haired, dark-haired, frank, honest, to compare, blue-eyed, as a result, awkward, proud, to take no notice of, to attend, one's attitude)

XXXIV. Compose short stories of your own using the words given below:

a) Shopping

for everyday (better, summer, winter, etc.) wear, hardly, to put on, to undo, needn't, to mind, as a matter of fact, special, plain, in no time, to hesitate, to persuade, to put up with

b) Moving into a New Flat

to look forward to, nearly, as a matter of fact, as a result, to mix up, to spread, to hesitate, to be out of breath, special, to look like, a dining-room, a bedroom, a kitchen, to undo, to be worth, to be fond of, lovely

c) A Friend of Mine

stout, beautiful (handsome), lovely (plain), tall, to wear, to be like, to be pleasant (unpleasant) to deal with, hard-working, to be seldom (often) cross, to have a sense of responsibility (humour, etc.), honest, frank, reliable, to take an interest in, to be fond of

d) A Street Incident (происшествие)

to run across, to be out of breath, to run into somebody, to fall, to hurt oneself, to be ashamed, to undo, to be about, by chance, a doctor, to pass by, as a result, to mix up, plain, in no time, to hesitate, to help, to reach home, to stay in bed

XXXV. Tell this story in English and discuss the questions following it:

РАЗГОВОР С НЕИЗВЕСТНЫМ

(по А. Кулешову)

Человек, сидевший напротив меня в купе, родился в этом районе. С год назад он переехал в другое место. Он не был частым посетителем в своем родном городе, но я чувствовал, что он любит его и с нетерпением ожидает короткого визита в город, где вырос, учился и всего полтора года назад работал на небольшой фабрике.

У моего спутника было простое лицо. Собственно говоря, я не обратил на него внимания, пока он не заговорил со мной...

Сначала мы обменялись несколькими словами, которыми обычно обмениваются спутники, и разговор прекратился. Мне показалось, что молодой человек не расположен беседовать со мной, но когда он совершенно случайно узнал, что я из Советского Союза, его отношение ко мне изменилось: он стал задавать мне массу вопросов и в свою очередь охотно говорил о своем родном городе. Особенно откровенным он стал, когда мы остались в купе одни...

„Смотрите! — воскликнул он вдруг и даже привстал. — Вот мой город!“ Поезд шел очень медленно, и я имел возможность хорошо рассмотреть маленькие хорошенькие домики, окруженные зелеными садами.

„А вот фабрика, — тихо сказал мой спутник. — Вы помните, я вам рассказывал про нее? Вы обратили внимание на трубу (а factory chimney)? Высокая, правда?“ Труба и в самом деле (indeed) была необыкновенно высокой для такой маленькой фабрики.

„Хотите я расскажу вам одну историю, связанную с этой трубой? До остановки еще далеко. Я успею“. И прежде, чем я мог ответить, он начал: „Было это полтора года назад седьмого ноября. Это — годовщина вашей революции, но её отмечают во всем мире, даже в нашей стране... В тот день с утра на фабрике никто не работал. Во дворе стояла толпа людей, и все смотрели вверх, на фабричную трубу. Примерно на высоте 20 метров от земли к трубе был прикреплен красный флаг.

В ноябре в этих местах не жарко — дожди, ветры. И в тот день небо было темное, шел дождь.

Полицейские, прибывшие на фабрику, боялись попытаться снять флаг. Владелец фабрики не хотел с этим примириться и старался уговорить кого-нибудь из рабочих снять флаг, обещая много денег, но никто не соглашался.

Наконец, один из полицейских подошел к трубе, но было ясно, что он колеблется.

В этот момент молодой рабочий выступил вперед и сказал: „Давайте деньги, я это сделаю“.

На фабрике все знали этого парня. Он принимал участие в большинстве спортивных соревнований и пользовался особой популярностью среди молодых рабочих.

„Не стыдно ли тебе!“—послышались голоса. Полицейские стали пробираться к кричавшим, но они смешались с толпой.

Парень полез вверх по трубе (to climb [klaim] up the chimney). Он был хорошо тренирован и через некоторое время добрался до флага. Отвязав флаг, он прикрепил его к своему поясу (a belt). И тут произошло нечто неожиданное: вместо того, чтобы начать спускаться, парень полез вверх. Люди стояли внизу молча. Только полицейские кричали, но безрезультатно. Добравшись до вершины (the top) трубы, парень прикрепил флаг и, стараясь не смотреть вниз, стал спускаться.

Когда он почувствовал землю под ногами, полицейские окружили его и начали бить. Он упал и сильно ушиб лицо...“.

Поезд подходил к станции...

„Что же было потом?“—спросил я. „Нетрудно догадаться“,—ответил мой спутник.

Ему нужно было сходить. Я попрощался с ним за руку, так и не узнав его имени.

Когда поезд тронулся, я в последний раз улыбнулся моему спутнику, стоявшему на платформе, и тут я впервые заметил шрам (a scar) на его простом лице...

Questions to be discussed:

1. Why did the fellow become frank with the author?
2. Why did he look forward to a stay in his native town?
3. Why were the policemen afraid to take off the flag?
4. Why did the young worker decide to climb up the chimney?
5. What do you think happened to the young man after he climbed down the chimney?

LESSON 11

Grammar: 1. Сослагательное I (Subjunctive I) (§ 10 p. 543)
2. The Gerund (continued)

Text:

THE SERENADE

(by G. Bernard Shaw)

George Bernard Shaw, the famous English playwright, came from a middle class family. He was born in Dublin, the capital of Ireland in 1856 and was proud of being an Irishman.

In 1876 he left his native town for London where he became a journalist. In 1884 he joined the Fabian Society, a socialist organization of petty bourgeois intellectuals.

After a few unsuccessful attempts at writing novels, Shaw turned to plays. His first play appeared in 1892. Later on he wrote a large number of plays, all of them are well-known for their brilliant dialogue and sharp political satire.

In 1931 Shaw visited the Soviet Union. The famous playwright was always a true friend of the first Socialist State.

Bernard Shaw died in 1950 at the age of ninety-four.

* * *

I celebrated my fortieth birthday by putting on one of the amateur theatrical performances for which my house at Beckenham is famous.

The play, written by myself, was in three acts, and an important feature was the sound of a horn in the second act.

I had engaged a cornist to blow the horn. He was to place himself, not on the stage, but downstairs in the hall so as to make it sound distant.

The best seat was occupied by the beautiful Linda Fitz-Nightingale. The next chair, which I had intended for myself, had been taken by Mr. Porcharlester, a young man of some musical talent.

As Linda loved music, Porcharlester's talent gave him in her eyes an **advantage** over older and **cleverer** men. I decided to break up their conversation as soon as I could.

After I had seen that everything was all right for the performance, I hurried to Linda's side with an **apology** for my long absence. As I approached, Porcharlester rose, saying "I'm going behind the stage if you don't mind."

"Boys will be boys," I said when he had gone. "But how are your musical studies progressing?"

"I'm full of Schubert now. Oh, Colonel Green, do you know Schubert's serenade?"

"Oh, a lovely thing. It's something like this, I think..."

"Yes, it is a little like that. Does Mr. Porcharlester sing it?"

I hated to hear her mention the name, so I said, "He tries to sing it."

"But do you like it?" she asked.

"Hm, well the fact is ..." I tried to avoid a straight answer. — "Do you like it?"

"I love it. I dream of it. I've lived on it for the last three days."

"I hope to hear you sing it when the play is over."

"I sing it! Oh, I'd never dare. Ah, here is Mr. Porcharlester, I'll make him promise to sing it for us."

"Green," said Porcharlester, "I don't wish to bother you, but the fellow who is to play the horn hasn't **turned up**."

"Dear me," I said, "I ordered him at half-past seven sharp. If he **falls**, the play will be **spoilt**."

I excused myself to Linda, and hurried to the hall. The horn was there, on the table. But the man was nowhere to be seen.

At that moment I heard the signal for the cornist. I waited for him, but he did not come. I hurried to the dining-room. There at the table he sat, fast asleep. Before him were five bottles, empty. Where he had got them from was **beyond** me. I shook him, but could not wake him up.

I ran back to the hall promising myself to have him shot for not obeying my orders. The signal came again. They were waiting. I saw but one way to save the play from **failure**.

I took up the instrument, put the smaller end into my mouth and blew. Not a sound came from the thing.

The signal was given a third time.

Then I took the horn again, put it against my lips and blew as hard as I could.

The result was terrible. My ears were deafened, the windows shook, the hats of my visitors rained from their pegs, and as I **pressed** my hands to my head, the cornist came out, shaky on his

feet, and looking at the guests, who began to appear on the stairs ...

For the next three months I studied horn-blowing. I did not like my teacher and hated to hear him always saying that the horn was more like the human voice than any other instrument. But he was clever, and I worked hard without a word of complaint. At last I asked him if he thought I could play something in private for a friend.

"Well, Colonel," he said, "I'll tell you the truth: it would be beyond your abilities. You haven't the lip for it. You blow too hard, and it spoils the impression. What were you thinking of playing for your friend?"

"Something that you must teach me, Schubert's serenade."

He stared at me, and shook his head, "It isn't written for the instrument, sir," he said, "you will never play it." But I insisted. "The first time I play it through without a mistake, I'll give you five pounds," I said. So the man gave in.

(to be continued)

NOTE ON THE TEXT

1. "The first time I play it through ... — В первый раз, когда я сыграю ее (серенаду) до конца ...

Сравните:

to read something through
to be through with something

Are you through with the translation?

I haven't yet read the book through.

прочитать что-либо до конца
кончить что-либо (ам.)

Вы кончили перевод?

Я еще не прочел книгу до конца.

ACTIVE WORDS AND WORD COMBINATIONS

to put (on, down, up)

to put up (at a hotel)

to put off

to put something down to something

amateur

a feature

an advantage (over)

to take advantage of the situation

to apologize (to somebody for something)

to hate

to mention

the above-mentioned

to avoid

to turn up

to fall

failure

to spoil (spoil, spoilt)

beyond

within

to press (clothes, the button)

to press somebody to do something

to press the matter
urgent
a complaint
to complain (of, about)
private
in private

personal
to think (of, over, about)
to stare (at)
to insist (on)
to give in

(See Vocabulary to Lesson 11 p. 469)

PROPER NAMES

Dublin	['dʌblɪn]	Дублин
George Bernard Shaw	['dʒɔːdʒ 'bɜːnəd'ʃɔː]	Джордж Бернард Шоу
Beckenham	['bekənəm]	Беккенхэм
Linda Fitz-Nightingale	['lɪndə 'fɪts'naitɪŋgeɪl]	Линда Фицнайтингейль
Mr. Porcharlester	['mɪstə 'pɔːtʃəlɪstə]	мистер Порчарлестер
Schubert	['ʃubət]	Шуберт
Colonel Green	['kɔːnl 'grɪːn]	Полковник Грин

GRAMMAR EXERCISES

1. Analyse the forms of Subjunctive I in the following sentences and translate them into Russian (§ 10 p. 543):

- a) Why don't you turn to Comrade Petrov for advice? He **would tell** you what to do; besides, he **would help** you make the necessary arrangements. 2. I'd like you to make friends with Nick. It **would only do** you good. 3. Ann is an excellent story-teller. It **would be** wonderful to have her in our theatrical group.
- b) 1. Why didn't you come round to our place yesterday? You **would have enjoyed** Peter telling us about his trip. 2. I am sorry he was not at the office at that time. He **would have attended** to the matter immediately. 3. It was very clever of you to leave a message for the man. It **would have been** unreasonable to wait for him.
- c) 1. "I **would have told** you everything frankly, but you were away on business then," the boy said to his uncle. 2. Come round to see me in the afternoon. The weather is lovely, and we can go for a walk. You **would enjoy** walking about in the forest, I'm sure. 3. Peter is a good speaker. He **would have kept** to the subject, but that time he was interrupted very often and made his speech too long as a result. 4. The boy has taken an active part in the work. It **would be** only

fair to praise him for the results. 5. "Can you wait for a while yet?" Jack asked the manager. "I know my friend would be interested in getting the job."

II. Practise aloud:

1. In your position I **shouldn't hesitate** about it. 2. We **would do** it in no time. 3. He **wouldn't have helped** you then. 4. In your place I'd **have phoned** him long ago.

III. Complete the following sentences using Subjunctive I:

- A. 1. It's a pity you are out of touch with them
- to exchange ideas
 - to get interested
 - to make arrangements
 - to attend
2. I am sorry you didn't attend to the matter yourself
- to do something properly
 - not to get into trouble
 - not to mix something up
 - to take a wrong step
3. It's a pity you'll be out in the evening
- to phone
 - to call on
 - to make an appointment
 - to have a lovely time
4. Why weren't you frank with your friends?
- to cheer up
 - to take steps
 - not to hesitate to help
 - not to leave in trouble
- B. 1) It's a pity you'll be busy on Sunday
- 2) It's a pity Mary isn't here now
- 3) I am sorry you didn't come round yesterday

IV. Translate into English:

- A. Model: In your place (position) I **shouldn't rely** on him.
1. На вашем месте я старался бы вести себя лучше. 2. На следующей неделе она прочитала бы большую часть книги. 3. Через несколько лет он заинтересовался бы такой книгой. 4. На вашем месте я не был бы так откровенен с ним. 5. На вашем месте я не стал бы его ждать сейчас. Я бы оставил ему записку. 6. Вам нужно заниматься спортом. Вы не были бы таким полным.

B. Model: At that time she **wouldn't have objected** to it.

1. На вашем месте я наказала бы мальчика вчера. 2. Он не занимался бы этим вопросом в то время. 3. Я давно бы закрыл окно. 4. Он договорился бы с вами о встрече в прошлый раз. 5. Всего неделю тому назад мы не предпринимали бы мер против этого. 6. На прошлой неделе она сделала бы эту работу сразу. 7. В то время он принял бы такое назначение без колебаний.

V. Put the verbs in brackets into the correct form of Subjunctive I:

1. "Why do you leave your friend alone?" the mother asked her son. "He feels rather upset after what has happened, and a few friendly words (to cheer up) him." 2. It's a pity, John was not there. He (to convince) you in no time. 3. "I'm looking forward to receiving that important sample (образец)," said the engineer. "It (to be) very useful to compare it with the one we have got now." 4. Why didn't you tell me you were cold? I (to shut) the window long ago. 5. I didn't know you needed these figures. I (to look) them up when I was in the reading-room. 6. Your son is getting very shy. It (to be) a good idea to send him to a pioneer camp for the summer. It (to do) him a lot of good. 7. What do you want to give John on his birthday? I (to give) him a diary, he never remembers his appointments. 8. I am glad I left you before five. The traffic (уличное движение) there is usually so heavy at that time. It (to hold) me up. 9. Why do you want to stay with your relatives? In your position I (to prefer) spending a holiday at the seaside. 10. "The tourists have been out of sight for half an hour already," said the man, "I am afraid it (to be) beyond you to reach them now."

VI. Answer the following questions. Pay attention to the use of Subjunctive I:

- A.**
1. Suppose (предположим) tomorrow is your mother's birthday. What would you give her as a present? Would you buy the same thing for your little daughter? Why wouldn't you? What would you buy for a boy of ten?
 2. Suppose the weather is fine on your next day off. Where would you go? Who would you ask to join you? Would you take your children along with you? Why?
 3. Suppose the weather is bad on your next day off. How would you spend it? What would your children do?
 4. Suppose you are hurrying to some place. Would you walk fast? Would you go by bus or by the underground? Would you try to hire a taxi?
 5. Suppose you are going to the South for a holiday. Would you go by train or by plane? What luggage would you

- take? Would you take English books to read in the train (plane)? Why? (Why not?)
6. Suppose your son, (daughter, little sister) gets a bad mark at school. Would you rely on the teachers to improve the situation or would you take some steps yourself? What steps would you take? Would you speak to the child? Would you punish him (her)?
 7. Suppose you have a chance to go either to the theatre or to the concert of a good pianist. Which would you prefer? Why? What about your wife (husband)?
- B. 1. The other day I saw a white dress for everyday wear in a shop and didn't buy it. Would you have bought it in my place? Why?
2. When I was at the library the other day, the librarian showed me a detective story and a serious novel. I chose the novel. Which book would you have chosen? Why?
 3. Last Sunday I had a ticket to the Maly theatre, but I didn't feel like going out and gave it to my sister. Would you have done the same? What would you have done in my place?
 4. Suppose you had a business appointment for 11 o'clock and at 10.30 you discovered you couldn't keep it. What would you have done?
 5. A six-year-old boy wanted his mother to buy a toy which he did not really need. When he burst out crying his mother gave in. What would you have done?
 6. After speaking to Highsmith Miss Posie decided to leave the stage and return to her native village. Would you have done the same thing in her place? Why?
 7. Seeing the little Kelveys in the courtyard, Aunt Beryl told them to be off immediately. Would you have done the same thing? What would a kind woman have done?

VII. Translate the following sentences. Pay attention to the use of Subjunctive I:

1. Я бы взял такси, но у меня нет с собой денег.
2. Я бы сам поднял этот вопрос на собрании тогда.
3. Почему ты не хочешь поговорить с ним? Твои слова подбодрили бы его.
4. Жаль, что вы не перевели эту статью вместе с Петром. Это было бы вам полезно.
5. Я советую вам перевести еще одну статью, это вам не повредило бы.
6. Почему вы колеблетесь? Я бы посоветовал вам взять эти билеты.
7. Жаль, что магазин был закрыт, я бы купила то выходное платье, у меня были с собой деньги.
8. Зачем ты накрыл на стол? Я бы сама это сделала.
9. Я хочу, чтобы вы переговорили с ним. Я думаю, что вы бы убедили его не делать этого.
10. Торопись! Мы можем опоздать на 10-часовой поезд. Это было бы очень

неприятно. 11. Я бы занялся этим делом сам, но я буду завтра целый день занят на конференции. 12. Я не знал, что на этого человека нельзя положиться. Я бы не имел с ним дела. 13. Я бы рассказал ему обо всем, но я не смог ему позвонить. 14. Жаль, что вас не было в комнате в тот момент. Вы бы посмеялись с нами над таким зрелищем. 15. На вашем месте я наказала бы его.

VIII. Continue the letters using Subjunctive I and the words and word combinations given in brackets:

A. Dear Peter,

I've just finished unpacking and arranging my things. Now I've made myself comfortable in my room, and can write you a few lines. All I can say is that I like it here very much. The holiday home is situated (расположен) on the sea-shore, the beach (пляж) is a five minutes' walk from the house. I'd like you to join me here. You would ... we should ... (to enjoy one's stay, to lie in the sun, to swim, to go on excursions, to show round, to have all the necessary things at one's disposal, to hire, to arrange, to exchange impressions, to have a lovely time, to do a lot of good).

B. Dear Boris,

I've been waiting for you more than an hour since the rehearsal began. Now I must be off because I have an appointment at seven, so I am leaving you this message. It's a pity you failed to turn up at the rehearsal. You would have We should have ...

(to enjoy the instructor's reading of the play, to take part in the discussion, to get interested in, to be given one of the parts, to learn the lines (реплики) together, to go to the park, to have a lovely time).

IX. Read the following, then change the facts as indicated (указано) below using Subjunctive I:

A. When the porter decided that Mark Twain was Mayor of New York, he immediately told the conductor about his discovery. The conductor's attitude to Mark Twain immediately changed. He ordered the porter to take Mark Twain and his companion to the big family compartment. There the porter fixed the berths for them and made them comfortable. He even promised to turn the whole railroad inside out to please such an important passenger.

Begin like this:

Let's suppose the porter recognized Mark Twain and did not take him for the Mayor of New York. He would have ... He wouldn't have ...

B. From the story of *The Doll's House* you know that the Kelveys girls were very poor. Their mother had to dress them in clothes made from old things. At school the rich girls tried to keep away from Lil and Else. The teacher had a special voice for the poor girls and a special smile for the others. As a matter of fact she took almost no notice of the Kelveys. The Burnells' attitude to them was very bad. On seeing the Kelveys in the courtyard Aunt Beryl told them to be off immediately.

Begin like this:

Suppose the Kelveys were rich. Their mother would have ...

X. Combine the following sentences using the Gerund (§ 8 p. 536):

Model: We made the appointment for ten. I remember it.
I remember making the appointment for ten.

A. 1. Why is he allowed to run everything here? In your place I would object to it. 2. "I didn't know he was running this business," said Jim. "I haven't heard anything about it." 3. Why didn't you make the necessary arrangements last week? You would have gained time by that. 4. "I don't want you to mix with these boys. I am against it," said the woman. 5. Why did you punish the boy? You were wrong in that. 6. He intends to get in touch with the factory. Have you any objections to that? 7. They were connected with this work. I am sure they remember it very well.

B. (to be done after activation exercises to Lesson 11)

1. I wouldn't like to hurt him. I would hate it. 2. You must apologize to her. She insists on it. 3. Why was he so impolite to you? I wouldn't have put up with it. 4. She intends to buy a plain coat. As a matter of fact she's been thinking of that for some time. 5. Why didn't you ask him to consider the matter at once? He wouldn't have put it off. 6. Why do you still meet the man? In your place I should avoid it. 7. Comrade Petrov will be sent on a business trip. The director insists on it.

XI. Translate into English using the Gerund:

1. Преподаватель раздал наши тетради после того, как объяснил все наши ошибки. 2. Когда мой сын был мальчиком, он очень увлекался игрой в футбол, и я боялась, что он испортит (to strain) свое сердце. 3. — Я помню, что слышал что-то об этой пьесе. Стоит ли ее посмотреть? — Да, я бы советовал тебе это сделать. Собственно говоря, это один из лучших спектаклей театра. 4. Почему вы возражаете против немедленного обсуждения вопроса? Было бы неразумно откладывать его рассмотрение. 5. Почему вы настояли на том,

чтобы Петрова назначили начальником этой группы? В то время было бы полезнее оставить его в нашей конторе. 6. Узнав, что секретарь договорилась о встрече с г-ном Смитом на два часа дня, инженер решил **не откладывать** подготовку документов. 7. На вашем месте я бы отказался от этого приглашения. Я не люблю, когда меня приглашают куда-либо в последний момент. Я **предпочитаю договориться** обо всем заранее. 8. **Перестань говорить** мне об одном и том же (= об одной и той же вещи)! Я могу сделать работу и без **многочисленных напоминаний** (= без того, чтобы мне напоминали несколько раз). 9. Петр случайно увидел Бориса на улице и прошел мимо, **не спросив** его о занятиях. На его месте я остановился бы, чтобы поговорить с ним.

XII. Make up sentences using the English equivalents of the following:

настаивать на немедленном обсуждении вопроса; возражать против немедленного подписания контракта; возражать против постановки вопроса на собрании; настаивать на отправке телеграммы; возражать против назначения тов. Петрова главой делегации; настаивать на срочной отправке товара; настаивать на немедленном осмотре машин; (был принят) без обсуждения, без приглашения, без просмотра, без рассмотрения.

XIII. Make up situations using the following (the Gerund must be used with the words and word combinations in black type):

1. A Visit to the Theatre

to think of, to hesitate, to be **praised highly for**, to have (be given) the **opportunity of**, to book a ticket, to look forward to, to be worth, excellent, talented, acting

2. During a Business Trip

to be on a business trip, to stay at (with), to be interested in, to take advantage of, **before doing something**, to run into a friend, to show round, to have little time at one's disposal, to put up with, to be tired of, in spite of, to gain a lot from . . .

3. At the Week-end

to be fond of, to go camping (пойти в туристический поход), to wear, to start raining, to make a fire (костер), to set up a tent, to make somebody (oneself) comfortable, not to complain of

4. On the Skating-rink

to enjoy, (not) to feel like, to feel shy, to keep away, to insist on, to give in, to have a good time

TEXT AND VOCABULARY EXERCISES

XIV. Answer the following questions using the active vocabulary of the lesson:

1. What kind of performance did Colonel Green **put on**?
2. What was one of the important **features** of the play?
3. Why did Colonel Green **mention** the place where the cornist was to sit?
4. What made Colonel Green think that Mr. Porcharlester had an **advantage over** him in the eyes of Linda?
5. Whom did Colonel Green mean by "older and cleverer men"?
6. What did Colonel Green do after making all the necessary arrangements?
7. Why did Colonel Green **hate** to hear Linda mention the young man's name?
8. Why did Colonel Green try to **avoid** a straight answer to Linda's question?
9. Why didn't the cornist **turn up** at the appointed hour?
10. Why was Colonel Green so displeased at the fact? What would the cornist's absence mean to the success of the play?
11. Was it clear to Colonel Green how the cornist had managed to get so drunk or was it **beyond** him?
12. What did Colonel Green think was the only way to save the play from **failure**?
13. Why did Colonel Green **press** his hands to his head after blowing the horn?
14. What did Colonel Green **hate** to hear his teacher say?
15. Did Colonel Green **complain** that horn-blowing was hard work? Why not?
16. What did the teacher say about Colonel Green's abilities at horn-blowing? What did he say particularly **spoilt** the impression?
17. What piece did Colonel Green wish to play **in private** for a friend?
18. Why did the teacher **stare at** the Colonel on hearing that?
19. Why did Colonel Green **insist** on being taught to play the serenade?
20. Why did the teacher finally **give in**?

XV. Complete the following sentences from the text:

1. The cornist was to place himself downstairs in the hall,
2. The next chair, . . . had been taken by Mr. Porcharlester, a young man
3. I decided to
4. "Boys will be boys," I said when he had gone, "But
5. I love it. I dream of it. I've

6. "Green," said Porcharlester, "I don't wish to bother you, but the fellow"
7. I ran back to the hall promising myself
8. Not a sound
9. "Well, Colonel," he said,

XVI. Substitute words and word combinations from the text for the parts in black type:

1. I celebrated my fortieth birthday by putting on a theatrical performance **which was to be played by some of my friends, who were not actors by profession.** 2. As Linda loved music, Porcharlester's talent, in her eyes, **placed him above** older and cleverer men. 3. . . . I hurried to Linda's side **saying I was sorry I had been away for such a long time.** 4. I **disliked very much** to hear her say the name, so I said 5. I tried **not to give** a straight answer. 6. "I don't wish to bother you, but the fellow who is to play the horn hasn't come yet." 7. "I ordered him at half past seven sharp. If he **doesn't do what he is expected to do,** the play will **not be successful.**" 8. I **could not understand** at all where he **had got** the bottles from. 9. I saw but one way to save the play from **being quite unsuccessful.** 10. He was clever and I worked hard without **saying a word against it.** 11. At last I asked him if he thought I could play it for a friend **when no one else was present.** 12. "Well, Colonel," he said, "I'll tell you the truth: **you would never be able to play it.** You blow too hard and the impression is **unpleasant.** What **did you wish to play?**" 13. He **gave me a long and close look** and shook his head, but my decision was firm, so at last the man **said he would teach me.**

XVII. Find English equivalents to the following (See Text):

1) он должен был расположиться внизу 2) довольно способный к музыке молодой человек 3) я решил прервать их разговор 4) если вы не возражаете 5) что-то в этом роде 6) да, немножко похоже 7) последние три дня я живу ею 8) я бы никогда не осмелилась 9) вот и г-н Порчарлестер 10) я не хочу вас беспокоить 11) я извинился перед Линдой 12) сигнал прозвучал снова 13) я видел только один способ 14) подул изо всех сил 15) последующие три месяца 16) когда я в первый раз сыгряю ее до конца

XVIII. Give the situations in which the following are used (See Text):

a feature, an advantage, an apology, to mention, to avoid, to turn up, to spoil, beyond, to press, to hate, complaint, to think of, to stare, to insist.

