

Э. С. Дудорова

РАЗГОВОРНЫЙ АНГЛИЙСКИЙ

ПРАКТИЧЕСКИЙ КУРС



INTERMEDIATE & UPPER INTERMEDIATE

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Учебное пособие адресовано тем, кто желает систематизировать имеющиеся знания английского языка и совершенствовать навыки речевого общения.

В основу пособия положен тематический принцип. Каждый из 19 разделов содержит текст, словарь, включающий выражения, микродиалоги и развернутые диалоги, лексические, грамматические, речевые упражнения, а также грамматический справочник. Каждые три (конечные — четыре) раздела завершаются обзорным тестом на проверку усвоения лексического и грамматического материала по данным разделам.

Система упражнений, предназначенных для работы над определенной темой, разработана с учетом коммуникативной направленности пособия. Принцип коммуникативности сохранен и в большинстве грамматических упражнений, что дает возможность тренировать заданную языковую модель в естественных речевых условиях.

Учебный материал и система упражнений помогут учащимся преодолеть барьер в речевом общении и повысить уровень владения английским языком.

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ПРЕДИСЛОВИЕ

Учебное пособие адресовано тем, кто желает систематизировать имеющиеся знания английского языка и совершенствовать навыки речевого общения.

Курс рассчитан на 180 аудиторных часов.

В основу пособия положен тематический принцип. Каждый из 19 разделов содержит текст, словарь, включающий выражения, микродиалоги и развернутые диалоги, лексические, грамматические, речевые упражнения, а также грамматический справочник. Каждые три (конечные — четыре) раздела завершаются обзорным тестом на проверку усвоения лексического и грамматического материала по данным разделам.

Система упражнений, предназначенных для работы над определенной темой, разработана с учетом коммуникативной направленности пособия. Принцип коммуникативности сохранен и в большинстве грамматических упражнений, что дает возможность тренировать заданную языковую модель в естественных речевых условиях.

Большая часть упражнений ориентирована на работу в парах. При повышенной трудности предпочтителен режим «преподаватель-студент», который может заменяться режимом «студент-студент», если возникнет необходимость повторно выполнить задание.

При разработке системы заданий и упражнений первостепенная роль в пособии отводится принципу ситуативности, который рассматривается как важный фактор, стимулирующий речевую деятельность студента.

Учебное пособие предусматривает работу по развитию как монологической, так и диалогической речи; последней отдается предпочтение. Обучение монологической речи проводится на микротекстах основного и дополнительных текстов раздела и реализуется в следующих заданиях: «опишите», «сравните», «назовите», «перечислите» и др. Тематика текстов затрагивает круг повседневных интересов учащегося, поэтому, усвоив содержащуюся в текстах информацию, он сможет свободно и спонтанно высказываться на заданную тему.

Для обучения диалогической речи используются прежде всего серии тематических диалогов. Они сопровождаются заданием *Situational exercises to the short dialogues*, направленным на интенсивную тренировку речевых оборотов в предлагаемых ситуациях.

В пособие включен грамматический материал. Грамматические сведения даются небольшими «порциями» с одновременной практической отработкой. Большинство упражнений этого раздела составлено также с учетом коммуникативной направленности.

При системном изложении грамматического материала в поле зрения оказываются структуры, которые составляют принадлежность письменной речи. Их употребление иллюстрируется одним-двумя примерами. Те грамматические явления из данной системы, которые представляют интерес для процесса коммуникации, отрабатываются в упражнениях речевого характера.

В учебном пособии имеется также таблица форм неправильных глаголов, встречающихся в текстах, диалогах и упражнениях.

Автор надеется, что учебный материал и система упражнений помогут обучающимся преодолеть барьер в речевом общении и повысить уровень владения английским языком.

Unit

ONE

Conversation: About Myself and My Family. Greetings

Grammar: The Verb *to be*. Personal and Possessive Pronouns; the Possessive Case of Nouns

Text

Read the text.

About Myself and My Family

Let me introduce myself. I am John Brown, an Englishman. I am twenty-five years old. By profession I am a doctor. I work at a large hospital in London. I am single.

Our family is large. We are six: my father, my mother, my grandmother, my brother, my sister and me. We all live together. My parents are not old. My father, George Brown, is fifty-five; and my mother, Jane Brown, is fifty-two. My father is a manager of a big plant. My mother does not work, she is a housewife. My grandmother, Katherine Smith, is a pensioner. She helps my mother to keep house.

My brother's name is Michael. He is a young scientist. We are twins. Mary, our sister, is five years younger than we are. She is twenty and she studies literature at the University of London at the Faculty of Arts. She is a third-year student.

My sister is unmarried. My brother Michael is going to get married this summer. His bride, a nice young woman, is a musician. Her name is Elizabeth. As to me, I am a confirmed bachelor.

We live in a two-storeyed cottage in the suburb of London.

Words and Expressions

to introduce [ˌɪntrəˈdjuːs] somebody to somebody — представить кого-л. кому-л., познакомить

large [lɑːdʒ] — большой

to be single [ˈsɪŋɡl] — быть не замужем, неженатым

We are six. — Нас (в семье) шестеро.

a manager ['mænidʒə] — управляющий, менеджер
 a housewife ['haus,waɪf] — домашняя хозяйка
 Katherine ['kæθərɪn] — Катрин
 to keep house — вести хозяйство
 Michael ['maɪkl] — Майкл
 a scientist ['saɪəntɪst] — ученый
 twins [twɪnz] — близнецы
 literature ['lɪtrətʃə] — литература
 a Faculty of Arts ['fækəltɪv'a:ts] — факультет гуманитарных наук
 a third-year student ['θɜ:d'jɜ:'stju:dənt] — студент(ка) третьего курса
 to be going to do something — собираться (что-л. делать)
 to get married ['mæɪd] — жениться (выходить замуж)
 a bride [braɪd] — невеста
 summer ['sʌmə] — лето
 a musician [mju:'zɪʃən] — музыкант
 Elizabeth [ɪ'lɪzəbəθ] — Элизабет
 as to me — что касается меня
 a confirmed bachelor ['bætʃələ] — типичный холостяк
 two-storeyed [-'stɔ:ɪd] — двухэтажный
 a suburb ['sʌbɜ:b] — пригород

Exercises

I. A. Answer the questions to the text.

1. Is the Browns family large or small? How many are they? 2. How old is the father? 3. How old are the twins? 4. Who is a housewife? 5. What is George Brown? 6. What is the grandmother's name? 7. How old is Mary? Is she married? 8. Who is going to get married? 9. Who is a musician?

B. On the basis of the questions given above ask indirect questions beginning with the words *Tell me, please* (Скажите мне, пожалуйста).

Помните, что такая форма вопроса не является собственно вопросом, поэтому обратный порядок слов, свойственный вопросительным предложениям, преобразуется в этом случае в прямой, как в утвердительных предложениях. При этом элементом (т. е. союзом или союзным словом), соединяющим косвенный вопрос к фразе *Tell me, please*, будет то слово, которое являлось вопросительным словом специального вопроса; преж-

ние общие вопросы присоединяются союзом *if*, который соответствует русской частице «ли».

Model 1: How old is your sister? → Tell me, please, how old your sister is.
(Скажите, пожалуйста, **сколько** лет вашей сестре.)

Model 2: Is your family large? → Tell me, please, if your family is large.
(Скажите, пожалуйста, большая **ли** у вас семья.)

Если вопрос задается к подлежащему (4, 8, 9), то при его переводе в косвенный вопрос сохраняется прежний порядок слов, который в этом типе вопросов не меняется, поскольку изначально он был прямым. Например: *Who is a young scientist? Tell me, please, who is a young scientist.* Скажите, пожалуйста, кто (из них) молодой ученый.

II. Name all the people of the Browns family. Mention their age and profession. Use the model given below:

John Brown is twenty-five (years old). He is a doctor. His brother's name is...

III. Express your surprise at what you hear.

Model: T.: John Brown is a doctor.
St.: Indeed? (В самом деле?)
T.: He is.

1. He is a confirmed bachelor. **2.** His sister is a third-year student. **3.** They are friendly. **4.** Michael is going to get married this summer. **5.** His bride is a musician. **6.** Mary is only twenty. **7.** John Brown's father is a manager. **8.** His mother is a housewife. **9.** They are young. **10.** The brothers are twins. **11.** Their house is in the suburb of London. **12.** It is a two-storeyed cottage.

IV. Describe the Browns family in detail.

Additional Words

relative [ˈrelatɪv] — родственник

relationship [rɪˈleɪʃnʃɪp] — родство

a son [sʌn] — сын

a daughter [ˈdɔ:tə] — дочь

a cousin [ˈkʌzn] — двоюродный брат (кузен), двоюродная сестра (кузина)

a grandson ['græn,sʌn] — внук
 a granddaughter ['græn,dɔ:tə] — внучка
 grandchildren ['græn,tʃɪldrən] — внуки
 a husband ['hʌzbənd] — муж, супруг
 a wife [waɪf] — жена, супруга
 a great-grandfather ['greɪt'græn,fɑ:ðə] — прадед
 a niece [ni:s] — племянница
 a nephew ['nefju:; 'nevju:] — племянник
 a father-in-law [...ɪn'lo:] — тесть, свекор
 a mother-in-law — теща, свекровь
 an aunt [ɑ:nt] — тетя
 an uncle ['ʌŋkl] — дядя
 a bridegroom (a groom) ['braɪd,grʊm] — жених
 divorce [dɪ'vɔ:s] — развод; разводиться
 to be divorced — быть в разводе

V. Name the ties of relationship spoken about using the given models.

Model 1: T.: Who is your mother's sister?
 St.: My mother's sister is my aunt.

Who is your...

father's brother?
 aunt's daughter?
 sister's daughter?
 brother's son?
 wife's (husband's) mother?
 husband's (wife's) father?
 mother's daughter?
 father's son?

Model 2: T.: Who is an aunt?
 St.: An aunt is a sister of one's father (mother).

Who is...

an uncle?
 a niece?
 a nephew?
 a cousin?
 a father-in-law?
 a mother-in-law?

VI. Match the definition from the right part to the notion given on the left.

- | | |
|-------------------------|---|
| 1) a confirmed bachelor | a) a man or woman who is not married |
| 2) single | b) the daughter of your stepfather or stepmother |
| 3) a half sister | c) a woman who is going to get married |
| 4) a fiancée | d) the process of making a child legally part of your family |
| 5) adoptive parents | e) your brother or sister |
| 6) a stepsister | f) the daughter of your husband or wife who is not your child |
| 7) a sibling | g) a man who does not ever intend to get married |
| 8) a stepdaughter | h) a female person who has either the same mother or the same father as you |
| 9) adoption | i) the son or daughter of your husband or wife from a previous relationship |
| 10) a stepchild | j) people who have adopted a child |

VII. Give the English equivalent for each Russian word.

Падчерица, отчим, теща, единокровная сестра, шурин, приёмные дети, мачеха, сводный брат, зять, братья и сестры, свекровь, невестка.

VIII. Say it in English.

1. У меня хорошие родственники. **2.** Моя сестра не замужем, но она собирается выйти замуж летом. Ее жених врач, ему 25 лет. **3.** Нас в семье 5 человек. Мы с сестрой близнецы. Наши родители музыканты. **4.** Моя бабушка пенсионерка, а дедушка — нет. **5.** Мой двоюродный брат женат. Его жена — преподаватель. Этим летом они собираются поехать в Лондон. **6.** Моя двоюродная сестра — студентка гуманитарного факультета университета. **7.** Мою племянницу зовут Мария, ей 15 лет. Она очень хорошая девочка. **8.** Моему племяннику всего 3 года. Его зовут Александр. **9.** Наша семья большая, и мы все дружны.

REMEMBER how to ask questions about a person's name, age and profession and how to answer them.

What is your name?
Как вас зовут?
How old are you?
Сколько вам лет?

My name is Ann.
Меня зовут Анна.
I am twenty-five (years old).
Мне двадцать пять (лет).

What are you?	I am an engineer.
Кто вы по профессии?	Я инженер.
Are you married?	Yes, I am. (No, I am not.)
Вы женаты (замужем)?	Да. (Нет.)
Is your husband a student?	No, he is not, he is a programmer.
Ваш муж студент?	Нет, он программист.

IX. A. You are going to get married. Tell your relatives about your bride (bridegroom).

B. Write at least six questions that your parents could ask you about your bride (bridegroom).

C. What could your friends ask you about when they learnt that you were getting married?

X. To get acquainted with one another ask the person next to you his (her) name, age, profession and learn some other information you are interested in.

XI. Tell your partner about your family or your friend's family.

Grammar

THE VERB *TO BE* (БЫТЬ, НАХОДИТЬСЯ, ЯВЛЯТЬСЯ)

Forms of the Verb *to be* in the Present,

Past and Future Simple Tense

(Формы глагола *to be* в настоящем, прошедшем и будущем простом времени)

Present to be			Past to be		Future to be	
I	He, she, it	We, you, they	единственное число		множественное число	I, we
	am	is	are	was	were	shall be
						will be
						остальные лица

1. Last year (в прошлом году)	2. Now (теперь, сейчас)	3. Next year (в следующем году)
I was in France. [fra:ns]	I am in England.	I shall (will) be in America ¹ .
He was in France.	He is in England.	He will be in America.
She was in France.	She is in England.	She will be in America.
It was in France.	It is in England.	It will be in America.
We were in France.	We are in England.	We shall (will) be in America.
You were in France.	You are in England.	You will be in America.
They were in France.	They are in England.	They will be in America.

Exercises

I. Put in the verb *to be* in the appropriate form. The meaning of the new words is given below.

1. My sister ... twenty-two years old. She ... married. **2.** My grandparents ... pensioners. **3.** This woman ... a housewife. **4.** Yesterday the day ... fine. Now it ... windy. **5.** Tomorrow my husband ... at home. **6.** We ... glad to meet you here. **7.** My school friend ... a confirmed bachelor. **8.** His brother ... unmarried, but he ... happy. **9.** Yesterday everybody ... at the conference, but you ... not. **10.** Next summer I ... in the Crimea, my friends ... in the Caucasus. **11.** Now we ... at the English lesson and we ... ready to speak English.

yesterday [ˈjestədeɪ] — вчера

fine — прекрасный

windy [ˈwindi] — ветреный

tomorrow [təˈmɒrəʊ] — завтра

at home — дома

to be glad — быть довольным

to meet — встречать

here [hɪə] — здесь

happy [ˈhæpi] — счастливый

¹ Следует иметь в виду, что в современном английском разговорном языке вспомогательный глагол *shall* вытесняется глаголом *will*, поэтому допускаются формы *I will, we will*.

everybody [ˈevriˌbɒdi] — каждый, все
the Crimea [kraɪˈmiə] — Крым
the Caucasus [ˈkɔːkəsis] — Кавказ
a lesson [ˈlesn] — урок
to be ready [ˈredi] — быть готовым
to speak [spiːk] — говорить

REMEMBER!

Shan't [ʃɑːnt] — краткая форма от *shall not*.

Won't [wəʊnt] — краткая форма от *will not*.

II. Use the short form of the verbs *shall* and *will* in the negative sentences.

1. I shall (will) not be at the University tomorrow. **2.** We shall (will) not be here at 10 o'clock. **3.** My wife will not be at home in the evening. **4.** Our friends will not be at the theatre. **5.** We shall (will) not be at the conference.

III. Say that the information given below does not concern other people.

Model: T.: We are at the English lesson now.

(But two students / to be ill)

St.: But two students aren't at the lesson, they are ill.

1. Yesterday I was at home. (But my parents / at the theatre) **2.** My friends were in the Caucasus. (But I / in the Crimea) **3.** My niece is small. (But my nephew / a schoolboy) **4.** He is a scientist. (But his friend / an engineer) **5.** She'll be a good wife for you. (But Jane / for Tom) **6.** They were good students. (But I / to be lazy) **7.** Everybody was in time. (But my friend / to be late) **8.** His brother is a musician. (But his sister / a doctor) **9.** We'll be here at 9 o'clock. (But he / at 12) **10.** My sister is married. (But my brother / to be going to get married)

IV. Read the following general questions and the answers to them. Pay attention to the structure of the interrogative sentence.

1. Are you a good student? — Yes, I am. I'm a good student.

2. Were you at the cinema yesterday? — No, I wasn't. I wasn't at the cinema yesterday.

3. Was he at home at 5 o'clock? — Yes, he was. He was at home at 5 o'clock.

4. Will you be glad to meet him? — Yes, I shall (will). I'll be glad to meet him.
5. Is your friend a good doctor? — Yes, he is. He is a good doctor.

V. Ask an additional question specifying the situation.

Model: T.: I'll be at home after classes. (late in the evening)
 St.: Will you be at home late in the evening?
 T.: I think (думаю), I shall (will).

1. We were late. (he / too) 2. The children are at school. (at the English lesson) 3. They'll be glad to meet you. (my husband) 4. His brother is a young doctor. (competent) 5. The little girl is nice. (clever) 6. The family is happy. (you) 7. He was a good engineer. (now) 8. I'll be in the office at 10 o'clock. (at 5 or later)

VI. Ask one another questions and listen to the answers.

1. Поинтересуйтесь: является ли А. хорошим студентом (другом, спортсменом, врачом, ученым и т. д.); ленив ли он; опаздывает ли иногда.
2. Узнайте: женат ли он (холост, разведен, собирается ли жениться).
3. Спросите: был ли он вчера на концерте (в кино, в театре, на стадионе, в университете, на уроке английского языка).
4. Поинтересуйтесь: будет ли он завтра утром дома (в университете в 2 часа дня, на уроке английского языка).

VII. Express your attitude to what is stated using the phrases *It's fine, It's not good, It's bad, It's a pity* (жаль).

Model: T.: Alice is a clever girl.
 St.: Is she? It's fine.