XIX. Correct the following statements:

1. Colonel Green hated art and an amateur performance was quite an unusual event at his house. He put on a play because a friend of his had written it and persuaded him to stage it.
2. Miss Linda was a plain-featured old woman always dressed in old-fashioned clothes. She hated music and tried to keep away from Mr. Porcharlester to avoid having to talk about it.
3. Mr. Green realized that Mr. Porcharlester was in love with Miss Linda, so when he saw the young people together, he left them alone so as to give them a chance to speak to each other in private.
4. The sound of a horn was an important feature in the play. But Mr. Green was so engaged in conversation with Linda that he took no notice of Porcharlester's words and stayed where he was.
5. Mr. Green put the horn against his lips and carefully blew it. The sound was pleasant, but too soft to be heard by anybody but himself, so he tried again and this time the result was terrible.
6. Mr. Green worked hard, but he never complained, as he was fond of his music teacher. It was a pleasure to him to be always reminded that the horn was more like the human voice than any other instrument.
7. The teacher said that Schubert's serenade was not written for the horn, but he was convinced that the Colonel would play it excellently as his musical abilities were beyond praise.

XX. Vocabulary Activation Exercises:

TO PUT (DOWN, UP, INTO), TO PUT OFF, TO PUT UP (AT A HOTEL), TO PUT SOMETHING DOWN TO SOME REASON, TO PUT ON

1. Translate:

- 1) Will you put your work down and listen to me for a while? 2) Put the address down in your notebook. 3) We'll have to put off our visit till tomorrow. 4) What hotel did you put up at when you were on a business trip to Leningrad? 5) I don't quite like this arrangement, but we'll have to put up with it for some time. 6) I wouldn't put down his mistakes to excitement. 7) You must put this sentence into better Russian. 8) This play was put on last year.

2. Use synonymous expressions:

- 1) These are our engagements for tomorrow. Write them down in the diary. 2) I can't keep my appointment for three o'clock. I would rather have it at five instead. 3) The engineer considered that the trouble we had with the machine was because of some faulty parts. 4) I don't know how to say it in English.

3. Translate:

- 1) Он отложил газету в сторону и взглянул на нас. 2) Где мне поставить подпись? 3) Вы не возражаете, если мы отложим нашу встречу

до завтра? 4) На вашем месте я не мирился бы с таким положением. 5) Чем вы объясняете (чему приписываете) этот странный шаг? 6) На вашем месте я бы повесил объявление сегодня же. 7) Я бы не надевал теплое пальто. Сегодня жарко. 8) В каких театрах уже поставлена эта пьеса?

AMATEUR

1. Answer these questions:

- 1) Do you like amateur performances? Why do you (don't you)?
- 2) What is the difference between an amateur and a professional singer, painter, etc.?
- 3) Do you belong to any amateur group?

AN ADVANTAGE, TO TAKE ADVANTAGE OF THE SITUATION, TO HAVE (GIVE) AN ADVANTAGE (OVER)

1. Translate:

1) You'd better start training at once. That would give you an advantage over the other team. 2) I'm sure you would soon feel the advantages of living in the country. 3) You have good conditions for studying the language. In your place I would take advantage of the situation.

2. Complete the following sentences using the Subjunctive Mood if possible:

- 1) Helen was brought up to know English. That ... (to give an advantage over ...)
- 2) It's a pity you aren't familiar with the new method of work. I am sure you (to see the advantages ...)
- 3) As a matter of fact this football team (to have no advantages over ...)
- 4) I'm sorry you didn't speak frankly with him at that time. In your place ... (to take advantage of the situation)

3. Translate:

1) Все понимают преимущества образования. 2) Опыт дает ему преимущество над другими спортсменами (athletes). 3) Интересно, почему он не воспользовался преимуществом создавшегося положения.

TO APOLOGIZE (TO SOMEBODY FOR SOMETHING), TO EXCUSE

1. Translate:

1) Why didn't you apologize to her? 2) At last our friend ran in, apologizing for being late. 3) Excuse my bothering you for the dictionary. 4) He was in a hurry to meet his friend and left the company without excusing himself. 5) Excuse me a moment, please.

2. Answer these questions:

- 1) Can you speak about a time when you had to apologize to someone?
- 2) What words would you use to apologize to somebody?
- 3) When does a person excuse himself?

3. Translate:

- 1) Он извинился перед нами за то, что не позвонил нам вчера.
- 2) Мисс Поззи извинилась перед актерами и села за столик поговорить с Биллем.
- 3) Извините меня (на минутку). Мне нужно позвонить.
- 4) Все ожидали, что он извинится.

TO HATE

1. Complete:

- 1) I hate to trouble her, but ... (to have bad news).
- 2) I hate to mention it, but... (to do a lot of harm).
- 3) I hate bothering you, but ... (to mix up the papers).
- 4) Aunt Beryl never spoke to poor people, ... (as a matter of fact, to hate).
- 5) Frank took little interest in literature and history though ... (not to hate in the proper sense of the word).

TO MENTION

1. Translate:

- 1) Он не упоминал о времени (деловой) встречи.
- 2) Эти факты не были упомянуты в статье.
- 3) Она упомянула о преимуществах этой работы.
- 4) Он упомянул об этом событии в разговоре со своим приятелем.

2. Make up sentences using the English equivalents of the following:

- упоминать чье-л. имя; упомянуть о фактах; упомянуть какие-л. цифры (figures), упомянуть дату; упомянуть о том, что ...

TO AVOID

1. Paraphrase:

- 1) I have a feeling that he is trying to keep away from us.
- 2) I wonder why she doesn't mix with her fellow-students.
- 3) He managed not to take the wrong step.

2. Make up sentences using to avoid, to try to avoid, to manage to avoid with the words given in brackets:

- (difficulties, a mistake, danger, punishment, to mix with, to exchange opinions, to remain alone, to deal with money)

TO TURN UP

1. Practise aloud and translate:

- 1) Don't worry. I am sure he will soon turn up.
- 2) Haven't your gloves turned up yet?
- 3) I am sure the thing isn't lost. It'll certainly turn up.

2. Complete the sentences using Subjunctive I:

- 1) It's a pity they didn't turn up then ... (to have a lot of fun).
- 2) It is a pity the journal hasn't turned up. I ... (to look up these figures straight away).
- 3) I am sorry they didn't turn up at the meeting. We ... (to exchange impressions).

3. Make up sentences using the following:

- 1) not to turn up in time — to apologize
- 2) to turn up one of these days — to get in touch
- 3) don't trouble — to turn up

TO FAIL, A FAILURE

1. Practise aloud:

- 1) He nearly failed in his English.
- 2) My memory often fails me.
- 3) Don't fail to ring him up.
- 4) I tried to get him on the phone, but failed.
- 5) The film is a failure, isn't it?

2. Answer these questions:

- 1) Have you ever failed in an examination? When was it? Why did it happen?
- 2) In what case may a person fail to keep his appointment?
- 3) In what case may an amateur performance be a failure?

3. Use a synonym:

- 1) I tried to get hold of him, but couldn't.
- 2) He didn't make all the necessary arrangements.
- 3) Without proper training you would be worth nothing as a teacher.

4. Complete:

- 1) Peter is a most reliable person. He would ... (never, to fail ...).
- 2) What a shame! ... (to fail in an examination).
- 3) The matter is very important. Please ... (not to fail, to get in touch).
- 4) It's a pity Nelly wasn't with us. She would ... (to save the concert from failure).

5. Translate:

- 1) Мы попытались убедить её, но не сумели.
- 2) Не подведите меня, пожалуйста.
- 3) Если память мне не изменяет, ваша фамилия — Смит.
- 4) Преподаватель не ожидал провалов на экзамене.
- 5) Обязательно позвоните ему сегодня.

TO SPOIL

1. Translate:

- 1) Храните это лекарство в темноте, иначе оно испортится.
- 2) Как жаль, что дождь испортил нам прогулку.
- 3) Вы избалуете сына, если будете покупать ему все, что он захочет.

2. Translate the following word combinations and use their equivalents in sentences of your own:

испортить аппетит (здоровье, зрение, впечатление, вечер, путешествие и т. д.)

BEYOND

1. Translate:

- 1) Her acting is beyond all praise.
- 2) The old house beyond the square has been pulled down.
- 3) How he got into trouble is beyond me.

2. Use synonyms:

1) My house is two miles farther than the river. 2) I cannot understand how he managed to persuade his friend. 3) It was not in the doctor's power to save the man. 4) Comrade Petrov's results in the event could not even be compared with those of other students.

3. Make up sentences using Subjunctive I if possible:

one's behaviour	to be beyond	my control
one's attitude to		me (my understanding)
the matter		comparison
the post-office		that lovely house
this work		one's wages
one's way of living		

WITHIN

1. Practise aloud:

1) He'll be back within an hour. 2) I live within a mile of my office. 3) We'll have their answer within this week.

2. Choose the correct preposition:

1) (For, during, within) the talks Mr. Brown pointed out again that the matter had been under consideration (for, during, within) two months, and the answer of the firm must reach us (for, during, within) a week. 2) Last summer I stayed in the Ukraine (for, during, within) two months. Among the people I mixed with (for, during, within) my holiday were two actors, whose house was (for, during, within) two miles of mine, and we used to have a lot of fun together. 3) I won't keep you waiting, I'll fetch your things (within, in) a minute. 4) If you want to make the necessary arrangements (within, in) this week, you must get in touch with your people (within, in) less than an hour. 5) The matter is urgent, you must make the necessary arrangements (within, in) the given time. (Within, in) a week it'll be too late.

TO PRESS (CLOTHES, THE BUTTON), TO PRESS SOMEBODY TO DO SOMETHING, TO PRESS THE MATTER, URGENT

1. Practise aloud:

1) Time presses. 2) The matter is urgent. 3) I wouldn't press people to do things. 4) Will you press the matter? 5) Where can I have my suit pressed?

2. Translate:

1) Если хотите вызвать проводника, нажмите кнопку. 2) Где вам огладили костюм? 3) Вам тоже нужно отдать погладить пальто? 4) Есть ли у вас какие-либо срочные телеграммы? 5) Я бы занялся этим неотложным делом сам.

3. Make up sentences using the same structure as in the model: I must have my suit pressed.

TO COMPLAIN (OF, ABOUT). A COMPLAINT

1. Complete:

- 1) The boy complains that his friend ... (to fail him).
- 2) I hate to complain to you, but your son ... (to behave badly).
- 3) There is a complaint that the telegram ... (not to make sense).
- 4) The engineer complained that ... (to have trouble with).
- 5) Comrade Petrov complained that ... (to lose an important message).

2. Translate:

- 1) На что вы жалуетесь? 2) Есть ли у него основание жаловаться?
- 3) Ребенок пожаловался матери, что он устал. 4) Есть ли у вас какие-либо жалобы?

3. Make up sentences using the English equivalents of the following:

пожаловаться родителям на плохое поведение сына, жаловаться на головные боли, пожаловаться управляющему на плохие условия работы.

PRIVATE, IN PRIVATE, PERSONAL

1. Answer these questions:

- 1) What kind of property (собственность) do we call private?
- 2) Is there any private property in our country?
- 3) Are your private letters addressed to your office or to your house?
- 4) When do you prefer discussing things in private?
- 5) Does your manager hold conferences in his private office or in some other place?
- 6) Do you defend your personal attitude to a matter or do you give in easily?
- 7) What kind of contacts do we call personal?

2. Add a beginning:

- 1) ... It's my personal business. 2) ... So I spoke to him in private.
- 3) ... It would have been better to have personal contacts. 4) ... I hate going to private doctors.

3. Translate:

- 1) Это его личное дело, не правда ли? 2) Мне бы хотелось, чтобы вы поговорили с ним наедине. 3) Каково ваше личное отношение к этому вопросу?

TO THINK (OF, OVER, ABOUT)

1. Answer these questions:

- 1) What do you think of the latest new play (film, etc.)?
- 2) What do you think of doing on your next day off?
- 3) In what cases do we have to think things over?
- 4) Why is it difficult to deal with people who think too much of themselves?

2. Translate:

- 1) Я думаю, мы отложим собрание. 2) О чем вы думаете? 3) Он никогда не думал, что станет актером. 4) Мы обдумаем ваше предложение.

ние. 5) Мне бы никогда не пришла в голову эта мысль. 6) Что вы думаете о последнем концерте самодеятельности?

TO STARE

1. Choose the correct word and use it in the proper form:

- 1) "Comrades, (to stare, to look) at the blackboard," said the teacher.
- 2) I knew the writer of the letter without (to stare, to look) at the signature.
- 3) The woman (to stare, to look) at the boy for some time and I guessed she had recognized him.
- 4) She (to stare, to look) at the picture with a strange expression.

TO INSIST (ON)

1. Answer these questions:

- 1) In what case do we have to insist on our suggestion being discussed?
- 2) In what case would it be wrong to insist on one's suggestion?

2. Make up sentences of your own:

Models: 1) I insist on your attending to the matter personally.

2) I insist on these arrangements being made at once.

(to put off the conference, to get in touch with, to keep in touch with, to appoint somebody, to apologize, to take the necessary steps)

TO GIVE IN

1. Add a beginning:

- 1) ... At last he gave in and apologized to his friends.
- 2) ... The old professor gave in and agreed to perform the operation personally.
- 3) ... And finally she gave in and promised to take part in the amateur concert.

XXI. Substitute the active vocabulary of the lesson for the parts in black type:

1. David and Ken had long been eager to work in a private laboratory, and they fully realized the good sides of their brother-in-law's suggestion. 2. Mrs. Campbell was a cheerful woman, and she never said a word against the hard life she led. 3. Dora was very excited when she came out on the stage because she was afraid the words would not come to her mind, a thing which had once happened during a rehearsal. 4. The teacher told the mother to demand more obedience from the boy and warned her that she might make him turn into a bad boy by allowing him too much freedom. 5. "Don't believe the man's innocent eyes," said John, "several times he hasn't done what he promised to do." 6. When the little girl wanted her grandfather to do something for her, she would come and press him until finally the old man smiled and did what was wanted of him. 7. As the boy seemed very excited about something, the teacher asked him to come and speak to him after school when

there was nobody around. 8. "That man is really more than I can understand," said Mary angrily. "It's almost impossible to convince him."

XXII. Give the four forms of the following verbs:

to put, to think, to become, to write, to leave, to break, to hurry, to rise, to sing, to try, to make, to raise, to hear, to shake, to wake up, to blow, to give in.

XXIII. Fill in the blanks with prepositions and adverbial particles if necessary:

1. It would be very clever of you to take advantage ... the situation and point ... the children why their behaviour had been incorrect. 2. Ann had been a nurse ... three years before she entered ... the Medical Institute. Her experience gives her an advantage ... those students who haven't had practice ... that kind. 3. I should advise you to book ... any train if there's no chance ... getting a seat ... a fast train. If a fast train ticket turns ... the day of your departure, you can take it ... exchange ... yours. 4. If you don't want your work to be a failure, you must first ... all change your attitude ... it. 5. He stared ... the letter ... reading it. 6. We insist ... your giving us your final reply ... the next week. The matter is urgent. 7. Highsmith mentioned ... so many names and facts ... his conversation ... Miss Posie, because he wanted to sound convincing. 8. Why do you insist ... your ideas? Don't you see they are wrong? ... your place I should give 9. "What were you thinking ... giving your wife ... a birthday present?" "I have an idea, but I haven't yet made ... my mind. I'd like to discuss it ... you ... private because I want it to be a surprise." 10. "What about making some changes ... the plan ... our holidays?" "All right, I'll think it" 11. Why are you thinking ... something instead ... listening ... me? 12. You have been complaining ... a bad toothache lately. Why do you put ... going ... the dentist? 13. "... your place I should ask the boy to apologize ... you," Ann said ... her friend. "It's ... me why you allow him to behave so!" 14. As several tourists complained ... tiredness it was decided to put ... the village hotel ... the hill.

XXIV. Fill in the blanks with the verbs *to put on*, *to put into*, *to put off*, *to put up*, *to put up with*, *to put down to*, *to put down*:

1. It's a small mistake, and as he put a lot of time and energy into the work, I don't think it would be fair ... it ... carelessness. 2. It's a very comfortable hotel and you can ...

there at any time without booking in advance. 3. "I hate the appointment," the man said apologetically, "but we shall have to it this time. 4. "Will you this notice?" the manager said to the secretary. "And don't doing it, it's about tomorrow's meeting." 5. "I could your bad manners," Tom's aunt said angrily. "But what you do is beyond the limit." 6. "You must . . . this part of the translation . . . simpler English," said the teacher. "As a matter of fact some of the sentences don't make sense." 7. "You'd better the homework at once," Ann said to her fellow-student. "If you don't do it, you'll forget what it is and the teacher will blame you for not doing it. 8. Will you your work? I want your attention for a moment. 9. Are they going this play?"

XXV. Fill in the blanks with articles if necessary and retell the text:

Those of you who have seen . . . wonderful Soviet film *The Circus* must remember . . . following episode from it. Once there came to . . . circus . . . old sea captain. . . man was holding . . . little dog in his arms. He tried to explain to . . . manager of . . . circus that . . . dog was unusual. . . fact was that it was very clever at arithmetic. . . captain had taught it "to count" (считать) and looked forward to showing . . . abilities of his pupil to an audience. He insisted on being given . . . chance to appear with . . . dog in . . . arena [ə'ri:nə], but . . . manager would not allow it. "Don't you see it isn't . . . private circus?" . . . manager said. "It would be . . . shame to show this dirty little dog to . . . public."

At last . . . lucky chance turned up. It so happened that . . . actress performing . . . leading part in . . . new show failed to turn up in time. It seemed nothing could save . . . performance from failure. . . arena was empty and . . . excited audience loudly insisted that the performance should begin . . . captain took . . . advantage of . . . situation and appeared before . . . audience with his dog. They were . . . great success, and nobody ever noticed that . . . captain was not . . . professional actor but only . . . amateur. . . dog managed to perform all . . . tricks he knew except . . . last one, because at that moment . . . performance was interrupted by . . . arrival of . . . actress whom everybody was waiting for. . . new show began. . . main feature of . . . show was . . . cannon shot (пушечный выстрел) which was to carry . . . actors performing . . . leading parts to . . . "stratosphere" [strætə'sfɜ:] high up in . . . circus tent. It was . . . exciting sight, and . . . captain, who was among . . . audience, was not at all sorry that his own performance had been interrupted.

XXVI. Make up situations using the following words and word combinations:

- | | |
|----------------------|------------------------------|
| 1) to avoid | urgent |
| to put down to | (not) to give in |
| to mention | within |
| to guess | 5) to put |
| to turn out | to forget |
| 2) to rely on | to look for |
| to fail | to put up with |
| to complain (of) | to turn up |
| to be unfair | 6) to rely on |
| to put to shame | to fail |
| 3) private | (not) to apologize |
| to complain (of) | (not) to deal with |
| to spoil | 7) to have an advantage over |
| to apologize | beyond one's abilities |
| to put up with | to put a lot of energy into |
| 4) to ask to put off | (not) to complain (of) |
| to insist on | as a result |

XXVII. Translate the following sentences in writing using the active vocabulary of the lesson:

1. Узнав, что за холмом есть река, путешественники решили добраться туда несмотря на то, что некоторые из них давно жаловались на усталость. 2. Почему вы примирились с таким положением? На вашем месте я давно заставила бы этого человека извиниться перед вами. 3. Почему вы избегаете откровенного разговора с управляющим? Я убежден, что он сделал бы все, что может, чтобы помочь вам. 4. Нам сообщили, что контракт будет подписан в течение двух недель. 5. Мы хотели бы сообщить вам, что будут приняты срочные меры к тому, чтобы отправить товар в течение ближайшей недели. 6. Он настаивает на том, чтобы этот вопрос был рассмотрен на ближайшем собрании. 7. Мы были рады, что, наконец, после долгих споров (долгого обсуждения) представитель фирмы уступил и согласился принять (to accept) наше предложение. 8. Я считаю, что вы несправедливы к Петру. На вашем месте я поговорил бы с ним откровенно, прежде чем объяснять его поведение такими причинами.

SPEECH EXERCISES

XXVIII. Retell the story:

- close to the text
- without any details (in two or three minutes' time)

XXIX. Retell the story in the person of Miss Linda, Mr. Porcharlester, the cornist, one of the guests

XXX. Dramatize the conversations:

- a) between Miss Linda and Colonel Green
- b) between Colonel Green and his music teacher

XXXI. Retell the same conversations using indirect speech.

XXXII. Describe Colonel Green's house at Beckenham using some of these words:

to move to, to be fond of, to take every chance, to compare, to receive, to make somebody comfortable, at one's disposal, to show round, to look upon, a lovely place for one to live, a dining-room, a bedroom, a drawing room, in the middle, in the corner, to the right (left) of, a couple, to surround, steps, excellent, nice, to praise, to be worth.

XXXIII. Describe the preparations for the amateur performance at Colonel Green's using some of these words:

to dream of, an amateur performance, to look forward to, to discuss, to complain, to think of, to take much interest in, to choose, acting, the leading roles, to take advantage of, the attitude, to put down to, to be cross, to try to convince, to insist, to agree, to give in, to be excited, a rehearsal, at the expense of, as a result, fame, to spread, to be eager to invite.

XXXIV. Describe the main characters of the story using as many words as you can from those given in brackets:

Miss Linda (lovely, slim, a straight (turned-up) nose, a feature, excellent, in the latest fashion, to wear, to bring up, good-natured, pleasant to deal with, to take an interest in, to impress, to turn down)

Colonel Green (to take after, by nature, well-educated, to serve in the army, to have a good appointment, excellent health, to go, in for sports, to take little (no) interest in, to prefer, frequent, reliable, honest, pleasant (easy, difficult, etc.) to deal with, a sense of responsibility)

Mr. Porcharlester (young, handsome (good-looking), features, to dream of, talented, a voice, to be worth, powerful, nice, a fellow, shy, frank, honest, to wear, fashionable, to praise, to be relied on, sensible)

The cornist (to be brought up, a village, distant, plain, shy, awkward, to behave, to fail, to find oneself in a difficult position, innocent eyes, to avoid meeting, to take no interest in, to prefer, to be ashamed of)

XXXV. Make up short stories of your own using some of the words given below:

- 1. How My Friend Became a Member of Our Theatrical Group**
gloomy, by nature, to keep away from, to put down to, once, by chance, to be present at, to enjoy, to change one's attitude to, at first, to be ashamed, to hesitate, to put off, to insist, to persuade, to give in, to fail, to be upset, to cheer up, to work hard, at the expense of, not to complain of, frequent, to gain experience in, to be a success, to praise highly.
- 2. A New-Year Party in the Country**
a lovely place, to mention, to hesitate, to insist, convincing, to give in, to make all the necessary arrangements, to put up with, to invite, to join, willingly, in spite of, instead of, to take the ten o'clock train, to hire a taxi, to apologize, to be dressed in the latest fashion, to wear an evening dress, at 12 sharp, to see in the New Year, to raise wine glasses, to have a dance, to go out, to have a walk, a lovely sight, to make a deep impression, to have a lot of fun.
- 3. My Last Birthday Party**
to arrange, to invite, to accept, to expect, a lot of people, to look forward to, to be given presents, to wish many happy returns of the day, to turn up at last, to apologize, to help oneself to, to have enough of, to have a dance, among the guests, a girl of eighteen, the daughter of . . . , to look awkward, to wear, to be shy, not to feel like, to insist, to hesitate, finally, to give in, a lovely voice, to be surprised, to enjoy, to applaud, to have a lot of fun.
- 4. The Work of Our Club**
to take an interest in, instead of, to take private lessons, to be given every opportunity, different people, to mix with, to be fond of, to prefer, frequent (~ly), to look forward to, to be a success, to enjoy, to arrange, at one's disposal, talented, to gain experience, to make progress, to turn into, to be proud of, to be worth.

XXXVI. Retell these stories using the words given after them:

FRIENDS IN BUSINESS

A rich businessman was dying. He asked all the members of his family to leave him alone with his partner who had run the business with him for years.

The dying man did not want anybody to hear their conversation.

"George," he whispered when they remained alone, "I'll soon die, I can't wait . . . I must tell you . . . Listen . . . When you were away on business five years ago, I took from the safe

(ceйф) eighty thousand dollars, and never put the money back

I have always tried not to let you be a success in business. I've greatly disliked you all my life You remember that famous plan of yours which ended in failure? You explained the failure by the changes in business conditions, but the real reason was quite different: I had sold your secret to McKay and Co. for 150 thousand dollars Forgive (прости) me, George"

"Don't worry, Jim," said George. "It's all right. I've also got to tell you something: I put some poison (яд) into your soup at dinner yesterday."

Words to be used:

in private, urgent, to apologize, to take advantage (of), to fail, to hate, to put down (to).

OVERENGAGED IN WORK

Einstein [a'instain], like many other scientists, did not like to be bothered while he worked. All the people who had to deal with him knew it very well and tried not to enter his study when he was there.

Once his woman-servant entered his library to give it the usual cleaning, and to her great horror (ужас) saw some strange-looking men hurriedly throwing books into a big bag.

Since the thieves (воры) didn't notice her, she stepped out of the room quietly and then ran to the scientist's study and burst in without knocking.

"Thieves, thieves in your library, Professor," she cried out.

"Well, well," the scientist said without looking up. "What are they reading?"

Words to be used:

to hate being bothered, a feature, to avoid, without an apology, to be engaged in doing something.

HIS CHOICE

When Ivan Pavlov, the great Russian scientist, was young, he lived in very bad conditions.

Though he never spoke to his fellow-workers about his hard life, they once collected some money and gave it to him saying that they would like him to buy a new suit for himself.

It took his friends a very long time to persuade Pavlov to accept the present. Finally he thanked them heartily and looking very awkward took the money. Next day, when he appeared in the laboratory [lə'bɔrətəri], he had his old worn-out suit on, but his eyes were shining with joy, and he was accompanied by several dogs of different sizes (размер) and colours.

"I am so glad I had your money with me. Without it I wouldn't have been able to buy the dogs. The suit? ... Oh, I'll buy one some other time. I'm quite pleased with my old suit. It will still serve for some time."

Words to be used:

to complain, to insist, to give in, to turn up, to put off, to put up with.

REVISION

XXXVII. Make an appointment with a representative of a foreign firm.

XXXVIII. Say a few words to a businessman who has recently arrived in Moscow and has come to see you at your office.

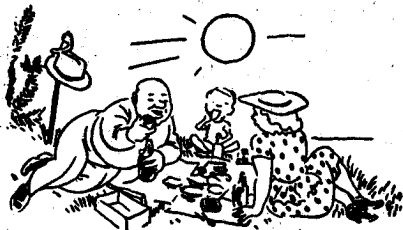
XXXIX. Apologize to a businessman for being unable to keep your appointment. Ask him to put it off.

XL. Apologize to a businessman for bothering him at an early hour. Explain that the matter is urgent.

XLI. Apologize to your customer for a fault in the machine you have sold him. Promise to attend to the matter straight away and make the necessary arrangements in connection with it.

XLII. Look at the pictures carefully and make up stories using the following words:

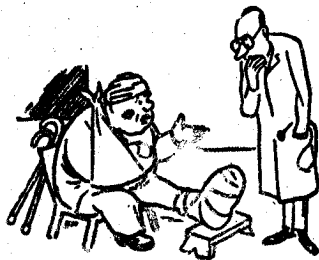
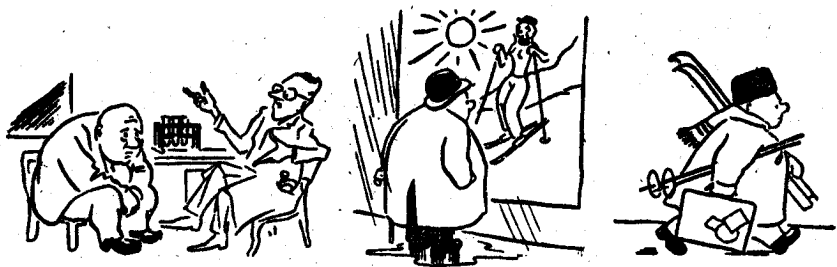
- a) stout, plain, a road, as a result, out of breath, what a shame
Words you may need: to scatter *разбрасывать*, litter *сор*, *объедки*.



(See over)



b) to complain, to hesitate, to insist, urgently, to give in, to stare, to make up one's mind, to get badly hurt.



LESSON 12

- Grammar:** 1. Subjunctive Mood in if-clauses (§§ 11, 12 p. 544)
2. Усилительная конструкция "It is (was) ... that" (§ 13 p. 546)

Text:

THE SERENADE
(continued)
(by G. Bernard Shaw)

I did succeed * at last.

"I hate to discourage you, but if I were you, Colonel," my teacher said as he put the five pounds into his pocket, "I would keep the tune to myself and play something simpler for my friends."

I didn't take this advice, though I now see that he was right. But at that time I intended to serenade Linda. Her house was situated at the northern end of Park Lane, and I had already bribed a servant to let me into the small garden between the house and the street. Late in June I at last learned that she intended to stay at home for an evening. "I'll make an attempt," I thought, and at nine o'clock I took up my horn and drove to the Marble Arch, where I got down and walked to her house. I was stopped by the voice of Porcharlester calling, "Hello, Colonel."

The meeting was most inconvenient. I did not want him to ask me, so I thought it best to ask him first where he was going.

"I'm going to see Linda," he answered. "She told me last night that she would be alone all this evening. You know how good she is. I love her. If I could be sure that it is myself and not my voice that she likes, I should be the happiest man in England."

"I'm quite sure it can't be your voice," I said.

* Об употреблении вспомогательного глагола to do в повествовательном предложении см. Учебник английского языка часть I примечание II стр. 440.

"Thank you," he said. "It's very kind of you to say so. Do you know I've never had the courage to sing that serenade since she told me she loved it?"

"Why? Doesn't she like your singing it?"

"I never dare sing it before her, but I'm going to surprise her with it tomorrow at Mrs. Locksley Hall's. If you meet her, don't say a word of this. It is to be a surprise."

"I have no doubt it will be," I said, happy to know that he would be a day too late.

We parted, and I saw him enter Linda's house. A few minutes later I was in the garden, looking up at them from my place in the shadow of a big tree as they sat near the open window.

I thought he would never go. I almost decided to go home. Had I not heard her playing the piano, I should never have held out. At eleven o'clock they rose, and I was now able to hear their words.

"Yes," she said, "it's time for you to go. But you might have sung² the serenade for me. I've played it three times for you."

"I have a cold," he said. "Don't be angry with me. You will hear me sing it sooner than you think, perhaps."

"Sooner than I think? If you want to give me a surprise, I'll forgive you. I'll see you at Mrs. Locksley Hall's tomorrow, I hope."

He said "yes", and hurried away.

When he was gone,³ she came to the window and looked out at the stars. I took out the horn.

I began. At the first note I saw her start and listen: she recognized the serenade . . . The instrument was like ice, and my lips were stiff. But in spite of all that, I succeeded fairly well.

When I had finished, I looked up at the window. She was writing now. A minute later the door of the house opened, and the servant whom I had bribed, came towards me with a letter in his hand. My heart beat strongly as I saw it.

"Are you there, sir?" I heard him say as I came out of the shadow. "Miss Linda told me to give you this," he held out the letter. "But you are not to open it, if you please, until you get home."

"Then she knew who I was," I said.

"I think so, sir."

I ran all the way to Hamilton Place, where I got into a taxi. Ten minutes later I was in my study opening the letter:

714, Park Lane,
Friday.

"Dear Mr. Porcharlester,"

I stopped. Did she think it was he who had serenaded her? The letter continued thus:

"I am sorry that you respect my love for⁴ Schubert's serenade so little as to make fun of it. I can tell you that I shall never be

able to hear the serenade without a strange mixture of laughter and pain. I did not know that a human throat could produce such sounds. I have only one word more: Good-bye. I shall not have the pleasure of meeting you at Mrs. Locksley Hall's tomorrow. I don't think I'll be able to receive you again this season, I am, dear Mr. Porcharlester,

Yours truly,

Linda Fitz-Nightingale." 5

I felt that to send this letter to Porcharlester would only pain him uselessly. I felt also that my teacher was right, and that I had not the lip for the French horn. So I gave it up.

Linda is now my wife. I sometimes ask her why she will not see Porcharlester, who has given his word he has done her no wrong. She always refuses to tell me.

NOTES ON THE TEXT

1. *Late in June* I learned ... — *В конце июня я узнал ...* Выражения *late in June* (in the week, in the month, etc.) (в конце недели, месяца и т. д.), *early in May* (in April, in the week, in the month, etc.) — в начале мая (апреля, недели, месяца) часто употребляются в английском языке вместо выражений *at the beginning of the month, at the end of the month, etc.*

2. *But you might have sung the serenade for me.* — *Но вы могли бы спеть мне серенаду.* Глагол *might*, здесь выражает упрек (перфектный инфинитив показывает, что действие относится к прошлому).

3. *When he was gone, she came to the window ...* — *Когда он ушел (когда его уже не было), она подошла к окну ...* Сочетание *to be gone* выражает отсутствие какого-либо предмета или лица в данный момент. На русский язык может переводиться глаголами *уходить, исчезнуть, отсутствовать.*

Where is my pen? It was here a minute ago and now it is gone.

Где моя ручка? Она была здесь минуту назад, а сейчас исчезла (ее нет).

Nick is leaving today. How long will he be gone?

Ник сегодня уезжает. Сколько времени он будет отсутствовать?

4. *I am sorry that you respect my love for Schubert's serenade so little ...* — с абстрактными существительными, выражающими чувства *love, hatred* (ненависть), *respect, etc.* употребляется предлог *for* для выражения чувства к конкретному предмету или лицу и *of* для выражения чувства к идее, родине, человечеству и т. д.

Linda's love for the serenade
his love of music
her love for her daughter
her love of her country

любовь Линды к серенаде
его любовь к музыке
ее любовь к дочери
ее любовь к родине

5. Письмо Линды представляет собой образец письма личного характера (см. в тексте расположение даты, адреса, вступительной и заключительной формул письма). Деловое официальное письмо пишется на фирменном бланке, в заголовке которого сообщается наименование организации (фирмы) и ее адрес. Расположение делового письма видно из следующих образцов:

Образец № 1:

BARTON, HARDY & CO., LIMITED

(адрес отправителя)
Barton House,
165, Fenchurch Street,
LONDON, E. C. 3
8th September, 1961

(адрес получателя)
V/O "SOJUZNEFTEEXPORT"
Smolenskaja-Sennaja 32/34
Moscow
U. S. S. R.
Dear Sirs,

(текст письма)

Yours faithfully (truly, sincerely)
signature

Образец № 2:

(адрес отправителя)
V/O "SOJUZNEFTEEXPORT"
Smolenskaja-Sennaja 32/34
Moscow
U. S. S. R.
October 19, 1961

(адрес получателя)
Barton, Hardy & Co. Ltd.,
Barton House,
165, Fenchurch Street,
LONDON, E. C. 3
Dear Sirs,

(текст письма)

Yours faithfully (truly, sincerely)
signature

Официальной формой обращения к мало знакомым или незнакомым лицам является *Dear Sir, Dear Madam* (обращение *Dear Miss* не употребляется), в обращении к знакомым лицам добавляется фамилия *Dear Mr. Barton, Dear Mrs. Barton, Dear Miss Barton.*

Наиболее употребительными заключительными словами в письмах к мало знакомым лицам, а также в официальных письмах, являются **yours faithfully, yours truly**; в письмах к знакомым и друзьям, а также для выражения большего уважения употребляется формула **yours sincerely**.

В строго официальном письме употребляются слова **I am (I remain) yours faithfully**.

В письмах личного характера обычными приветствиями являются **(My) Dear John, (My) Dear Mary**; в конце личного письма обычно ставится слово **"Yours"**, за которым с новой строки следует имя автора письма.

ACTIVE WORDS AND WORD COMBINATIONS

to succeed (in)	stiff
to discourage (from)	to respect
to encourage	to have a sore throat
to have the courage to do something	to produce
to be situated	production
a situation	useless
an attempt	useful
to make an attempt	to make use of something
convenient (inconvenient)	it's no use
shade	what's the use (of)
a shadow	to use
to forgive	to give up
to start	to give away
	to refuse

(See Vocabulary to Lesson 12 p. 474)

PROPER NAMES

Park Lane [ˈpɑ:k ˈleɪn]	Парк Лейн, улица в Лондоне
Hamilton Place [ˈhæmɪltən ˈpleɪs]	Площадь Гамильтон, небольшая площадь в Лондоне недалеко от Парк Лейн
Marble Arch [ˈmɑ:bl ˈɑ:tʃ]	Марбл Арч (дословно Мраморная Арка), известное место в центре Лондона в конце одной из главных улиц города (улицы Оксфорд)
Mrs. Locksley Hall [ˈmɪsɪz ˈlɒksli ˈhɔ:l]	Миссис Локсли Холл

GRAMMAR EXERCISES

I. Translate the sentences into Russian and analyse the forms of the Subjunctive Mood (§ 11, 12 p. 544)

- a) 1. It wouldn't do you any harm if you did this exercise a second time.

2. You would never say he is ill-natured if you knew him better.
 3. If this book were more interesting, it would be in greater demand.
 4. If my friend were in Moscow now, he could show me round the city.
- b)
1. If I had known that you would be hurt, I would never have told you about it.
 2. If my grandfather had had a chance to study, he would have been a great man, I am sure.
 3. I had to walk from the station. If I had had more money on me, I could have hired a taxi.
 4. If he had come a minute later, he would have missed the train.
- c)
1. He would feel very much hurt if you failed to come to his birthday party.
 2. I could have tried to cheer her up if I had known that she was in trouble.
 3. If by chance the weather were fine tomorrow, I would wear this suit.
 4. If I came across a plain blue dress while shopping I shouldn't hesitate to buy it.
 5. If you had studied properly last year, you wouldn't have made those mistakes.
 6. If Petrov were more experienced, he would work better.

II. Practise aloud:

1. If she had more experience she'd do better work.
2. If I'd known that, I'd have put off the appointment.
3. If I were you, I'd give in.

III. Answer the following questions. Pay attention to the use of the Subjunctive Mood:

- a)
1. Would you attend to a matter yourself if you were responsible for it? Why?
 2. If you had much luggage, would you hire a taxi or go by bus?
 3. What would you do if you went to the country on your next day off and the weather were gloomy?
 4. What would you wear if it were warmer (colder) now?
 5. Where would you send your son (daughter) to study if he (she) were good at singing?
 6. How would you get in touch with the company you deal with if you wanted a quick answer?

- b) 1. Would the conductor have given Mark Twain a seat if the porter had known who he really was?
 2. What would have happened if the porter hadn't been mistaken?
 3. Would the Campbell boys have gone to the circus grounds to work if their mother had not been so poor?
 4. Would Pusher have hired Alan if the boy had given his correct age? What would have happened then?
 5. The boys wouldn't have fallen asleep if they hadn't been dead tired, would they?
 6. What would the Campbells have seen in the circus if they hadn't fallen asleep?
 7. Would Miss Posie have guessed who "Bill Summers" was if Highsmith had acted badly?
 8. Would Miss Carrington have returned to live in Cranberry Corners if Highsmith hadn't acted so convincingly? What would have happened then?
- c) 1. How would you speak English if you were brought up to speak the language?
 2. Would your favourite team have won the last football championship if they had trained more?
 3. Would you recognize your friend at first sight if you didn't see him for ten years or so?
 4. Where would you have gone if you had had a holiday last winter?
 5. Would you still consider a film worth seeing if you heard that it was not at all interesting?

IV. Complete the following questions and answer them:

- 1) What would you do if
- to run into ...?
 - to mix with ...?
 - to complain of ...?
 - to be in trouble ...?
 - to be deceived ...?
 - to be eager ...?

- 2) How would you behave if
- to avoid ...?
 - to find fault with ...?
 - not to give in ...?
 - to be responsible ...?
 - not to be familiar ...?
 - to be interested in ...?

3) What would have happened if

- to fail in the examination ...?
- not to make proper arrangements ...?
- to put off ...?
- not to keep in a cold place ...?
- can't arrange ...?
- can't attend to ...?
- to complain to somebody of ...?
- to mention ...?
- to be pressed badly ...?
- to hurt one's feelings ...?
- can't get in touch with ...?
- can't keep an appointment ...?

4) What would you have done if

V. Translate the following sentences using the same structure as in the models:

Model: It would be good if you attended to the matter personally.

1. Я бы позвонил ему сейчас, если бы я знал номер его телефона.
2. Я бы зашел к нему на следующей неделе, если бы у меня было свободное время.
3. Если бы он завтра сюда пришел, мы бы все обдумали вместе.
4. Я бы извинился, если бы чувствовал себя неправым.
5. Мы бы примирились с такими результатами, если бы не имели сейчас возможности их улучшить.
6. Если бы вы убедили Петра принять участие в нашем концерте, мы бы отложили вечер до следующей недели.

Model: I should give in if I were wrong.

1. Я бы погостил здесь подольше, если бы не был так занят.
2. Мы бы не настаивали, если бы дело не было срочным.
3. На вашем месте, я бы связался с опытными инженерами.
4. На вашем месте я бы не колеблясь принял предложение.
5. Если бы платье было простое, она носила бы его каждый день.

6. Если бы вы были более внимательны, вы не путали бы эти имена.

Model: The party wouldn't have been spoiled if you had made all the necessary arrangements.

1. Если бы вы оставили мне записку, я бы зашел к вам вчера.
2. Он бы сам уделил внимание этому вопросу, если бы не заболел.
3. Я бы пошел вчера в кино, если бы у меня было желание это сделать.
4. Работа была бы испорчена, если бы мы не приняли срочные меры.
5. Если бы Хайсмит играл свою роль плохо, Мисс Поузи догадалась бы, что ее обманывают.
6. Хайсмит не сделал бы попытки получить роль, если бы антрепренер не посоветовал ему убедить Мисс Поузи.

Model: a) I could have attended to the matter myself if I had known that it was urgent.

b) I would ask Peter to do it if I could rely on him.

1. Если бы он не подвел меня, я смог бы сделать работу за неделю.
2. Мы могли бы ее убедить, если бы она последовала нашим советам.
3. Я был бы вам признателен, если бы вы могли отложить нашу встречу до понедельника.
4. Вы могли бы приобрести больше опыта, если бы вы работали на заводе.

VI. Complete the following sentences using the Subjunctive Mood:

1. He would not have failed to come to the party if ... (not to be held up).
2. If my director turned up now ... (to attend to, personally).
3. I shouldn't dare to bother you at such a late hour if ... (urgent).
4. If you took part in the forthcoming sporting events ... (to do a lot of good),
5. I should have bought that coat without any hesitation if ... (to have money with me).
6. If you gave in ... (not to be praised).
7. I would tell you about it if ... (can, to speak in private).
8. If this play had been put on at our club ... (to be a success).
9. If you had kept this fruit in a cool (прохладный) place ... (not to spoil).
10. He wouldn't behave so if he ... (an honest man).

VII. Translate, then complete each sentence using the words given in brackets:

1. Если бы его телефон был занят тогда ... (to leave a message).
2. Я бы купила это модное платье тогда, если бы ... (to have money with me).
3. Если бы у меня было плохое зрение ... (to wear).
4. Вчерашний матч отменили бы, если бы ... (to change).
5. Вы бы ничего не перепутали, если бы ... (in a proper way).
6. Мы обменялись бы с ними впечатлениями ... (to be out of touch).
7. Я не возражал бы против этих изменений ... (to be reasonable).
8. К кому бы вы обратились, если бы ... (reliable information).
9. Я уверен, что если бы он обдумал мое предложение как следует ... (not to turn down).
10. Если бы вы хвалили своего ребенка слишком много ... (to spoil).

VIII. Change the subordinate clauses omitting the conjunction *if* (§ 12'p. 545):

1. If I were in Leningrad now, I should also be able to hear the famous Italian singer. 2. You would not make these foolish mistakes if you were more attentive to your work. 3. If that engineer had had a greater sense of responsibility, this question would not have been under consideration so long. 4. This question would have been raised long ago if they had attended to the matter properly. 5. If there had been many schools in the area, the Burnells would not have sent their girls to mix with poor children.

IX. Combine the following parts of sentences using the Subjunctive Mood:

Model: Comrade Petrov didn't work hard and didn't gain a proper knowledge of English. He failed in the examination.

If Comrade Petrov had worked hard and gained a better knowledge of English, he wouldn't have failed in the examination.

1. She trained hard. That's why she became an excellent ballerina.
2. You failed me. I didn't take the necessary steps in time.
3. The weather is bad. We can't go to the country.
4. Our secretary is a good-natured woman. She is pleasant to deal with.
5. I keep a diary. I never forget my appointments.
6. I couldn't get him on the phone. I left a message for him.
7. The director

couldn't attend to the matter himself. He was engaged with the firm. 8. The boy behaved badly. We made him apologize. 9. I'll be frank with you. You can keep secrets. 10. He didn't find me at home. We couldn't exchange opinions on the matter. 11. There were no plain dresses at the shop, I left without buying one. 12. There was no railway connection between the two villages. We took a car to get from the one to the other. 13. My friend went in for sports at the expense of his health last winter. Now he has to give it up.

X. Make up sentences having the same structure as in the models; use the words given in brackets:

a) I'd feel awkward if I didn't know the language.

b) You would have got into trouble if you had put off doing the work.

c) If my son were musical, he would continue music lessons.

(to move about, to shake with cold; good (ill-) -natured, pleasant (difficult) to deal with; to travel a lot, to gain knowledge; to complain, to be hurt; not to follow the doctor's advice, to be in poor condition; to point out one's mistakes, to improve; to have more time at one's disposal, to attend lectures on; to change one's attitude, to fail somebody; to be urgent; to insist on; to be worth seeing, to enjoy)

XI. Translate into English. Pay attention to the use of the Subjunctive Mood:

1. Я бы не возражал против того, чтобы отложить встречу, если бы дело не было срочным. 2. Я бы взял такси, если бы знал, что в нашем распоряжении было так мало времени. 3. На вашем месте я бы не настаивал на том, чтобы эти меры были приняты немедленно. Это было бы неразумно. 4. Ваша работа не окончилась бы неудачей, если бы вы обменялись мыслями с вашими товарищами, прежде чем приступить к ней. 5. На вашем месте я бы не примирился с такими результатами. Вы могли бы выиграть следующий матч, если бы больше тренировались. 6. Этот ученик не провалился бы на экзаменах, если бы вовремя были приняты необходимые меры. 7. В прошлом месяце результаты были бы гораздо лучше, если бы все поняли преимущества нашего предложения. 8. Она не жаловалась бы на головные боли,

если бы ежедневно гуляла перед сном. 9. Было бы неплохо (a good idea) как можно скорее связаться с заводом. Специалисты сказали бы нам, чем можно объяснить такие дефекты. 10. На вашем месте я как следует все бы обдумал, прежде чем принимать окончательное решение.

XII. Continue the story in the Subjunctive Mood as shown in the model. Use the words given in brackets:

Model: If I were on a holiday now, I

First student: If I were on a holiday now, I should go to the South.

Second student: If I went to the South, I would bathe in the sea and lie in the sun.

Third student: If I bathed in the sea and lay in the sun, I should lose weight (вес), etc.

a) If I were leaving Moscow on a business trip, I
(to have to go to the railway station, to hire a taxi
to get to the station in no time

to have an hour or so at my disposal

to go to the newspaper-stall (киоск)

to buy a fresh newspaper

to read it in the train to kill time)

b) If my friend had been in Moscow last week, he
(to take part in our amateur performance

(it) not to be a failure

not to spoil the party

(we) to be praised for putting it on

(everybody) to have a lot of fun)

c) If I were responsible for the matter, I
(to get in touch with

to make an appointment

to give the matter proper consideration

to make final arrangements

not to have to deal with the matter again)

XIII. Make up stories on the basis of the answers to Ex. XII.

XIV. Make up sentences using the same structure as in the models (§ 13 p. 546):

a)

It was my sister who I meant to go to see tomorrow.

b)

It was in the park that I ran into Peter.

XV. Put the verbs in brackets into the correct voice and tense-forms (See Revision Table No. 7 p. 573):

David was blind (слепой). He (to be) blind ever since he could remember himself, but now all that was to be changed. After several unsuccessful attempts the doctor finally (to succeed). Soon, very soon he (to be able) to see.

The doctor and the nurse (to stand) by the side of his bed. He (to feel) that they (to be) quite near. The doctor (to tell) him to open his eyes. The boy (to hesitate) for some time before he (to have the courage) to do so. At last he (to obey) the doctor, and for the first time he could see.

He (to lie) in his bed looking up at the ceiling not daring to move because he (to be) so afraid to lose this wonderful new thing — sight.

The doctor (to speak) now to the nurse, and he (to hear) him say what a brave boy David (to be). The operation that (to give) him sight (to be) a very painful one, but David (not to show) any fear before the operation or while it (to make). David's heart (to fill) with pride as he (to hear) the doctor's words.

The nurse (to be) very kind to him and (to give) him a perfect description of everything around him, and now he (not to be) afraid of the new world which he (to be going) to see.

"I (to think) he (to be) all right now," he (to hear) the doctor say, "I (to come) and look at him again tomorrow. Meantime, put him out in the sunshine for a while. It (to do) him good."

The nurse (to put) him in a chair and (to take) him outside into the garden.

For a while he (to sit) there looking at nothing in particular. Suddenly he (to start) and (to sit up), nearly unable to move with horror (ужас), then he (to make) an attempt to rise in his chair, his hands spread out and his eyes fixed on the big black thing that (to dance) in front of him, down at his feet. Stiff with fear David (to let out) a short loud cry and (to fall) down near the chair. The nurse (to run) out to him.

"So you see Doctor," she (to say), when he (to call) her to his office the next morning, "though David (not to be) afraid of anything else, he (to be) of that. For the fact is I (to forget) to tell David about his own shadow. I am sure he (to take) it easily if I (to do) so at the proper time.

(from Eckersley)

TEXT AND VOCABULARY EXERCISES

XVI. Answer the following questions using the active vocabulary of the lesson:

1. Would the Colonel have **succeeded** in learning the serenade if he hadn't worked hard?
2. Do you think the teacher's advice was **discouraging**? Why?
3. Where was Linda's house **situated**?
4. What **attempt** did Colonel Green intend to make? Would he have thought of serenading Linda if he hadn't known she was alone?
5. Where did the Colonel run into Porcharlester? Why was the meeting **inconvenient**? Would Colonel Green have started the conversation himself if he hadn't felt awkward?
6. Do you think Porcharlester would have sung the serenade to Linda in private first if he had had the **courage** to do so?
7. Would Colonel Green have stayed in the **shadow** for such a long time if he hadn't been eager to serenade Linda?
8. Why did Linda say, "I'll **forgive** you?"
9. What was Linda's reaction to the first note **produced** by the Colonel's horn? Would she have **started** if the impression had been good?
10. What did Colonel Green mean by saying, "I **succeeded** fairly well?"
11. Where did the servant find Colonel Green when he wanted to hand him the letter?
12. Why did the Colonel open the letter only at home? Did he think it was **inconvenient** to do so before the servant?
13. What made Linda think that Porcharlester did not **respect** her love for Schubert's serenade?
14. Why did Linda think that the sounds had been **produced** by a human **throat**? Would she have thought so if the instrument hadn't sounded like a man's voice?
15. Did the Colonel really think that to be frank with Porcharlester would be **useless**? Would he have behaved in a different way if he had not thought so?
16. Why did Green **give up** horn-blowing? Do you think he would have continued the lessons if he had had more ability?
17. Why did Linda **refuse** to see Porcharlester?

XVII. Complete the following sentences from the text:

1. If I were you, Colonel, I
2. I had already bribed the servant
3. The meeting was most inconvenient. I
4. If I could be sure that
5. "Thank you," he said, "it's"

6. "I never dare sing it before her, but"
7. "I have no doubt it will be," I said,
8. "Yes," she said, "It's"
9. I saw her start and listen
10. ". . ." I heard him say
11. I ran all the way to Hamilton Place,
12. I am sorry that you respect my love for Schubert's serenade
13. I felt that
14. He has given his word

XVIII. Substitute words and word combinations from the text for the parts in black type:

1. Colonel Green had been trying hard for several weeks to play the serenade and finally he **managed to do it very successfully**.
2. One evening **at the end of June** the Colonel took up his horn and drove to the Marble Arch where he got down and walked to the place where Linda's house **stood**.
3. "I'll try to **play the serenade**," thought Colonel Green.
4. It was **very far from being a good time to meet Mr. Porcharlester**.
5. Porcharlester was going to surprise Linda with the serenade at a party because he was **afraid to sing it for her in private**.
6. After the two men parted, Porcharlester entered the house, and Green found a place in the garden **which was darkened by the trees** so as to look up at them as they sat near the open window.
7. Linda promised **not to be angry with Porcharlester any longer**.
8. At the first note Green saw Linda **make a sudden movement** and listen. The instrument was like ice and his lips were **hardly able to move**, but in spite of all that, he was **rather successful**.
9. The letter continued thus: "I am sorry that you **pay so little attention to my love for Schubert's serenade as to make fun of it**."
10. Green felt that his teacher was right and he had not the lip for the horn. So he **never studied horn-blowing again**.
11. When Green asked his wife to explain why she did not wish to see Porcharlester, she **would not give her reasons**.