1. David is a lazy boy. 2. They are late. 3. We were there. 4. Alex is going to get married soon. 5. My friend is a confirmed bachelor. 6. Jane is ill. 7. They are good friends. 8. His parents are divorced. 9. Ellen is always busy. 10. My brother is married but he is unhappy.

VIII. Reconstruct the questions on the basis of the following answers.

1. Yes, she is. She is married. 2. No, he isn't. He is a confirmed bachelor.
3. She is twenty-five years old. 4. No, he is not a doctor, he is a programmer.

5. No, he is not a programmer. 6. Yes, he is. He is a programmer. 7. No, I am not. I am not a scientist, I am a teacher. 8. No, she is a first-year student.

Grammar

PERSONAL AND POSSESSIVE PRONOUNS

(ЛИЧНЫЕ И ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ)

Personal		Possessive — чей?	
		Простая форма	Абсолютная форма
I — я	me — меня, мне мной, мною	my — мой, моя, мое, мои	mine
You — ты	you — тебя, тебе тобой, тобою	your — твой, твоя, твое, твои	yours
He — он She — она	одушевленные him — его, ему, им her — ее, ей, ею	his — его her — ее	his hers
It — он, она, оно	неодушевленные it — его, ее	its — его, ее	—
We — мы	us — нас, нам, нами	our — наш, наша, наше, наши	ours
You — вы	you — вас, вам, вами	your — ваш, ваша, ваше, ваши	yours
They — они	them — их, им, ими	their — их	theirs

Two Forms of the Possessive Pronouns

1. This is *your* book and that is *mine*.
2. *My* room is large, *hers* is small.

my your his, her, its our their	+ существительное	mine yours his, hers ours theirs	без существительного (абсолютная форма)
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THE POSSESSIVE CASE OF NOUNS (ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ СУЩЕСТВИТЕЛЬНЫХ)

The name of my friend = My friend's name — Имя моего друга

The parents of my friends = My friends' parents — Родители моих друзей

Exercises

IX. Put in the appropriate possessive pronoun.

1. Tom has a sister. ... sister is a student. **2.** Ann has a brother. ... brother is an economist. **3.** I have a grandfather. ... grandfather is old. **4.** We have a house in the suburb. ... house is warm and light. **5.** You have a friend. Is ... friend a doctor? **6.** He speaks English. Is ... English good? **7.** This is a new word. What is ... meaning? **8.** They have a lot of friends. ... friends are not students. **9.** This is a nice dog. ... colour is unusual. **10.** English is not a difficult language. ... pronunciation is difficult.

X. A. Use the absolute form of the possessive pronoun according to the model.

Model: T.: This is *her* book.
St.: Pardon me, whose book is this?
T.: *Hers*.

1. This is her brother. **2.** These are my children. **3.** His job is interesting. **4.** Our friends are clever. **5.** Their room is small. **6.** Your English is good. **7.** Her voice is pleasant. **8.** His textbook is new.

B. Do the exercise again with your partner.

XI. Use the possessive case of the noun instead of the phrase joined with the preposition **of**.

1. The wife of his brother works at the hospital. **2.** The name of this girl is Jane. **3.** The family of my friend is large. **4.** The husband of this woman is a worker. **5.** The room of my sons is warm and light. **6.** The books of the boys are on the desk. **7.** The dog of the children is funny.

Conversational Phrases for Everyday Life

How do you do? — Здравствуй(те). (При первой встрече, знакомстве)

Hello (Hallo)! — Здравствуй. Привет!

Hi! [hai] (*Am. E.*) — Привет!

Good morning (afternoon, evening). — Доброе утро (день, вечер).

Good night. — Спокойной ночи.

How are you (getting on)? — Как поживаете? Как дела?

Fine. — Прекрасно.

Good-bye. (Bye-bye. Bye.) — До свидания.

See you tomorrow (on Sunday, later). — До завтра (до воскресенья, до скорой встречи).

Thank you. Thanks. — Спасибо.

Thank you very much. Many thanks. — Большое спасибо.

Not at all. — Не за что.

Short Dialogues

GREETINGS

Read the dialogues.

I

A.: Hello, Linda!

B.: Hi, John! How are you?

A: Fine, thank you, and you?

B.: Fine, thanks.

II

A.: Hello, Bob!

B.: Hello!

A.: How are you getting on?

B.: Everything is OK, thank you. And how about you?

A.: So-so, I'd say.

III

A.: Hello, Tom! How are things with you?

B.: Not quite well, thank you. But it's very kind of you to come.

A.: Oh, I'm glad to help you.

B.: Many thanks.

A.: It's a pleasure.

IV

A.: Mrs Brown, I'd like you to meet my brother Robert.

B.: How do you do?

C.: How do you do? How do you like London?

B.: Oh, it's a wonderful city.

II. Everything is OK. — Все хорошо (в порядке).

So-so, I'd say. — Неважно, я бы сказал.

III. How are things with you? — Как дела?

Not quite [kwaɪt] well. — Не совсем хорошо, не очень.

It's very kind [kaɪnd] of you to come. — Очень хорошо с твоей стороны, что ты пришел.

It is a pleasure ['pleʒə]. — Пожалуйста (я с удовольствием это делаю — в ответ на благодарность).

IV. I'd like you to meet — Мне хотелось бы познакомить вас (представить вам)

wonderful ['wʌndəfl] — удивительный, чудесный

Situational Exercises to the Short Dialogues

I. You are introduced to somebody. Choose the appropriate phrase from those given below:

1) for greeting:

How do you do? Hello! Hi!

2) to express your personal attitude to the new acquaintance:

It's very kind of you to come. I'm glad to meet you. How nice of you to come.

II. The following answers present the reaction to the definite questions. Ask the implied question.

1. I'm fine, thanks. Everything is OK, thank you.

2. I'm not quite well. So-so, I'd say.

III. Reconstruct the preceding phrase.

1. Not at all. It's a pleasure.
2. See you later. Good night.
3. I'm glad to meet you.

IV. What will your answer to the following questions be?

1. How are you getting on?
2. How are things with you?
3. Is everything OK?
4. How nice of you to come!
5. How are you?

V. Reproduce the short dialogues "Greetings" in similar situations.

Unit

TWO

Conversation: At the English Lesson. Where Are You from?

Grammar: The Verb to have. The Plural of Nouns

Text

Read the text.

At the English Lesson

I am Anthony Briggs, a student. English is one of the general subjects at our University. We have English classes twice a week. Our group is not large, we are ten. At the lessons we learn to read, to pronounce, to understand and to speak English.

For the classes everybody has a textbook, an exercise book, a dictionary, a ballpoint pen and a pencil. Besides, each student has a DVD-player with English recordings. We have a modern CD player and a computer in the classroom, and at home I have a DVD player.

Usually I sit at the first desk in front of the blackboard. On my right is my friend Andrew. Two girls are behind us. The other students sit on our left. We like English, that is why everybody is always present at the lesson. Our teacher speaks English fluently and he has a very good pronunciation.

I have some difficulty with pronunciation but I have not much difficulty with spelling. The computer and CD player are of great help to us. Our students are never absent from the English classes and the teacher is pleased with our knowledge.

Words and Expressions

a general subject [ˈdʒenərəl ˈsʌbdʒɪkt] — общеобразовательный предмет

a class [kla:s] — занятие, курс обучения

twice a week [ˈtwais əˈwi:k] — два раза в неделю

a group [gru:p] — группа

to learn [lɜ:n] — учиться, обучаться

to pronounce [prə'naʊns] — произносить
 to understand [ˌʌndə'stænd] — понимать
 a textbook ['tekst,bʊk] — учебник
 an exercise book ['eksəs,saɪzbʊk] — тетрадь
 a dictionary ['dɪkʃən(ə)rɪ] — словарь
 a ballpoint pen ['bɔ:l,pɔɪnt'pen] — шариковая ручка
 a pencil ['pensl] — карандаш
 besides [bɪ'saɪdz] — кроме того
 each [i:tʃ] — каждый
 CD [ˌsi: 'di:] — компакт-диск
 a recording [rɪ'kɔ:dɪŋ] — запись (на диске)
 usually ['ju:ʒʊəli] — обычно
 the first desk ['fɜ:st'desk] — первый стол (в аудитории)
 in front of the blackboard [ɪn'frʌntəvðə'blæk,bɔ:d] — перед классной
 доской
 on my right [... raɪt] — справа от меня
 behind us [bɪ'haɪndʌs] — позади нас
 other ['ʌðə] — другой
 on our left [... left] — слева от нас
 we like [laɪk] — нам нравится
 that is why ['ðætɪz,wai] — вот почему
 always ['ɔ:lwəz] — всегда
 to be present ['prezənt] — присутствовать
 fluently ['flu:əntli] — бегло
 pronunciation [prə,nʌnsɪ'eɪʃn] — произношение
 difficulty ['dɪfɪklti] — трудность
 spelling ['spelɪŋ] — правописание, орфография
 to be of great help to us ['greɪt'help] — оказывать большую помощь нам
 never ['nevə] — никогда
 to be absent from smth ['æbsənt] — отсутствовать
 to be pleased with smth [pli:zd] — быть довольным
 knowledge ['nɒlɪdʒ] — знание

Exercises

I. Answer the questions.

1. Is Anthony Briggs a student? Are you a student? (Ask your friend.) 2. Is English one of the general subjects at Anthony's University? How many

English classes do they have a week? Do you have English classes twice a week? How often? **3.** They are ten in the group. And how many are you? **4.** What things do they have for the English classes? **5.** Do they have a DVD player in the classroom? And do you have it? Is your DVD player modern? **6.** Anthony Briggs has CDs at home, and you? (Ask one of the students.) **7.** Who is on your right (left) at the English lesson? Who is in front of you (behind you)? (Ask somebody.) **8.** Is everybody present at the English lesson today? Who is absent from the class? **9.** Has Anthony Briggs any difficulty with pronunciation? And you? (Ask another student.) **10.** Is English spelling difficult? And Russian? **11.** Is the English teacher pleased with your knowledge? And are you pleased with it? (Ask another student.)

II. Convert the following questions to the text into the indirect ones beginning with the words *Tell me, please* or *I wonder* (Интересно знать). Don't forget to change the word order. The only case when you need not do this is when you have to convert the questions to the subject (№ 6).

1. Is Anthony Briggs a student of the University? **2.** Is English one of the general subjects at his University? **3.** How many classes do they have a week? **4.** How many are they in the group? **5.** Have they a computer in the classroom? **6.** Who has a DVD player at home? **7.** Has Anthony Briggs any difficulty with pronunciation?

III. Say who is next to you in the classroom. Use the following phrases: on your left, in front of you, behind you, on Peter's right, on his left, in front of Susan, etc.

Model 1: T.: Who is on your right?

St.: Tom is.

Model 2: T.: Is Tom on your right?

St.: No, Tom's on my left. Steve's on my right. (Use phrases from Model 1.)

Model 3: T.: What's the name of the student on your left?

St.: His (Her) name's Peter (Susan).

IV. Ask one of the students:

1) кто находится справа (слева) от него; перед ним; сзади;

2) как зовут того, кто сидит справа (слева) от него; перед ним; сзади.

V. Ask a question on the basis of the given statement.

Model: St. 1: His spelling is good. (pronunciation)
St. 2: Is his pronunciation good?

1. The teacher is pleased with our knowledge. (you) **2.** My friend is always present at the English classes. (the other classes) **3.** The English spelling isn't difficult. (pronunciation) **4.** My computer is old. (your CD player) **5.** English is a general subject. (history) **6.** His knowledge of English isn't good. (reading) **7.** Our CDs are of great help to us. (practice at the lesson) **8.** They are never absent from the English classes. (ever — the other classes)

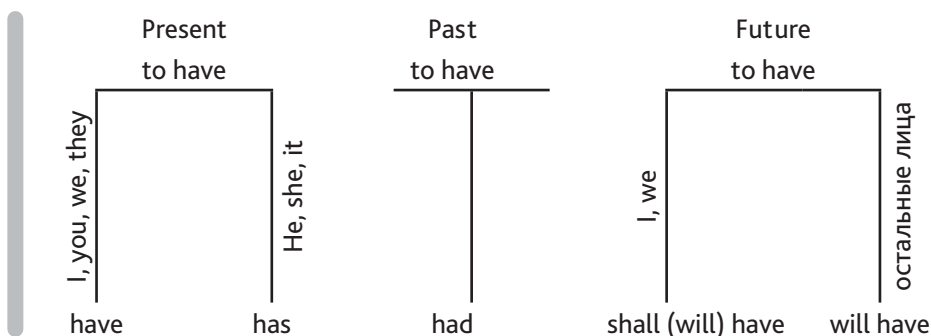
VI. Ask one of the students the following questions and react to their answer with the phrases: It's fine, It's (not) good, It's (not) bad, It's a pity.

Model: St. 1: Nick, is your DVD player modern?
St. 2: I think it is. (I don't think it is.)
St. 1: Oh, it's fine. (Oh, it's a pity.)

1. Is the teacher pleased with your knowledge of English? **2.** Is English spelling difficult? **3.** Is Tom always present at the English classes? **4.** Is John sometimes absent from the classes? **5.** Are you sometimes late for the lectures? **6.** Is the CD player of great help to you in learning English? **7.** Is Ann pleased with her pronunciation?

Grammar

THE VERB *TO HAVE* IN THE PRESENT, PAST AND FUTURE SIMPLE TENSE (ГЛАГОЛ *TO HAVE* В НАСТОЯЩЕМ, ПРОШЕДШЕМ И БУДУЩЕМ ПРОСТЫХ ВРЕМЕНАХ)



Exercises

I. Ask an additional question relating to the given information.

Model: St. 1: I have a textbook. (an exercise book)
St. 2: Have you an exercise book?

1. My friend has a nice house. (a car) **2.** I have a brother. (a cousin) **3.** Student A. has a good pronunciation. (a good spelling) **4.** They have difficulty with spelling. (pronunciation) **5.** I have an exercise book. (a textbook) **6.** My friend has a big dog. (a cat) **7.** I have a sister. (a brother) **8.** My parents have a car. (a house in the suburb)

II. Say that neither you nor anybody else have / has what is asked about.

Model: St. 1: I have a car. (a house in the suburb)
St. 2: Have you a house in the suburb?
St. 1: No, I haven't. I have no house.

1. He has a sister. (a cousin) **2.** I have a grandfather. (a great-grandfather) **3.** They have many books at home. (English books) **4.** She has an interesting job. (time for sports) **5.** The little girl has a dog. (a cat) **6.** I have a ballpoint pen. (a stapler) **7.** They have a house in the suburb. (a car) **8.** He has difficulty with spelling. (with pronunciation) **9.** I have a friend in England. (in France) **10.** She has a textbook. (a dictionary) **11.** My friend has a modern personal computer. (a modern printer)

III. Say that now you (or somebody else) have / has (or will have) what you (or another person) did not have.

Model: St.: I've no car, but soon I'll have it.

1. I had little money, but now ... a lot. **2.** They have no house in the suburb, but ... next year. **3.** The girl has no cat, but soon ... a black kitten ([ˈkɪtn] — котенок). **4.** The little boy had no dog, but now ... a puppy ([ˈpʌpɪ] — щенок). **5.** I have no time today, but tomorrow ... **6.** He had no dictionary, but ... soon. **7.** We have no laptop, but I hope ... **8.** I have no printer, but I think ... next year. **9.** They have no car, but soon ... a Ford.

IV. Read the following questions and answers. Memorise the meaning of the interrogative words italicised.

A.

1. *Who* is at the English lesson? — We are.
2. *Who* are you? — We are student A., student B., etc.
3. *What* are you? — We are first-year students now.
4. *How many* are you? — We are seven.
5. *Why* are you here? — We are here because ([bɪ'kɒz] — потому что) we learn to speak English.
6. *Where* were you yesterday? — Yesterday we were at the English lesson too.
7. Will you be at the English lesson tomorrow? — Yes, we shall (will).
8. *When* ([At] *what time*) will you be at the English lesson tomorrow? — At five.
9. *How long* will you be there? — We'll be there for two hours.
10. *Whose book* is this? — This is my book. The book is mine.

B.

1. Have you got textbooks with you? — Yes, we have.
2. *Who* has got the textbooks? — Everybody has.
3. *How many textbooks* have you got? — We have seven.
4. *What textbooks* have you got? — We have English textbooks.

V. Ask one of the students about the people of his (her) family.

Model 1: St. 1: Have you a husband?

St. 2: Yes, I have. I have a husband. (No, I haven't, I've no husband.)

Model 2: St. 1: How old is your husband? What's his job?

St. 2: He's twenty-eight. He's an economist.

VI. Ask if your partner has a sibling, cousin, nephew or other relatives. Then ask about their name, age and profession.

VII. Translate the following sentences into English. In case of problems refer to exercise IV.

A.

1. Кто в классе? — Мы.
2. Кто вы? — Мы — это студент А., студент В. и т. д.

3. Сколько вас? — Нас семь человек.
4. Почему (зачем) вы здесь? — Мы здесь потому, что теперь мы студенты.
5. Где вы были вчера? — Вчера мы тоже были на занятиях по английскому языку.
6. Завтра вы тоже будете на занятиях по английскому языку? — Да.
7. Когда (в какое время) вы будете завтра на занятиях по английскому языку? — В пять.
8. Как долго (сколько времени) вы будете там? — Мы будем там в течение двух часов.
9. Чья это книга? — Это моя книга.

В.

1. У вас с собой есть учебники? — Да.
2. У кого есть учебники? — У всех.
3. Сколько у вас учебников? — У нас семь (учебников).
4. Какие у вас учебники? — У нас учебники английского языка.

REMEMBER!

Современный английский язык допускает построение вопросительной и отрицательной формы предложений с глаголом *to have* с помощью вспомогательных глаголов *do (does)* — в настоящем времени и *did* — в прошедшем времени.