XIX. Find English equivalents to the following (See Text):

- 1) я оставил бы эту мелодию для себя
- 2) я не последовал этому совету
- 3) в конце июня
- 4) где я сошел и пошел пешком к ее дому
- 5) вы знаете, какая она хорошая
- 6) не может быть, чтобы это был ваш голос
- 7) это очень любезно с вашей стороны
- 8) разве ей не нравится, как вы поете ее
- 9) не говорите ни слова об этом
- 10) он на день опоздает
- 11) вам пора идти
- 12) если вы хотите сделать мне сюрприз
- 13) мы увидимся у Миссис Локсли Холл
- 14) когда он ушел
- 15) при первой ноте
- 16) он протянул мне письмо
- 17) я бежал всю дорогу
- 18) я сел в такси
- 19) он ничего дурного ей не сделал

XX. Give the situations in which the following are used (See Text):

to discourage, to be situated, to make an attempt, inconvenient, to have the courage, in the shadow, to forgive, to start, to hold out a letter, to respect, to produce, uselessly, to refuse.

XXI. Correct the following statements. Use the Subjunctive Mood:

Model: Mr. Porcharlester was convinced that Miss Linda would enjoy his singing the serenade, and he did not hesitate to perform it in her presence.

I'm afraid you are wrong. **On the contrary** Mr. Porcharlester was not at all sure whether Miss Linda would like his singing. **As a matter of fact** he put off performing it because he did not have the courage to sing it in Linda's presence. If he **had felt** sure of himself, he **would have sung** the serenade long before.

* * *

1. The teacher was glad to encourage the Colonel in his intention of playing the serenade and he pressed him to do so in spite of the fact that his pupil had paid him nothing.
2. The Colonel decided to make an attempt to serenade Linda. He relied on Mr. Porcharlester's help, and on seeing him near Linda's house, thought that the meeting was very convenient.
3. Porcharlester was convinced that it was himself and not his voice that Linda liked, but he hesitated whether to tell Green about it or not as he knew that the Colonel was in love with Linda too and hated to hurt him.
4. The two men parted, and Colonel Green remained in the shadow of the house, stiff with cold and fear. It was hard for him to hold out very long because not a sound came from Linda's open window.
5. Linda had been listening to the Colonel playing for quite a time before she showed that she had recognized the serenade.
6. When the servant saw the Colonel in the shadow of the tree, he held out the letter to him without saying a word and the Colonel quietly walked home.
7. Colonel Green realized that Miss Linda had made a mistake and he decided to get in touch with Mr. Porcharlester to let him know the truth.

XXII. Vocabulary activization exercises:

TO SUCCEED (IN)

1. Translate:

- 1) The scientists succeeded in making a number of new discoveries.
- 2) Frankly speaking, I don't think she will succeed as an actress.
- 3) If he had made another attempt, he would have succeeded.

2. *Use a synonym:*

- 1) Ann will do well at the job, I'm sure.
- 2) If Jack could have more training, he would win the forthcoming event.
- 3) If you had tried harder to get in touch with the professor, you would have done it long ago.
- 4) After a long discussion Peter managed to persuade his fellow-workers to accept his suggestion.

3. *Translate:*

- 1) Он долго работал над этой проблемой (a problem), прежде чем добился успеха.
- 2) Я не уверен, что моя сестра преуспевает, как врач.
- 3) Вашему брату удалось бы занять первое место в соревнованиях, если бы он больше тренировался.

TO ENCOURAGE, TO DISCOURAGE SOMEBODY FROM DOING SOMETHING, TO HAVE THE COURAGE TO DO SOMETHING

1. *Answer these questions:*

- 1) What kind of news can discourage a person?
- 2) Why do people sometimes discourage their friends from doing something?
- 3) In what way do you encourage your child to go in for sports?
- 4) In what way can we encourage people to work better?
- 5) Did the manager try to discourage Highsmith from getting the part of a country-fellow? Did the young actor feel discouraged after his conversation with the manager?
- 6) Why did Uncle Seneca try to discourage the boy from leaving school at sixteen? Did he encourage the boy's interest in money? In what way did he do that?
- 7) Why did the teacher try to discourage Colonel Green from playing Schubert's serenade? Was it easy to discourage him?

2. *Translate:*

- 1) Ничего не могло его обескуражить.
- 2) Почему он выглядел таким обескураженным?
- 3) Я бы попытался отговорить его от поступления в этот институт, если бы знал тогда, что он собирается это сделать.
- 4) Успех ободрил его.
- 5) На вашем месте я бы поощрял интерес мальчика к истории.
- 6) Анна очень застенчива. У нее не хватит смелости выступить (спеть) на нашем концерте самодеятельности.
- 7) Он не осмелился бы сделать это без разрешения.

TO BE SITUATED, A SITUATION

1. *Translate:*

- 1) Где расположен этот музей?
- 2) Вскоре мы обнаружили маленький домик, расположенный недалеко от дороги.
- 3) Я надеюсь, что обстановка будет приятной.
- 4) Положение на фронте в 1942 г. было серьезным.
- 5) Он очутился в неловком положении.

AN ATTEMPT. TO MAKE AN ATTEMPT

1. Complete:

- 1) He succeeded in entering a dramatic school after ... (an attempt).
- 2) If I were to blame, I ... (to make an attempt to apologize).
- 3) Don't feel so discouraged. In your place I ... (to make another attempt).

2. Translate:

- 1) На вашем месте я предпринял бы еще одну попытку уговорить его.
- 2) Мы сделаем еще одну попытку связаться с фирмой.
- 3) Ваша попытка исправить положение не удалась.

CONVENIENT, INCONVENIENT

1. Make up sentences or situations using the Subjunctive Mood where possible:

- 1) to consider, time, convenient
- 2) to seem, an arrangement, most inconvenient
- 3) honestly speaking, not to be convenient, to put off
- 4) this kind of transportation (the train, the tram, the bus), convenient, to be situated

A SHADOW, A SHADE, IN THE SHADE

1. Translate:

- 1) Какая странная тень! 2) Не хотите ли отдохнуть в тени этих деревьев? 3) Как жаль, что у вас в саду так мало тени! 4) Я предпочитаю никуда не ходить. Сегодня жарко даже в тени. 5) Мне нравится этот цвет, но я выбрала бы другой (different) оттенок.

2. Make up sentences using the English equivalents of the following:

- самые длинные тени; странная тень; держаться в тени; основной оттенок значения слова,

TO FORGIVE

1. Complete:

- 1) If he had apologized to me, I ... (to forgive).
- 2) She would be glad to meet you if you ... (to forgive for being impolite).
- 3) If it were my personal affair, I ... (to forgive easily).
- 4) If I were you, I ... (not to hesitate to forgive).

2. Complete and translate:

- Forgive me for
- высмеять
 - обидеть
 - не прийти вовремя
 - испортить вашу книгу
 - потерять дневник
 - перепутать имена

3 Translate:

- 1) Если бы я был на вашем месте, я бы простил ему такую (the) шутку. 2) Я никогда не прошу себе этой ошибки. 3) Я не простил бы ему такого поведения, если бы не знал его с детства. 4) Простите меня за то, что я вам не позвонил.

TO START

1. Make up sentences of your own:

- 1) to start — to hear somebody shut something
- 2) to mention — to see somebody start
- 3) to start with surprise — to object to
- 4) a sudden telephone ring — to make somebody start

2. Translate:

- 1) Почему вы вздрогнули, когда мы вошли? 2) Он вздрогнул при звуке ее голоса. 3) Девочка вздрогнула, увидев большую собаку.
- 4) Она вздрогнула от страха.

STIFF

1. Answer these questions:

- 1) When do one's legs get stiff?
- 2) Why is it difficult to play the piano in a cold room?
(use to get stiff).
- 3) Do you like people with stiff manners?

2. Translate:

- 1) Почему у нее такие натянутые манеры? 2) Он всегда носит жесткие воротнички. 3) Ее улыбка показалась мне натянутой. 4) Давайте пройдемся, у меня затекли ноги.

TO RESPECT

1. Make up sentences of your own:

- to respect one for

	—one's good knowledge of
	—a sense of responsibility
	—experience
- to be respected because

	—to keep one's appointments
	—to rely on
	—to be honest

TO HAVE A SORE THROAT, TO HAVE A TOOTHACHE, TO HAVE A HEADACHE

1. Make up sentences using the Subjunctive Mood:

- 1) to keep the appointment — not to have a sore throat
- 2) not to have a toothache — not to complain
- 3) to have a headache — to put off
- 4) not to have a sore throat — not to have to put up with staying at home

TO PRODUCE, PRODUCTION

1. Translate:

- 1) These machines have just been put into **production**.
- 2) The factory has increased **production** lately.
- 3) We cannot put off **producing** these machines, they are in great demand now.
- 4) There's no need to **produce** your pass here.
- 5) He **produced** most of his pictures within that period.
- 6) He couldn't **produce** any sensible explanation.
- 7) Most of the film-**producing** countries were represented at the Festival.

2. Answer these questions:

- 1) What films have been **produced** lately?
- 2) What goods are **produced** by the factories your office deals with?
- 3) Where do you have to **produce** your pass (passport, cinema, railway ticket)?
- 4) How often are your **production** meetings held?

3. Translate:

- 1) Он настанвал, и я предъявил свой билет.
- 2) Кем поставлен этот фильм?
- 3) Производственное совещание уже закончилось.

USELESS, USEFUL, TO MAKE USE (OF), IT'S NO USE, WHAT'S THE USE (OF), TO USE:

1. Make up sentences using the following:

- 1) It's no use (doing a thing)
 - to insist
 - to put off the appointment
 - to phone
 - to leave a message
 - to try to get in touch
- 2) What's the use of (doing a thing)
 - to complain
 - to put up a notice here
 - to get in touch with
 - to take a step of that kind
 - to call on
 - to mention
- 3) to give advice — to make use of
- 4) to make use of — old clothes
- 5) to make use of — somebody's suggestions

2. Translate:

- 1) Это совершенно бесполезно.
- 2) Интересно, знает ли кто-нибудь из вас что-нибудь о применении этого лекарства?
- 3) Какой смысл пытаться убедить их?
- 4) Нет смысла нанимать такси.
- 5) Я не знаю, для чего употребляется эта вещь.
- 6) Кто сейчас пользуется этой книгой?
- 7) Я думаю, мы не сможем найти применение этой машине.

TO GIVE UP. TO GIVE AWAY. TO GIVE IN

1. Translate:

1) It's no use trying to convince him. He won't give in. 2) I rely upon you, don't give me away. 3) He loves the girl, he won't give her up in spite of anything. 4) Why did you give away my plan? 5) It would have been a good idea to have a party. Why did you give it up?

2. Make up sentences of your own:

- 1) to give up — to blame
- 2) to insist — to give in
- 3) to fail somebody — to give away
- 4) to give up — to put down to
- 5) to try to convince — to give in
- 6) to give up — to improve
- 7) to give away — to apologize

3. Translate:

1) На вашем месте я бы бросил курить. 2) Жаль, что он бросил музыку. 3) Я думаю, вам придется отказаться от этой мысли. 4) Она была очень хорошо загримирована, но ее выдал голос. 5) Я считаю, что вы были правы. На вашем месте я бы не уступил.

TO REFUSE

1. Complete:

- 1) He refused to go to the concert because ... (not to be interested).
- 2) I refuse to deal with this man because ... (always to complain).
- 3) She wouldn't refuse his help if ... (to consider honest).
- 4) They wouldn't have refused to consider our suggestion if ... (to seem reasonable).
- 5) The manager would not have refused to engage the man if ... (to have a good training).

2. Translate:

1) Он отказался сделать эту работу сейчас же. 2) Она отказывается играть в этой команде. 3) Он отказался от нашей помощи. 4) Ему отказали в визе (a visa).

XXIII. Substitute the active vocabulary of the lesson for the parts in black type:

1. I am afraid you are unfair to the young man. He is very clever and will do very well if given another opportunity. 2. Although the drawing was far from being perfect, the teacher thought it best not to tell the pupil the unpleasant truth as he knew the boy had been working very hard at it. 3. When David first met Helen, he could hardly guess that one day the girl would become a reliable friend who would never say "no" when he needed help and would be ready to put new strength in him in cheerless moments. 4. The boy was fond of composing music,

and his mother tried to get him still more interested by taking him out to concerts and lectures on music. 5. The day was so hot that by three o'clock only a few holiday-makers remained on the beach (пляж) as there were hardly any cool dark places there. 6. For some time the silence had been so complete that a sudden telephone ring made Peter look up quickly from his papers. 7. When, after a few weeks in hospital, the boy was allowed to go out, he felt that his legs would not move and he was afraid that he would not be able to walk. 8. "Can I make an appointment with you for one o'clock?" asked the girl. "The time you mentioned is not quite good for me." 9. Little Kezia was brave enough to ask the Kelveys into the courtyard though she was not sure that her mother would let her go unpunished for doing so. 10. "I know that it was Nick who spoilt the tablecloth," said the little boy, "but I will never tell anybody about it." 11. Although all the friends of Jim Stone tried to convince him that the manager's daughter was beyond his reach, he kept saying that he would rather risk his position with the firm than stop loving the girl.

XXIV. Give the four forms of the following verbs:

to show, to choose, to hold up, to bring up, to forgive, to respect, to spoil, to shut, to undo, to spread, to rise, to raise.

XXV. Fill in the blanks with prepositions or adverbial particles if necessary:

1. ... what way did Highsmith expect to succeed ... getting the part ... a country-fellow? 2. Many good actors failed to convince Miss Posie ... their abilities, but this did not discourage Highsmith ... trying again. 3. Why don't you lie ... the shade? You will get a headache if you stay too long ... the sun. 4. When the car stopped, everybody got ..., and the mother began to spread a tablecloth ... the shade ... a big tree ... the side ... the road, while the children started running ... to stretch (размять) their stiff legs. 5. The girl was so excited before going on the stage that she started ... every sound. 6. If I were you, I wouldn't throw ... your grammar exercise books. You can make use ... them while preparing .. the examination, I am sure. 7. What's the use ... waiting ... him? If he had been told ... time, he would have turned ... long ago. 8. Why did you refuse ... Comrade Petrov's help? Don't you know the matter is urgent? 9. Try ... this dress. It's a cheerful shade ... green. Your new shoes will go nicely with it. 10. Why didn't you tell ... me the time was not convenient ... you? I wouldn't have made the appointment.

XXVI. Choose the correct word from those given in brackets:

1. What's the use of speaking to the man? Instead of keeping (in the shadow, in the shade) he would stay in the sun for hours, in spite of the doctor's orders. 2. Look, what a strange (shadow, shade) the flower has thrown on the wall! 3. Why won't you stay in the garden? It's cool there now. The (shadows, shades) have grown very long and there is (shadow, shade) everywhere. 4. He has (to refuse, to give up, to turn down) all my suggestions saying he will (to refuse, to give up, to turn down) to help me unless I (to refuse, to give up, to turn down) my foolish hobby (глупое занятие) as he calls it. 5. "You have failed many times," the boss said to David, "and I hate to upset you, but if you don't succeed in finding a solution (решение) to the problem this time, you'll have to (to refuse, to give up) it. I (to refuse, to give up) to lend you any more of my money." 6. "My (private, personal) attitude to the matter is that the child must not be forgiven," said Mrs. Burnell. "What would happen if everybody showed so little respect for (private, personal) property?" 7. Since the playwright wanted to know the (private, personal) opinions of some of his friends, he decided to arrange a (private, personal) hearing (прослушивание) of his new play. 8. Can I make an (engagement, appointment) with the manager for Monday? — I am afraid it's inconvenient. Monday is a busy day, the manager already has a number of (engagements, appointments). 9. "Our office (to get in touch with, to be connected with) many factories which produce equipment of this kind (такое оборудование)," said the engineer. "You can (to get in touch with, to be connected with) one of them if you want some information." 10. "These shoes are my size (размер)," said the woman, "and I feel quite (convenient, comfortable) in them. Besides, they are (convenient, comfortable) for autumn wear."

XXVII. Fill in the blanks with one of the verbs, paying attention to the form you use:

a) to give in, to give up, to give away

1. If the old man's words had not been so convincing, the boy (not) 2. In speaking to Miss Posie "Bill Summers" never mixed up any events or names for he knew that one small failure 3. How is Peter getting on with his music? I remember he used to live on songs. — Oh, I am sorry to say he . . . it long ago. 4. Helen is so hard to deal with, it's almost no use trying to make her

b) to turn up, to turn down, to turn out

1. I spoke to David about going to the lecture, but he wouldn't listen. — Don't worry, he . . . in time. 2. The poor

boy feels so discouraged, the teacher ... nearly all his drawings. 3. Haven't you seen my diary? I am afraid I've lost it, and I can't remember my appointments without it. — Oh, it ... Don't worry. 4. It's no use worrying about the outcome (исход) of the competition. I'm sure everything ... well.

XXVIII. Fill in articles if necessary. Retell the story:

Once ... poor flower-girl, one of those whom one can so often run into in ... suburbs of London, quite by ... chance overheard (подслушать) ... conversation between ... two gentlemen. One of ... gentlemen was ... professor of phonetics. He was saying to ... other that he could teach ... people who had not received a good education to speak good English.

... two men were having ... private talk, but ... girl, who was hidden in ... shadow of ... house near ... place, took ... advantage of ... situation and even stepped forward, trying not to miss ... word of what was being said.

... fact was that she had for ... long time been thinking of learning to speak correctly, and now she saw ... excellent chance for herself. If she improved her manner of speaking, ... owners of ... big flower-shops would not turn her down any longer. She asked ... two gentlemen to buy ... few flowers from her and tried to speak to them about her desire (желание) at once, but they wouldn't listen to her and soon left ... place.

Great was ... professor's surprise when ... next day ... girl came to his house and had ... courage to ask him to give her lessons. At first ... professor refused to teach her, saying it was no use even trying, but ... girl insisted and finally he gave in.

... first lessons, however, were rather discouraging: ... pupil's lips were stiff, ... endless exercises gave her ... sore throat, and ... results were poor: she failed to produce correct English sounds.

... professor was cross with ... pupil and could not forgive himself for giving in to ... girl. After ... while, however, he discovered that she was very clever. Soon she learned to give ... excellent imitation of his own pronunciation [prə'nansi'eɪʃn]. Besides being a good pupil, she took ... great interest in ... lessons. As ... matter of fact she lived on them, and never missed ... single chance to practise the sounds. In spite of all ... difficulties she never lost courage or gave up hope. As ... result her English became so good that ... people who met her never guessed that she was not ... real lady. Neither

... manner of speaking nor ... way she behaved gave her away.
 ... story of ... girl is to be found in one of Bernard Shaw's
 most popular plays which has been successfully put on both in
 ... country of ... author and in many other countries of ...
 world.

XXIX. Make up situations using the following words and word combinations:

- | | |
|--|--|
| 1) to discourage somebody
(from doing something)
to think over
to hesitate
to put off
finally
to refuse | to object to
to insist on
to persuade |
| 2) to consider useless
to encourage
to make an attempt
to produce good results
to succeed (in)
to put down to | 5) to be frank with
to turn out
to deceive
to give away
to discover
to apologize |
| 3) (not) to mix with people
easily
to have stiff manners
in fact
good-natured
to be pleasant to deal with
to rely on | 6) to behave badly
to complain
to get in touch with
to advise
to encourage
(not) to put up with |
| 4) to bring up
to forgive easily
to spoil | 7) to make an appointment
to make arrangements
to phone
it was no use doing any-
thing
to leave a message
inconvenient
to put off |

XXX. Translate into English. Use the active vocabulary of the lesson:

1. Когда я сказал своему другу, что мне, наконец, удалось достать билет на предстоящий матч, он подумал, что я хвастаюсь (to boast), и мне пришлось показать (предъявить) ему билет.
2. Он ведь знает, что вы находитесь в затруднительном положении? Я перестал бы уважать (не уважал бы) его, если бы он отказался помочь вам.
3. Если бы он не вздрогнул при виде молодого человека, ничто не выдало бы его и никто не догадался бы, что когда-то они были близкими друзьями.

4. Очень жаль, что мне не удалось обменяться мнениями с профессором Ивановым. Вчерашний разговор был очень полезным, и, если бы у меня не болело горло, я не ушел бы, не выяснив окончательных результатов его опытов (experiments).
5. Если бы я был на вашем месте, я отложил бы обсуждение этого вопроса до более удобного времени. Дело не срочное, а сейчас большинство работников занято на конференции.
6. Старый Тейлор пытался отговорить своего сына от мысли стать художником, но все его попытки окончились неудачей. Молодой человек говорил, что он давно мечтает стать художником, и ничто не заставит его отказаться от своего намерения.

7.

Лондон, 25 ноября 1962 г.

Г-н Смит,

Мы получили ваше письмо от (of) 24 ноября, в котором вы сообщаете (пишете), что наше оборудование (equipment) уже изготовлено и что вы ожидаете приезда нашего инженера в любое удобное для него время.

К сожалению (мы сожалеем, что), нам придется отложить осмотр машин, так как наш инженер г-н Иванов сейчас в командировке и вернется не позднее конца недели.

По приезде он свяжется с вами и договорится о дате осмотра машин.

С уважением,
Петров.

SPEECH EXERCISES

XXXI. Discuss the following questions:

1. Why did the Colonel insist on being taught to play the serenade?
2. Why was Mr. Porcharlester frank with the Colonel? What would he have done if he had known of the Colonel's attitude to Linda?
3. What was Linda's attitude to Porcharlester before Colonel Green played the serenade? Do you think Porcharlester's singing at Mrs. Locksley Hall's would have impressed Linda?
4. Would Linda have refused to see Porcharlester if she had known the truth?
5. What would have happened if Colonel Green had sent the letter to Porcharlester?

XXXII. Retell the text:

- a) as it is
- b) in the person of Linda, Mr. Porcharlester, the music teacher, Linda's servant who was bribed by Colonel Green
- c) without details (in two or three minutes' time)

XXXIII. Dramatize the following scenes from the text:

- a) Mr. Green running into Mr. Porcharlester on his way to Linda's house
- b) Miss Linda and Mr. Porcharlester having a talk at her home
- c) The servant handing Mr. Green a letter from Linda

XXXIV. Make up dialogues using the words given below:

1. Asking the Way

Excuse me, the shortest way, to have an appointment, to be pressed for time, if I were you . . . , to take bus number . . . , to change, it would be a good idea . . . , to get off, more convenient, to run frequently, in no time.

2. Running into a Friend in the Street

Hello, for ages, to fail to get somebody on the phone, it's no use, to be out, by chance, to be engaged in, musical studies, fairly well, it's a shame, to keep away, hard to get in touch with, to make arrangements, straight away, a convenient time (place), to look forward to, see you

3. Discussing Arrangements for a Party

To have a suggestion, convenient, to give a surprise, to be worth, to think of . . . , to perform, the leading parts, to refuse, to try to convince, to make an attempt, not to have the courage, perhaps, to make use of, to make all the necessary arrangements, to look forward to, not to say a word.

4. At a Party

Help yourself to . . . , have another cup of tea, to have enough of, to have a dance, to sing, not to feel like, to make an attempt, to have a sore throat, it's no use, to refuse, it would be a shame, to fail, to forgive.

XXXV. Write letters using the words and word combinations given below. Use the Subjunctive Mood if possible:

a) To a friend, describing the party you were present at:

to forgive, not to write, for a long time, to have a lot of work, the other day, to run into, to invite, not to feel like . . . , to try to persuade, to do good, to hesitate, to insist, to give in, to come round, to set the table, to introduce, to call somebody by his first name, to turn round, features, familiar, to guess, to give up all hope, to produce a photograph, to

burst out laughing, to recognize, used to . . . , to send one's best regards, to look forward to.

b) From an amateur singer to the director of the club, informing the latter of his being unable to take part in a concert:

to be terribly sorry, to have a cold, to have a sore throat, to insist, to stay in bed, to realize, to fail somebody, beyond one's power, to feel discouraged, to hope, to accept one's apology, to forgive, a refusal.

c) Refusing an invitation:

to be grateful to, at first, to be eager, my daughter, to complain of, to be taken ill, to have a stiff neck, to have a high temperature, most of the time, it's no use, to be sorry, perhaps, to be better, a chance, to turn up, to be pleased, to take the opportunity.

XXXVI. Write the following letters:

- from Mr. Goldstein to Posie, after her leaving the stage
- Posie's reply to the manager's letter
- from Mrs. Hay to the Burnells

XXXVII. Tell this story in English using active words and word combinations. Discuss the questions given after the story:

КУСТ СИРЕНИ (A LILAC BUSH)

[ə'laɪlək 'bʊʃ]

(по рассказу Куприна)

Николай Евграфович Алмазов, не снимая пальто, прошел в свой кабинет. Жена, увидев его мрачное лицо, поняла, что произошло что-то ужасное. Она молча пошла вслед за мужем, чтобы поговорить с ним наедине.

Алмазов, небогатый молодой офицер, слушал лекции в Академии генерального штаба (the General Staff Academy) и сейчас только вернулся оттуда. Ему удалось выдерживать все экзамены, кроме последнего. Это было ужасно! Только Алмазов и его жена знали, как трудно ему было поступить в Академию. Алмазов проваливался на вступительных (entrance) экзаменах два раза. Если бы не жена, он давно бы отказался от мысли попытаться в третий раз, но Вера всегда подбадривала его и никогда не отказывалась ему помочь. В прошлом году ему удалось, наконец, поступить в Академию, а сейчас...

Несколько минут Алмазов молча сидел на диване, уставившись на собственную тень. Вера заговорила первой.

— Коля, как твоя работа? Неудачно?

— Ну, да, неудача. И все из-за пятна (spot).

— Какое пятно, Коля? Будь любезен, объясни. Я ничего не понимаю (это выше моего понимания).

— Видишь ли, когда я работал над планом, я смертельно устал, руки начали дрожать, и я посадил (made) зеленое пятно на план. Работа была испорчена. Что мне было делать? Я решил превратить это пятно в кусты. А сегодня, когда я показывал свою работу профессору, он меня спросил: „Здесь действительно есть кусты?“ Конечно, было бы лучше, если бы я сказал правду. Но я начал настаивать. Профессор рассердился и сказал: „Тогда поедем завтра на это место, и будет ясно, что вы либо небрежно работали, либо скопировали (to copy) план с карты, не выезжая из собственного дома“.

— Но, может быть, профессор ошибается, там есть кусты? Мы ведь можем это узнать?

— Нет смысла. Он уже двадцать лет знает эту местность лучше, чем свою спальню. Ох, как я его ненавижу!

— Ну, Коля, время не ждет, — сказала Верочка. — Сейчас уже поздно, твой профессор конечно спит. Я не думаю, что мы можем встретить его (столкнуться с ним) на улице. Вот мы и должны воспользоваться этим.

Муж уставился на нее, ничего не понимая, но она уже надевала пальто и шляпу... „Если там нет кустов, их надо немедленно посадить (to plant)“, объяснила она.

Когда они приехали к садовнику (a florist), было уже поздно. Старый садовник был очень изумлен и недоволен. После недолгого колебания Вера решила быть откровенной со стариком. Когда она уже начинала терять надежду убедить его, он внезапно сказал: „У меня есть два куста сирени. На вашем месте, я бы их использовал.“

Следующий день показался Вере очень длинным. Она с нетерпением ждала прихода мужа.

Увидев, наконец, его усталое, но счастливое лицо, она поняла, что все в порядке.

— Ну, приехали мы к этим кустам... — начал он, — профессор не мог поверить собственным глазам. Он протянул мне руку и сказал: „Извините, старею.“ Какой милый и умный человек! Его так все уважают в Академии. Мне, право, стыдно, что я его обманул..

Николай Евграфович никогда с таким удовольствием не обедал, как в тот день... После обеда, когда Вера принесла Алмазову в кабинет стакан чаю, муж и жена вдруг одновременно засмеялись, поглядели друг на друга, и Вера сказала: „Теперь сирень будет навсегда моим любимым цветком...“

Questions:

1. Why did Vera have to encourage her husband? In what way did she do it? Why did she do it?

2. Why did Almazov feel so discouraged after his failure with the plan?
3. How would you describe the scene that took place in the field?
4. What would have happened if the old florist had given Almazov away?
5. How can you explain the change in Almazov's attitude to the professor at the beginning and at the end of the story?
6. How would you characterize Almazov and his wife?

LESSON 13

DIALOGUES

(to be learnt by heart)

Weather Talk

I

Nick. What 'lovely \times weather we had last week. I 'hope it 'keeps \uparrow dry and 'sunny this 'week, \times too.

Mary. \times Well, | I 'wouldn't be \times sure. 'Have you 'heard the \nearrow forecast?

Nick. \times No, | 'what does it \times say?

Mary. Oc'casional 'showers to'morrow \nearrow morning, | 'drizzle and \uparrow more 'cloud later \nearrow on, | un'settled for the 'rest of the \times week.

Nick. \times Oh, | 'isn't that \times awful! I \times do 'hope it 'clears 'up by \nearrow Saturday.

Mary. 'Why are you so \times eager?

Nick. 'Don't you re \nearrow member? We were 'planning an \times ou-ting for this week-end.

Mary. 'Oh, \times yes, 'shall I 'ask \nearrow Ann? 'She is a 'great one for \times outings.

Nick. Of \times course. 'Phone her 'straight a \times way, \nearrow will you?

Mary. 'All \nearrow right.

II

Mary. 'Can I 'speak to \times Ann, \nearrow please?

Ann. \times Speaking. 'Is that \times you, \nearrow Mary?

Mary. \times Yes, | I \times say Ann, | 'what are you 'going to 'do over the week \times -end?

Ann. ↗ Well, | I 'haven't 'made up my 'mind about the ↘ whole of it ↗ yet, | but I'm 'staying 'in on 'Saturday ↗ night. ↘ Why?

Mary. 'Nick sug'gests an ↘ outing on Sunday. 'Would you 'like to ↗ join?

Ann. ↘ Certainly. A 'camping tour over the 'week- ↗ end | would have been a ↘ better idea, | only 'I have to 'stay ↘ in on Saturday.

Mary. ↗ Well, | I 'know 'camping is your ↘ hobby, | but you'll have to 'put 'up with a ↘ day's outing, this time.

Ann. Of ↘ course. 'When shall I. 'meet you about the ar ↘ rangements?

Mary. To'morrow after ↘ work I suppose. 'Will 'that be con ↗ venient?

Ann. ↘ 'Yes, | ↘ quite. 'See you to ↘ morrow, then.

ACTIVE WORDS AND WORD COMBINATIONS

dry
to keep dry

wet
to get wet (through)

(the) forecast

occasional

occasionally

an occasion

on (for) this (that) occasion

on (for) the occasion of
to settle

settled (unsettled)

awful

to clear up

an outing

a hobby

to suppose

(See Vocabulary to Lesson 13 p. 479)

EXERCISES

I. Practise the sound combinations given below, then read the dialogues carefully:

'heard the 'forecast

a'bout the whole

'Is that \ you

II. Find English equivalents to the following (See Text):

- 1) Какая хорошая погода была на прошлой неделе.
- 2) кратковременные дожди
- 3) завтра утром
- 4) переменная облачность до конца недели
- 5) это ужасно
- 6) надеюсь, до субботы прояснится
- 7) она большая любительница загородных прогулок
- 8) я у телефона
- 9) послушай, Анна
- 10) а что
- 11) Ник предлагает загородную прогулку
- 12) ты поедешь с нами
- 13) на этот раз тебе придется довольствоваться загородной прогулкой
- 14) да, вполне
- 15) до завтра

III. Retell the dialogues in indirect speech.

IV. Vocabulary activation exercises:

OCCASIONAL, OCCASIONALLY, AN OCCASION, ON (FOR) THIS (THAT) OCCASION, ON THE OCCASION OF

1. Translate:

- 1) Occasional exercises will never give good results.
- 2) I am so sorry we have to put up with only an occasional exchange of opinions.
- 3) A famous actress was to arrive at the town, and posters were put up everywhere for the occasion.
- 4) He would occasionally turn up at his parents' place, always arriving unexpectedly.

2. Answer these questions:

- 1) What did Colonel Green decide to arrange on the occasion of his birthday?
- 2) Whom did the Colonel invite on that occasion?
- 3) Was an amateur performance an occasional event at Colonel Green's place?
- 4) Was Colonel Green fond of music or was it only an occasional interest?
- 5) Did Colonel Green study horn-blowing regularly or only occasionally?
- 6) Would he have succeeded if he had taken only occasional lessons?

3. Complete these sentences using the Subjunctive Mood:

- 1) If it were only an occasional mistake, I ... (not to blame).
- 2) If they had known about the arrival of the actress, they ... (for the occasion).
- 3) If Jim's mother had received an occasional letter from Jim, she ... (not to feel hurt).
- 4) She wouldn't complain if ... (occasionally).
- 5) The party is of great interest to the girl. If I were you, I ... (for that occasion).

TO CLEAR UP

1. Practise aloud:

- 1) He intended to clear up the matter, but failed.
- 2) The difficulty hasn't been cleared up yet.
- 3) We shan't go out unless it clears up.
- 4) Will you clear it up for me, please?

2. Complete:

- 1) He insists on ... (to clear up the matter).
- 2) They complain that many things ... (not to be cleared up yet).
- 3) I wonder why they avoid ... (to clear up the matter).

3. Translate:

- 1) Все уже выяснено.
- 2) Нам хотелось бы выяснить этот вопрос.
- 3) Ничего еще не выяснено.

TO SETTLE. SETTLED UNSETTLED

1. Translate:

- 1) We'll think the matter over before settling it finally.
- 2) It isn't yet settled whether Mr. Brown will be appointed director of the firm.
- 3) If you fail to settle things yourselves, get in touch with Professor Smith.
- 4) If I were you, I should settle here for good.
- 5) We insist on your settling the account within this month.

2. Make up sentences of your own:

It isn't yet settled	when	to take part in the amateur concert
	who	to make arrangements
	which of...	to have an outing
	whether	to be appointed
	where	to attend to something
		to go on a camping tour

3. Complete:

- 1) I insist on ... (to settle the matter).
- 2) He avoided ... (to settle things by himself).
- 3) Much depends on ... (to settle the matter within ...).
- 4) Nobody objects to ... (to settle things straight away).
- 5) They apologized for ... (not to settle ...).

4. Translate:

- 1) Собственно говоря, все уже решено.
- 2) Если бы все было решено, нам бы не пришлось собираться еще раз.
- 3) Все еще так неопределенно.

V. Answer the following questions using the active vocabulary:

1. In what months is the weather fine in the Moscow area? Which months are usually wet?
2. Are we always eager to have dry weather? When aren't we?
3. Would it be reasonable to go for an outing in wet weather?
4. Is it natural to have occasional rains in September? What about August, February?
5. Does it clear up quickly after rain? Is this a feature of any particular season?
6. In what season do you go for outings on skis?
7. When do you find outings on skis particularly pleasant?
8. Where do you learn the weather forecast from? Do you always rely on what it says?
9. Would you take a raincoat if the forecast said "occasional showers"?
10. Is it possible to get wet through in a shower?
11. What steps would you take if you were wet through?

VI. Answer the following questions and make up stories based on the information gained:

- A. 1. When did you go for your last **outing**?
2. The weather **forecast** promised a **dry** and sunny day, didn't it?
3. Would you have started off if it had promised **occasional showers**?
4. Would you have put off the **outing** if it had promised **unsettled** weather?
- B. 1. Is camping your (your friend's) **hobby**?
2. How long has it been your (your friend's) **hobby**?
3. Did it start with an **occasional outing** or did you join a long camping tour at once?
4. Camping does one a lot of good, doesn't it?
- C. 1. What kind of goods must be **kept dry** during transportation?
2. Would you consider such goods faulty if they arrived in a **wet** condition?
3. How would you **settle** the matter? Would you get in touch with the firm?
4. Could you consider the matter **settled** until every small point was **cleared up**?

VII. Translate into English using the active vocabulary of the lesson:

1. — Посмотри! Дождь перестал?
— Нет еще, а что? (Why?)
— Я здесь уже с десяти часов. Нужно идти, а мне не хотелось бы **промокнуть**.
— Подожди немного, минут через пятнадцать уже **прояснится**.
2. — Здравствуй, Петр!
— Здравствуй, Николай! Сегодня чудесное утро, правда? Надеюсь к вечеру не будет дождя.
— Я полагаю, не будет. **Прогноз** говорит, что **сухая** погода **продержится** до понедельника. А что?
— Мы собираемся **выехать за город** на субботу и воскресенье.
— Правда? Желаю (вам) хорошо провести время.
3. — Что с тобой случилось? Ты весь дрожишь!
— Боюсь, что я простудился. В воскресенье я **насквозь промок** и не смог переодеться в (to change into) **сухую** одежду, пока не приехал домой. У меня уже два дня болит горло.

4. — Ваша жена любит цветы?
— Да, цветоводство (growing flowers) — ее любимое занятие с тех пор, как мы поселились в этом городе.
— Тогда она заинтересуется этим цветком. Но скажите ей, что его нужно держать в сухом месте.

5. — Рад вас видеть в Москве, г-н Смит. Где вы остановились?

— В гостинице Москва, у меня очень удобный номер (мне там очень удобно).

— Как вам здесь нравится?

— Москва — чудесный город. Собственно говоря, я уже видел ее, я был здесь в прошлом году по случаю подписания контракта. Но погода у вас ужасная.

— Вы не совсем правы, г-н Смит. Такие холодные периоды (spells) не очень часты. Я уверен вам понравилась бы наша погода, если бы вы провели здесь недели две-три.

— Возможно, но я не уверен.

6. — Алло, тов. Петрова, пожалуйста.

— Я у телефона. Это вы, тов. Иванов?

— Да. Как обстоит дело с контрактом (каково положение с контрактом)?

— Пришлось отложить обсуждение некоторых пунктов (points). Мне нужно **выяснить** ряд технических моментов (technical points).

— Свяжитесь с нашими инженерами сегодня же. Вопрос должен быть решен не позднее этой недели.

— Хорошо, я займусь этим сейчас же.

VIII. Translate the following letter into English in writing:

Москва, 15 ноября 1962 г.

Господин Смит,

После (following) телефонного разговора с вами от (of) 20 сентября, мы связались с нашими заказчиками (customers) и **выяснили** технические подробности (details), о которых вы упоминали в письме от 15 сентября.

Таким образом, все технические вопросы уже **выяснены**, и мы хотели бы пригласить Вас и г-на Джонсона в Москву для окончательного урегулирования (settlement) цены и подписания контракта.

Ожидаем вашего приезда в Москву,

с уважением,

Петров.

IX. Make up dialogues on the basis of the above letter:

1. Comrade Petrov discussing the matter with his manager
2. The manager meeting Mr. Smith at his office
 - a) before discussing business
 - b) discussing business

X. Retell the dialogues (ex. IX) in indirect speech.

XI. Make up situations using the following words and word combinations:

1. Making Arrangements for an Outing

to have a plan, to go for an outing, to phone, to be out, to leave a message for, to call on, to discuss particulars (подробности), to get in touch with, to think over, to find out the weather forecast, dry, sunny, occasional showers, to feel discouraged, to cheer up, to agree.

2. Impressions of an Outing (a Camping Tour)

to start, to reach, beyond, to intend to hire, to take advantage of, to have trouble with, to complain of, to put up with, sunny, to spoil, to start raining, to get wet through, to clear up, to get dry, to laugh at, to have a lot of fun, to enjoy.

XII. Make up dialogues on the basis of the stories (see ex. XI).

XIII. Make up a dialogue using the following words:

Discussing the weather forecast on the telephone

Hallo, is that . . . , speaking, what about, to go for an outing, the weather forecast, to rely on, to fail, to get wet through, awful, occasional (showers), to clear up, to keep dry, see you tomorrow.

LESSON 14

- Grammar:** 1. Инфинитив (§ 14 p. 547)
2. Сложное дополнение (систематизация) (§ 15 p. 549)
- Revision:** The Subjunctive Mood (Table 8 p. 574), Articles (Tables 1—3, pp. 561—567)

Text:

AT THE RESTAURANT

(from the novel *A Thing of Beauty* * by A. J. Cronin)

Archibald Joseph Cronin was born in 1896. In 1919 he graduated from Glasgow University where he took a medical course. After that he practised medicine for over ten years and gained much life experience.

Though Cronin was an excellent doctor, he hoped some time to take up a literary career. The opportunity to write came when his medical practice was interrupted by an illness. His first novel "Hatter's Castle" ** came out in 1931. It was followed by a number of other novels. "A Thing of Beauty" was published in 1955.

* * *

Stephen Desmonde returned home after several years at Oxford where he had been taking a course of theology. Stephen himself did not want to be a parson and had taken up the course only because his father wished him to do so. He was fond of painting and dreamed of devoting his life to art.

* *A Thing of Beauty* — в русском переводе *Памятник крестоносцу*.

** *Hatter's Castle* [ˈhætəz ˈkɑːsl] — в русском переводе *Замок Бродди*.

Against his father's will he left England to study painting in France. On arriving in Paris he entered Professor Dupret's Art School. The extract given below is an account of his meeting with other students from England.

* * *

At one o'clock a bell rang. Immediately a cry went up from everywhere and all around the students began crowding towards the door, pushing Stephen forward against his will. Suddenly he heard a pleasant voice behind him.

"You're English, aren't you? I noticed you come in. My name's Harry Chester."

Stephen turned his head and discovered a good-looking young man of about his own age smiling down at him.

"I'll wait for you downstairs," Chester called out as the crowd carried him away.

Outside Chester offered his hand.

"I hope you don't mind my speaking to you."

Stephen, who felt lonely in Paris, was glad to find a friend. When Stephen had introduced himself, Chester paused for a moment, then exclaimed:

"How about lunching with me?"

They started off together along the street.

The restaurant they entered was quite near, a narrow, low-ceilinged room, opening into a dark little kitchen. Already the place was crowded, mainly by students, but Chester led the way through to a little yard and, calmly removing the card marked *Reserved* from a table at the far end, invited Stephen to be seated.¹

Immediately a stout, red-faced woman in black ran out of the kitchen in protest.

"No, no, Harry ... this place is reserved for Monsieur Lambert." *

"Do not get excited. Madame Chobert," Chester smiled. "You know Monsieur Lambert is my good friend. Besides, he is always late."

Madame Chobert was not pleased; she tried to argue, but Harry Chester's pleasant manner was in the end too much for her. She stopped arguing and offered the menu-card for their inspection.

At Chester's suggestion they ordered tomato soup, steak and cheese. Beer was already on the table.

"Strange, isn't it," Chester said, "how you can always tell a University man? Philip Lambert is one too. After Harrow" — he shot a quick glance at Stephen — "I should have gone to Cambridge² myself ... if I hadn't given it up for art."

* Monsieur Lambert (mə'sjə: læm'ber) — Madame Chobert pronounces the name in the French manner.

He went on to say,³ with a smile, that his father had been a well-known tea-planter in Ceylon. His mother, now a widow, lived in England and was rather rich. Naturally she spoiled him by giving him too much money to live on. He had been in Paris eighteen months.

"It's a lot of fun," he said finally.

They had finished their coffee. People were beginning to leave. "Your friend Lambert doesn't seem to be coming," Stephen said at last, to break the silence.

Chester laughed, "You never quite know when he'll turn up. His habits are quite irregular."

After a few more remarks about Philip Lambert, Harry Chester suddenly sat up.

"Here's Philip now."

Following Chester's look, Stephen saw a slim man of about thirty entering the restaurant.

When he came over, he began taking off a lemon-yellow glove, meanwhile looking at Chester with amusement.

"Thank you for keeping my table, dear boy. But now you must be off. I'm expecting a guest at two o'clock."

"We're just going, Philip," Chester said in reply. "Look here, I'd like you to meet⁴ Desmonde. He joined us at Dupret's today."

Lambert took a look at Stephen, then he bowed politely as if appreciating the young man.

"Stephen Desmonde just came down from Oxford last term," Chester threw out quickly.

"Indeed!" exclaimed Lambert.

Holding out a small hand to Stephen, he said, "I am happy to meet you. I myself was at the House.⁵ You needn't hurry. I can easily find another table."

"No, no," said Stephen, rising, "we've quite finished."

"Well, then," said Lambert, "come to tea at my house one of these days. We are at home most Wednesdays at five. Harry will bring you along. Then we shall be two men from Oxford and one" — with a smile towards Chester — "who so nearly went to Cambridge."

The bill, quickly produced by Madame Chobert, now lay on the table. Since Chester did not seem to see it, Stephen picked it up and, in spite of Harry's sudden and energetic protests, paid.

NOTES ON THE TEXT

1. ... invited Stephen *to be seated* — пригласил Стефана сесть, форма *to be seated* выражает официальное, несколько чопорное приглашение сесть. Обычными, менее официальными формами являются *take a seat* или *sit down*:

Kindly be seated!

Will you take a seat (please)?

Will you sit down (please)?

Прошу вас сесть.

Садитесь, пожалуйста.

Садитесь, пожалуйста.

2. After *Harrow* ... I should have gone to Cambridge myself... — *после школы Харроу должен был поступить в Кембридж* ... *Harrow* — название известной частной школы в Англии, где учатся дети из богатых и аристократических семей. Выпускники этой школы имеют преимущественное право поступления в Кембриджский университет.

3. He went on to say — *затем он сказал* (он продолжал с тем, чтобы сказать). В сочетании глагола *to go on* с инфинитивом цели обычно употребляются глаголы, обозначающие высказывание: *to say, to tell, to remark, to point out, etc.*, и всё сочетание означает переход от одной мысли к другой:

Сравните:

He went on to point out that the speaker's words were not quite convincing.

Go on writing the exercises, we still have time.

Затем он отметил, что слова выступавшего были не совсем убедительными.

Продолжайте писать упражнения, у нас еще есть время.

4. I'd like you to meet Desmonde. *Я хочу познакомить вас с Десмондом.*

Помимо значения *встречать (кого-л.)*, глагол *to meet* употребляется также в значении *познакомиться (с кем-л.)*:

I'd like you to meet Mr. Barton.

(I'm) Happy (glad, pleased) to meet you.

Where did you meet him?

I met him in the Caucasus last year.

Я хочу познакомить вас с г-ном Бартоном.

Рад с вами познакомиться.

Где вы с ним познакомились?

Я познакомился с ним на Кавказе в прошлом году.

Форма представления с глаголом *to introduce* является более официальной:

May I introduce my wife to you?

Разрешите мне представить вам мою жену.

5. I myself was at the *House* — Ламберт имеет в виду один из колледжей Оксфордского университета.

ACTIVE WORDS AND WORD COMBINATIONS

to devote	to mark
devoted	to make a mark
one's will	up to the mark
to have a strong (weak) will	to reserve
against one's will	reserved
of one's own will	to argue
strong-willed (weak-willed)	an argument
to call for	a manner
to call somebody up	manners
to call upon somebody to do something	to tell (on, from, by)
away	a habit
to be away	to have a habit (of)
to offer	to get into the habit (of)
an offer	a remark
to suggest	to remark (on)
lonely	remarkable
to remove	to appreciate

(See Vocabulary to Lesson 14 p. 481)

PROPER NAMES

Archibald Joseph Cronin ['ɑ:tʃɪbəl 'dʒoʊzɪf 'krɒnɪn]	Арчибальд Джозеф Кронин
Stephen Desmonde ['sti:vən 'desmənd]	Стефан Десмонд
Oxford, Cambridge ['ɒksfəd] ['keɪmbɪdʒ]	Оксфорд, Кембридж — старинные универси- тетские города в Ан- глии
France [frɑ:ns]	Франция
Paris ['pærɪs]	Париж
Professor Dupret [prə'fesə du'pre]	профессор Дюпре
Harry Chester ['hæri 'tʃestə]	Гарри Честер
Philip Lambert ['fɪlɪp 'læmbət]	Филипп Ламберт
Madame Chobert [mə'dɑ:m ʃɔ'ber]	мадам Шобер
Ceylon [si'lɒn]	Цейлон

GRAMMAR EXERCISES

1. State the forms of the infinitives in the following sentences. Translate the sentences into Russian (§ 14 p. 547):

1. I can't hear a word, though he seems to be speaking.
2. I am happy not to have failed you.
3. I felt that to send the letter to Porcharlester would only pain him uselessly.
4. We were sorry

to find out that most of the museums we wished to see that day were closed. 5. We didn't expect the boy to turn up so soon. 6. One of my students was suddenly taken ill and had to be operated on immediately: he had to miss quite a number of lessons. 7. He was very sorry to have missed so many lessons before the examination.

II. Translate the following sentences using the same structures as in the models:

- A. Models:** a) My grandfather likes to be asked about his work at the factory.
b) I hate to be made fun of.

1. Мой друг попросил, чтобы ему разрешили съездить в Ленинград на два дня. 2. Инженер хотел, чтобы ему показали весь завод. 3. Никто не любит, когда его наказывают. 4. Мальчик не хотел, чтобы его хвалили в присутствии (in the presence of) других учеников. 5. Он не хотел, чтобы над ним смеялись.

- B. Models:** a) Can you lend me an English book to read?
b) This is an interesting subject to make a report on.

1. Это интересный фильм, который можно посмотреть. 2. Это интересный факт, который можно упомянуть в докладе. 3. Это удобное время, на которое можно отложить собрание. 4. Вот человек, на которого можно положиться. 5. Это весьма неудобный момент для того, чтобы связаться с ним по телефону.

- C. Model:** My friend was the next to turn up.

1. Кто первым поднял этот вопрос? 2. Он первым бросил курить. 3. Он последним поздоровался со мной. 4. Он первым изменил свое отношение к этому вопросу. 5. Кто последним ушел из конторы вчера? 6. Она первая упомянула об этом факте.

- D. Model:** I hesitated a little which book to choose.

1. Я знаю, что нужно делать, чтобы избежать таких ошибок. 2. Покажите мне, пожалуйста, как это делается. 3. Я не могу решить, какую книгу предпочесть для доклада. 4. Я не знал, как связаться с вами. 5. Преподаватель объяснит вам, как употреблять это правило. 6. Он спросил меня, как устроить эту встречу.

III. Make up sentences with the Complex Object using the tables:

A. to want
to expect
to wish
should (would) like

to make an appointment
to arrange an outing
to be settled
to clear up
to give up the hobby
to encourage one's interest
to keep something dry
to put something down to
to avoid
to complain of something (to somebody)

B. to see
to hear
to watch
to notice

to insist on
to put up a notice
to apologize to somebody
to train for
to refuse to do something
to make an appointment
to undo the parcel
to spread

C. to find
to consider

one's reasons, convincing
the matter, urgent
the arrangement, convenient
the matter, settled
the occasion, to be worth celebrating
the complaint, to be worth considering
the man (the film, the play), to be a failure

D. to ask
to order
to tell
to allow

to stay in the shade
to produce an explanation
to come at the appointed time
(not) to give away
to put off
(not) to stare
(not) to refuse

E. to make
to let
to have

to give in
to put up with
to take advantage of
to attend

IV. Make up sentences with the Complex Object using Participle I and the words given below:

to see
to hear
to watch
to notice

to exchange impressions
to make arrangements
to phone
to punish
to put something down

V. Complete the following sentences using the Complex Object and Participle II. Use the words given in brackets. Translate the sentences into Russian:

Model: We must have the luggage labelled.

- | | |
|---------------------|--------------------------|
| 1) —must have ... | 2) Did he have ...? |
| —shall have ... | Will you have ...? |
| —haven't had ... | Do you want to have ...? |
| —didn't have ... | . |
| —want to have ... | |

(to put up a notice; to press one's suit; to dry one's clothes; to settle the matter; to cut one's hair; to clean the suit; to fix one's T. V. set; to book a table; to collect one's luggage)

VI. Make up English sentences from the following tables. Use the Complex Object:

- | | |
|---|--|
| A. Я никогда не слышал ...
Мы видели ...
Наблюдали ли вы когда-нибудь ...?
Я заметила ...
Видели ли вы ...? | жаловаться на трудности
вздрагнуть при звуке

играть в волейбол в тени
тренироваться к соревнованиям
выступить по случаю |
| B. Он не считает ...
Я нашел бы ...
Считаете ли вы ...?
Он находит ... | трудно иметь дело
это время неудобно
полезное увлечение
стоит поощрять |
| C. Я заставил бы ...
Разрешите мне (ему) ...
Ничто не может заставить ...
Пусть она ... | извиниться перед кем-л. за что-л.
воспользоваться материалом
сделать еще одну попытку
примириться с чем-л.
обдумать наше предложение
присоединиться к загородной прогулке |

VII. Translate the following sentences into English using the same structures as in the models:

- A. Models:** a) We didn't expect him to put off the discussion.
b) He wanted the arrangements to be completed early in the month.

1. Я предполагал, что вы поговорите с ним наедине. 2. Хотите ли вы, чтобы я настаивал на этом решении? 3. Мне хотелось бы, чтобы вы обдумали мое предложение, прежде чем отвергать его. 4. Мы не ожидали, что он откажется делать эту работу, даже не поговорив с нами. 5. Преподаватель не хочет, чтобы вы записывали этот рассказ. 6. Мне не хотелось бы, чтобы этот доклад обсуждался в мое отсутствие. 7. Нам хотелось бы, чтобы вопрос был разрешен немедленно. 8. Представитель фирмы хотел, чтобы все приготовления были закончены в течение следующей недели. 9. Петр не ожидал, что его похвалят.

- B. Models:** a) He told me to shut the window.
b) We can't allow the goods to be examined carelessly.

1. Разве он не сказал вам, чтобы вы убрали эти журналы? 2. На вашем месте я не разрешала бы девочке читать такие страшные рассказы перед сном. 3. Директор приказал отправить товары в течение месяца. 4. Он просил не откладывать экскурсию до следующей недели. 5. Мальчик промок насквозь. На вашем месте я не разрешила бы ему выходить в такую ужасную погоду. 6. Она просила не выдавать её секрета. 7. Кто разрешил брать эти документы? Теперь здесь перепутаны номера.

- C. Model:** You must get (have) the work done at once.

1. Вы уже сдали вещи в багаж? 2. На вашем месте, я давно бы починил приемник. 3. Я хочу почистить (to clean) пальто. 4. Где мне можно погладить костюм? 5. Мы должны подписать контракт не позже этой недели. 6. Положите эти бумаги здесь. Я отдам их напечатать (to type) к концу дня. 7. Если бы мне вчера починили телевизор, я смог бы посмотреть концерт. 8. Она сделала новое платье по поводу этого события (для этого случая).

VIII. Make up situations using the following sentences:

- A. 1.** a) Shall I get (have) it done at once?
b) I'll attend to it straight away.
2. a) I must get (have) the room papered.
b) Finally he papered the room.