Text

Read the short texts, paying attention to the forms of the verb in the negative sentences.

Diana Rich, Tom Atkins and Mike Jackson

Hi, dear friends! My name is Diana Rich. I'm a famous actress, a superstar. I'm from New York.

I have an apartment in New York and a house in Hollywood with a swimming pool and a tennis court.

I have a new Mercedes and a lot of money in the bank. I have a husband and three wonderful children in Hollywood. I have everything. Life is great!

Hello! My name is Tom Atkins. I'm from New York too. I'm broke. I don't have any money. I don't have a job or a car. I don't have a wife and I don't have anything. Life is really terrible!

Look at this man. His name is Mike Jackson. He is not from New York, he is from Detroit. He is a factory worker. He has a good job. He has a car. He doesn't have a big house but he has a nice apartment. He has a wife but he doesn't have any children. Life is all right.

*(American Streamline Departures.
Oxford University Press)*

Words and Expressions

a famous actress [ˈfeɪməs ˈæktɹəs] — известная актриса

a superstar [ˌsju:pəˈsta:] — суперзвезда

an apartment [əˈpɑ:tmənt] (*Am. E.*) — квартира

a swimming pool [ˈswɪmɪŋ pu:l] — бассейн

a tennis court [ˈtenɪs kɔ:t] — теннисный корт

a Mercedes [məˈsi:di:z] — «Мерседес»

to be broke [brəʊk] — быть разоренным

a job [dʒɒb] — работа

I don't have anything [...ˈeniθɪŋ]. — У меня ничего нет.

really [ˈri:li] — действительно

terrible [ˈterəb(ə)l] — ужасный

a factory worker [ˈfæktəri,wɜ:kə] — рабочий завода

VIII. Answer the questions.

A.

1. What is Diana Rich? Is she famous? **2.** Where is she from? **3.** Where does she have a house? **4.** Is she rich? Why do you think so? **5.** Does she have children? How many? **6.** Is she happy?

B.

1. Where is Tom Atkins from? **2.** Is he rich? **3.** Does he have a job? **4.** Does he have a car? **5.** Is he married? **6.** Is he happy?

C.

1. Where is Mike Jackson from? **2.** What is he? Does he have a good job? **3.** Does he have a car and a house? **4.** Is his apartment nice? **5.** Does he have a wife and children? **6.** Is he happy?

IX. Express your attitude to the following statements. Agree if they correspond to the information from the text or express your surprise if the information is wrong.

Model 1: T.: Mike Jackson is from Detroit.

St.: He is.

Model 2: T.: He has a son.

St.: Indeed?

A.

1. Diana Rich is a famous actress.
2. She has an apartment in New York.
3. The actress has a new Rolls Royce.
4. The superstar has a lot of money in the bank.

B.

1. Tom Atkins has much money too.
2. He is a confirmed bachelor.
3. He has a good job.
4. Soon he is going to get married to Diana Rich. (to marry Diana Rich)

C.

1. Mike Jackson is a factory worker.
2. But now he is out of job.
3. He has a new Mercedes.
4. He has a nice apartment in Detroit.

X. Choose any of the roles from the text for yourself. Introduce yourself saying where you are from and naming your profession. Give information about other people of your family and the property you possess. Say what you think about life.

XI. Using the plan above, tell your partner about yourself. Don't forget to mention what you think about life.

XII. Draw your genealogical tree (your family tree). Write the most frequent names and professions that are repeated within different generations of your family.

REMEMBER!

В разговорной речи в значении «иметь» (только для настоящего времени) употребляется также форма *have got*. В американском английском этот вариант не используется.

I *have got* much money. — У меня много денег.

He *has got* the flu. — У него грипп.

Short Dialogues

WHERE ARE YOU FROM?

Read the dialogues in pairs.

I

- Hello!
- Hello! I'm David Clark.
- I'm Linda Worth. Are you a teacher?
- No, I'm not.
- Oh! Are you a student?
- Yes, I am.
- Are you from the United States?
- No, I'm not.
- Where are you from?
- I'm from Canada.

II

- Where are you from?
- I'm from Los Angeles.
- Are you here on business?
- No, I'm not. I'm on vacation.
- Oh, I see.

III

- Excuse me.
- Yes?
- Are you American?
- Pardon me?
- Are you from the United States?
- Yes, we are.
- Oh, I'm American too. Are you here on vacation?
- No, we aren't. We are here on business.

I. the United States [ju:'naɪtɪd'steɪts] — Соединенные Штаты
Canada ['kænədə] — Канада

II. Los Angeles ['lɒs'ændʒli:z] — Лос-Анджелес

Are you here on business [... 'bɪznɪs]? — Вы здесь в деловой поездке (командировке)?

I'm on vacation [... və'keɪʃn]. (*Am. E.*) — Я на каникулах (в отпуске).

III. Excuse me [ɪk'skju:z mi:]. — Извините (Простите).

Pardon me ['pɑ:dn]? — Простите (Я не расслышал)?

Situational Exercises to the Short Dialogues

I. You are a member of the foreign delegation. Ask what country your business partner is from.

Model 1: — Are you **American**?

— Pardon me?

— Are you from **the United States**?

— Yes, I am.

Use: English — England, French — France, Canadian — Canada, Italian — Italy, Russian — Russia, Spanish — Spain, German — Germany, Japanese — Japan

Model 2: — Where are you from?

— I'm from **Texas**.

— Oh, I see.

Use: Manchester, Glasgow, California, Scotland, Los Angeles, Australia, Canada

II. Reconstruct the previous question.

1. Yes, I'm from England. I'm from Canada. No, I'm on business here. Yes, I'm on business here.

2. No, I'm not, I'm a student. Yes, I'm a teacher. No, I'm a teacher of English. Yes, I'm a teacher of Russian.

III. Reproduce the dialogues "Where are you from?" in similar situations.

Grammar

THE PLURAL OF THE NOUN

(МНОЖЕСТВЕННОЕ ЧИСЛО СУЩЕСТВИТЕЛЬНЫХ)

1. Форма множественного числа существительных, как правило, образуется добавлением окончания -s или -es к форме единственного числа:

- a book — books;
- a boy — boys;
- a hero — heroes (но: a piano — pianos);

- a box — boxes;
- a brush — brushes;
- a kiss — kisses;
- a church — churches.

При этом происходят некоторые орфографические изменения в основе слова. Если слово оканчивается на *у*, которой предшествует согласная буква, то в форме множественного числа *у* меняется на *i* и прибавляется окончание *es*:

- a fly — flies;
- a lady — ladies;
- a body — bodies (но: a day — days, a boy — boys, a valley — valleys).

Корневая буква *f* в сочетании с немой *e* перед добавлением окончания множественного числа *es* меняется на *v*. Такие же орфографические изменения происходят и при отсутствии немой *e*:

- a wife — wives;
- a knife — knives;
- a shelf — shelves (но: a roof — roofs).

2. Некоторые существительные образуют множественное число не при помощи окончания *-s (-es)*, а путем изменения гласных и / или согласных в основе слова:

- a man — men;
- a woman — women [ˈwɪmɪn];
- a foot — feet;
- a tooth — teeth;
- a mouse — mice;
- a child — children.

3. Множественное число некоторых существительных остается без изменения.

- a sheep — sheep;
- a deer — deer;
- a trout — trout.

4. В сложных существительных форму множественного числа принимает только последняя часть:

- a classroom — classrooms;
- a textbook — textbooks;
- a housewife — housewives.

Исключение составляют те сложные слова, первой частью которых являются слова *man* или *woman*. В этом случае обе части принимают форму множественного числа:

- a woman-teacher — women-teachers;
- a manservant — menservants.

Если в составе сложного существительного есть предлог, то форму множественного числа принимает первая часть, которая по своему происхождению представляет собой ведущую часть, подчиняющую себе остальные компоненты слова:

- a father-in-law — fathers-in-law;
- a sister-in-law — sisters-in-law;
- a man-of-war — men-of-war.

5. Следующие существительные во множественном числе не употребляются и поэтому согласуются со сказуемым в форме единственного числа: *news, information, advice, knowledge, furniture, luggage*: *The news is (was) good*.

Чтобы придать им значение исчисляемости, в частности множества, употребляется выражение *a piece of*, которое допустимо в форме множественного числа:

- a piece of advice — some pieces of advice;
- a piece of furniture — two pieces of furniture.

6. Некоторые существительные, напротив, не имеют формы единственного числа: *goods, clothes, scissors, trousers, jeans*. Существительные *people* и *police*, а также ряд других, формально не имеют показателей множественного числа, однако по своему значению представляют собой множество и согласуются с глаголом во множественном числе: *The police were there*.

Exercises

I. Write the plural of the nouns given below. In case of problems refer to the dictionary.

A house, a baby, a cliff, a woman, a mouse, a valley, a thief, a tooth, a potato, a fly, a knife, a child, a piano, a boy, a dish, a swine, a photo, a family, a box, a trout.

II. Write the plural of the following nouns.

A toothbrush, a tablecloth, a matchbox, a housemaid, a woman-teacher, a workman, a teapot, a manservant, a bookshop, a classroom, a forget-me-not, an armchair, a brother-in-law.

III. Write the singular of the following nouns.

Heroes, flies, feet, teeth, kisses, families, menservants, sisters-in-law.

IV. Choose the appropriate form of the verb.

1. The news ... interesting. (is, are) **2.** Some people ... coming today. (is, are) **3.** Jack's trousers ... old. (is, are) **4.** The furniture in the room ... of a good quality. (was, were) **5.** The information ... not correct. (was, were) **6.** Some of the sheep ... of the black colour. (was, were) **7.** No news ... good news. (is, are) **8.** The police... the right to arrest a suspect. (has, have)

Unit

THREE

Conversation: My Everyday Life. Making a Date

Grammar: The Simple Tenses. The Adverbs *many, much*, etc.

Text

Read the text.

My Everyday Life

Part I

On weekdays I get up at seven o'clock. The alarm clock wakes me up every morning. I cannot say that I like its ringing. Then, though sleepy, I take a warm shower and in a few minutes I feel bright and cheerful.

After that I am ready for other activities and I start making my breakfast. I have to do it myself because when I get up, my wife isn't in: she has to take our children to the kindergarten. So I have breakfast alone. My everyday breakfast is the same: some cabbage salad, two soft-boiled eggs and a cup of strong coffee with cheese sandwiches. I don't like coffee with milk, so I have it black. It takes me fifteen minutes to have my breakfast.

At 7.45 I leave home and go to the office. I get to the office by bus which is always overcrowded. It affects my spirits badly. But when I come to the office and see my colleagues, I feel happy.

All my days in the office do not vary greatly, so to have an idea of my business life I'll tell you about my yesterday's working day.

Part II

As usual, it began at nine o'clock with some formalities typical for every employment agency. That day we had to receive twenty people who were out of work. The unemployed of different ages applied for a job to our company, and in each case we tried to be helpful. We interviewed them, offered them new job vacancies, discussed terms of payment and signed contracts with some of them.

At one o'clock we had a break for dinner. It lasted forty-five minutes. During the break we went downstairs to have dinner in the canteen. Then

I discussed the yesterday's news with my colleagues. When the break ended, we went on with our work: we answered some telephone calls, made appointments with other clients, checked up a list of new jobs and exchanged our opinions on the results of the interviews.

At 5.45 p.m. my working day was over. On my way home I did the shopping. My wife was glad to see me with my hands full of foodstuffs. That was yesterday.

Part III

But now I am in my office. My working day will be over in half an hour. What shall I do in the evening?

I'll come back home at seven o'clock. As usual, I'll greet my wife and children; we'll exchange news and then at about eight o'clock we'll have supper together. I'll help my wife to lay the table. After supper, though I don't like it, I'll wash up. It is my duty. At nine, as always, I am going to watch the TV news programme. Then a feature film will be on and my wife will join me by all means. Besides, I'll answer some telephone calls and ring somebody up myself. At half past eleven I'll go to bed, and the next morning the alarm clock will wake me up again very early.

Words and Expressions

Part 1

on weekdays — в будние дни

to get up (got) — вставать (с постели)

an alarm clock [ə'la:m,klɒk] — будильник

to wake up (woke, woken) — будить; просыпаться

ringing — звон (будильника)

sleepy ['sli:pi] — сонный

to feel bright and cheerful (felt) [... 'braɪt... 'tʃiəfl] — чувствовать себя бодро

to be ready for smth. ['redi ...] — быть готовым к чему-л.

activity [æk'tɪvəti] — деятельность

to take a shower (took, taken) — принимать душ

to make breakfast (made) — готовить завтрак

to be in — быть дома

a kindergarten ['kɪndə,ɡɑ:tn] — детский сад

alone [ə'ləʊn] — один

the same [seɪm] — одинаковый, тот же самый
 cabbage [ˈkæbɪdʒ] — капуста
 a soft-boiled egg — яйцо всмятку
 a cheese sandwich [ˈtʃiːz ˈsændwɪdʒ] — бутерброд с сыром
 to leave home (left) — уходить из дома, покидать дом
 to get to smth. — добираться до...
 overcrowded [ˌəʊvəˈkraʊdɪd] — переполненный
 to affect one's spirits [əˈfekt ... ˈspɪrɪts] — действовать (влиять) на
 настроение
 a colleague [ˈkɒliːg] — сослуживец, коллега
 to feel happy — чувствовать себя счастливым
 to vary [ˈveəri] — отличаться разнообразием
 to have an idea [...aɪˈdiə] — иметь представление
 a business life [ˈbɪznɪs, laɪf] — деловая жизнь

Part II

as usual [...ˈjuːʒʊəl] — как обычно
 to begin (began, begun) — начинать(ся)
 an employment agency [ɪmˈplɔɪmənt ˈeɪdʒ(ə)nsi] — служба занятости
 an employee [ˌemplɔɪˈiː] — работник, служащий
 unemployed [ˌʌnɪmˈplɔɪd] — безработный
 of different ages — различного возраста
 to apply for a job — обращаться по поводу работы
 in each case — в каждом случае
 to try to be helpful — стараться оказывать помощь
 to interview [ˈɪntəˌvjuː] — беседовать (интервьюировать)
 an interview — собеседование
 a job vacancy [ˈveɪkənsi] — рабочая вакансия
 to discuss terms of payment — обсуждать условия оплаты
 to sign a contract [saɪn...] — подписывать контракт
 a break [breɪk] — перерыв
 to last [lɑːst] — длиться
 to have dinner [ˈdɪnə] — обедать
 to go downstairs (went, gone) [ˌdaʊnˈsteəz] — спускаться вниз, на нижний
 этаж
 a canteen [kænˈtiːn] — столовая (при заводе, учреждении и т. д.)
 to end — заканчиваться

to go on — продолжать
 to answer a call — отвечать на телефонный звонок
 to check up — проверять
 a list — список
 to make an appointment [ə'pɔɪntmənt] — назначать встречу
 a client ['klaɪənt] — клиент
 to exchange opinions [ɪks'tʃeɪndʒ ə'pɪnjənz] — обмениваться мнениями
 to be over — заканчиваться
 p.m. = (лат.) post meridiem — вторая половина дня
 on one's way home — по пути домой
 to do the shopping — делать покупки
 full of foodstuffs ['fʊl əv 'fu:d,stʌfs] — полный продуктов

Part III

half an hour ['hɑ:f ən 'aʊə] — полчаса
 to come back (came, come) — возвращаться
 to greet — приветствовать
 together [tə'geðə] — вместе
 to lay the table (laid) — накрывать на стол
 to have supper ['slʌpə] — ужинать
 to wash up ['wɒʃ 'ʌp] — мыть посуду
 a duty ['dju:ti] — обязанность
 to watch TV ['wɒtʃ 'ti: 'vi:] — смотреть телепередачу
 a feature film ['fi:tʃə ...] — художественный фильм
 to be on — быть на экране
 to join smb. [dʒɔɪn] — присоединяться к кому-л.
 by all means [baɪ 'ɔ:l 'mi:nz] — обязательно
 to ring up (rang, rung) — звонить (по телефону)
 to go to bed — ложиться спать

Exercises

I. A. Answer the questions to the first part of the text.

1. What time does the storyteller get up on weekdays? Does he wake up himself? **2.** Does he take a warm or a cold shower? **3.** Why does he have his breakfast alone? **4.** What does he usually have for his breakfast? **5.** Does

he like black coffee or coffee with milk? **6.** When does he leave home? **7.** How does he get to his office? **8.** Does he feel happy when he sees his colleagues?

B. On the basis of the questions given above ask indirect questions beginning with the words *Tell me, please* or *I wonder*. Pay attention to the way of converting alternative questions into indirect ones: they are introduced with the help of the composite conjunction *whether... or (или)*.

Model: T.: Does he take tea or coffee for breakfast?

St.: Tell me, please, (I wonder) **whether** he takes tea **or** coffee for breakfast.

II. A. Describe your everyday morning saying what you have or don't have to do during this time of the day. Use the model:

I also get up early in the morning. But I don't take a warm shower.

B. If you don't have to do something or other, explain the reason.

Model: I don't take children to the kindergarten as I don't have any.

III. Answer the questions to the second part of the text.

A. **1.** How many jobless people did the employees of the office receive that day? **2.** How did the company help the unemployed? **3.** People of what age applied to the company? **4.** Did they have a break for dinner in the office? When? For how long? **5.** When was their working day over? **6.** Did the storyteller go home right away (сразу же)?

B. **1.** When do you begin your working day? **2.** When do you have a break for dinner? **3.** Where do you have dinner? **4.** How long does your break last? **5.** When is your working day over?

IV. A. Answer the questions to the third part of the text.

1. When will the storyteller return home? **2.** What time will he have supper? **3.** Will he have supper alone? **4.** Will he help his wife? **5.** What will he have to do after supper? **6.** What TV programmes will he watch in the evening? **7.** When will he go to bed?