3. a) She makes dresses very cleverly.
- b) You must have a dress made for the occasion.
- B. 4. I noticed him staring at the newcomer.
5. As a matter of fact I heard him refuse that help.
6. Now he never allows anything to be done in a hurry.
7. At that time I found his words very discouraging.

GRAMMAR REVISION

IX. Have a conversation in class according to the model: *
(§ 12 p. 545)

Model: Where would you go if you were to have your holiday now? What did I ask him (her)? What did he (she) answer?

1. How would you spend your holiday if your house were situated near a forest (a river, in the mountains, etc.)?
2. Would you consider a person reliable if he failed you once (several times)?
3. What would you have done if you hadn't been able to get the person you needed on the phone?
4. What would you do if some mistake of yours became frequent?
5. How would you have felt and what would you have done if a friend of yours hadn't apologized after hurting your feelings?
6. Would your friend (Comrade N.) have taken part in the last amateur concert if he hadn't had a sore throat?
7. Would your friend have become stout if he hadn't given up sports?
8. What train would you take if you were going to the Far East? Would you prefer a plane? Why?
9. Would you wear your hair long if it were out of fashion?
10. What would you have done if your children had behaved badly when you took them out with you?
11. How would you have felt and what would you have done if your friend hadn't turned up at the appointed time?

X. Translate into English paying attention to the Subjunctive Mood:

1. Если бы я купил билет заранее, я бы не побеспокоил вас.
2. Если бы нам удалось тогда уговорить его не ездить за город, он бы не простудился.
3. Если бы это зависело от

* Прежде чем задать вопрос, относящийся к прошедшему времени, следует дать соответствующую ситуацию.

меня, я настоял бы на том, чтобы Петр тогда остался с нами. 4. У Анны хороший голос. Если бы у нее было побольше смелости, она принимала бы участие в наших концертах. 5. Я не спорил бы с вами, если бы это было только мое личное мнение. 6. Профессор не хотел, чтобы вы отказались от этой работы. Он считал, что если бы вы предприняли еще одну попытку, результаты были бы хорошими. 7. Если бы она не перепутала документы, все было бы тогда в порядке. 8. Если бы вы читали английские книги в оригинале, это принесло бы вам огромную пользу. 9. „Вы испортили пьесу тем, что слишком громко кричали, — сказал преподаватель. — Если бы вы последовали моему совету, ваша игра произвела бы лучшее впечатление“. 10. „Вы не жаловались бы на головные боли, если бы вы больше времени проводили на свежем воздухе“, сказал доктор. 11. Никто не принимал бы мою сестру за иностранку, если бы она не знала английский язык с детства (если бы ее не учили языку с детства). 12. Нет смысла откладывать эту работу из-за Петра. На вашем месте я заставил бы его выполнять свои обязанности как следует.

XI. Complete the sentences using the Subjunctive Mood (See Ex. XII p. 222 Lesson 12):

1. If you took more interest in the language, you would do your homework properly. If you did your homework properly,
2. If you had made proper arrangements in time, Comrade N. would have attended to the matter himself. If he had attended to the matter himself,
3. If she had apologized to him at that time, he wouldn't have felt hurt. If he hadn't felt hurt,
4. If she turned to him for advice, he would help her to consider the matter. If he helped her to consider the matter,

XII. Translate into English paying attention to the use of articles and the pronouns *some* and *any* in your translation (See Revision Tables 2, 3, 4 pp. 564—569):

1. Мясо старое. Мне не хочется (я не расположена) его покупать. 2. Я читал где-то, что мясо не очень полезно (хорошо) для людей старше 40 лет. 3. Вы предпочитаете кофе или чай? 4. Кофе недостаточно горячий. Я не люблю такой кофе. 5. Передайте мне, пожалуйста, сахар. 6. У нас нет сахара. Не забудь купить сахару, когда пойдешь в магазин. 7. Мне кажется, хлеб не совсем свежий. 8. Я бы совсем не ела белого хлеба, если была бы такой полной, как она. 9. Я бы добавила соли в суп. Где соль?

TEXT AND VOCABULARY EXERCISES

XIII. Answer the following questions using the active vocabulary of the lesson:

1. Suppose Stephen had looked like a young Frenchman. Would Chester have spoken to him? Would he have suggested lunching together?
2. Suppose Stephen had lived in Paris for a year and was not lonely. Would he have accepted Chester's invitation? How would he have acted?
3. Suppose Harry Chester had been a cheerless gloomy-looking man of fifty. Would Madame Chobert have argued with him? What would she have done?
4. Suppose Chester had not guessed that Stephen was a University man. Would he have mentioned that he had almost gone to Cambridge himself? Would he have spoken about his family?
5. Suppose Chester had looked upon Stephen as a simple fellow. Would he have hurried to introduce him to Lambert? Would he have mentioned that his new friend had just come down from Oxford?

XIV. Substitute words and word combinations from the text for the parts in black type:

1. Stephen dreamed of spending all his time and energy on art.
2. Although his father was against it, he left England for France.
3. "I'll wait for you downstairs," he shouted to Stephen.
4. Outside, he held out his hand.
5. Stephen, who had no friends in Paris, was glad to meet Chester.
6. Chester led the way through to a little yard and calmly taking off the card which said that the table was not to be occupied invited Stephen to be seated.
7. Madame Chobert tried to give her reasons, but Harry Chester's pleasant way of behaving was in the end too much for her.
8. After Harry Chester had said something else about Philip Lambert, he suddenly straightened himself in his chair.
9. Lambert took a look at Stephen, then he bowed politely as if making up his mind about the young man.

XV. Find English equivalents to the following (See Text):

- 1) проучившись несколько лет в Оксфордском университете
- 2) вы ведь англичанин, да?
- 3) на улице Честер протянул ему руку
- 4) как насчет того, чтобы позавтракать со мной?
- 5) по предложению Честера
- 6) Филипп Ламберт тоже из университета.
- 7) если бы не оставил его ради искусства.
- 8) затем он сказал
- 9) (здесь) очень весело
- 10) никогда не знаешь, когда он объявится
- 11) когда он подошел к их столу
- 12) а теперь тебе пора уходить
- 13) мы уже уходим

14) я хочу познакомить вас с Десмондом 15) (очень) рад познакомиться 16) приходите ко мне на чай на днях. Гарри вас приведет 17) Стефан взял счет

XVI. Give the situations in which the following are used (See Text):

to devote, against one's will, to carry away, to feel lonely, to remove, to argue, to tell somebody (from), a habit, to appreciate.

XVII. Correct the following statements (See Ex. XXI Lesson 12, p. 226):

1. Stephen's father wanted his son to devote his life to art and he had no objections to Stephen joining Professor Dupret's Art School.
2. At first sight Harry impressed Stephen as an unpleasant fellow; besides Stephen knew a lot of people in Paris and did not feel like making friends with the young Englishman.
3. As there were no vacant tables in the restaurant, Chester went over to the table reserved for his friend. As soon as Madame Chobert saw him do it, she ran up to protest because she disliked Chester very much and hated to see him in her restaurant.
4. During lunch Chester boasted openly about his abilities and the connections of his family. However Stephen realized that in spite of that Mr. Lambert respected Chester highly.
5. Although Mr. Lambert was not interested in Stephen, he asked him to his house for tea as he realized that the young man was shy and needed encouragement.

XVIII. Vocabulary activation exercises:

TO DEVOTE, DEVOTED

1. Answer these questions:

- 1) What do you call a person who devotes his life to science?
- 2) What kind of friend would you call devoted?
- 3) What do you usually devote your free time to?
- 4) Do you like to read articles devoted to art (sports)? Why?

2. Translate:

- 1) Он посвятил свою жизнь науке. 2) Он преданный друг, не правда ли? 3) Кому посвящена эта поэма? 4) Все считают ее преданной дочерью.

ONE'S WILL, TO HAVE A STRONG (WEAK) WILL, AGAINST ONE'S WILL, OF ONE'S OWN WILL, STRONG-WILLED, WEAK-WILLED

1. Answer these questions:

- 1) Did you choose your profession of your own free will or did you become what your parents wished you to be?
- 2) Do you prefer to deal with strong-willed or with weak-willed people? Why?

- 3) In what way can people (children) be brought up to be strong-willed?
- 4) What would you do if your child acted against your will? Would you put up with it?

2. Complete:

- 1) If Colonel Green had been weak-willed, he ... (to give up).
- 2) Colonel Green would have complained if ... (against one's will).

TO CALL FOR, TO CALL SOMEBODY UP, TO CALL UPON SOMEBODY TO DO SOMETHING, TO CALL ON, TO CALL AT

1. Answer these questions:

- 1) Do you often call on your friends?
- 2) How often do you call at the library?
- 3) Do you usually call for your friends when you go out together or do you prefer their calling for you?
- 4) In what case does one call up a person?

2. Translate:

- 1) Как называется этот роман? 2) Я слышал, как она назвала вас по имени. 3) Вы можете называть меня по имени. 4) Послушайте, нас кто-то зовет. 5) Когда мне зайти к вам? 6) Я слышал, что пароход не зайдет в этот порт. 7) Вы будете дома? Я мог бы зайти за вами по пути в библиотеку. 8) Когда будет готово мое пальто? Я могу зайти за ним в пятницу. 9) Директор призвал всех работников конторы принять участие в обсуждении вопроса. 10) Ведущую роль играет актер по имени Джонсон.

AWAY, TO BE AWAY, TO BE FAR AWAY

1. Use synonyms:

- 1) He is not in Moscow. 2) The place is a long distance from here.
- 3) He is having his holiday somewhere in the South.

2. Answer these questions:

- 1) Who keeps your house when you are (your wife is) away on a holiday?
- 2) How often are you away from Moscow on business?

3. Translate:

- 1) Где тов. Никитин? — Его нет, он болен. 2) Не заходите ко мне на следующей неделе, меня не будет, я буду в отпуске. 3) Мой дом очень далеко отсюда.

4. Give combinations of different verbs with the adverbial particle *away* and use them in sentences of your own.

TO OFFER, TO SUGGEST, AN OFFER, A SUGGESTION

1. Translate:

- 1) Colonel Green offered the teacher five pounds for his work. 2) The porter offered to fetch a lamp from the next compartment. 3) Colonel Green's teacher said the serenade was too difficult for a beginner and suggested something simpler. 4) The teacher suggested that Mr. Green should play something simpler for his friend.

2. Make up sentences using the following. See the Models:

Model: My mother suggested

—that I should keep a diary.
—that I keep a diary.

(to give up smoking, to clear up the matter, to settle the matter, to make arrangements, to phone straight away, to leave a message, to attend to the matter personally, to put off the appointment)

Models: He suggested considering the matter again.

He offered to help us.

The young man Mr. Brown The representative One of our engineers My fellow-traveller	to offer to suggest	to get in touch with one's people to put off the final settlement of the matter to look up the time-table to engage another secretary to fetch the things from the garden
---	----------------------------	---

Models: He offered his service.

He suggested a trip to Zagorsk.

to offer to suggest	an outing, a cup of tea, one's help, a better arrangement, a visit, an exchange of ideas
------------------------	---

3. Translate:

1) Он предложил нам сравнить результаты. 2) Я предлагаю обменяться мнениями. 3) Я слышал, как он предложил помочь нам. 4) На вашем месте я предложил бы им отложить встречу.

LONELY

1. Answer these questions:

- 1) When does one feel lonely?
- 2) What can you do if you don't want a friend of yours or a fellow-worker to feel lonely?
- 3) What kind of house (or tree) do we call lonely?

2. Translate:

1) Если бы вы не избегали людей, вы бы не чувствовали себя таким одиноким. 2) Я не люблю шума, я бы предпочла более уединенное место для отпуска.

TO REMOVE

1. Translate:

1) At the manager's order Mr. Smith was removed from his position as secretary. 2) "This machine must be removed from here immediately", said the engineer. 3) I saw him remove the cover (крышка) and look inside the box. 4) She removed her glasses to see the picture better.

2. Use a synonym:

- 1) He would have taken the parcels away if you had told him to do so.
- 2) It's a pity the blackboard has been taken away from here.
- 3) I suggest that you should put the thing away.

3. Translate:

- 1) Приемник нужно убрать отсюда.
- 2) На вашем месте, я бы убрала эту картину.
- 3) Если бы вы сняли крышку (cover), было бы легче вынуть машину.

TO MARK, TO MAKE A MARK, UP TO THE MARK

1. Answer these questions:

- 1) Do you mark any words or sentences when you are reading? Why do you mark them?
- 2) When do we make marks on our things?
- 3) Why are the prices of the goods usually marked on them?

2. Translate:

- 1) „Было бы полезно отметить на карте все интересные места“ — сказал учитель.
- 2) Если бы ты дал мне твой учебник, я бы отметил нужные упражнения.
- 3) Какой смысл отмечать такие простые слова.
- 4) Его работа не отвечает требованиям.

TO RESERVE, RESERVED

1. Answer these questions:

- 1) On what days is it particularly difficult to reserve a table at a restaurant?
- 2) In what way can one reserve a room at a hotel?
- 3) How can you tell a reserved table at a restaurant?
- 4) Would you like your son (daughter) to be reserved? Why?

2. Translate:

- 1) Если бы вы сказали мне раньше, я бы заказал вам столик.
- 2) Все считают его сдержанным человеком.
- 3) Я хотел бы, чтобы вы заказали мне комнату.

TO ARGUE, AN ARGUMENT

1. Answer these questions:

- 1) What things do you consider worth arguing about?
- 2) Do you often argue with your fellow-workers? What are your reasons for arguing with them?
- 3) What kind of argument do you consider strong?

2. Translate:

- 1) Я слышал, как он спорил о чем-то со своим братом.
- 2) На вашем месте я бы выяснил дело, прежде чем спорить о нем.
- 3) Бесполезно спорить с ним, он не слушает никаких доводов.
- 4) Я не считаю этот довод достаточно убедительным.
- 5) Он первым начал спорить.

A MANNER, MANNERS

1. Translate:

1) It is considered bad manners to stare at strangers. 2) He improved his manner of speech by repeating things slowly. 3) "The boy has no manners at all," said the old lady. 4) He's got an awful habit of interrupting people in a most shameless manner.

2. Translate:

1) „Если бы мне пришлось иметь с ним дело, я научила бы его хорошим манерам“, — сказала девушка сердито. 2) У него странная манера говорить. Всегда кажется, что он спорит с вами. 3) Мне не нравится ее манера всех перебивать.

TO TELL, TO TELL ON, TO TELL ONE THING FROM ANOTHER BY SOMETHING

1. Answer these questions:

- 1) How can you tell a railway official?
- 2) How can you tell a taxi from a private car?
- 3) Is it useful to wear sun-glasses? Does it tell on one's eyesight?
- 4) What do you think might tell on a person's health?

2. Translate:

1) Петр очень занят последнее время. Это сказывается на его работе. 2) Вы можете отличить мою книгу по пометке на 1-ой странице. 3) Эти две песни почти одинаковые, я с трудом отличаю одну от другой. 4) Вы можете узнать (отличить) товары нашей фирмы по этой торговой (trade) марке.

A HABIT, TO HAVE A HABIT OF, TO BE IN THE HABIT OF, TO GET INTO THE HABIT OF, TO GIVE UP THE HABIT

1. Translate:

1) He has a habit of rising very early. 2) I would like you to get into the habit of keeping your things in order. 3) It's difficult to give up a habit. 4) You must give up the habit of going to work without breakfast.

2. Make up sentences using to have a habit (of), to get into the habit (of), to be in the habit (of) to give up the habit (of): to smoke, to mix up names, to find fault with, to ask for permission, to keep one's appointments, to argue about small things, to stare at strangers, to put off doing something, to complain.

3. Translate:

1) Это хорошая привычка. 2) На вашем месте я бы отказался от привычки смеяться над всеми. 3) Я хочу, чтобы мой сын приобрел привычку делать все как следует.

A REMARK, TO REMARK (ON), REMARKABLE

1. Make up sentences:

- 1) to make a few remarks — to object
- 2) to forgive — impolite remarks
- 3) a remarkable feature — to consider
- 4) to remark — to be inconvenient

2. Translate:

- 1) Не обращайтесь внимания на его замечания. 2) Я слышал, как он делал замечания по этому вопросу. 3) Ее замечания стоит принять во внимание. 4) Это было замечательное событие, не правда ли?

TO APPRECIATE

1. Practise aloud:

- 1) We quite appreciate his knowledge of the subject. 2) It's a pity he didn't appreciate the beauty of the picture. 3) We would appreciate it if you could send us all the necessary information.

2. Make up sentences using to appreciate:

- one's experience in doing something, one's attitude to somebody or something, one's feelings, the advantages (of), one's sense of responsibility, the new arrangements.

3. Translate:

- 1) На вашем месте я бы ценил его отношение к вам. 2) Мы принимаем во внимание его опыт и интерес к работе. 3) Вы бы оценили этот фильм по достоинству, если бы видели его первую серию (часть).

XIX. Make the sentences more emphatic by using the construction *it was... who (that)*:

Model: Stephen's father did not want his son to be a painter.
It was Stephen's father who did not want his son to be a painter.

1. Chester introduced Stephen to Lambert. 2. Lambert went to Oxford when he was a young man. 3. They were at home on Wednesdays. 4. In spite of Harry's sudden and energetic protests Stephen paid the bill.

XX. Make up sentences out of the words and word combinations given below using the Gerund:

1. Stephen, to dream (of), to devote, one's life, art.
2. His father, to object (to), Stephen, to take up art as a profession.
3. Stephen's relatives, to try to discourage (from), to devote one's life, one's hobby.
4. Stephen, to be interested (in), to have lunch with Harry Chester.

5. Harry, willingly, to explain, (his) reason (for), to try, to meet Stephen.
6. Stephen, to succeed (in), to paint, excellent pictures.
7. Stephen, to realize, a lot, to depend (on), to come to know life better.
8. Stephen, not to mind, to mix with, simple people.
9. Lambert, not to feel like, to invite Chester, to his place.
10. Instead of, to go to another restaurant, Harry, to remove, to mark, to reserve.

XXI. Substitute the active vocabulary of the lesson for the parts in black type:

1. She is so fond of playing the piano that she spends nearly all her free time at it.
2. You will find it difficult to discourage her from doing so. She is the kind of person who never gives in in spite of any difficulty.
3. The girl insisted on going to an art school although her uncle was very much against it.
4. Standing at the foot of a high hill, the travellers could see a house with no other buildings around, situated half way to the top (вершина).
5. When dinner was over, the tables were taken out of the room to clear the place for dancing.
6. After hiding the flag in the high grass, the boy wrote something on a nearby tree so as not to forget the hiding-place.
7. I can't believe that Ann shouted at him. She is the kind of person who never shows her feelings.
8. He will never give reasons for or against a matter unless he is quite convinced of the facts.
9. Have you ever seen him dance? He has a strange way of holding his partner away from him.
10. Your work is not quite good yet. My idea is that you should think over the first and the second parts.
11. I think highly of his knowledge and experience.

XXII. Give the four forms of the following verbs:

to go	to put	to lie	to shake
to drive	to dream	to rise	to bring up
to throw	to spoil	to deal	to speak
to keep	to learn	to grow	to forgive

XXIII. Fill in the blanks with one of the following verbs in the correct form.

- a) to call, to call at, to call on, to call for, to call on (upon) somebody to do something, to call up, to call off:

1. Why didn't you come back when he ... you?
2. Do you know that Ann has been away with a cold for a week? I ... her if I were you, I think she feels lonely.
3. I'm very sorry, the manager has left already. If you ... the office just ten minutes ago, you would have found him.
4. If the matter

had been urgent, he ... me. 5. I suggest leaving this parcel with Ann. We can ... it any time later. 6. The speaker ... his fellow-students to devote more time to study. 7. The excursion ... because of bad weather.

b) to tell, to tell on, to tell by, to tell from:

1. "You must give up the habit of sitting up till late at night," said the doctor. "You feel well now, but it ... you later." 2. "I've lived among the French for several years," said Peter, "I could ... a Frenchman at first sight." 3. The brothers are so much alike that I can hardly ... one ... the other. 4. "I can always ... a good student ... his attitude to his studies," said the teacher.

XXIV. Choose the correct word from those given in brackets:

1. If you are interested in such problems, I can (to suggest, to offer) you quite a remarkable novel to read. And there is a play on dealing with the same problem. I might (to suggest, to offer) that we (to go) to see it one of these days. I can even (to suggest, to offer) (to buy) tickets, as the box-office is quite close to my house. 2. — Why are you quite (alone, lonely) in the office? — I am not as a rule, but Mary is (away, out) just now, and Comrade Rogov is (away, out) on business. 3. Wouldn't you like to call on Helen tonight? Her children are (out, away) at a pioneer camp, and she always feels (alone, lonely) when she remains (alone, lonely). It would be a good idea to go and (to encourage, to cheer up) her now. 4. The girl felt so upset after her failure at the concert that she would have given up singing if her friends (not to encourage, not to cheer up) her and (to encourage, to cheer up) her to go on with her studies.

XXV. Make up situations using the following words and word combinations:

- 1) to choose against one's will
to want somebody to do something
to devote
to be beyond one's abilities
to argue
strong-willed
(not) to give in
to succeed
- 2) to be away
lonely
reserved

- to suggest
to call on
to appreciate
- 3) to have a habit of
to mark
to see somebody do something
to suggest
to apologize
- 4) to be (feel) uncomfortable
to remark on
to suggest
to remove
to appreciate

- 5) a strange manner
to tell by
to persuade somebody
to give up the habit
to argue
to insist

- finally
to convince
6) to discover (by chance)
to get interested
to make a mark
to spoil

XXVI. Translate into English in writing:

1. Разве вы не знаете, что Анна четыре года училась, чтобы стать певицей? Если бы ей не пришлось посвятить себя семье, она не бросила бы пенне.
2. Он уже две недели **отсутствует** и не прислал еще ни одного письма. Я **предлагаю** послать ему телеграмму и выяснить, в чем дело. Мне бы не хотелось, чтобы его родители беспокоились о нем.
3. Было бы очень хорошо, если бы вы **заехали** за документами сегодня. Мы были бы очень вам **признательны**.
4. Я помню, что Петров **предлагал** вам свою помощь. Вам было бы полезно обменяться с ним мнениями. Я слышал, как он сделал несколько очень серьезных **замечаний** в связи с этим вопросом.
5. Он **привык** делать пометки в книгах, которые читает. Если вы не хотите, чтобы он делал их в вашей книге, скажите ему об этом.
6. Я слышал, как Иванов **предлагал** отложить выполнение этой работы. Если бы мы последовали его совету, мы смогли бы избежать некоторых ошибок.
7. У него странная **манера спорить** по любому вопросу. Если бы он был более сдержанным, с ним было бы приятнее иметь дело.
8. Ты слишком много куришь во время работы. Я настаиваю на том, чтобы ты бросил эту **привычку**. Разве ты не видишь, что она уже сейчас сказывается на твоём здоровье?

SPEECH EXERCISES

XXVII. Discuss the following questions:

1. Why did Harry Chester suggest Stephen lunching with him?
2. What was Mr. Lambert's attitude to Harry Chester?
3. Why did Harry Chester make haste to tell Stephen that he had nearly gone to Cambridge? Why did he tell him about his family?
4. Why did Chester make haste to mention the fact that Stephen had just come down from Oxford?
5. Why did Stephen have to pay the bill? Do you think Harry really meant to protest against Stephen doing so?

XXVIII. Retell the text in the persons of the main characters. Use some of the words given in brackets:

Stephen Desmonde (to be born in, to be brought up, to insist, to take a course of theology, to obey his father's will, to be fond of, to devote, to succeed, to feel lonely, to be surrounded, to find oneself, to discover, to offer, to accept, to feel encouraged, to appreciate, to remove, reserved, pleasant manners, convincing, innocent, to give in, to tell a University man, to make a remark, to meet)

Harry Chester (to study painting at Dupret's, to have a habit of, to prefer, a lot of fun, not to have enough money, to be hungry, to dream of, at somebody's expense, to borrow, a crowd, to be glad to notice, to suggest, to have a lovely time, to make somebody believe, to produce, to pretend, to make an impression)

Madame Chobert (to run the restaurant, many customers (посетители), most of, frequently, occasionally, difficult to deal with, dishonest, no sense of responsibility, to reserve a table, to see him remove the card, to protest, to dislike a person's habits, pleasant manners, to give in, to turn up, to be surprised, to produce)

Philip Lambert (irregular habits, to reserve a table, (not) to be reliable, to find occupied, not to be surprised, to be amused, not to feel like, to clear up things, to thank, to keep the table, to introduce, to produce a good impression, to appreciate a person's manners, to invite, to bring along, to watch, to produce a bill, to see somebody pick up something)

XXIX. Dramatize the following scenes from the text:

- 1) Stephen Desmonde meeting Harry Chester
- 2) Madame Chobert protesting against Henry taking the reserved table
- 3) Chester and Stephen talking over their lunch
- 4) Philip Lambert meeting Stephen

XXX. Retell the same scenes in indirect speech.

XXXI. Use the following words in characterizing:

Stephen Desmonde: to be brought up, not to appreciate a person's talent, to discourage, to insist, not to give in, well-educated, to take much interest in, to devote, frequent, to wear, plain, reliable, honest, frank, talented, shy, lonely, reserved, strong-willed, to gain experience.

Harry Chester: good-looking, pleasant manners, cheerful, in the latest fashion, to spoil, to deceive, to have a habit of, to look innocent, no sense of responsibility, to fail, to deal with, to take no interest in, to look upon ... as, not to rely on, to prefer.

Phillip Lambert: handsome, regular features, to be dressed in the latest fashion, a painter of some talent, frequent, to have irregular habits, to be educated, proud, excellent manners, to be popular with, to be stiff, to mix with.

Madame Chobert: stout, plain, noisy, to be fond of, to appreciate a person's attitude to, good-natured, to wear, a loud voice, honest, reliable, pleasant to deal with, cheerful, to praise, to be popular with, frequent.

XXXII. Read the story at home, retell it and discuss it in class
(See questions following the story):

On an April afternoon in the year 1937 a man, to be exact, an elderly parson, and a boy in a long blue coat got off a bus at the north end of Vauxall Bridge¹ and went in the direction of the Tate Gallery.² The man was Bertram Desmonde, Stephen's father; the boy, whose name was also Stephen, was the artist's son.

Inside few people were about, and, making their way through the central gallery, past the works of the famous English painters, they turned to the left and finally sat down in a room on the west side. Upon the wall, directly opposite were three paintings. At these the boy and the old man looked in silence. After some time without removing his eyes, Bertram spoke.

"We expect fine things of you, my boy. Are the lessons coming along?"

"Not bad, I think, sir. We had a test before we broke up for the holidays."

"How did that come out?"

"I did all right in English and arithmetic."

A shadow crossed Bertram's mind, he could hardly make himself ask the question.

"Do they give you drawing?"

"Yes, sir. But I did badly in that. It seems I can't draw at all."

Against his will Bertram gave out a little sigh of relief (вздых облегчения) and laid his blue-veined fingers on the boy's hand.