B. On the basis of the questions given above ask indirect questions beginning with the words *Tell me, please* or *I wonder*.

V. Say what you have (or don't have) to do in the evening.

Model: I have a rest in the evening. I don't often go to the cinema.

Use: to go shopping after the work, to lay the table for supper, to wash up after supper, to watch TV news programmes, to call smb., to answer the telephone calls, to walk before going to bed, to visit smb.

Memorise the following expressions:

to be going to do something — намереваться, собираться что-либо сделать

have to do something — приходится что-то делать

VI. Fill in the blanks with the expression *to be going* paying attention to the form of the verb *to be* in the present tense.

1. I ... to get up early. **2.** My wife ... to lay the table. **3.** His parents ... to buy a country house. **4.** Their friends ... to do the shopping. **5.** Her husband ... to discuss the terms of payment. **6.** The children ... to have breakfast. **7.** Their chief ... to interview a visitor. **8.** Our colleagues ... to come back late.

VII. Using the following phrases, say what you have to do every day or often.

To make one's bed — убирать постель

to do one's flat — убирать квартиру

to cook dinner — готовить обед

to clean the floor — мыть пол

to look after the children — присматривать за детьми

to do the washing — стирать

to repair a TV set (electric devices) — ремонтировать телевизор (электроприборы)

to redecorate a flat — ремонтировать квартиру

VIII. Say it in English.

A. 1. Я собираюсь обедать. **2.** Он собирается посмотреть новый фильм. **3.** Мои друзья собираются быть дома в 4 часа. **4.** Вы собираетесь встать? **5.** Когда вы собираетесь завтракать? **6.** Как вы собираетесь встретить его? **7.** Я не собиралась говорить ему об этом. **8.** Она не собирается идти за покупками. **9.** Я собиралась позвонить вам. **10.** Они собирались навестить меня.

- В. **1.** Мне приходится вставать в 7 часов. **2.** Ему приходится накрыть на стол. **3.** Моей жене пришлось отвести детей в детский сад. **4.** Ей приходится возвращаться домой поздно. **5.** Нам пришлось помочь им. **6.** Детям придется быть утром дома. **7.** Вам придется встретить его. **8.** Мне пришлось сказать ему об этом.

IX. Say what you usually do during your break for lunch at your workplace. Use the expressions given below.

To have a break for dinner at ... o'clock, to look through newspapers, to last for an hour, to have a short rest, to go to the canteen, to call smb., to go downstairs (upstairs), to go shopping, to have a smoke, to exchange news, to go on with the work.

Grammar

THE SIMPLE TENSES (ПРОСТЫЕ ВРЕМЕНА)

The Present Simple Tense (Настоящее простое время)

I	}	<i>work</i> in the office, <i>go</i> to the office by bus.	He	}	<i>works</i> in the office.
You			She		<i>goes</i> to the office by bus.
We					
They					

Правило I

Глагол в настоящем времени (present simple) представлен I формой (неопределенной) без частицы *to* (кроме глагола *to be*), если это не случай, упомянутый в Правиле II

Правило II

Окончание английского глагола в III л. ед. числа	Окончание русского глагола в III л. ед. числа
-s, -es <i>works, goes</i>	-ет(ет), -ит <i>работает, ездит</i>
кроме глаголов <i>to be, to have</i>	

Exercises

I. Say that you (or somebody else) also regularly do the same things.

Model: T.: I **take** exercise regularly.

St.: My little brother **takes** exercise regularly (too).

1. I get up early in the morning. 2. We live in the suburb. 3. I take my children to the kindergarten. 4. You cook dinner for your family. 5. We do our flat every day. 6. In the morning I make my breakfast. 7. I usually make a report after research. 8. They go to the office on foot. 9. I return home late in the evening. 10. We discuss our plan every week.

II. Memorise the following phrases and describe your day off. The questions given below can help you.

A. a day off — выходной день

to have a rest — отдыхать

to go to the country for a weekend — ездить за город на выходные

to have a good time — хорошо проводить время

to enjoy the fresh air, the beautiful landscape — наслаждаться свежим воздухом, прекрасной природой

to walk in the forest — гулять в лесу

to feel rested — чувствовать себя отдохнувшим

to return to town on the late train — возвращаться в город поздним поездом

B.

1. When do you have your day off, on Saturday or on Sunday?

2. Do you have a good rest?

3. Do you go to the country for a weekend or not?

4. Do you always have a good time in the country?

5. What do you do in the country?

6. Do you feel rested after the day off?

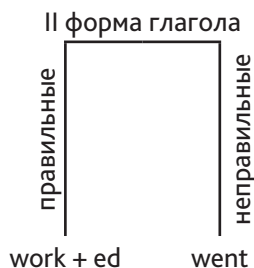
7. When do you return to town?

Grammar

The Past Simple Tense

(Прошедшее простое время)

Для образования прошедшего времени (past simple) используется



REMEMBER!

1. Неправильные глаголы — в основном односложные.
2. Правильные глаголы — в основном двух- и трехсложные.
3. Все интернациональные глаголы — правильные.

Exercises

III. Read the following regular verbs and pay attention to the pronunciation of the suffix *-ed*. Say what causes this difference.

[-d]	[-d]	[-t]	[-ɪd]
studied	prolonged	helped	skated
skied	informed	worked	waited
freed	phoned	watched	generated
played	revised	stopped	proceeded
stayed	organised	produced	preceded

IV. Read and translate the sentences into Russian and memorise the adverbial modifiers of time.

1. Yesterday my friends and I went to the country. **2.** Last week I took part in the conference. **3.** I wrote a letter to him some days ago. **4.** He phoned me the day before yesterday. **5.** I graduated from the University last year. **6.** Last Wednesday we conducted a test in the laboratory. **7.** During the break we went downstairs and had our dinner.

yesterday — вчера

the day before yesterday — позавчера

... ago [ə'gəʊ] — тому назад

last week — на прошлой неделе

last year (month, etc.) — в прошлом году (месяце и т. д.)

last Wednesday ['lɑ:st 'wenzdeɪ] — в прошлую среду

during the break ['dʒʊərɪŋ ðə 'breɪk] — во время перерыва

V. Retell the first part of the text "My Everyday Life" in the past simple tense beginning the story with the words *Yesterday I got up at seven o'clock*. Change or drop the words that do not correspond to the given time period; the forms of the irregular verbs are given in the table on p.p. 378–381.

Grammar

The Future Simple Tense (Будущее простое время)

Изучая глаголы *to be* и *to have*, вы уже познакомились с образованием будущего времени этих глаголов:

вспомогательный глагол	shall или will	} +	неопределенная форма основного глагола без частицы <i>to</i> (т. е. <i>be</i> или <i>have</i>)
shall — для первого лица единственного и множественного числа			
will — для всех остальных лиц			
По такой же модели образуется будущее время от любого другого глагола.			
Следует помнить, что в разговорном английском языке форма shall вытесняется глаголом will .			

ЗАПОМНИТЕ обстоятельства времени, употребляющиеся для выражения действия в будущем:

tomorrow [tə'mɒrəʊ] — завтра

the day after tomorrow — послезавтра

next week (month, year, Sunday, etc.) — на следующей неделе (в следующем месяце, году, в следующее воскресенье)

in two days — через два дня

Exercises

VI. Read the following sentences and pay attention to the situations with the future simple tense.

1. My friend travels a lot. Today he is in Paris. Tomorrow he will be in Rome. Next week he will arrive in New York. **2.** They will probably visit their grandparents next Sunday. **3.** I am not sure, but I think Tom will go to the celebration party. **4.** Don't worry, she will inform you about her arrival. **5.** I don't think it will rain next weekend. **6.** Today is the 29th of December. In two days the New Year will begin. **7.** Don't drink coffee before you go to bed. You will sleep badly.

Grammar

Однако форма будущего времени не употребляется, если речь идет о запланированном или заранее намеченном (решенном) действии. В этом случае используется конструкция *to be going* с инфинитивом:

1. We are going to visit our friends next week.
2. Are you going to work tomorrow?

Напротив, если выражается предположение или некоторая неуверенность в отношении предстоящих действий, то уместными оказываются формы будущего времени:

1. I *think* John will pass the exam.
2. *Probably* it will rain tomorrow.

Exercises

VII. A. Imagine that you will have to take part in the following events whose character is defined by the meaning of the given expressions. Describe what you will have to do, beginning with the words *I think, I believe, I hope*, etc.

- 1)** to take part in the conference — принимать участие в конференции
to take place in Moscow next month — проходить в Москве в следующем месяце
to last for about a week — длиться около недели
to make a report on some ecological problems — делать доклад о некоторых экологических проблемах
to speak about the latest research — говорить о новейших исследованиях

- 2) to celebrate somebody's birthday — праздновать чей-то день рождения
 to take part in the celebration — принимать участие в праздновании
 not to be late for the party — не опаздывать на вечер (мероприятие)
 to congratulate smb. on the birthday — поздравлять кого-либо с днем рождения
 to present smb. with a gift and flowers — преподносить кому-либо подарок и цветы

B. Ask one of the students if he (she) will celebrate somebody's birthday in the near future. If he (she) says "yes", ask additional questions according to the given models.

Will you celebrate ...?	}	will you celebrate ...?
Whose birthday		
When		
How		

VIII. Retell the third part of the text "My Everyday Life" in the third person singular, beginning the story with the words *His working day will be over at 5.45 p.m. He'll come back home...* Introduce some changes if necessary.

IX. A. Say in detail what you are going to do tomorrow morning, afternoon, evening.

B. Describe how you are going to spend the next weekend. Use the words and expressions given in exercise II, A. on page 46.

Grammar

The Negative and Interrogative Forms of the Present, Past and Future Simple Tenses

(Отрицательная и вопросительная формы настоящего, прошедшего и будущего простых времен)

REMEMBER!

1. Для образования отрицательной и вопросительной формы глаголов (кроме *to be* и, в некоторых случаях, *to have*) необходим вспомогательный глагол.
2. У каждого времени (present, past и future simple) свой вспомогательный глагол.
3. Вспомогательный глагол
 - для настоящего времени — *do* (*does* — вариант для III л. ед. ч.);
 - для прошедшего — *did*;
 - для будущего — *shall* или *will*.

4. Из трех времен группы simple будущее время — единственное, в составе которого имеется вспомогательный глагол (*shall, will*) уже в утвердительной форме.

Exercises

X. Read and memorise the structure of the negative and interrogative sentences.

- A. 1. I do not (don't) get up early on Sundays. 2. They do not do¹ their flat every day. 3. My son does not (doesn't) take a cold shower in the morning. 4. The small girl does not like to dress herself. 5. I did not (didn't) go to the country last Sunday. 6. We did not conduct a test in our laboratory yesterday. 7. He did not tell me the news. 8. I shall / will not (shan't / won't) come to see you off, I am sorry. 9. They will not (won't) take part in the conference. 10. My chief probably will not go on business to Moscow (to go on business — ездить в командировку).
- B. 1. Do you know English well? 2. What time do you usually return home? 3. Does your son like sport? 4. Did he learn German at school? 5. When did you go to the theatre? 6. Whom did you tell the news? 7. Will you phone me tomorrow? 8. Why won't you take part in the test? 9. When shall (will) we begin the experiment?

XI. Tell your partner that:

A.

- 1) вы знаете английский язык немного; не знаете немецкого; ваш друг тоже (either ['aɪðə]) не знает немецкого;
- 2) в школе вы знали английский язык плохо; не знали грамматику; делали много ошибок (to make a lot of mistakes);
- 3) теперь вы будете знать английский хорошо; будете упорно (hard) изучать грамматику; не будете делать ошибок.

B.

- 1) Вы не принимаете участия в конференциях; не участвуете в испытаниях; ваши коллеги не принимают участия в дискуссиях;
- 2) вы не принимали участия в этой работе; приняли участие в эксперименте; сделали доклад по результатам испытания;
- 3) вы примете участие в испытаниях; ваши друзья будут участвовать в конференции; они не будут принимать участия в исследованиях.

¹ В сказуемом do not do глагол do имеет разные функции: do (I) — вспомогательный глагол, do (II) — основной в значении «делать».

XII. Ask one of the students:

- знает ли он английский язык (немецкий, французский);
- хорошо ли он знает английский;
- почему он изучает английский;
- будет ли он применять знания английского на практике;
- занимается ли он английским упорно;
- сколько часов в день он занимается английским; сколько он вчера занимался английским;
- во сколько лег спать;
- смотрел ли он вчера по ТВ программу «Новости»;
- ходил ли он за покупками позавчера.

REMEMBER!

It takes me ... minutes to do something.

Мне требуется ... минут, чтобы сделать что-то.

XIII. A. Translate the following sentences into Russian.

1. It takes me half an hour to cook dinner. **2.** It took him long to translate this text. **3.** How long will it take you to do this job? **4.** It takes me an hour and a half to do our flat. **5.** It took me twenty minutes to get to the place. **6.** It will take us some hours to prepare everything for the test. **7.** It takes me forty-five minutes to get to my office by bus.

B. Answer the questions using the model given above.

How long How much time	}	does it take you	to jog in the morning?
			to make breakfast?
			to have breakfast (dinner, supper)?
			to get to your office (plant, University, etc.)?
			to do your English homework?
			to cook dinner?
			to wash up?
			to do the flat?
			to do the shopping?
			to speak on the telephone with your friends?

C. Ask one of the students the same questions with reference to the past or future. Use the following models of the interrogative sentence:

for the past — Did it take you long ...? How long did it take you ...?

for the future — Will it take you long ...? How long will it take you ...?

Grammar

REMEMBER!

Следующие выражения с глаголом *to have* образуют отрицательную и вопросительную формы по общему правилу, т. е. с участием вспомогательных глаголов, так как в составе этих словосочетаний глагол *to have* не имеет значения принадлежности, и вся фраза приравнивается к глаголу: *to have breakfast = to breakfast*, *to have dinner = to dine*, *to have a smoke = to smoke* и т. д.:

to have breakfast — завтракать

to have lunch — иметь второй завтрак (ленч)

to have dinner — обедать

to have supper — ужинать

to have a snack — перекусить (быстро поесть)

to have a smoke — покурить

to have a rest, etc. — отдыхать и др.

1. Do you *have breakfast* every morning?

2. I *do not have dinner* in the canteen.

XIV. A. Agree that the following actions take place in the indicated place but not in any other one.

Model: T.: He usually has tea in the kitchen. (in his study)

St.: He does. I know that he does not have tea in his study.

1. He has dinner in the canteen. (in the café) 2. During the break they have a smoke downstairs. (upstairs) 3. We had a snack before the conference. (during the break) 4. He will have supper at home. (in the canteen) 5. Usually I have breakfast in the kitchen. (in the room) 6. They had supper in the café. (at home) 7. My friends had their rest out of town. (in town)

B. Ask a particular question referring to the information presented. Use the prompt in brackets.

Model: T.: They have supper very late. (always)

St.: Do they always have supper very late?

1. I have breakfast with my family. (dinner) 2. My sister has strong coffee in the morning. (in the evening) 3. My friend had his rest in the country. (with his family) 4. They will have their dinner in the café. (Why?) 5. We usually have a snack during the break. (Where?) 6. I usually have a smoke for five minutes. (alone or with your friends) 7. Yesterday we had a long break. (Why?) 8. Englishmen have their lunch at about one o'clock. (Where?)

Text

Read the poem. Tell your partner if you have ever had an unlucky day.

A Bad Day

I overslept and missed my train,
Slipped on the sidewalk in the pouring rain,
Sprained my ankle and skinned my knees,
Broke my glasses, lost my keys,
Got stuck in the elevator, it didn't go,
Kicked it twice and stubbed my toe,
Bought a pen that didn't write,
Took it back and had a fight,
Went home angry, locked the door,
Crawled into bed — couldn't take any more.

Words and Expressions

to oversleep — проспать

to miss a train — опоздать (не успеть) на поезд

to slip on the sidewalk [... 'saɪd, wɜ:k] — поскользнуться на тротуаре

in the pouring rain [... 'pɔ:ɪŋ...] — в проливной дождь

to sprain the ankle [... 'æŋkl] — получить растяжение ноги (в области лодыжки)

to skin the knee [... 'ni:] — ободрать колено

to break the glasses — разбить очки

to lose a key ['lu:z ə 'ki:] — потерять ключ

to get stuck in the elevator — застрять в лифте

to kick twice — стукнуть два раза ногой

to stub a toe [... təʊ] — ударить палец (ноги)

to have a fight [... faɪt] — разругаться

angry [ˈæŋɡri] — сердитый, раздраженный
 to lock the door [...dɔː] — закрыть дверь на замок
 to crawl [krɔːl] — залезать
 couldn't take any more — большего не мог вынести

- XV.** Write out of the poem all irregular verbs in their three forms. Learn these forms.
- XVI.** Write down the first form of the verbs: missed, skinned, stubbed, slipped.
- XVII.** Name which of the accidents mentioned in the poem have ever happened to you.
- XVIII.** Learn the poem by heart.

Grammar

THE ADVERBS *MANY, MUCH*, etc. (НАРЕЧИЯ *MANY, MUCH* и др.)

Исчисляемые существительные	Неисчисляемые существительные
many — много	much — много
few [fjuː] — мало	little — мало
a few — несколько	a little — немного
a lot of, lots of, plenty of — много	

Примечание. Наречия a lot of, lots of, plenty of употребляются только в утвердительных предложениях. В отрицательных и вопросительных предложениях вместо них используются many и much.

1. I have many (a lot of, lots of) friends, much (a lot of) money but little time.
2. I met him a few days ago.

Exercises

XIX. Fill in the blanks with the appropriate quantitative adverbs. Give two variants if possible.

1. Yesterday we received ... guests. **2.** How ... sugar did you buy? **3.** London is a city of ... architectural monuments. **4.** In winter there is ... snow on

the ground. **5.** ... tourists come to our city every year. **6.** I can't see you off, I have ... work to do. **7.** There are only a ... cigarettes in the box. **8.** It is better to have ... time but ... money. **9.** Don't eat ... sugar and bread, eat ... vegetables. **10.** Jane gave me a ... help with my work.

XX. To learn who you are by nature, "a lark" or "an owl" give short answers to the following questions.

A.

1. Do you get up early in the morning?
2. Do you like morning hours?
3. Do you feel bright and cheerful in the morning?
4. Do you do much work before afternoon?
5. Do you feel tired in the evening?
6. Do you go to bed before 12 p.m.?

If all your answers are "yes", you are "a lark" by nature, if the answers are "no", you are "an owl".

B.

1. Do you like to get up late in the morning?
2. Do you wake up reluctantly ([rɪˈlʌktəntli] — неохотно) in the morning?
3. Do you hate alarm clock's ringing?
4. Do you feel sleepy in the morning?
5. Do you like to keep late hours?
6. Does your brain (мозг) work intensively after midnight?
7. Do you go to bed very late?

If all your answers are "yes", you are "an owl" by nature, if the answers are "no", you are "a lark".

XXI. Ask your partner the same questions and define his (her) type of nature.

XXII. Topics for discussion.

1. In the morning at home (before your working day begins).
2. In the office. (At the plant. At the University.)
3. In the evening at home (after your working day is over).
4. Your last weekend.
5. Your plans for the next weekend.

Text

Read the text and pay attention to the irregular verbs in the past simple tense.

The Cat that Caused a Wedding

I went to the wedding of my old friend Tom Bailey and Miss Helen Jones last week. I enjoyed it very much. It was a good wedding with lots to eat and drink and there were some bright people there. Tom is a lucky fellow. His wife is a very pretty girl, young and gay and interesting, and clever too. Oh yes, he is a lucky man. And it all happened because of a cat. It sounds funny, but it is true.

Helen lived in the next house to Tom's, and Tom was soon head over heels in love¹ with Helen. He used to look at her over the garden wall; he talked to her one day for a short time; he walked to the station with her once or twice; and one evening, one great evening in his life, he went to a Christmas party and danced with her.

But Tom isn't much of a talker, and when he was with Helen he seemed to have nothing to say². He wanted to say a lot, but the words just dried up and he could never say anything.

Then one day he walked out into the garden and saw Helen on the other side of the wall. She looked very unhappy and worried. Tom said, "What is the matter?" And she pointed to the big tree in her garden.

Tom looked up there. He saw Helen's cat high up in the tree. It couldn't get down and looked as unhappy as Helen did. Tom went over the garden wall and climbed up the tree and carried the cat down safely.

Helen was so pleased to get her cat again that she put her arms round Tom's neck³ and gave him a kiss. This pleased Tom very much. He wanted the cat to climb up the tree every day⁴. So that night he waited until it was dark and then he climbed up the tree. He carried a hammer and nails and a fish in his hand. He knew that cats liked fish so he nailed the fish to the tree.

The end of the story is: every day Tom saved the cat and got kisses from Helen for it. Soon they got married.

(C. E. Eckersley. *Essential English for Foreign Students*. Book One. P. 177–178, 183)

¹ head over heels in love — влюблен по уши

² he seemed to have nothing to say — казалось, ему нечего сказать

³ she put her arms round Tom's neck — она обняла Тома

⁴ He wanted the cat to climb up the tree every day. — Ему захотелось, чтобы кошка влезла на дерево каждый день.

Words and Expressions

to cause [kəʊz] — быть причиной
a wedding [ˈwedɪŋ] — свадьба
bright [braɪt] — зд.: видный, известный
a lucky fellow [ˈlʌki ˈfeləʊ] — счастливчик
pretty [ˈprɪti] — хорошенькая
gay [geɪ] — веселый
to happen [ˈhæpən] — случаться
because of [biˈkɒz əv] — из-за
to sound funny [ˈsaʊnd ˈfʌni] — звучать смешно
true [tru:] — верный, правдивый
a Christmas party [ˈkrɪsməs ˈpɑ:ti] — вечеринка по случаю Рождества
to dry up [ˈdraɪ ˈʌp] — зд.: застрять в горле
a wall [wɔ:l] — ограждение, стена, высокий забор
unhappy [ʌnˈhæpi] — несчастный
worried [ˈwʌrɪd] — взволнованный
to point [pɔɪnt] — указывать
high up [ˈhaɪ ˈʌp] — высоко
to climb [klaɪm] — карабкаться, влезать
to carry down safely — благополучно спустить
to give a kiss — поцеловать
to wait [weɪt] — ждать
a hammer [ˈhæmər] — молоток
a nail [neɪl] — гвоздь
to nail — забивать гвоздь, прибивать
a fish — рыба
to save — спасать

Grammar

THE EXPRESSION *USED TO DO SOMETHING* (ВЫРАЖЕНИЕ USED TO DO SOMETHING)

Выражение *used to do something* («обычно что-то делал») употребляется для описания повторяющегося действия в прошлом; при этом имеется в виду, что в настоящем этого уже не происходит.

1. She *used to speak* English well (but she doesn't now).
2. He *used to have dinner* at that hotel (but he doesn't now).

Exercises

XXIII. A. Describe Helen using the following words to characterise her: *pretty, gay, young, clever, interesting, practical, ingenious* ([ɪnˈdʒiːnjəs] — изобретательный).

Model: Helen is pretty, *or* Helen is a pretty girl.

B. Describe Tom using the following words to characterise him: *a lucky fellow, not to be much of a talker, shy* ([ʃaɪ] — робкий, застенчивый), *to be head over heels in love with smb.*

XXIV. Express your attitude to what is stated about Helen and Tom. Agree with the statement or express your surprise at it.

Model 1: T.: Helen is a pretty girl.

St.: She is.

Model 2: T.: She doesn't love Tom as much as he does.

St.: Doesn't she? (Indeed?)

1. Helen is young and gay. **2.** Though she is young, the girl is clever. **3.** She has a talent to get what she wants. **4.** The girl is rather ingenious. **5.** Helen used her cat as a bait (наживка). **6.** She really wanted to marry Tom. **7.** Tom isn't much of a talker. **8.** But he is a brave young man. **9.** He was head over heels in love with Helen. **10.** They will be happy together.

XXV. Speak about the relations between Tom and Helen before they got married. The following expressions will help you.

To live next door to Helen, a Christmas party, used to look at her, to dance, to talk for a short time, not to be much of a talker, to walk once or twice, could never say anything.

XXVI. Speak about their life in the present tense. Use the expressions from exercise XXV but don't forget to change or drop some element that indicate the past tense.

XXVII. Speak how the cat helped the wedding. Use the following words and expressions.

To look unhappy and worried, to point to the big tree, high up in the tree, to climb up the tree, to carry down safely, to put arms round somebody's neck, to give a kiss, to be happy, to carry a hammer and nails, to nail a fish, to save the cat, to marry somebody.

Short Dialogues

MAKING A DATE

Read the dialogues in pairs.

I

He: I'm going out for a walk on Sunday. Would you like to join me?

She: Oh dear! I'm afraid I can't. I'm busy on Sunday.

He: Perhaps some other time then?

She: Of course. Thanks for inviting me though.

II

He: Could you come to my place tonight for a sherry party?

She: Tonight's hardly possible. Perhaps tomorrow evening?

He: Oh, I don't think I can. What about the day after tomorrow?

She: That's fine. I'll come with pleasure.

I. to make a date (*Am. E.*) — назначать свидание

Would you like? — Не хочешь ли? (Не хотелось бы тебе?)

perhaps [pə'hæps] — может быть

though [ðəʊ] — однако, хотя

II. to come to one's place — зайти к кому-л.

tonight [tə'naɪt] — сегодня вечером

a sherry party ['ʃeri 'pa:ti] — прием с коктейлями во второй половине дня

Phrases for Invitation ([,ɪnvɪ'teɪʃn] — приглашение)

1. I'm going out to the theatre with some friends. Would you like to join us?

2. Are you going to be busy tonight? Could you go to the theatre with me?

3. Are you doing anything this evening by any chance? Would you like to go to the concert with me?

Phrases for Yes

1. Yes, that'd be lovely! (Так в основном реагируют женщины.)

2. I'd love to! (Мужчины выбирают более нейтральные слова.)

3. How nice of you! Thanks very much.

4. Mm! That's a great idea!

Phrases for No

1. Oh dear! I'm afraid I'm busy tonight.
2. Tonight's difficult. Perhaps tomorrow evening?
3. I'm sorry, I'm expecting some visitors this evening.
4. This evening is a bit of a problem. What about tomorrow?

by any chance — случайно

That's a great idea! — Это хорошая мысль.

I'm expecting — я ожидаю

a bit of a problem — довольно проблематично

Situational Exercises to the Short Dialogues

I. Make up short dialogues using the given models.

A. Your invitation is accepted.

Model: St. 1: Could you come to my place for a **birthday party tomorrow?**

St. 2: How nice of you! Thanks, I'll come by all means. (Any phrase for "yes")

Use: **1)** a Christmas party — the day after tomorrow; **2)** a sherry party — tonight; **3)** a New Year party — tomorrow evening; **4)** a birthday party — at the weekend; **5)** a tea party — on Sunday; **6)** a wedding celebration — next Saturday; **7)** a dinner party — on Monday; **8)** an evening party — this Sunday; **9)** a home concert — tomorrow at 7 o'clock; **10)** St. Valentine's Day celebration — on the 14th of February.

B. Your invitation is not accepted.

Model: St. 1: I'm going **to the cinema tomorrow**. Would you like to join me?

St. 2: I'm sorry, tomorrow is a bit of a problem, I'm busy. (Any phrase for "no")

Use:

1) to the country — on Sunday; **2)** to the museum — tomorrow morning; **3)** to the theatre — tonight; **4)** to the concert — tomorrow evening; **5)** to a sherry party — on Saturday; **6)** to the lunch party — at the weekend; **7)** to my friend's birthday party — next Sunday; **8)** to the musical show — the day after tomorrow; **9)** to my relatives' — next week; **10)** to the cinema for a new film — now; **11)** to the pop music concert — on Friday.

Revision Test 1

I. Choose the right variant a, b or c to complete each sentence.

1. The father's new wife in a second or later marriage is a ... for his child.
a) mother-in-law **b)** grandmather **c)** stepmother
2. It is difficult for me to learn to write English words correctly because I am not good at ...
a) pronunciation **b)** spelling **c)** listening
3. The ... is a holiday that two people take after they get married.
a) wedding anniversary **b)** honeymoon **c)** silver wedding
4. What is your mother ... profession? — She is an economist.
a) in **b)** on **c)** by
5. Your husband's brother is your ...
a) brother-in-law **b)** half brother **c)** stepbrother
6. When a person applies for a job to a certain company, he or she has a (an) ... with the chief of the company.
a) interview **b)** meeting **c)** talk
7. The ... are people who are out of work for some time for one or another reason.
a) jobless **b)** unemployed **c)** retired
8. Can I make a (an) ... with Doctor Brown for Monday at ten o'clock?
a) arrangement **b)** meeting **c)** appointment
9. Paula's parents ... when she was fourteen. Now they decided to reunite.
a) married **b)** divorced **c)** said good-bye to each other
10. I am not a shopaholic so I don't like to ...
a) go shopping **b)** do the shopping **c)** spend money on trifles

II. Choose the proper grammatical form out of the given variants.

1. John overslept and ... not to be late for the classes.
a) didn't have breakfast b) hadn't any break-fast c) had no breakfast fast
2. Whose books are these? — These are
a) our b) ours c) our book
3. The police ... there in time and managed to arrest the suspect.
a) was b) were c) are
4. Don't worry. No news ... good news.
a) is b) were c) are
5. You must have as ... sugar as possible.
a) a lot of b) little c) few
6. Save your money but don't put ... in the bank.
a) them b) they c) it
7. Who can tell me where ...?
a) my umbrella is b) is my umbrella c) was my umbrella
8. If it ... next Sunday, we will stay in town.
a) rains b) will rain c) rain
9. Do ... people take care of their health properly?
a) lots of b) a lot of c) many
10. The film ... at six o'clock. Try not to be late.
a) will begin b) will not begin c) begins

III. Read the text.

The Ant and the Grasshopper
(An extract)

I suppose every family has a black sheep. Tom had been a sore trial to his brother for twenty years. He had begun life decently enough: he went into business, married, and had two children. The Ramsays were

perfectly respectable people and there was every reason to suppose that Tom Ramsay would have a useful and honourable career. But one day, without warning, he announced that he didn't like work and that he wasn't suited for marriage. He wanted to enjoy himself. He would listen to no expostulations. He left his wife and his office. He had little money and he spent two happy years in the various capitals of Europe. Rumours of his doing reached his relations from time to time and they were profoundly shocked. He certainly had a very good time. They shook their heads and asked what would happen when his money was spent. They soon found out: he borrowed. He was charming and unscrupulous. I have never met anyone to whom it was more difficult to refuse a loan. He made a steady income from his friends and he made friends easily. But he always said that the money you spent on necessities was boring; the money that was amusing to spend was the money you spent on luxuries.

(By S. Maugham)

A. Answer the questions.

1. Were the Ramsays respectable and hard-working people?
2. What does it mean that Tom was a black sheep in the family? What Russian proverb corresponds to this expression?
3. How did Tom begin his life?
4. Did he follow his family's tradition?
5. How did he change his life all of a sudden?
6. How did Tom enjoy himself after he had left his business and family?
7. Where did he get money?
8. Did he make friends easily?

B. Ask your partner:

- 1) if he / she makes friends easily;
- 2) if he / she sometimes borrows money from his / her friends;
- 3) what he / she spends money on;
- 4) if he / she likes to spend money on luxuries;
- 5) if he / she wants to make a successful business career in future;
- 6) what is more important for him / her — the family or the career.

Unit

FOUR

Conversation: Time. Weather. Seasons

Grammar: Tag-questions. The pronoun *it*. Cardinal Numerals

Text

Read the text.

The Climate and Seasons in England

The warm current of the Gulf Stream brings a temperate climate to the British Isles. So the weather in England is mild in all seasons. The temperature seldom reaches extremes of heat or cold. It averages about 40 degrees Fahrenheit in January and 60 degrees in August. During the day the changes in temperature are not very great, that is why weather forecasts do not give the temperature of the air.

The best seasons in England are spring and summer. In summer the sun shines brightly but it is not hot. Green grass covers the fields and meadows.

Here and there beautiful flowers are growing. It is pleasant to walk in the woods and forests, to breathe fresh air and listen to the songs of the birds. The days in summer are long and the nights are short so you have much time to enjoy the wonderful landscape.

Autumn is a rainy season and the weather is mostly dull. But there may be a spell of sunny weather in late September, which they call Indian summer, when the sky seems high, the sun shines and the earth is covered¹ with fallen leaves.

The most typical feature of the climate in England is the thick fog that they often have in autumn and in winter. It comes often and stays for weeks.

In winter the sky is pale, grey and has low clouds. The sun shines rarely, its rays are pale; it sets early and rises late. The winter air is frosty and the

¹ is covered — покрыта

weather is windy. They have all sorts of weather in winter. Sometimes it rains and sometimes it snows heavily, and they also have fog and frost. But it rains more often than it snows. That is why English people do not wear heavy overcoats, but only warm raincoats.

Towards the end of the winter the snow begins to melt, the sky becomes blue, the first grass and flowers appear, birds come back from the warm lands. Spring comes.

Words and Expressions

a climate [ˈklaɪmət] — климат

a season [ˈsiːzn] — время года, сезон

a current [ˈkʌrənt] — течение

the Gulf Stream [ˌɡʌlf ˈstri:m] — Гольфстрим

temperate [ˈtempərət] — умеренный

the British Isles [ˈbrɪtɪʃ ˈaɪləz] — Британские острова

weather [ˈweðə] — погода

mild [maɪld] — мягкий, умеренный

seldom [ˈseldəm] — редко

to reach [ri:tʃ] — достигать

an extreme [ɪkˈstri:m] — крайняя степень

heat [hi:t] — жара

to average [ˈævərɪdʒ] — достигать в среднем

a degree [diˈɡri:] — градус

Fahrenheit [ˈfærənhaɪt] — шкала термометра Фаренгейта

January [ˈdʒænjuəri] — январь

August [ˈɔːɡəst] — август

a change [tʃeɪndʒ] — изменение

a forecast [ˈfɔːkɑːst] — прогноз

air [eə] — воздух

spring [sprɪŋ] — весна

the sun [sʌn] — солнце

to shine brightly (shone) [ˈʃaɪn ˈbraɪtli] — светить ярко

hot [hɒt] — жаркий

green grass [ˈɡriːn ˈɡraːs] — зеленая трава

a field [fiːld] — поле

a meadow [ˈmedəʊ] — луг

a beautiful flower [ˈbjuːtəfl ˈflaʊə] — красивый цветок

to grow (grew, grown) [grəʊ] — произрастать
 woods [wudz] — роща
 a forest ['fɒrɪst] — лес
 to listen to the songs of the birds ['lɪsn tə ðə 'sɒŋz əv ðə 'bɜ:dz] — слушать
 пение птиц
 long [lɒŋ] — длинный
 short [ʃɔ:t] — короткий
 autumn ['ɔ:təm] — осень
 rainy ['reɪni] — дождливый
 mostly dull ['məʊstli 'dʌl] — по большей части пасмурный
 a spell [spel] — короткий промежуток времени
 late September ['leɪt sep'tembə] — конец сентября
 to call [kɔ:l] — называть
 Indian summer ['ɪndiən ...] — бабье лето
 the sky [skaɪ] — небо
 to seem [si:m] — казаться
 earth [ɜ:θ] — земля
 fallen leaves ['fɔ:lən 'li:vz] — опавшие листья
 the most typical feature [... 'tɪpɪkəl 'fi:tʃə] — самая отличительная черта
 a thick fog ['θɪk 'fɒg] — густой туман
 winter ['wɪntə] — зима
 to stay [steɪ] — зд.: держаться, не проходить
 pale [peɪl] — неяркий
 grey [greɪ] — серый, пасмурный
 low clouds ['ləʊ 'klaʊdz] — низкие облака
 rarely ['reəli] — редко
 a ray [reɪ] — луч
 to set early ['set 'ɜ:li] — рано садиться (о солнце)
 to rise late ['raɪz 'leɪt] — поздно всходить (о солнце)
 frosty ['frɒsti] — морозный
 frost [frɒst] — мороз
 windy ['wɪndi] — ветреный
 it rains [... reɪnz] — идет дождь
 it snows heavily [... 'snəʊz 'hevɪli] — идет сильный снег
 to wear heavy overcoats ['weə 'hevi 'əʊvəkəʊts] — носить теплое пальто
 a raincoat ['reɪn,kəʊt] — плащ
 towards the end [tə'wɔ:dz ðə 'end] — к концу

to melt [melt] — таять
to appear [ə'piə] — появляться
a land [lənd] — страна, земля

Exercises

I. A. Answer the questions.

1. What is the climate like in England? 2. Why don't weather forecasts give the temperature of the air? 3. What are the best seasons in England? 4. What is the weather like in winter? 5. What is Indian summer? 6. Why do English people wear only warm raincoats in winter? 7. What are the first signs of spring?