Stephen liked these occasional visits to the Gallery in the company of his grandfather. But today, after having been away from home for nine weeks, he was eager to see his mother, who would meet them at Waterloo Station³ and take him home with her. Several times in the last hour he had tactfully asked Bertram what the time might be, and was, indeed, about to do so again when a party of school girls entered the room, led by their teacher.

"And now, girls," the teacher began, "we come to the Desmondes, three representative paintings bought for the Gallery,

In 1930. The first, entitled *Circus*, showing a remarkable sense of colour and composition, is of the artist's early French period. Note in particular the manner in which a sense of movement is given to the figure of the young woman on the bicycle.

"The second painting which I am sure you have seen reproduced many times, is a portrait of the artist's wife. Here you will find the freedom of arrangement which is the main feature of all Desmonde's work. Through the window at which she sits, one can see the street outside, with some poor children engaged in a game of ball. This, by the way, was the subject of another well-known Desmonde known as *Children at Play*, which may be seen in the Luxembourg, Paris.

"The third, and the largest painting, was the last work done by the artist, and is considered to be his finest. It is, as you see, a large composition of the estuary⁴ of the Thames, showing all the crowded movement of the river." She began here to look up her notes.

"Desmonde was not altogether a revolutionary painter," she continued. "Just as the Impressionists drew from Turner,⁵ he drew, in his early years, from Manet,⁶ Degas⁷ and Monet.⁸ But although he studied the masters, he went beyond them. He was in every sense of the word a great original artist who opened up a new era⁹ of expression. When we look at these works we know he has not lived in vain (напрасно)."

Here the teacher put away her notes. Looking around her pupils, she asked:

"Any questions, class?"

One of the girls, who stood close to the teacher, spoke up, in the manner of the favourite pupil.

"Is he dead, Miss?"

"Yes, Doris. He died as quite a young man; rather tragically, and almost unrecognized."

"But, Miss, didn't you just tell us he was a great painter?"

"Yes, Doris, but like so many others he had to die to become great. Don't you remember what I told you about Rembrandt's¹⁰ poverty (бедность), and Gauguin,¹¹ who could hardly sell a single picture when he was penniless, and Van Gogh¹² ..."

"Yes, Miss, ... people didn't understand, were mistaken about them."

"We can all make mistakes, dear... Gladys, do stop sniffing (сопеть)."

"Please, Miss, I have a cold."

"Then use your handkerchief... as I was saying, Doris, perhaps England didn't appreciate Stephen Desmonde at once, but she has made up for it handsomely. Here are these paintings in the Tate for all of us to admire (восхищаться). Now come along, follow me, girls."

When they had gone, Bertram, still sat in deep thought, looking at the pictures, unable to move. Stephen, his son, a great artist ... yes, even the word genius¹³ was now being used without reserve. There was no pride in him at the thought, no triumph, but rather a strange sadness, and he wondered if it had all been worth it. Was any picture worth it — the greatest masterpiece (шедевр) ever produced? What was beauty, after all, that men should die for it? It seemed to him that the conflict between life and art could never be settled. He thought of Stephen's last minutes when, unable to talk any longer, his son handed him a note: "Too bad, Father, ... I have never drawn you ... You have a fine head..."

With an effort Bertram made himself rise... the past was the past and it was no use remembering...

NOTE:

- | | |
|--------------------------------------|---|
| 1. Vauxhall Bridge [ˈvɔːksəl ˈbrɪdʒ] | Воксел Бридж, мост
через Темзу |
| 2. Tate Gallery | картинная галерея
в Лондоне |
| 3. Waterloo Station [ˈwɔːtəluː] | станция Ватерлоо,
станция метро в Лон-
доне |
| 4. estuary [ˈestjuəri] | устье реки |
| 5. Turner [ˈtɜːnə] | Тернер (1775—1851) |
| 6. Manet [mənˈeɪ] | Мане (1832—1883) |
| 7. Degas [dəˈgɑː] | Дегá (1834—1917) |
| 8. Monet [mɒˈneɪ] | Монé (1840—1926) |
| 9. an era [ˈɪərə] | эра |
| 10. Rembrandt [ˈrembrənt] | Рембрандт (1606—1669) |
| 11. Gauguin [ˈgɔːɡɑː] | Гоген (1848—1903) |
| 12. Van Gogh [ˈvənˈɡɔːh] | Ван Гог (1853—1890) |
| 13. a genius [ˈdʒɪːnjəs] | гений |

Questions:

1. Did Bertram love his son?
2. What was the reason for their disagreement?
3. Could Bertram appreciate his son's talent?
4. What were the main features of Stephen Desmonde as an artist?
5. What do you know about the great painters mentioned by the girls' teacher in her explanations?

XXXIII. Write a letter to your friend describing a party he has missed. Use the Subjunctive Mood and the words given in brackets:

(to mark the occasion, to be invited, to be out of touch, frankly speaking, not to be interested in, to think of, to turn down the

invitation, to change one's mind, to come at the appointed time, to turn up, to like the arrangement, it's a pity, to put off, to be away)

XXXIV. Make up short stories of your own using the words and word combinations given below:

At a Restaurant During a Holiday

to suggest, not to appreciate the idea, to argue, to insist, to hesitate, to try to persuade, no vacant tables, to give in, to call up, to reserve a table, to choose, to wear an evening dress, in the latest fashion, to be set (about a table), fruit, wine, white bread, brown bread, the waiter, to serve, service, excellent, music, to have a dance, to have a lot of fun, to pay the bill.

Seeing in the New Year

to be in the habit of, to invite, to suggest, to give a party, at one's place, in the company of, to be reliable, to offer one's help, to make all the necessary arrangements, to fix the New Year tree, to remove, at the appointed time, most of, to follow the fashion, to be dressed in the latest fashion, to wear, at first, stiff manners, to change, to invite to table, to raise one's wine glass, to drink a toast (to), to wish a happy New Year.

XXXV. Make up a dialogue using the words given below:

At Table

Help yourself, I've had enough of, have some more, to be thirsty, to have another cup of tea, it would be a good idea, to have a dance, to be out of practice, lovely music, it's really a shame.

XXXVI. Tell this story in English. Supply an end to it and discuss the questions given after it:

ТРИ БИФШТЕКСА

(по рассказу В. Биль-Белоцерковского)

Генри Уайт уже месяц жил на хлебе и воде. Он соблюдал эту „диету“ (a diet) не потому, что был болен, а потому, что у него не было работы. Такая жизнь, разумеется, сказывалась на нем. Сегодня он чувствовал, что если не подвернется счастливый случай что-нибудь поесть, он ни перед чем не остановится...

Побродив по городу около часа, Генри очутился перед витриной ресторана. При виде жареной курицы (a roasted chicken) в витрине он вздрогнул. Через сверкающие стекла витрины он видел одетых по последней моде леди и джентельменов... Нет, ресторан был для него недосягаем. Внезапно ему в голову пришла счастливая мысль...

Он пошел дальше по улице и через некоторое время добрался до более дешёвого ресторана, где никто не смог бы

отличить его по одежде от остальных посетителей. Войдя в ресторан, он увидел полупустой зал, хотя на многих столиках стояли карточки с надписью „занято“. Когда Генри шел к свободному столику, ему казалось, что все на него смотрят. На самом деле никто не обращал на него никакого внимания. Угрюмый официант подошел к столику и спросил, что он хочет заказать. „Бифштекс“, — ответил Генри дрожащим голосом, даже не взглянув на меню, которое предложил ему официант. Генри мигом покончил с бифштексом и снова подозвал официанта. „Еще один бифштекс“, — сказал он. Официант с удивлением посмотрел на пустую тарелку и, следуя за его взглядом, Генри понял, что совершил ошибку. „Получите на чай“, — быстро добавил он. Официант поспешил на кухню...

Второй бифштекс подбодрил Генри, но он все еще чувствовал себя голодным. После нескольких минут колебания он принял решение.

„Я, право, стыжусь своего аппетита (appetite)“, — спокойно сказал он подошедшему официанту. — „Будьте любезны, дайте мне третий бифштекс“.

От третьего бифштекса Генри действительно получил удовольствие. Он снова позвал официанта и попросил чашку кофе и три пирожных. Генри не заметил, что поведение (манера) официанта изменилась. Генри был так счастлив, что не заметил также и того, что официант по дороге на кухню зашел в контору и вышел оттуда в сопровождении какого-то господина, который стал у двери ресторана. Когда Генри собирался встать, перед ним появился официант и предъявил счет: „Два доллара тридцать центов“. Вместо того, чтобы заплатить по счету, Генри заметил: „Интересно, с вашим хозяином приятно иметь дело?“ Этот вопрос был таким неожиданным, что официант даже вздрогнул. „Видите ли, — продолжал Генри, — у меня нет при себе денег, и мне бы хотелось, чтобы ваш хозяин...“ но официант уже был далеко... Генри понял, что он побежал за хозяином, и что хозяин позовет полицию, но усталость и необычный обед сказались на нем. Он чувствовал, что засыпает помимо собственной воли...

Questions:

1. Why was Henry White on “a diet”? Describe his position.
2. Why did Henry think he had made a mistake by ordering a second steak at once?
3. Why did the waiter call at the manager’s office when he went to fetch the coffee and cakes?
4. What do you think Henry saw on being wakened up?

LESSON 15

DIALOGUES

(to be learned by heart)

In the street

- A. 'Let's 'drop 'in 'somewhere for a snack.
B. I'd rather have a proper meal, it's lunch time already.
A. 'All right. 'Shall we go to a restaurant?
B. I think so. There is 'quite a 'nice one over 'there on the 'left hand side. They have a self-service department 'there too, | though I 'don't 'want to go there today.

At the restaurant

- A. 'There is a 'nice 'table for two. 'Shall we take it?
B. It's reserved, | 'don't you 'see the card?
A. Oh; | I see. 'Come this way then; | we'll be 'very comfortable over here.
B. (seated) 'Will you 'have any 'hors d'oeuvres?
A. 'Not today. I'll 'start with soup | and have a 'steak to follow.
B. 'I had 'meat for my 'main 'course yesterday, | so I'll have 'fish and potatoes for a change.
A. 'Shall we 'order 'sweets 'straight away? 'What would you like?
B. 'Fruit salad, | and 'ice-cream for me.
A. 'All right, I'll follow suit.

ACTIVE WORDS AND WORD COMBINATIONS

to have a snack
to go somewhere for a snack
a proper meal
a department
self-service
the main course

a change
a change for the better (for the worse)
for a change
to follow suit

(See Vocabulary to Lesson 15 p. 486)

EXERCISES

- I. Practise the sound combinations given below and read the dialogues aloud paying attention to pronunciation and intonation:

let's drop 'in
'not to a day
with soup

- II. Find English equivalents to the following (See Text):

1) давайте зайдем куда-нибудь закусить 2) уже время обедать 3) думаю, да 4) слева 5) сядем сюда 6) проходите сюда 7) нам будет очень удобно 8) сегодня нет 9) что вы хотите взять? 10) я возьму то же самое

- III. Answer the following questions and make up stories based on the information gained:

- A. 1. What is the difference between a snack and a proper meal?
2. Would you have a snack or a proper meal if you were in a hurry?
3. Where would you go for a snack at lunch time? Would you go to a self-service department?
4. What are the advantages of self-service?
- B. 1. Is there a self-service department in your canteen?
2. At what time do you have a proper meal there?
3. What do you usually have for the main course?
4. Do you usually have dinner alone or in the company of your friends?
5. Would you keep to the food you've taken for days or would you take something different for a change?

- C. 1. What kind of shop do we call a **department store**?
 2. Are there **self-service departments** in our big stores?
 Would it be convenient to have them in all the stores?
 Why?
 3. Would you often go shopping if you wished to **follow**
 the fashion?
 4. Would one always **follow** the fashion in buying things
 if one wished to look well-dressed? Give your reasons.

IV. Make up ten sentences using the verb *to suggest* and the active vocabulary of the lesson.

V. Translate into English:

1. Не хотите ли сейчас **закусить**? Мы будем **обедать** позднее. 2. Скажите, пожалуйста, как пройти в обувной отдел?
 3. **Универсальный магазин** находится за той площадью.
 4. Я видел, как он прошел в отдел **самообслуживания**.
 5. Если бы у меня была возможность, я бы провел этот отпуск в Риге для **разнообразия**. 6. Он первым последовал вашему совету. 7. Мы видели, как он шел за вами. 8. Вы все взяли мороженое на сладкое? Тогда я **возьму то же самое**.
 9. Он пропустил несколько уроков и теперь с трудом **следит за объяснениями преподавателя**. 10. Целую неделю идут дожди, но я надеюсь, что скоро наступит **перемена к лучшему**. 11. В последнее время его отношение к учебе **изменилось к худшему**. Чем бы вы это объяснили?

12. А. Давай пойдем куда-нибудь **перекусить**.

Б. Хорошо, сейчас уже обеденное время.

А. Ты хочешь только **перекусить**, или мы возьмем **полный обед**?

Б. Я бы **пообедал**, я очень хочу есть.

А. Вот и ресторан. Зайдем?

Б. Да.

13. А. Где мы сядем?

Б. Вот удобный (хороший) столик. Займем его?

А. Нет, мне он не нравится. Вот официант, давай спросим его.

Официант: Вам нужен столик? Пройдите сюда, пожалуйста. Вот меню. Что вы хотите заказать?

А. Я начну с закуски, а ты?

Б. Я лучше возьму суп и бифштекс.

А. Я часто беру мясо, я лучше возьму рыбу с картофелем для **разнообразия**.

Б. Мы закажем десерт потом.

Официант: Хорошо.

VI. Retell the dialogues in indirect speech.

VII. Make up dialogues using the following words:

- 1. Putting off a visit to a restaurant**
to go to a restaurant for, to have an appointment, to be engaged till, to apologize, to make arrangements, to phone straight away, to put off.
- 2. Discussing where to go for lunch**
to suggest, to have advantages over, a self-service department, frequently, for a change, that's settled, in no time.
- 3. Ordering a meal at a restaurant**
to fetch, a menu, will you have . . . , the main course, let me see . . . , to hate, I'd rather, for a change, I'll start with . . . and have . . . , to follow suit, can I have the bill.

VIII. Retell the above dialogues in indirect speech.

REVISION

IX. Apologize to a friend of yours for not coming in time.

X. Ask your friend if he knows what the weather forecast is.

XI. Try to persuade your friend to go for an outing with you on Sunday.

XII. Ask a passer-by where you could have a snack.

XIII. Try to persuade your friend to take a proper meal instead of having a snack.

XIV. Ask the waiter which table is vacant and order lunch.

XV. Look at the picture carefully, ask each other questions and make up a story. Use the Subjunctive Mood and the following words:

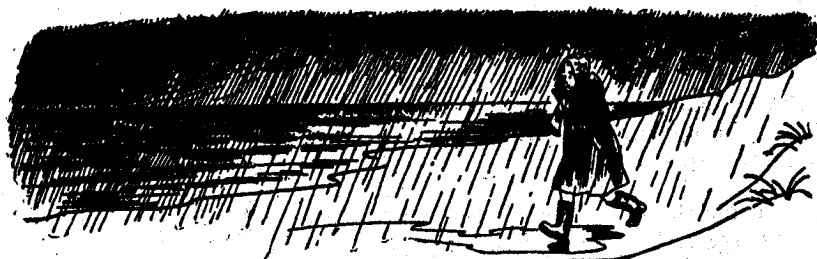
(not) to have the courage, to hesitate, to choose between, to respect, to give something up.



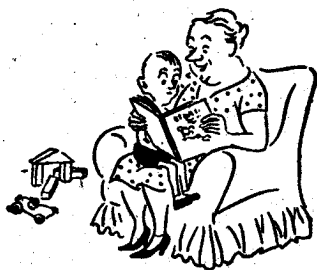
Words you may need: steep — крутой, a slope — спуск, to slide down (slid, slid) — съезжать с горы.

XVI. Look at the pictures carefully and make up stories using the Subjunctive Mood and the words given in brackets:

- a) (to get ready for a holiday, weather forecast, to keep dry, to rely on, instead of, awful, to get wet through, to put up with)



b) (to suggest, to hesitate, to pick out, to appreciate, to turn out)



LESSON 16

Grammar: Модальный глагол *should* (§§ 16, 17 p. 551)
Revision: Tense-forms, voice (See Table 7 p. 572)

Text:

ON THE WAY TO FREEDOM

(From the novel "Uncle Tom's Cabin" by Harriet Beecher-Stowe)

Harriet Beecher-Stowe (1811—1896) was born in the family of a clergyman. As a newspaper reporter she studied the conditions of slave labour on the plantations of the South. This provided her with material to write a novel against Negro slavery, which she called **Uncle Tom's Cabin**. This novel exposing the terrible fate of American Negroes of that time became known all over the world. At the present time the book occupies a modest but honourable place among the literary works devoted to the fight against race discrimination.

* * *

On a rainy afternoon a traveller stopped at the door of a small country hotel, in the village of N.-Kentucky.

The newcomer was a short stout man, carefully dressed, with a round, good-natured face.

"What's that?" he said, noticing that some of the guests formed a group around a large advertisement.

"Nigger advertised," said one of the group.

Mr. Wilson (for that was the gentleman's name) took out his glasses and fixed them on his nose. Then he read:

"Ran away my mulatto boy, George. Said George' six feet in height, a very light mulatto, brown curly hair, is very intelligent, speaks handsomely, can read and write, has been branded on his right hand with the letter H.

I will give four hundred dollars for him **alive**, and the same sum for reliable **proof** that he has been killed."

The old gentleman read this advertisement from end to end, in a low voice. Then he said aloud:

"The boy described here is a fine fellow. He worked for me six years or so at my factory, and he was my best hand. He **invented** a good machine — a really **valuable** one. His master holds the patent of it."

"To be sure," said another man in the group, "he holds it and makes money out of it, and at the same time he brands the boy on his right hand. If I had a chance, I'd mark him so that he'd carry it for a long time."

The conversation was interrupted by the arrival of a well-dressed gentleman with a coloured servant.

The newcomer was very tall, with a dark Spanish complexion, fine expressive black eyes, and curly hair, also black.

He walked up to the bar, and gave his name as Henry Butler, Oaklands, Shelby County. Turning with an **indifferent** air to the advertisement, he read it over.

Mr. Wilson looked at the newcomer. It seemed to him he had met the man somewhere. And then he suddenly remembered. . . .

He stared at the stranger with such an air of surprise that the latter walked up to him.

"Mr. Wilson, I think," he said in a quiet voice, "I beg your pardon. I hardly recognized you. I see you remember me — Mr. Butler of Oaklands, Shelby County."

"Ye — yes — yes, sir," said Mr. Wilson, like one speaking in a dream.

"I should like to have a few moments' conversation with you on business, in private, in my room, if you please," added the newcomer.

When they entered the room upstairs, the young man **locked** the door, put the key into his pocket, and looked Mr. Wilson straight in the face.

"George!" said Mr. Wilson.

"Yes, George," said the young man. "I am fairly well disguised, it seems. I've dyed my hair black, so you see I don't answer to the advertisement at all."

For a few minutes Mr. Wilson could not say a word. When he began to speak at last, his voice was trembling. "Well, George, I see you're running away — leaving your lawful master, George, — I think it's my duty to tell you so. I am sorry to see you in opposition to the laws of your country."

"My country!" said George with **bitterness**, "I have no country."

"You see, George," said Mr. Wilson — "Well, it seems to me, you're running an awful **risk**. You should be very careful. They'll kill you if they catch you."

"See here, now, Mr. Wilson," said George, coming up and sitting down in front of him: "Look at me. Don't I sit before you, just as much a man as you are? I had a father — one of your Kentucky gentlemen — who didn't think enough of me to keep me from being sold after his death with his dogs and horses. I saw my mother sold with her seven children. You, Mr. Wilson, I admit, treated me well, you encouraged me to do well, and to learn to read and write, to make something of myself. But now what? Now comes my master and says I am only a nigger. And last of all he comes between me and my wife, and says I must give her up. And your laws give the white masters power to do all this.

"When I get to Canada, that will be my country, and its laws I shall obey. But if any man tries to stop me, let him take care, for I'll fight for my freedom to the last breath I breathe."

The old man looked at him with wonder in his eyes.

"Well, George," he said, "you are changed beyond recognition, and not only in appearance. You hold up your head, and speak and move like a new man."

"Because I'm a free man!" said George proudly. "Yes, sir, I've said "Master" for the last time to any man. I'm free!"

George stood up, and held out his hand with a proud and independent air. The friendly little old man shook it heartily, and made his way out of the room.

NOTES ON THE TEXT

1. *Said George* — *Вышеупомянутый Джордж*. Эта форма является сокращением от полной *The (above)-said George*. В объяснениях, как и в заголовках, артикль обычно опускается.

2. *I will give four hundred dollars ...* — *Дам четыреста долларов*. ... Глагол *will*, употребленный с местоимениями I-го лица носит оттенок желания, обещания. В современном американском варианте английского языка глагол *will* также часто употребляется вместо *shall* как вспомогательный глагол для образования будущего времени.

ACTIVE WORDS AND WORD COMBINATIONS

an advertisement (for)
to advertise something
to advertise (for)
to announce
an announcement
to be (remain) alive
to give proof
to prove something
to prove (to be)

to invent
an inventor
an invention
valuable
value
to master
to be indifferent to
to lock
a law

to keep (break) the law
bitter
at the risk of ...
risky
to risk something
to admit somebody
to admit that ...

to treat somebody, something
to treat somebody to something
to treat somebody for an illness
treatment
a treatment for some illness
to take treatment
friendly (in a friendly way)

(See Vocabulary to Lesson 16 p. 487)

PROPER NAMES

Harriet Beecher-Stowe [ˈhæriət ˈbi:tʃə ˈstou]	Гарриет Бичер-Стоу
Kentucky [kenˈtʌki]	Кентукки, штат в США
Wilson [wɪlsn]	Уильсон
George Harris [ˈdʒɔ:dʒ ˈhæris]	Джордж Гаррис
Henry Butler [ˈhenri ˈbʌtlə]	Генри Батлер
Oaklands, Shelby County [ˈouklændz ˈʃelbi ˈkaunti]	г. Окленд, округ Шелби
Canada [ˈkænədə]	Канада

GRAMMAR EXERCISES

I. Read the following sentences and translate them into Russian: (§ 17 p. 551)

1. "You shouldn't stare at people like that. It's impolite," said the mother. 2. "I think you **should** wear this dress for the occasion. You look very nice in it". 3. You **shouldn't** have given in. You were right. 4. Your friend **should** have reserved a table in advance. He knows that the 8th of March is a busy day in the restaurants. 5. Why **should** you be responsible for a matter you didn't attend to?

II. Practise aloud:

1. You **should** go and see the film. 2. He **shouldn't** have put up with the situation. 3. His attempt **should** be appreciated.

III. Change the following sentences so as to use the modal verb **should**:

Model: I don't advise you to make any marks on the book.
You **shouldn't** make any marks on the book.

1. I don't advise you to insist on his doing the work. He is not skilled enough. 2. It's a pity you **didn't** apologize to him for that. He felt terribly hurt, I am sure, 3. I don't think it was

clever of him to complain. He wasn't right himself. 4. I don't advise you to get discouraged so easily, I think you must follow the path (путь) you've chosen in spite of all difficulties. 5. I'm sorry I didn't encourage my son to practise the piano every day. 6. I think you'd better not put up with the situation. 7. I have advised her to speak to him frankly. It will improve the situation. 8. I don't advise them to make a decision in a hurry. I think the matter must be considered carefully.

IV. Translate into English using the modal verb *should*:

1. Вам следует еще раз обдумать это предложение, прежде чем отвергать его. 2. Он должен был бы отказаться от приглашения, если он был так занят. 3. Этот вопрос следовало бы решить уже давно. 4. Вам следовало бы уделять больше времени этой работе. Она очень важна. 5. Почта закрыта сейчас, ему следовало бы зайти за посылкой по пути домой. 6. Тебе нужно взять плащ. Прогноз погоды обещает кратковременные дожди. 7. Этот диван нужно убрать отсюда. Он слишком велик для такой комнаты. 8. Ему не следовало бы заставлять нас ждать так долго. 9. Почему я должен принять его предложение? Я не согласен с ним. 10. Почему он должен хвалить вашу работу? Она неудовлетворительна.

V. Make up sentences of your own using the words given in brackets:

Models:

1. You shouldn't keep away from your friends.
2. - He should have pointed out all our mistakes.
3. This exercise should be done again.
4. Why should she always wait for you?

(to devote, to suggest, to offer, to argue, to get into the habit, to settle, to get wet through, to clear up, to keep dry, to reserve, to remove)

VI. Give your own opinion of the following statements:

Model a: Colonel Green didn't pass the letter over to Mr. Porcharlester.
He should have done so (he should have passed the letter over) as the letter was addressed to Mr. Porcharlester.

Model -b: After the Campbell brothers had finished the work given to them, Pusher made them carry in the seats. Pusher **shouldn't have done** so. If the boys hadn't been given additional work to do, they wouldn't have got so tired and wouldn't have fallen asleep.

- a) 1. Aunt Beryl did not allow Kezia to show the doll's house to the Kelveys.
2. The Burnells walked past the Kelveys with their heads in the air.
3. The teacher had a special voice for the Kelveys and a special smile for the other children.
4. Frank's father encouraged the boy's interest in money in every possible way.
5. Frank devoted much time to mathematics and book-keeping at the expense of other subjects.
- b) 6. Stephen's father strongly objected to Stephen becoming a painter, and the young man had to go to Paris against his father's will.
7. Colonel Green played the serenade on the horn, though it wasn't written for the instrument.
8. The cornist drank too much wine and fell asleep.
9. Colonel Green didn't follow his teacher's advice and didn't give up horn-blowing at once.
10. Mr. Highsmith played too well, so Miss Carrington cancelled all her engagements and left for Cranberry Corners.

VII. Translate the following sentences into English using *should* and *have to*:

- A. 1. Вы должны были бы прекратить спор, как только поняли, что вы неправы. 2. Он должен был (ему пришлось) продолжить спор с тем, чтобы убедить всех, что он прав. 3. Мой муж должен был бросить этот вид спорта, так как это сказывалось на его здоровье. 4. Ваш сын не должен был бы привыкать курить. 5. Вы должны были бы купить подарок матери по случаю дня её рождения. 6. Я должен был надеть плащ, чтобы не промокнуть.
- B. 1. Вы не должны жаловаться, вам говорили несколько раз, что работа трудная. 2. Я должен буду извиниться перед ней. Мне кажется она обиделась. 3. Не нужно было упоминать эти данные (figures) в докладе. Я не думаю, что они достоверны. 4. Этот вопрос давно нужно было выяснить. Нам опять придется отложить его обсуждение. 5. Вам следовало бы приготовить все заранее. Теперь нам придется отложить встречу. 6. Сейчас уже нет смысла посылать телеграмму. Это следовало бы сделать вчера.

- VIII. Put the verbs in brackets into the correct tense-forms and voice. After checking the exercise retell the dialogue in indirect speech (See Table 7 p. 572):

AT THE EXHIBITION

Visitor. Here is the machinery stand I (to look for). Good morning. Can I see the machines which you (to advertise) in the *Economist*?

Stand Attendant. Good morning. Please, come this way. What types (to be) you particularly interested in? Here we (to show) the newest inventions in the field. They should be very valuable for your conditions here.