B. On the basis of the questions given above ask indirect questions beginning with the words *Tell me, please* and *I wonder*.

II. Form adjectives from the nouns according to the model and translate them into Russian.

Model: frost — frosty (морозный)
A cloud, wind, rain, the sun, snow, fog, ice, a storm.

REMEMBER!

При образовании прилагательного при помощи суффикса *у* от односложного существительного, оканчивающегося на согласную, конечная согласная удваивается: *sun* — *sunny*.

При образовании прилагательного при помощи суффикса *у* от односложного существительного, оканчивающегося на немое *е*, последнее выпадает: *ice* — *icy*.

III. Complete the statements characterising the weather.

Model: T.: When the wind is blowing, we say
St.: It is windy.

1. When the clouds cover the sky, we say 2. When the rain begins, we say 3. When the sun is shining, we say 4. When the snow covers the field, we say 5. When the fog appears, we say 6. When the storm begins, we say 7. When the earth is covered with ice, we say

IV. Agree with the statement and express your attitude to it, using the phrases *It's fine, It's (not) good, It's (not) bad, It's a pity.*

Model: T.: The days became longer.
 St.: They did. It's fine.

1. The weather is sunny, though windy. **2.** It often rains in autumn. **3.** The nights became shorter. **4.** The sky is dark and cloudy. **5.** The days grew longer. **6.** The air is frosty and wet. **7.** The “white nights” are coming. **8.** It was late to go there. **9.** Autumn is a rainy season and the weather is often dull. **10.** The landscape in summer is wonderful.

V. This is how to ask and answer the questions about the temperature:

- 1.** What is the temperature today?
— It is fifteen degrees **above zero Celsius (Centigrade).**
- 2.** What was the temperature yesterday?
— It was ten degrees above zero Celsius (Centigrade).
- 3.** What was the average temperature last winter?
— It was twenty degrees **below zero Celsius (Centigrade).**

above zero [ə'blʌv 'ziərəʊ] — выше нуля

Celsius ['selsiəs] — Цельсий

Centigrade ['sentɪˌgreɪd] — стоградусный (стоградусная температурная шкала)

below zero [bi'ləʊ ...] — ниже нуля

average ['æv(ə)rɪdʒ] — средний

There is also a Fahrenheit scale. The formula for converting a Celsius temperature to Fahrenheit is

$$F = \frac{9}{5}C^{\circ} + 32^{\circ}$$

If it is necessary to convert a Fahrenheit temperature to Celsius, you should use the formula

$$C^{\circ} = \frac{5}{9}(F^{\circ} - 32^{\circ})$$

VI. Using the formula given above convert the Celsius temperature to the Fahrenheit one and vice versa.

+15 °C, -20 °C, 0 °C, -4 °C, 34 °F, 100 °F, 88 °F.

VII. A. Show your surprise at what you hear about the temperature using the words *Indeed?* or *Really?*

Model: T.: The temperature was very low in May.

St.: Indeed? (Really?)

T.: It was.

1. In the North Pole (Северный полюс) the temperature reaches -50 °C in winter. **2.** The last summer was very hot. **3.** The temperature 100°F is about +38 °C. **4.** The temperature is very low for the season. **5.** The temperature today is only +5 °C. **6.** Last summer the temperature in our city reached +30 °C.

B. Do the exercise in pairs each time exchanging the roles.

VIII. Think of some sentences characterising seasons in your city (town).

Model: Winter in our city is usually mild, but sometimes it is frosty.
The temperature reaches -25 °C. Everybody likes snow.

Speak about: summer spring
autumn the last winter
early autumn

IX. You are having a rest in the Crimea. The weather is fine. Write a letter to your friend describing the weather.

X. It is autumn. The weather is nasty ([ˈnɑːsti] — отвратительный). Phone your friend and complain about this.

XI. Describe every season in England (on the basis of the text).

XII. Topics for discussion.

1. Your favourite season.
2. Indian summer.
3. The typical winter in your town.
4. The summer which you cannot forget.
5. Spring as a symbol of the new life and hope for the better changes.
6. Late autumn.

Grammar

TAG-QUESTIONS

(РАЗДЕЛИТЕЛЬНЫЕ ВОПРОСЫ)

It is cold, isn't it? — Холодно, не правда ли?

It is not raining, is it? — Дождь не идет, не так ли?

It doesn't often rain in spring, does it? — Весной не часто идут дожди, не так ли?

В таких предложениях собственно вопросительной является вторая часть. Обратите внимание, что отрицание *not* содержится либо в первой, либо во второй части (но не в обеих). Если первая часть утвердительная, то отрицание появляется непосредственно в вопросе, и наоборот, если первая часть отрицательная, то в вопросе отрицание отсутствует. Вспомогательный глагол в собственно вопросе зависит от того, в каком грамматическом времени дается основной глагол в первой части.

Exercises

I. Put in tag-questions.

1. It is snowing, ...? 2. The climate in England is mild, ...? 3. It isn't warm today, ...? 4. It was windy yesterday, ...? 5. It looks like rain, ...? 6. In winter it often snows heavily, ...? 7. It wasn't dull in the morning, ...? 8. You don't like winter, ...? 9. You didn't go to the country last weekend, ...? 10. He lives there, ...? 11. You won't do this, ...? 12. You like early spring, ...? 13. It snowed much last winter, ...?

II. Ask one another questions about the weather, personal interests, and something else. Use the models:

The weather is ..., isn't it?

You don't like ..., do you?

You dislike (питать отвращение) ..., don't you?

Short Dialogues

TALKING ABOUT THE WEATHER

Read the dialogues in pairs.

I

A: Fairly warm for the time of year.

B: Yes. Quite different from the weather forecast.

A: They say we're in for rain.

B: Let's hope it keeps fine for some more time.

II

A: Nice and sunny this morning!

B: Much better than yesterday.

A: The wind'll probably get up later.

B: As long as it doesn't rain.

I. fairly ['feəli] — довольно

we're in for rain — ожидается дождь

II. much better — много лучше

as long as — пока что

Exercises

I. A. Respond to the statements with the phrase *Yes. Quite different from the forecast.*

1. Fairly mild for the time of year. 2. Fairly warm for the season. 3. A rather rainy day. 4. Rather cold for the season. 5. Nice and bright this morning. 6. Windy and cold this afternoon!

B.

1. Use the adjectives *fine, hot, nice, bright, wonderful* in statements 1 and 2.

2. Use the adjectives *windy, cold, cool, dark, foggy, wet* in statements 3 and 4.

3. Use the adjectives *sunny and dry, fine and still, bright and warm, foggy and cool, wet and cloudy* in statements 5 and 6.

II. Respond to the statements with the phrase *Much better (worse) than yesterday*.

A. T. — St.

1. What a fine weather today! 2. What a wonderful morning! 3. Rainy and windy this morning. 4. It's cold today, isn't it? 5. What a nice day! 6. Foggy and cool this afternoon.

B. St. 1 — St. 2

Use some other adjectives in the statements given above. (For adjectives see ex. I.B.)

III. Say as many phrases about the weather as possible, the phrases to which the response is the following: *Let's hope it keeps fine for the weekend*.

IV. Read the following weather forecasts for the next day and say which of them will be favourable for your trip to the suburb.

1. There will be fog in the mountains early tomorrow morning, disappearing by noon, and it will be sunny but cold for most of the day. Snow is expected tomorrow night.
2. It will be another dull, wet day tomorrow. Storms are expected in the afternoon and there will be heavy rain in all areas.
3. For most of the day tomorrow the weather will be clear and warm. However, by late afternoon it is expected to become increasingly cloudy, with the possibility of showers in the evening.
4. It will be another hot day tomorrow. People are, however, advised to stay indoors, as strong winds are expected in the afternoon with the likelihood of sandstorms. Temperatures are expected to drop tomorrow night and it will become quite chilly.

(Virginia Evans, Jenny Dooley. *Teacher's Book. Enterprise 4. Intermediate*. P. 21. Express Publishing, 1998)

V. Find in the short texts given above words relating to the topic *Weather* and write them down in three columns.

Nouns

Adjectives

Verbs

VI. Match the adjectives listed in the left column to the nouns from the right column.

- | | |
|-----------|------------|
| 1) cloudy | a) air |
| 2) dull | b) clouds |
| 3) frosty | c) day |
| 4) heavy | d) rain |
| 5) strong | e) sky |
| 6) sunny | f) snow |
| 7) warm | g) storm |
| 8) wet | h) weather |
| 9) windy | i) wind |

VII. The following phrases will be useful for making a forecast.

Fog is expected. — Ожидается (возможен) туман.

Showers are expected. — Ожидаются (возможны) ливни.

Say the following in English.

1. Утром ожидаются ливни. **2.** К вечеру ожидается дождь со снегом.
3. Временами возможен сильный ветер. **4.** В выходные ожидаются теплые, солнечные дни. **5.** Прогноз погоды на завтра вполне благоприятный. **6.** Утром ожидается прохладная погода.

VIII. Reproduce the short dialogues "Talking about the Weather" in similar situations.

Text

Read the poem and take the advice into consideration.

Must

When the weather is wet,
We must not fret.
When the weather is cold,
We must not scold.
When the weather is warm,
We must not storm.
But be thankful together
Whatever the weather.

to fret — раздражаться

to scold [skəʊld] — браниться

to storm [stɔ:m] — горячиться, кричать

whatever [wɒt'evə] — какой бы ни, любой

IX. You are a TV announcer. You are informing the TV viewers about the weather forecast for the next weekend. What will your information be?

1. It is late September.
2. It is the very beginning of January.
3. It is early spring.
4. It is August.

Grammar

THE PRONOUN *IT* (МЕСТОИМЕНИЕ *IT*)

Местоимение *it* имеет несколько значений. В зависимости от своего значения *it* может переводиться или не переводиться на русский язык.

1. *It* — личное местоимение. В русском языке соответствует местоимениям «он», «она», «оно» (во всех падежах), указывающим на неодушевленный предмет:

Take some milk. *It* is in the fridge. (*Оно* в холодильнике.)

Where is the bread? — *It* is on the table. (*Он* на столе.)

Where is the book? — *It* is on the shelf. (*Она* на полке.)

2. *It* — указательное местоимение, на русский язык переводится местоимением «это»:

It is a large room. — *Это* большая комната.

It is a comfortable chair. — *Это* удобный стул.

It is a nice garden. — *Это* красивый сад.

3. *It* употребляется как формальное подлежащее в предложениях, описывающих явления природы, а также при сообщении времени, времени дня, дней недели и др. На русский язык такое местоимение не переводится:

a) *It* is hot. — Жарко.

It is frosty. — Морозно.

It is snowing. — Идет снег.

It is raining. — Идет дождь.

It is spring. — Весна.

b) *It is twelve o'clock.* — Двенадцать часов.

It is morning. — Утро.

It is Sunday today. — Сегодня воскресенье.

4. *It* — формальное подлежащее, вводящее смысловое подлежащее. На русский язык не переводится:

It is pleasant to walk in the forest. — Приятно гулять в лесу.

It is necessary to call him. — Необходимо позвонить ему.

5. *It* — эмфатическое, усилительное слово. Употребляется для подчеркивания значения одного из членов предложения. На русский язык не переводится:

It is in the evening that I like to work. — Именно (Как раз) вечером я и люблю работать.

It is Tom who knows the place. — Именно (Как раз) Том и знает это место.

Exercises

I. Read the following sentences taken from the story "Mr. Know-All" by S. Maugham. Define the type of the pronoun *it* and translate the sentences into Russian.

1. But when I was told the name of my companion my heart sank. It suggested the closed portholes and the night air rigidly excluded. It was bad enough to share a cabin for fourteen days with anyone (I was going from San Francisco to Yokohama), but I should have looked upon it with less dismay if my fellow passenger's name had been Smith or Brown.
2. When I went on board I found Mr. Kelada's luggage already below. I did not like the look of it; there were too many labels on the suitcases, and the wardrobe trunk was too big.
3. "I am Mr. Kelada," he added, with a smile that showed a row of flashing teeth, and sat down.
"Oh, yes, we are sharing a cabin, I think."
"Bit of luck, I call it. You never know who you're going to be put on with..."
4. "Are you English?" I asked, perhaps tactlessly.
"Rather. You don't think I look like an American, do you? British to the backbone, that's what I am." To prove it, Mr. Kelada took out of his pocket a passport and airily waved it under my nose.

5. From each of his hip pockets he fished a flask and laid it on the table before me.
6. It was impossible to snub him. It never occurred to him that he was not wanted.
7. We call him Mr. Know-All, even to his face. He took it as a compliment. But it was at mealtimes that he was not intolerable.
8. You could not look at her without being struck by her modesty. It shone in her like a flower on a coat.
9. "That's a pretty chain of Mrs. Ramsay's, isn't it?"
"I noticed it at once," answered Mr. Kelada. "Gee, I said to myself, those are pearls all right."
"I didn't buy it myself, of course. I'd be interested to know how much you think it cost."
10. "Let me look at the chain, and if it's imitation I'll tell you quickly enough. I can afford to lose a hundred dollars," said Mr. Kelada.
"Take it off, dear. Let the gentleman look at it as much as he wants". Mrs. Ramsay hesitated a moment. She put her hands to the clasp. "I can't undo it," she said. "Mr. Kelada will just have to take my word for it."
11. Suddenly he caught sight of Mrs. Ramsay's face. It was so white that she looked as though she were about to faint. She was staring at him with wide and terrified eyes. ... it was so clear that I wondered why her husband did not see it.
12. "I was mistaken," he said, "It's a very good imitation, but of course as soon as I looked through my glass I saw that it wasn't real."
13. He took out his pocketbook and from it a hundred-dollar bill. He handed it to Ramsay without a word.
14. It was a fine joke that Mr. Know-All had been caught out.
15. I picked up the letter and noticed that it was addressed to Mr. Kelada. The name was written in block letters. I handed it to him.

II. Answer the questions.

1. Is it cold today? 2. Is it stuffy in the room? 3. Is it Sunday today? 4. Was it Saturday yesterday? 5. What day of the week will it be tomorrow? 6. Is it necessary to learn English? 7. Is it difficult to understand English? 8. Is it interesting for you to see French films? And American ones? 9. Is it hard for you to find the time for English classes? 10. Was it pleasant for you to meet your friends after the holidays?

III. Translate into English.

1. Холодно. 2. Сейчас осень. 3. Осенью идут дожди. 4. Вчера был дождь. 5. В комнате душно. 6. Вчера было воскресенье. 7. Было солнечно. 8. Вчера не было прохладно. 9. Темно. 10. Будет холодно. 11. Летом жарко. 12. Сейчас холодно? 13. Сейчас идет дождь?

Time

Read and memorise.

What's the time? — Который час (сейчас)?

What time is it now? — Сколько времени?

What time is it by your watch? — Сколько времени на ваших часах?

It is six (o'clock). — Сейчас шесть (часов).

It is ten (minutes) past nine. — Сейчас десять минут десятого.

It is ten (minutes) to nine. — Сейчас без десяти (минут) девять.

It is half [ha:f] past twelve. — Сейчас половина первого.

It is a quarter ['kwɔ:tə] to five. — Сейчас без четверти пять.

It is twelve (o'clock) sharp. — Сейчас ровно двенадцать (часов).

My watch is five minutes fast (slow). — Мои часы спешат (отстают) на пять минут.

at eight (o'clock) — в восемь часов

at eight p.m.¹ — в восемь часов вечера

at eight a.m.² — в восемь часов утра

in the morning — утром

early in the morning — рано утром

in the evening — вечером

late in the evening — поздно вечером

in the afternoon — в полдень

in the daytime — днем, в дневное время

tonight — сегодня вечером (*реже* — ночью)

at night — ночью

¹ p.m. is short for Latin "post meridiem" — после полудня

² a.m. is short for Latin "ante meridiem" — до полудня

Exercises

IV. Answer the questions.

1. What is the time now?
2. Is your watch correct?
3. How many minutes is your watch fast (slow)?
4. What time do your English classes begin?
5. When are the classes over?
6. What time did you go to bed yesterday?
7. When is the TV programme "News" on?

V. Ask student B:

what time it is now.

if his (her) watch is fast or slow.

how much it is fast (slow).

when he (she) has a break for dinner.

what time he (she) revises for the English classes.

when he (she) returns home in the evening.

what time he (she) gets up at weekends.

VI. Say it in English.

1. Сейчас два часа.
2. Сейчас половина третьего.
3. Который час? — Без пятнадцати четыре.
4. Было ровно восемь часов.
5. Это было в девять часов вечера.
6. Сейчас без двух минут два.
7. В какое время это было? — Это было в шесть утра.
8. Сейчас без четверти одиннадцать.

Grammar

CARDINAL NUMERALS

(КОЛИЧЕСТВЕННЫЕ ЧИСЛИТЕЛЬНЫЕ)

1)

one	eleven	—
two	twelve	twenty
three	thirteen	thirty
four	fourteen	forty
five	fifteen	fifty
six	sixteen	sixty
seven	seventeen	seventy
eight	eighteen	eighty
nine	nineteen	ninety
ten	—	—

2)

a hundred ['hʌndrəd]	СТО
a thousand ['θaʊzənd]	ТЫСЯЧА
a million ['mɪljən]	МИЛЛИОН

REMEMBER!

two hundred; three thousand; four million.

Exercise

VII. Tell the time in English.

8.45; 3.50; 20.08; 10.18; 19.02; 12.00; 22.30; 1.15; 13.40; 5.17; 6.27; 7.30;
18.20; 16.15; 14.58

Unit

FIVE

Conversation: Days of the Week. Months. Meeting People after a Long Time

Grammar: The Perfect Tenses. Ordinal Numerals

Read the following dialogues and see how the present perfect tense is formed and used. Pay attention to the tense change: first the present perfect is used, then the situation is described in the past simple.

Read the dialogues.

Have You Ever ...?

1. — Have you ever learnt a foreign language before?
— Yes, I have.
— Oh! Which one did you learn?
— I learnt French in High School.
2. — Have you ever been to any Eastern country?
— Yes, I have.
— What country was it?
— It was Japan.
3. — Have you ever seen one of the “Seven Wonders of the World”?
— Ah, yes, I have. I saw the Egyptian Pyramids.
— When did you see them?
— I saw the pyramids when I visited Egypt in 2014.
4. — Have you ever drunk too much?
— Yes, I have.
— When did you drink too much?
— I drank too much at my brother’s wedding.
5. — Have you ever eaten out at a Chinese restaurant?
— Yes, I have.
— When did you eat there?
— My friends and I ate there on the eve of the New Year by the Eastern calendar.

6. — Have you ever had the flu?
 — Yes, I have.
 — When did you have it?
 — I had it last September when I bathed in the cold water.
7. — Have you ever broken a bone?
 — Yes, I have. Not once.
 — What did you break?
 — I broke my leg and two years later I broke my arm.

Words and Expressions

a language ['læŋɡwɪdʒ] — язык (родной или иностранный)

Eastern — восточный

Seven Wonders of the World — семь чудес света

to drink (drank, drunk) — пить

to eat out [i:t] (ate [et], eaten ['i:tn]) — есть, кушать (в гостях или ресторане)

a Chinese restaurant [... 'restərɒnt] — китайский ресторан

to have the flu [flu:] — болеть гриппом

to break [break] (broke [brəʊk], broken ['brəʊkən]) — ломать

a bone [bəʊn] — кость

a leg — нога (от бедра до ступни)

Exercise

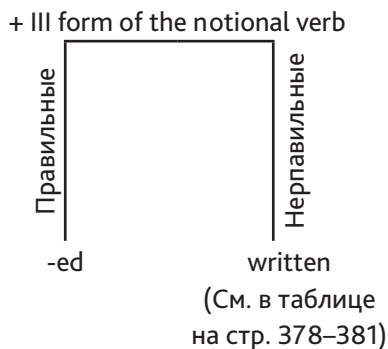
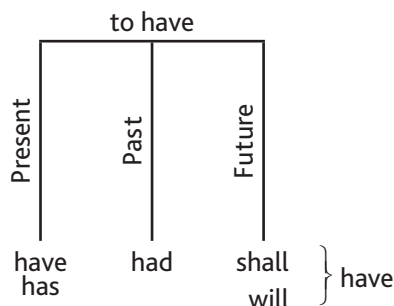
I. With your partner make up the similar dialogues slightly changing the situation.

- 1) to take a driving course, to go in for windsurfing;
- 2) to be present at a rock musicians' concert, to be a witness of a traffic accident;
- 3) to see a horror film, to tell a lie;
- 4) to receive an expensive present, to be late for a date with your beloved;
- 5) to eat an exotic fruit, to drink a Chile wine;
- 6) to have bronchitis or pneumonia, to be treated by a homeopath;
- 7) to lose a game, to win a prize.

Grammar

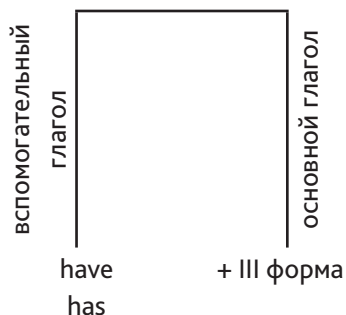
THE PERFECT TENSES

(СОВЕРШЕННЫЕ ВРЕМЕНА)



The Present Perfect Tense

(Настоящее совершенное время)



Необходимо отличать ситуации, в которых употребляется настоящее совершенное время (present perfect), от тех, в которых встречается прошедшее простое (past simple).

1. Настоящее совершенное время употребляется для выражения законченного действия, имеющего ситуативную связь с настоящим, причем время не указано, так как для высказывания оно не имеет значения. В таких ситуациях важен сам факт совершения действия, его отношение к настоящему. При указании времени (когда проходило действие) связь с настоящим прерывается, и это исключает возможность для употребления настоящего совершенного времени. В этом случае действие передается глаголом в прошедшем простом времени. Именно поэтому в ситуациях с настоящим совершенным не допускается постановка вопроса со словом *when*.

1

— Have you seen this film?

— Yes, I have.

— When did you see it?

— I saw it last Sunday.

2

— Has he written a letter?

— Yes, he wrote it in the morning.

2. Настоящее совершенное время употребляется обычно с наречиями неопределенного времени *just* (только что), *already* (уже), *not yet* (еще не), *ever* (когда-либо), *never* (никогда), *recently* (недавно) для выражения действия, которое только что закончилось.

Nick has *just* come to the lesson. — Ник *только что* пришел на занятия.

I have *already* finished my breakfast. — Я уже позавтракал.

We have *not* translated this text *yet*. — Мы *еще не* перевели этот текст.

3. Настоящее совершенное время употребляется также для выражения действия, которое началось в прошлом и продолжается в настоящем, если такое действие выражено глаголами, не допускающими форм *continuous*:

She *has been* a teacher of English for a year now (and she is still a teacher). — Она *преподает* английский язык уже в течение года.

I *have known* him since we were children (and we are still friends). — Я *знаю* его с детства.

Если действие не продолжается в настоящем, а было закончено в прошлом, употребляется прошедшее простое время.

She *was* a teacher of English at that time (and now she doesn't work).

I *knew* him some years ago (but now we don't meet).

Обратите внимание на то, что время *present perfect* (являясь настоящим совершенным временем) на русский язык преимущественно переводится глаголом прошедшего времени совершенного вида. Перевод настоящим временем касается случаев, упомянутых в п. 3. (Подробно об этом см. грамматический материал раздела 7.)

Exercises

II. А. Просмотрите диалоги на с. 82-83 и прочитайте реплики, в которых употреблено настоящее совершенное время.

В. Сравните их с репликами, в которых встречается прошедшее простое, и объясните, чем в данных диалогах определяется различие в употреблении двух времен.

С. Выпишите все неправильные глаголы и выучите их формы.

III. Ask student B:

if he (she) has ever been to London (Paris, abroad [ə'brɔ:d] — за границей).
when he (she) was there.

if he (she) has ever eaten asparagus (спаржа).
when he (she) ate this.

if he (she) has ever lost the key to the flat.
when he (she) lost it.

if he (she) has ever bathed in the Black Sea.
when he (she) bathed there last time.

if he (she) has ever seen a horror film ([ˈhɒrə] — фильм ужасов).
what film he (she) saw.

Как было отмечено ранее, грамматическое время present perfect употребляется для обозначения действия, которое произошло недавно. Но если мы продолжаем далее говорить об этом событии, задавая вопросы или развивая предыдущую информацию, то план грамматического времени меняется, и дальнейшее событие передается временем past simple.

IV. You'd like to know something in particular ([pə'tɪkjʊlə] — в частности). Ask.

Model: T.: They've given their friend a nice present. (What present?)

St.: What present did they give?

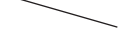
T.: Oh, French perfume.

1. We've seen a new American film. (What film?) **2.** My friend has visited many Siberian towns. (What towns? When?) **3.** I've lost a large sum of money. (How much? When?) **4.** I've bought a new book by Hector Munro. (What book?) **5.** My brother has got married recently. (Who? When?) **6.** I've just read a very interesting book. (What book?) **7.** My friends have bought a new car. (What make of car? When?) **8.** He has sent her nice flowers. (Why? When? What flowers?)

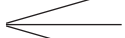
V. Practise in using the following conversational phrases. Don't forget to change your roles.

T.: Have you ever been to A?

St.:  No, I haven't.

St.:  Yes, I have.


St.:  Yes, several (many) times.

T.:  Would you like to go there? (Хотелось бы вам ...?)

T.:  When were you there?

T.:  When were you there last?

St.:  Rather. ([ˈrɑːðə] — Да. Конечно. Охотно.)

St.:  In October. (Any phrase B)

A: Moscow, Sochi, etc., the sea, the Caucasus, the Bolshoi Theatre, the Hermitage, the mountains, the Zoo, the Far North.

B: any year or month (любой год или месяц), e.g. 2013, in January, last November, during my summer holidays.

VI. A. Answer the questions.

1. What have you done for today's lesson? 2. Have you done the homework well? 3. Have you seen the new film ...? When did you see it? 4. What TV programmes have you watched recently? 5. Have you read a paper today? What paper did you read? 6. Have you ever been to England (France, Japan, etc.)? 7. How long have you lived in your town? 8. Have you improved your knowledge of English (to improve [imˈpruːv] — улучшать)? 9. What job have you done about the house today? 10. Have you bought anything today? What did you buy?

B. On the basis of the questions given above ask indirect questions beginning with the words *Tell me, please* and *I wonder*.

VII. Translate into English.

1. Вы когда-нибудь были на Кавказе? — Да, несколько раз. — Когда вы были там последний раз? — Дайте подумать (Let me see). Последний раз я был там два года назад. 2. Ты уже видел этот фильм? — Нет еще. Я собираюсь посмотреть его завтра вечером. 3. Садитесь, я уже приготовила обед. — А когда вы начали готовить? 4. Я сказала ему об этом вчера, и он очень расстроился. 5. Я знаю их с детства. Мы вместе учились в школе. 6. Где господин Браун? — Он уже ушел. — Но я только что его видела. Когда он ушел? — Он ушел минут десять тому назад. 7. Завтра мы идем в театр. Я достал два билета. 8. Что ты купила? — Ничего особенного (Nothing in particular), но истратила

много денег. **9.** Ты уже убрала квартиру? — Да. Я это сделала час тому назад. **10.** Я не видел вас целую вечность (for ages). Где вы были?

Short Dialogues

MEETING PEOPLE AFTER A LONG TIME

Read the dialogues.

I

A: We haven't seen you for ages. Have you been away?

B: Yes, I've been up north for a month.

A: Where exactly?

B: Aberdeen. I came back two days ago.

II

A: How nice to see you again. Where have you been? Abroad?

B: No, I've been at my cousins'.

A: Whereabouts?

B: I went to Bristol. My relatives rent a house there.

III

A: Come in and make yourself comfortable. We haven't seen much of you lately.

B: Oh, I've been away on holiday.

A: Where exactly?

B: Liverpool. I've got a friend there.

I. to be away — быть в отъезде

to be up north [nɔːθ] — быть на севере

Aberdeen — Абердин

II. abroad — за границей

whereabouts [ˈweəɹəˌbaʊts] — где приблизительно? (в каких краях?)

Bristol — Бристоль

III. We haven't seen much of you lately. — Тебя что-то совсем не видно в последнее время.

exactly [ɪgˈzæktli] — точно

Liverpool — Ливерпуль

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A 1 (the first lines of the dialogues), then B 1. A 2 and B 2.

II. You've met a friend of yours. You haven't seen him (her) for a long time. Ask where he (she) has been.

Model: Hello! I haven't seen you for a month. Where have you been?
(See phrases A 1.)

III. Make up short dialogues according to the model:

- Where have you been?
- Oh, I've been **at my relations'**.
- Where exactly?
- **In Paris.**

Use the following phrases:

at my friends' — in the country; in the north — in Norilsk; at my cousin's — in the Crimea; in the south — in Rome; at my grandparents' — in Bristol; in the Far East — in Vladivostok.

IV. Reproduce the short dialogues "Meeting People after a Long Time" in similar situations.

Grammar

THE PAST AND FUTURE PERFECT TENSES (ПРОШЕДШЕЕ И БУДУЩЕЕ СОВЕРШЕННЫЕ ВРЕМЕНА)

Чтобы сопоставить прошедшее и будущее совершенное время (past perfect и future perfect) с прошедшим и будущим грамматическим временем в русском языке, мы будем пользоваться названиями «предпрошедшее время» (для past perfect) и «предбудущее время» (для future perfect). Значение этих терминов передает суть изучаемых явлений.

В разговорном языке данные формы не находят широкого применения, поэтому мы ограничиваемся практическим материалом, дающим общее представление об этих временах.

Прошедшее и будущее совершенные времена образуются по следующей модели:



Past Perfect	Future Perfect
Обозначает действие, которое завершилось до другого действия (или момента) в прошлом.	Обозначает действие, которое завершится до начала другого действия (или момента) в будущем.
1. Peter <i>had learned</i> English before he went to England. (Сначала Петр изучил английский — <i>had learnt</i> (предпрошедшее), а затем поехал в Англию — <i>went</i> .)	1. Peter <i>will have learnt</i> English before he goes ¹ to England. (Сначала Петр выучит английский — <i>will have learnt</i> (предбудущее), а потом поедет в Англию.)
2. I <i>had finished</i> my work by the evening. (by the evening = before the evening came)	2. I <i>shall (will) have finished</i> my work by the evening. (by the evening = before the evening comes)
Я закончил работу к вечеру (до того, как вечер наступил).	Я закончу работу к вечеру (до того, как вечер наступит).

Exercises

I. Combine these two sentences and use the past perfect in one part.

1. Tom studied French. He went to Paris. 2. We got to the cinema long before. The film began. 3. John ate all the cakes. Alice arrived home. 4. The students gathered. The teacher came into the classroom. 5. I returned home. It was evening. 6. We did the homework. It was five o'clock. 7. My sister made coffee. She told us about it. 8. My friends were at the theatre. I knew it.

¹ Форма goes в придаточном предложении времени передает значение будущего времени.

II. Put the verbs into the future perfect and translate the sentences into Russian.

1. By half past seven we (to have) supper. **2.** By the end of the year I (to learn) English. **3.** I (to finish) this work before you leave. **4.** By this time next week you (to pass) your examination. **5.** When we see you next week we (to buy) a new car. **6.** Before I see you again I (to go) to Paris. **7.** I hope you (not to forget) all about the future perfect tense by the next lesson.

III. Translate into English.

1. Я был вчера за городом и встретил там друзей. Они сказали, что только что вернулись из Москвы. **2.** К двум часам все уже знали об этой новости. **3.** К концу следующей недели мы встретимся. **4.** Я поеду на Кавказ на следующей неделе. **5.** Мама сказала, что приготовила обед. **6.** Я прочитал эту статью до того, как ты пришла. **7.** Когда вы сделали эту работу? — Я закончил ее к девяти часам. **8.** Я позвоню вам до вашего ухода (до того, как вы уйдете). **9.** Я с удовольствием (with pleasure) прочитал эту книгу. Вот она (Here it is). **10.** Посмотри, я купила новое платье. Тебе нравится оно? — Да. А когда ты его купила? — Я приобрела его до того, как съездила в Москву.

Days of the Week

Sunday [ˈsʌndeɪ] — воскресенье
Monday [ˈmʌndeɪ] — понедельник
Tuesday [ˈtʃuːzdeɪ] — вторник
Wednesday [ˈwenzdeɪ] — среда
Thursday [ˈθɜːzdeɪ] — четверг
Friday [ˈfraɪdeɪ] — пятница
Saturday [ˈsætədeɪ] — суббота

Phrases

on Sunday (Monday, etc.) — в воскресенье (понедельник и т. д.)
on weekdays — в будни
at the weekend — в выходные (в ближайшие выходные)
for the weekend — на выходные
at weekends — по выходным

Months

January [ˈdʒænjʊəri] — январь

February [ˈfebruəri] — февраль
March [mɑ:tʃ] — март
April [ˈeɪprəl] — апрель
May [meɪ] — май
June [dʒu:n] — июнь
July [dʒu:ˈlaɪ] — июль
August [ˈɔ:gəst] — август
September [sepˈtembə] — сентябрь
October [ɒkˈtəʊbə] — октябрь
November [nəʊˈvembə] — ноябрь
December [diˈsembə] — декабрь

Text

Read the text.

Days of the Week. Months

There are seven days in a week. They are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. The first five are weekdays. Saturday and Sunday are not weekdays, they are a weekend.

How many days a week do you work?

What day of the week is it today?

What day of the week was it yesterday?

What day of the week will it be tomorrow?

Do you go to the country for weekends?

Do you sometimes stay in town at weekends?

There are twelve months in the year. The names of the months are January, February, March, April, May, June, July, August, September, October, November, December¹.