Visitor. I (to look) at them all. Can I have a catalogue, please?

Stand A. Here you are. I (to hope) you (to find) it valuable.

Visitor. Thank you very much. I (to be) around all the exhibition halls now. They (to be) remarkably good, I must admit. None of the stands (to leave) you indifferent. You (to have) crowds of visitors, I suppose.

Stand A. Oh, yes, the exhibition (to be) very popular from the day it (to open).

Visitor. I should think so: When I (to hear) the announcement on the radio, I (to say) to myself: "I must go and see it as soon as I can." Have you got a visitors' book?

Stand A. Yes, it's over there at the other end of the hall.

Visitor. Thank you. I certainly (to write) a few words of praise in it.

TEXT AND VOCABULARY EXERCISES

- IX. Make up fifteen questions on the text using the active vocabulary of the lesson.

- X. Substitute words and word combinations from the text for the parts in black type:

1. "There is something about a nigger here," said one of the group. 2. I will give four hundred dollars for information which I can believe, that the man has been killed. 3. He invented a good machine — a machine which everybody finds very useful. 4. Turning to the advertisement with the look of one who was not particularly interested in such things, he read it over. 6. "You see, George," said Mr. Wilson. "It seems to me things may be terribly dangerous for you." 7. You, Mr. Wilson, I must say, were very good to me. 8. The little old gentleman, who had always treated him like a friend, shook his hand heartily and made his way out of the room.

XI. Find English equivalents to the following (See Text):

- 1) полный человек невысокого роста
- 2) что случилось
- 3) около шести лет
- 4) он назвал себя Генри Батлером
- 5) он бегло прочитал его
- 6) извините
- 7) мне хотелось бы поговорить с вами несколько минут по делу
- 8) моя внешность не соответствует тому, что написано в объявлении
- 9) чтобы добиться чего-нибудь
- 10) говорит, что я должен от нее отказаться
- 11) ты изменился до неузнаваемости

XII. Give the situations in which the following are used (See Text):

advertisement, alive, to invent, indifferent, to lock, bitterness, to treat, friendly.

XIII. Correct the following statements:

1. On a fine morning early in May Mr. Wilson, a tall, well-built young man with a thin, ill-natured face, stopped in the shadow of a big tree to read an advertisement for the sale of a farm.
2. The advertisement said that a white master was offering for sale a mulatto six feet in height, a very intelligent fellow who spoke wonderfully, and could read and write. The master wanted four hundred dollars for the mulatto.
3. After reading the advertisement Mr. Wilson walked away with an indifferent air, saying the offer was of no interest to him as he had never met either the master or the mulatto.
4. At that moment a white gentleman dressed in the latest fashion walked up to the place, and without taking much notice either of the advertisement or of Mr. Wilson, passed on into the hotel.
5. Mr. Wilson hardly looked at the newcomer as he was clearly a complete stranger to him. After a few minutes' silence however, he followed the gentleman into the hotel and, feeling quite lonely there, started a conversation with the newcomer.
6. They had a very short conversation in which George never touched on his past. Mr. Wilson found George quite unchanged and wondered how he could dare take such a step. Thinking so, he left the room without even shaking the young man's hand.

XIV. Vocabulary activation exercises:

AN ADVERTISEMENT, TO ADVERTISE SOMETHING, TO ADVERTISE (FOR), TO ANNOUNCE, AN ANNOUNCEMENT, A NOTICE

1. Answer these questions:

- 1) In what way can goods be advertised?
- 2) What can be gained by advertising goods?

- 3) What can be advertised for?
- 4) Do our young specialists have to find a job through an advertisement or are they given one after graduating? What is the situation in capitalist countries?
- 5) What interesting theatre announcements have you heard on the radio or read in the newspaper lately?
- 6) What announcements are made at the port (airport)?
- 7) Where would you put up a notice at your office if you wanted everybody to read it?

2. Translate:

- 1) Фирме не следовало бы рекламировать этот товар.
- 2) Это объявление о найме рабочих.
- 3) В этом журнале много рекламы.
- 4) Если бы дело было спешным, мы бы дали объявление по радио.
- 5) Этот товар везде рекламируется.
- 6) Вы не возражаете, если мы дадим объявление о найме нового секретаря?
- 7) Вам не следовало здесь курить. Разве вы не видели объявления?
- 8) День экзамена уже объявлен?
- 9) Было объявлено, что конференция состоится в среду.
- 10) Я предлагаю сделать объявление о собрании сейчас же.

3. Complete:

- 1) The sellers would advertise the goods if ... (not to be in demand).
- 2) They would have advertised for workers if ... (to need).
- 3) I want him to announce ... (to put off).
- 4) Suppose you want to exchange Russian lessons for English, ... (to place an advertisement)?
- 5) He suggests ... (to look up a notice).
- 6) If you want more people to take part in the outing ... (to make announcement).
- 7) If they wanted workers ... (to advertise for ...).

TO GIVE PROOF, TO PROVE SOMETHING, TO PROVE TO BE

1. Translate:

- 1) Можете ли вы доказать _____ что на него можно положиться?
_____ это?

- 2) Я легко могу доказать вам _____ преимущества нового метода.
_____ что это дело спешное.

- 3) Вам следовало доказать _____ что эти замечания стоит обсудить.
_____ что ваши доводы убедительны.

- 4) Я хочу, чтобы вы дали какие-либо доказательства _____ этого.
_____ что ничего не было перепутано.

2. Make up sentences of your own and translate some of them into Russian:

Model: He proved to be
— a good specialist.
— quite skilled.

The young man		to prove to be	up to the mark
The play			an inventor
The arrangement			sensible
The painter			a devoted friend
The newcomer			a reserved person
			a failure.
			strong-(weak-) willed

3. Translate:

- 1) Результаты оказались выше всяких похвал. 2) Доводы оказались вполне убедительными. 3) Он оказался человеком сильной воли.

VALUABLE, VALUE

1. Make up sentences of your own:

- 1) to be up to the mark — to be valuable
- 2) to discover — to be of great value
- 3) to be of no value — to remove
- 4) valuable information — to make use of

2. Translate:

- 1) В этом журнале обычно публикуется много ценных сведений.
- 2) Картина оказалась очень ценной, не правда ли? 3) Это изобретение представляет большую ценность для науки. 4) Мне кажется, вы не понимаете значения свежего воздуха для вашего здоровья. 5) Статья не представляет для меня никакого интереса (ценности).

TO BE (REMAIN, GROW) INDIFFERENT (TO)

1. Use synonyms:

- 1) The girl did not have any feeling for the young man. 2) After her illness she lost interest in everybody and everything around. 3) How can you go on with your work and not listen when that pianist is playing? 4) The travellers did not pay any attention to the cold.

AT THE RISK OF SOMETHING, RISKY, TO RISK SOMETHING

1. Make up situations of your own:

- 1) to risk catching cold — to try to persuade
- 2) to consider something risky — to give up
- 3) to risk one's life — to succeed
- 4) at the risk of one's health — (not) to put up with

2. Translate:

- 1) Он спас мальчика, рискуя собственной жизнью. 2) Вам не следует рисковать своим здоровьем. 3) „Я считаю эту операцию слишком рискованной“, — сказал профессор.

TO ADMIT

1. Translate and use in situations of your own:

1) I admit I was wrong. 2) He had to admit that his work was not up to the mark. 3) Everybody admitted the advantages of the new arrangement but nobody wanted to change the present situation. 4) Only three young men were admitted to the art school.

2. Make up sentences of your own:

- 1) to admit — to do something occasionally
- 2) to admit — to do something of one's own free will
- 3) to admit — a change for the worse
- 4) to fail in an examination — not to be admitted

3. Translate:

- 1) Они признали, что не следовало настаивать на этом решении.
- 2) Если бы его знания соответствовали требованиям, его приняли бы в институт.
- 3) Он признает, что ему следует извиниться.

TO TREAT SOMEBODY (SOMETHING), TO TREAT SOMEBODY FOR AN ILLNESS, TREATMENT, A TREATMENT FOR, TO TAKE TREATMENT, TO TREAT SOMEBODY TO SOMETHING

1. Answer these questions:

- 1) Should a school teacher treat all the children in his class alike? Give your reasons.
- 2) Would you treat a boy or a girl of sixteen as a child? Would it do him (her) good to be treated that way?
- 3) Would you rely on a person who treats things lightly? Why not?
- 4) On what occasion would you treat your friends at a restaurant?
- 5) Should you pay the bill if you are treated to a dinner at a restaurant?
- 6) Do people usually take treatment at holiday homes?
- 7) Where can people take treatment during a holiday?
- 8) In what part of the Soviet Union can people be most successfully treated for heart-trouble?
- 9) What is the best proof of the value of a certain treatment?

2. Translate:

- 1) Он относится к ней, как к родной дочери.
- 2) К таким вопросам следует относиться серьезно.
- 3) Было бы лучше, если бы вы обращались с ним, как с взрослым человеком.
- 4) Он всё еще лечится после операции.
- 5) Она не выздоровела бы без этого лечения.
- 6) Если бы ты обращался с книгами как следует, Анна дала бы тебе свой учебник.
- 7) Если бы ты себя хорошо вел, я бы угостила тебя мороженым.

FRIENDLY, IN A FRIENDLY WAY

1. Choose the correct word:

- 1) At first Pusher looked quite (friendly, in a friendly way), and treated the boys (friendly, in a friendly way).
- 2) The teacher never spoke to the

Kelveys (friendly, in a friendly way). 3) Colonel Green saw Linda and the young man discussing something (friendly, in a friendly way).

2. Use the English equivalents of the following in sentences of your own: дружеское пожелание, дружеская улыбка, дружеское приветствие.

3. Translate:

1) Он оказался вполне дружелюбно настроенным. 2) Он обращался с нами по-дружески. 3) Его улыбка была дружелюбной. 4) Я предлагаю уладить дело дружеским путем.

XV. Answer the following questions using the active vocabulary of the lesson:

- A. 1. The Burnell children were friendly with their schoolmates, weren't they? Did they treat the little Kelveys in the same friendly way?
2. Do you think the Kelvey girls remained indifferent to the stories of the beautiful doll's house? Was it a bitter disappointment for them to realize that they would not be invited?
3. What do you think Kezia told Aunt Beryl after the poor girls left the courtyard? Did she try to invent something to avoid punishment or did she tell Aunt Beryl everything frankly? Did Kezia admit that she was to blame?
- B. 1. Why did Frank Cowperwood want to master mathematics? Do you think he intended to invent a machine?
2. What kind of businessman did Frank want to be? Do you think he intended to keep the law in his future business operations?
3. Do you think Frank soon mastered the laws of finance? Would he have succeeded in business if he hadn't done so?
- C. 1. Can one become an inventor without mastering the subject one has chosen?
2. What should one do to master a subject?
3. Do you think inventors are always successful in their work? Do they have to put up with some bitter moments?
4. How would you behave if your invention failed?
5. Would you accept friendly advice or would you turn it down?

XVI. Make up sentences of your own using the word combinations given below:

to be of (no, great, little) interest to ...
to be of (no, great, little) importance to ...
to be of (no, great, little) use to ...
to be of (no, great, little) value to ...

XVII. Fill in the blanks with prepositions or adverbial particles if necessary and retell the text:

FREE AT LAST

"What is life ... a man? It is ... no value ... him, if he cannot call the woman he loves his wife, if he has no right to bring ... his own child, if he cannot have a will ... his own ... the risk ... being treated like a dog!" These thoughts were passing ... George's mind as he watched his wife put ... the man's suit ... which she intended to make the risky journey. "Well," he said, "you look ... a pretty (хорошенький) young fellow. I think even people who have known you ... years will hardly recognize you ... the disguise. I wonder if Harry is ready. The carriage should be here ... a few minutes."

The door opened to let ... a respectable old woman ... little Harry ... her side. "I've heard," said the woman, "there's an advertisement ... a runaway mulatto, and captains down ... the port have been warned ... a man ... a woman and a little boy." The carriage had now pulled ... the door and the friendly Smiths ... whose house they had been staying crowded around George and his wife to say good-bye ... them. Everybody found that they were all ... recognition, perfectly made-up and disguised.

Everything was quiet ... the port. ... an indifferent air the captain watched the passengers coming ... board ... the boat. George was paying the fares when fragments ... conversation reached ... his ears. "I've watched everyone ... the passengers," a man was saying, "I am sure they haven't come aboard." "You would hardly tell the woman ... a white one," said his companion, "and the man is branded on one ... his hands."

The hand ... which George was holding the tickets trembled slightly, but he calmly looked ... the speaker and walked ... an indifferent air ... the other side ... the ship. Eliza was already waiting ... him. There came the signal ... the departure and George saw the two men hurry ... The ship sailed Canada.

(From the novel *Uncle Tom's Cabin* by Harriet Beecher-Stowe)

XVIII. Choose the correct words from those given in brackets:

1. It is nearly impossible to find the man in the exhibition hall. You should make (an advertisement, an announcement, a notice) that Mr. Smirnov is wanted in the office.
2. I don't think we should go beyond this (announcement, advertisement, notice). Don't you see it says "private"?
3. "You shouldn't feel discouraged about the loss of your dog," Jane said to her aunt. "If you place (an announcement, an

- advertisement, a notice) in a newspaper, I'm sure you'll get it back soon."
4. The director explained to the new assistant that he should pay special attention to (announcements, advertisements). "The goods will not find a good market unless they are properly (to advertise, to announce)," he added.
 5. There is a lot of time yet and you needn't worry about anything. Just sit quietly and wait till the time of departure is (to advertise, to announce).
 6. "There is no reason to buy tickets now," said Ann, "I've just heard (an advertisement, an announcement) that the company doesn't arrive until next week."
 7. Though the performance widely (to advertise, to announce) for two weeks, tickets are still easy to get.

XIX. Make up situations of your own using the following words and word combinations:

- A. 1) to advertise for
to engage
to find out
to prove to be
an inventor
valuable
- 2) bitterly cold
to save
at the risk of
to remain alive
to fall seriously ill
- 3) to take treatment
to run into
to persuade
to treat to
to have a friendly talk
- 4) to make an invention
to consider
to find fault with
to admit
to be valuable
- B. 5) (On the basis of lesson 8 "A Future Businessman")
at the risk of
to break the law
valuable information
- an advertisement
risky
- 6) (on the basis of lessons 11, 12 "The Serenade")
to be indifferent to ...
to find a teacher
through an advertisement
- in a friendly way
to risk the money
to prove to be
- 7) (on the basis of lesson 14 "At the Restaurant")
to look friendly
to feel like
to invent a story
to suggest
- to treat somebody to something
to prove to be

XX. Translate into English in writing:

В январе 1870 г. москвичи могли видеть на улицах города афиши, сообщавшие о том, что скоро состоится спектакль „Эмилия Галотти“ (Emilia Galotti) со знаменитой актрисой Медведевой в одной из главных ролей. Этот спектакль не нуждался в особой рекламе. Даже если бы имени Медведевой не было в афишах, московские театралы всё равно ожидали бы его с нетерпением; роль Эмилии должна была исполнять Федотова, которая уже долгое время была одной из самых популярных актрис Малого театра.

Однако незадолго до спектакля Федотова заболела.

В это время у Медведевой гостила одна из учениц театрального училища. Она предложила дать роль Эмилии одной из её подруг по фамилии Ермолова, которая, как она говорила, сможет сыграть вместо Федотовой, не испортив спектакля.

„Вы не должны беспокоиться, — убеждала девушка Медведеву, — если бы Маше разрешили сыграть Эмилию, ей не пришлось бы даже учить роль. Она давно ее знает“.

Сначала Медведева колебалась, отложить ли спектакль или пойти на риск и дать эту труднейшую роль молодой неопытной ученице, но, наконец, она решила, что ей следует примириться с создавшимся положением. Вопрос был решен и была назначена репетиция (a rehearsal).

Медведева писала потом, что, когда она увидела, как Ермолова выбежала на сцену и услышала, как она сказала первые слова своим низким голосом, она поняла, что ей действительно не следовало беспокоиться. Кто мог оставаться равнодушным при виде этого лица, при звуке этого голоса! Перед ней была настоящая актриса.

Вскоре Ермолова была принята в Малый театр.

SPEECH EXERCISES

XXI. Retell the text:

- as it is
- without details (in 2—3 minutes' time)
- in the person of George (Mr. Wilson, a man from the crowd or the owner of the inn)

XXII. Dramatize the following scenes from the text using the words given in brackets:

- The guests of the hotel discussing the advertisement (to advertise, an advertisement, intelligent, reliable proof, to invent, valuable)

b) George speaking to Mr. Wilson

(I beg your pardon, in private, the laws, to risk, to treat, to do well, to admit, beyond recognition)

XXIII. Characterize using the words given below:

George: good-looking, tall, well-built, honest, reliable, a sense of responsibility, strong-willed, intelligent, by nature, to have the courage, not to give in, not to be able to remain indifferent, to risk one's life, to prefer.

Mr. Wilson: short, stout, well-dressed, features, plain, short-sighted, to wear glasses, shy, awkward, frank, honest, pleasant to deal with, to treat, in a friendly way.

George's former master: cruel, by nature, unpleasant to deal with, to treat, to look upon ... as, to be indifferent, to make profits, to make money out of, dishonest.

XXIV. Make up short stories of your own using some of the words and word combinations given below:

1. At the World Youth Festival

in spite of ...	to meet
at the expense of ...	to shake hands
at the risk of ...	friendly
of one's own will	to treat
an event	in a friendly way
remarkable	to come to know
to devote	a representative
to mix together	to represent
to look forward to ...	

2. Foreign Students at Soviet Institutes

to be admitted	friendly, in a friendly way
the advantages of ...	at one's disposal
to devote	to arrange
to take a great interest in	to gain knowledge
to take a course of ...	to master
of one's own will	as a result
to choose	
to offer every opportunity	

3. The Life Story of a Young Man

to be brought up	to make great progress
to get interested in	to read an advertisement
to encourage	to be of great value

to make use of . . .	to invent
to come to know	to prove
to gain experience	to respect
to master one's profession	to devote one's life to . . .
to make suggestions	

XXV. Read this story at home and discuss it in class (See questions following the story):

ARRANGEMENT IN BLACK AND WHITE

(by D. Parker)

The woman crossed the crowded room, caught hold of her host's¹ arm and took him along with her.

"Now I got you!" she said. "Now you can't get away!"

"Why, hello," said her host. "Well. How are you?"

"Oh, I'm fine," she said. "Just simply fine. Listen, I want to meet Walter Williams². Honestly, I just can't be indifferent to that man. Oh, when he sings! Well, I said to Burton, 'It's a good thing for you Walter Williams is colored³, 'I said, 'or you'd have lots of reason to be jealous⁴. 'I'd really love to meet him. I'd like to tell him I've heard him sing. Will you be an angel⁵ and introduce me to him?"

"Why, certainly," said her host. "I thought you'd met him already. The party is for him as a matter of fact. But where is he?"

"He's over there by the bookcase," she said. "Let's wait till those people finish talking to him. Well, I think you're simply wonderful, having him meet all these white people, and all. Doesn't he appreciate your kindness?"

"I hope not," said her host.

"I think it's really awfully nice of you," she said. "I do, I don't see why it isn't perfectly all right to meet colored people. I haven't any feeling at all about it. Burton — oh, he's just the other way. Well, you know he comes from Virginia⁶, and you know how they are there."

"Did he come tonight?" said her host.

"No, he couldn't," she said. "I'm a regular grass widow⁷ tonight. 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 many arguments about colored people. I often get angry talking to him. But I must admit Burton is much broader-minded⁸ than lots of these Southerners.⁹ He's really awfully fond of colored people. Well, he says himself, he wouldn't have white servants. He says he hasn't got a word to say against colored people as long as they keep their

place. He's always doing things for them — giving them clothes and I don't know what. The only thing he says, he says he wouldn't face one at table for a million dollars. 'Oh,' I say to him, 'you make me sick, talking like that. I'm just terrible to him. Am I not terrible?'

"Oh, no, no, no," said her host. "No, no."

"Now this Walter Williams," she said. "I think a man like that's a real artist. I do, and I don't mind his color. I honestly think if a person's an artist, nobody should try to avoid meeting him. We should value such people. That's 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 risk it because Burton would feel awfully hurt. 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? Shall I shake hands? Or what?"

"Why, do whatever you want," said her host.

"I guess maybe I'd better," she said. "I wouldn't for the world have him think I had any feeling. I think I'd better shake hands, just the way I would with anybody else."

They reached the tall young Negro, standing by the bookcase. The host performed introductions; the Negro bowed.

"How do you do?" he said.

The woman held out her hand at the length of her arm and held it so for all the world to see, until the Negro took it, shook it, and gave it back to her.

"Oh, how do you do, Mr. Williams," she said. "I've just been saying I've enjoyed your singing so awfully much. I've been to your concerts. Oh, I just enjoy it!"

She spoke very loudly and clearly like one speaking to a deaf man.

"I'm so glad," he said.

"Well, what are you doing now?" she said. "Are you still keeping up your singing? Why don't you have another concert, some time?"

"I'm having one the sixteenth of this month, it's been announced," he said.

"Well, I'll be there," she said. "I'll be there, if I possibly can. Oh, who's that girl in white? I've seen her somewhere."

"That's Katherine Burke¹⁰," said her host.

"Good Heavens," she said, "is that Katherine Burke? Why, she looks quite different off the stage. I thought she was much better-looking. I had no idea she was so terribly dark. Why, she looks almost like — oh, I think she's a wonderful actress, don't you think, Mr. Williams?"

"Yes, I do," he said.

"Oh, I do, too," she said. "Just wonderful. Well, we must give someone else a chance to talk to you. Now, don't forget, Mr. Williams, I'm going to be at that concert if I possibly can. Don't you forget."

"I don't," he said. "Thank you so much."

The host took her arm and piloted her into the next room.

"Oh, my dear," she said. "I nearly died! Honestly, I give you my word. Did you hear that terrible break I made? I was just going to say Katherine Burke looked almost like a nigger. I just caught myself in time. Oh, do you think he noticed?"

"I don't believe so," said her host.

"Well, thank god," she said, "because I wouldn't have treated him badly for anything. Why, he's awfully nice. Nice manners, and everything. I felt just as natural as I would with anybody. But honestly, I could hardly keep a straight face. I kept thinking of Burton. Oh, wait till I tell Burton I called him 'Mister'!"

Questions:

1. Who was Walter Williams? Why was the party given for him?
2. What kind of man was Burton? What part of the USA did he come from? How can you characterize the man?
3. Why did the lady say that her husband was "much broader-minded than lots of these Southerners"? What did she mean by it?
4. What did the lady mean by saying "I haven't any feeling at all about it"? Why did she keep repeating it?
5. Why did the lady hold out her hand for all the world to see? What did she want to demonstrate?
6. Why did the lady want the singer to remember that she would come to his concert?
7. What did she mean by saying she made a break when talking about Katherine Burke?

NOTE:

- | | |
|---|--|
| 1. a host [houst] | хозяин |
| 2. Walter Williams [ˈwɔltə
ˈwɪljəmz] | |
| 3. colored | цветной, негр (colored аме-
риканское правописание,
ср. с английским coloured) |
| 4. jealous [ˈdʒeələs] | ревнивый |
| 5. an angel [ˈeɪndʒəl] | ангел |
| 6. Virginia [vəˈdʒɪ:niə] | Виргиния, один из южных
штатов США |
| 7. a regular grass widow | настоящая соломенная вдова |

- | | |
|-------------------------------------|--------------------------------|
| 8. broader-minded | человек более широких взглядов |
| 9. Southerner ['sʌðənə] | житель южных штатов США |
| 10. Katherine Burke ['kæθrɪn 'bɜ:k] | |

XXVI. Speak on events exposing race discrimination in the U. S. A.

XXVII. Read and translate the text, using the dictionary. Have a discussion in class:

THE UNITED STATES OF AMERICA (THE U.S.A.)

The United States of America is situated in the southern part of North America. The area of the U.S.A. is much larger than that of capitalist Europe, but almost three times smaller than that of the U.S.S.R.

The territory of the United States is extremely rich in minerals. The reserves of coal are estimated at 3200 billion tons which is more than half the reserves of the whole capitalist world. The reserves of oil (petroleum as the Americans call it) are not so large as those of coal. The U.S.A. has also large deposits of iron ore and non-ferrous metals.

As regards the scale of output and the export of capital and manufactures, the U.S.A. is far superior to any other capitalist country. The structural composition of the U.S. industry shows a marked preponderance of heavy industry, namely mining, iron and steel, machine-building and chemical industries. Many branches of light industry are highly developed, too, among them are the textile, food, wood-working, tanning and shoe industries.

Since World War II the production of armaments has greatly risen. The U.S.A. is bent on using atomic energy essentially for purposes of destruction and not for creative work where it could be highly beneficial to mankind.

In spite of the immense industrial development of the United States, agriculture here retains an extremely important role. Besides machinery, automobiles and other industrial manufactures, the U.S. exports include agricultural produce, especially cotton. The more widespread cereal crops are wheat and maize (corn as the Americans call it). The main maize region, which lies to the South of the Great Lakes, is at the same time the chief meat producing area.

Unlike Britain, the U.S.A. exports much more than it imports. The excess of exports over imports has reached a high level since World War II. Alongside with factory manufactures (automobiles, machinery, chemicals, munitions) the U.S.A. exports

include as an important component raw materials, semi-manufactured goods, food-stuffs. The U.S. imports include raw materials (rubber, copper, oil) and certain food-stuffs, such as coffee, cocoa, sugar and tropical fruits.

The U.S.A. is a country of giant trusts and concerns manipulating huge funds. Big capital is the dominating economic and political force in the country. The press and radio are almost entirely in the hands of the monopolies enabling them to mould public opinion and to determine the home and foreign policy of the government. The internal policy of the U.S. government aims at suppressing the progressive forces of the country. The Communist party and other organizations and people fighting for a peaceful democratic America are persecuted. One of the most hideous features of the U.S. social system of race oppression is the discrimination against Negroes and Indians.

World War II proved extremely profitable for the U.S.A. Of all the capitalist powers it was the only one to emerge from the war economically stronger. With a greater persistency than ever before, the United States has been striving to invest its capital abroad and to seize new markets for its industrial manufactures. Under the guise of "economic aid" it is enslaving other countries.

The expansion of American capital goes hand in hand with military and political expansion. The U.S.A. has war bases in many parts of the world, and makes a practice of interfering in the internal affairs of other countries. But America's aspirations to world supremacy find an obstacle in the growing international influence of the U.S.S.R., in the freedom-loving policy of the countries which have escaped from the control of the colonial powers and in the will of the ordinary people of all countries including America itself.

Подписано в печать 15/1-92. Формат 60×88^т/16. Бумага офсетная. Печать офсетная.
Репринт. Усл. печ. л. 19,05. Уч.-изд. л. 18,89. Тираж 400 000. Зак. 1707. Цена договорная.

МП «Фирма АРТ», 105275, пр-т Буденного, д. 25, кв. 104. При участии МП «МАР» и
кооператива «Формула-комби».

Московская типография № 4 Министерства печати и информации РФ.
129041, Москва, Б. Переяславская, 46.