Seasons in our country as well as (так же как) in England are spring (March, April, May), summer (June, July, August), autumn (September, October, November), winter (December, January, February).

What season is it now?

What is your favourite season?

When do you usually have your holiday?

When is your birthday ([ˈbɜ:θdeɪ] — день рождения)?

¹ May, June, July всегда пишутся полностью. Другие месяцы иногда сокращаются: Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.

Grammar

ORDINAL NUMERALS

(ПОРЯДКОВЫЕ ЧИСЛИТЕЛЬНЫЕ)

Порядковые числительные, кроме first, second, third, образуются при помощи суффикса -th, добавляемого к соответствующему количественному числительному. При этом в написании некоторых числительных происходят изменения:

five — fifth, eight — eighth, nine — ninth, fifty — fiftieth.

Употребляются порядковые числительные, как правило, с артиклем *the*:

one — the first

four — the fourth

six — the sixth

twenty — the twentieth

twenty-seven — the twenty-seventh

a hundred — the hundredth

a thousand — the thousandth

Unit

SIX

Conversation: Television

Grammar: Modal Verbs and Their Equivalents

Text

Read the text.

Television in Our Life

No doubt, television is one of the greatest achievements of the twentieth century. It is difficult to estimate its role in modern life. It has done much for education, for bringing culture to very distant places. The variety of programmes makes television popular with people of different walks of life. You can choose a programme to your taste. If you like classical music, you can listen to it on a special channel.

Sports events are broadcast almost every day for those who are interested in sports. With a TV set at home you need not go to the cinema — you can see most of the feature films on TV. And it is television that is considered to be one of the main factors¹ responsible for the decline in cinema-going.

But nevertheless it is a great thing. With the help of television you can reach every corner of the world and see things that take place thousands of kilometres from your home. You will really enjoy exotic landscapes of other continents with a colour TV set because it makes a view more impressive.

Intervision gives you a chance to witness world festivals and Olympic Games and other interesting events.

For those who are interested in politics there are many political programmes including news, debates, interviews with famous public figures.

TV serials gather millions of viewers in front of the screen. The cinema can hardly give you an opportunity like this. Some serials are written

¹ it is television that is considered to be one of the main factors — именно телевидение и считается одним из главных факторов

specially for television and continue for several years in daily, weekly or twice-weekly instalments. They often depict the everyday life of a particular group of people (a family, people living in the same street, colleagues, etc.), and their attraction seems to lie not so much in the events as¹ in the familiarity of the character to the viewers. These serials are not planned as a complete whole but simply developed by the scriptwriter according to the audience reaction and the actors available. No instalment is complete in itself. The viewer is left wondering² what will happen next, how the situation will develop.

In addition, educational programmes are very popular with young people. Television helps them learn foreign languages, improve knowledge in some subjects, get information about new discoveries. It is likely that television will continue to play an important role in education. Well-made programmes can give us a broader view of the world and can teach us about things which are outside our everyday experience. So, we cannot imagine our life without television.

Words and Expressions

no doubt [... daʊt] — несомненно

an achievement [ə'tʃi:vmənt] — достижение

a century ['sentʃəri] — век

to estimate ['esti,meɪt] — оценивать

education [ˌedʒu'keɪʃn] — образование, воспитание

a variety [və'raɪəti] — разнообразие

a walk of life — общественное положение, занятие

to choose (chose, chosen) [tʃu:z] — выбирать

to one's taste [... teɪst] — на чей-л. вкус

to listen to smth. ['lɪsn ...] — слушать что-л.

a channel ['tʃænl] — канал (телевидения)

a sport event ['spɔ:t ɪ'vent] — соревнование по определенному виду спорта

to be broadcast ['brɔ:d,kɑ:st] — транслироваться, передаваться по телевидению

to be interested in smth. ['ɪntrəstɪd ...] — интересоваться чем-л.

¹ their attraction seems to lie not so much in the events as — их привлекательность, как оказывается, заключается не столько в содержании, сколько

² The viewer is left wondering — Зрителю предоставляется возможность самому подумать

a decline [dɪˈklaɪn] — спад, снижение
 cinema-going [ˈsɪnəməˌɡəʊɪŋ] — посещение кинотеатров
 nevertheless [ˌnevəððəˈles] — тем не менее, однако
 every corner of the world [... ˈkɔːnər əv ðə ˈwɜːld] — любой уголок мира
 a view [vjuː] — вид, пейзаж
 impressive [ɪmˈpresɪv] — впечатляющий, выразительный
 intervision [ˌɪntəˈvɪʒn] — интервидение
 to give a chance [... tʃɑːns] — давать возможность
 to witness smth. [ˈwɪtnəs ...] — быть свидетелем чего-л.
 politics [ˈpɒlətɪks] — политика
 including [ɪnˈkluːdɪŋ] — включая, в том числе
 a debate [dɪˈbeɪt] — дискуссия, дебаты
 an interview [ˈɪntəˌvjuː] — интервью
 a public figure [ˈpʌblɪk ˌfɪɡə] — общественный деятель
 a serial [ˈsɪəriəl] — фильм в нескольких сериях, сериал
 to gather [ˈɡæðə] — собирать
 a viewer [ˈvjuːə] — телезритель
 a screen [skriːn] — экран
 hardly [ˈhɑːdli] — едва
 to give an opportunity [... ˌɒpəˈtjuːnəti] — давать возможность
 to continue [kənˈtɪnjuː] — продолжать
 daily [ˈdeɪli] — ежедневный
 weekly [ˈwiːkli] — еженедельный
 twice-weekly [ˈtwaisˈwiːkli] — повторяющийся два раза в неделю
 an instalment [ɪnˈstɔːlmənt] — серия (фильма)
 to depict [dɪˈpɪkt] — изображать
 a particular group [pəˈtɪkjʊlə ˈɡruːp] — отдельная группа
 familiarity [fəˌmɪləˈærəti] — близость
 a character [ˈkærɪktə] — герой
 a complete whole [kəmˈpli:t ˈhəʊl] — законченное целое
 to develop [dɪˈveləp] — развивать, разрабатывать
 a scriptwriter [ˈskriptˌraɪtə] — сценарист
 according to smth. [əˈkɔːdɪŋ...] — в соответствии с чем-л.
 audience [ˈɔːdiəns] — зрители
 available [əˈveɪləbl] — имеющийся в распоряжении
 to happen [ˈhæpən] — случаться
 a situation [ˌsɪtʃuˈeɪʃn] — ситуация, зд.: действие

in addition [...ə'dɪʃn] — в дополнение, кроме того
 educational [ˌedʒu'keɪʃnl] — образовательный, обучающий
 a discovery [dɪs'klʌvəri] — открытие
 a broader view — более широкий взгляд
 to imagine — представлять, воображать

Exercises

I. A. Answer the questions.

1. Do you agree that television is one of the greatest achievements in the world? If so, give your reasons. 2. What TV programmes can viewers generally watch? 3. What TV channels do you and your family prefer? 4. What are your favourite programmes? 5. What TV programmes are the most popular with young people? 6. Why do many viewers like to watch serials? Do you sometimes watch them? 7. What programmes can be broadcast on Intervision? 8. What do educational programmes contribute to? 9. What changes have taken place in the Russian television lately?

B. On the basis of the questions given above ask indirect questions beginning with the words *Can (Could) you tell me ... ?*.

II. Enumerate the advantages of television which are mentioned in the text. Use the following model:

Viewers can watch (see) ...
 listen to ...
 choose ...
 enjoy ...
 witness ...

III. Say what TV programmes are popular with one or another group of people.

Programmes	Groups of people
Educational programmes	Children
News reports	Teenagers
TV serials	Young people
Quiz programmes (Викторины)	Middle-aged people

Horror films	Pensioners
Feature films	Women
Animated cartoons	Men
Sports programmes	Businessmen
Wild life programmes (О жизни животных)	Students
Advertisements (Реклама)	Teachers
Talk shows	Politicians

Model: I think (*a programme*) is popular with (*a group of people*).

IV. Using information from the text say why TV serials are popular with a certain group of people. What do you think of these serials?

V. What changes in Russian television enumerated below can be referred to as positive and which of them are negative? Mark them with a plus (+) or a minus (-).

1. Many new programmes appeared, for example television games, political interviews, musical clips.
2. Some new channels began broadcasting.
3. Advertisements are inserted in the programmes.
4. There appeared night television.
5. Viewers have a chance to watch political debates and interviews.
6. A lot of live broadcasts can be watched.
7. TV serials are on practically every day, morning, evening, and night.
8. Viewers can phone the TV studio and ask questions while the programme is on.
9. Horror films are often on.
10. Journalists and announcers can speak freely and behave independently.
11. President, the Prime Minister and the famous political figures often appear on the screen addressing the TV viewers.
12. Many foreign films with simultaneous translation are shown regularly.

VI. Speak on:

- 1) the advantages and disadvantages of television;
- 2) the popularity of TV serials.

Additional Words and Expressions

What is on today? — Что сегодня в программе?

to speak on television — выступать по телевидению

an announcer [ə'naʊnsə] — диктор

Turn on / off (switch on / off) the TV set, please. — Включите (выключите) телевизор, пожалуйста.

Make it louder [...'laʊdə] — Сделайте погромче.

Make it quieter [...'kwaɪətə]. — Сделайте потише.

a documentary [ˌdɒkjʊ'ment(ə)ri] — документальный фильм

a western ['westən] — ковбойский фильм, вестерн

transmission [trænz'mɪʃ(ə)n] by television — телепередача

VII. Ask each other what's on TV today.

For questions use:

1. What's on today? **2.** Do you know what's on after the news? **3.** Do you happen to know what comes on next? **4.** Is there anything worth watching?

For answers use:

1. I think (believe) it's a feature film (a concert, an information programme, a ballet, a documentary). **2.** I believe there is a western. **3.** I've got a feeling there's nothing interesting on tonight. **4.** I don't know, let me look in the programme first.

Do you happen to know ...? — Вы случайно не знаете ...?

worth [wɜ:θ] — стоящий

I've got a feeling [...'fi:lɪŋ] — мне кажется, по-моему

Model: St. 1: What's on television today at 7 o'clock?

St. 2: I think it's part two of the serial.

VIII. Discuss the TV programmes of the channels for today.

Model: Channel 1 starts its transmission at The TV programme begins with Then follows From ... till ... o'clock is the break. The evening programme begins at ... with the news. Then ... is on. I am going to see the programme

IX. Topics for discussion.

- 1.** Your favourite TV programme.
- 2.** One of the information programmes.
- 3.** Entertainment programmes on TV.

Text

Read the text.

TV Is a Good Thing if You Watch It Properly

People often ask about harmful emission the TV set generates. Specialists reply the TV set does not create any harmful electromagnetic field since it is not an emitting apparatus; it is a device that converts emission into a visible image. Its electromagnetic field practically does not differ from the power line field in the room.

Though the TV set's kinescope is electrostatically charged, its intensity drops practically to zero at a half-a-metre distance from the screen. And hardly anyone watches the TV that close. "Watch TV from the distance not less than three metres," specialists recommend.

Some people leave the lights on while they see a TV programme, others, on the contrary, switch them off. Who is right? It is preferable to watch TV with the light on, but there is no need to use many lamps.

The period of time for which one may stay before the TV set is also important. You must have a break after you watched a programme for an hour and a half. Just change the position, stretch your legs and relax.

Words and Expressions

properly [ˈprɒpəli] — должным образом, правильно

harmful emission [ˈhɑ:mfl ɪ ˈmiʃn] — вредное излучение

to generate [ˈdʒenəˌreɪt] — вырабатывать

to reply [rɪˈplaɪ] — отвечать

to create [kriˈeɪt] — создавать

since [sɪns] — так как

an emitting apparatus [ɪˈmɪtɪŋ ˌæpəˈreɪtəs] — излучающий прибор

a device [dɪˈvaɪs] — прибор

a visible image [ˈvɪzəbl ˈɪmɪdʒ] — видимое (визуальное) изображение

to differ from smth. [ˈdɪfə ...] — отличаться от чего-л.

a power line field — электрическое поле

a kinescope [ˈkɪnəskəʊp] — кинескоп

to be electrostatically charged [... tʃɑ:dʒd] — с электростатическим зарядом

to drop — падать

not less [... les] — не менее
light on [laɪt ...] — зажженный свет
on the contrary [... 'kɒntrəri] — наоборот
preferable ['pref(ə)rəbl] — предпочтительный
to change the position ['tʃeɪndʒ ðə pə'zɪʃn] — изменять положение
to stretch one's legs [stretʃ ...] — вытягивать ноги
to relax [rɪ'læks] — расслаблять(ся)

X. Answer the questions.

1. Does a TV set create any harmful electromagnetic field? **2.** How far from the screen should you sit? From what distance do you usually watch TV? **3.** How do specialists recommend watching TV, with the lights on or off? How do you watch? **4.** How long can you stay before the TV screen? Do you have a break?

XI. Give your friend some advice how to watch TV.

Model: You mustn't sit close to the screen.
You should switch the TV set off from time to time.

Use the phrases:

to sit at a three-metre distance, to have a break after you have watched a programme for an hour and a half, to stay before the TV set with the lights on (off), to sit close to the screen, to stretch your legs and relax, to watch late programmes.

Short Dialogues

AT THE TV SET

Read the dialogues in pairs.

I

A: Is there anything worth watching on the other channel?

B: I think it's an action film.

A: Do you mind if we switch over?

B: Well, I rather wanted to see the sports events.

II

A: Do you happen to know what's on after the football match?

B: I've got a feeling it's a news programme.

A: Does anybody mind if I watch it?

B: Don't you want to see the talk show on the other channel?

III

A: Do you know what comes on next?

B: I believe there's a variety show on.

A: We mustn't miss that.

B: Let me look in the "TV Programme" first.

IV

A: What's on BBC 2 at five o'clock after the serial?

B: As far as I can remember there's a quiz programme.

A: Would you mind if I watched it?

B: No, I've been looking forward to it all evening.

I. Do you mind ...? [... maɪnd] — Ты не возражаешь ...?
to switch over — переключать

III. what comes on next — что будет дальше
a variety show [və'raɪəti 'ʃəʊ] — эстрадное представление
to miss — пропускать (не смотреть)

IV. as far as — насколько
a quiz programme — викторина
to look forward to smth. [... 'fɔ:wəd ...] — с нетерпением ждать чего-л.

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A 1., then B 1. etc.

II. You'd like to know what's on TV today. Ask.

Model 1. Do you happen to know what's on **at 6 o'clock**?

Use: after the news, on the second channel, late in the evening,
before the concert, after the football match.

Model 2. Do you remember what comes on **next**?

Use: after the feature film, after the documentary, after the variety show, after the quiz programme, after the western, after the hockey match.

III. You don't want to watch the programme.

1. Ask permission ([pə'mɪʃn]) to switch over.

Model: St. 1: What's on next?

St. 2: I think it's **a football match**.

St. 1: Do you mind if I switch over?

Use: a documentary, a hockey match, the six o'clock news, an information programme, a horror film.

2. Say that you'd like to see another programme.

Model: St. 1: Do you want to see **the six o'clock news**?

St. 2: Well, I rather wanted to see **the concert**.

Use: the football match — the feature film; the documentary — the variety show; the quiz programme — part three of the serial.

IV. Reproduce the short dialogues "At the TV set" in similar situations.

Grammar

THE MODAL VERBS **CAN, MAY, MUST** (МОДАЛЬНЫЕ ГЛАГОЛЫ **CAN, MAY, MUST**)

Present	Past	Future	Equivalents
can — мочь, уметь	could	–	to be able to
may — иметь возможность	might	–	to be allowed to
must — быть должным	–	–	to have to

Модальные глаголы *can, may, must* имеют ряд особенностей.

1. Следующий за ними инфинитив употребляется без частицы *to*.

I can help him. — Я могу помочь ему.

2. В III лице единственного числа настоящего времени они не имеют окончания -s.

He can speak French. — Он умеет говорить по-французски.

3. В вопросительной и отрицательной форме они занимают позиции вспомогательных глаголов.

Can he speak Spanish? — Он умеет говорить по-испански?

He can't speak Spanish. — Он не умеет говорить по-испански.

4. Не имеют форм будущего времени. Глагол *must* не имеет и формы прошедшего времени.

The Meaning of the Modal Verb *can (could)* (Значения модального глагола *can (could)*)

1. Физическая или умственная способность; реальная возможность, обусловленная ситуацией:

Ann can play tennis. — Анна умеет (может) играть в теннис.

Sid can't read Italian. — Сид не умеет читать по-итальянски.

При передаче этих же значений в прошлом используется форма *could*:

Tom could play tennis very well when he was a boy, now he can't. — Том хорошо умел играть в теннис в детстве, сейчас он разучился (не умеет).

2. Просьба (в вопросительном предложении) и разрешение / запрещение (при ответе на вопрос), связанные с определенными обстоятельствами объективного характера:

В ситуациях, когда мы просим кого-либо сделать что-нибудь для нас, мы употребляем вопросительную форму предложения с начальными фразами *Can you ... ?* (нейтральная) или *Could you ... ?* (более вежливая):

Can (could) you answer the telephone call? — Не могли бы вы ответить на телефонный звонок?

В ситуациях, когда мы предлагаем сделать что-нибудь для других, используется вопросительное предложение, начинающееся словами *Can I ... ?*

Can I offer you a cup of coffee? — Можно (мне) предложить вам чашку кофе?

В обоих случаях при ответе используется глагол *can*, не *could*:

— Yes, I can. Yes, you can.

The Meaning of the Modal Verb *may (might)* (Значения модального глагола *may (might)*)

1. Просьба (в вопросительном предложении) и разрешение / запрещение (при ответе на вопрос), связанные с волеизъявлением говорящего:

May I take your umbrella? — *Можно (мне) взять* ваш зонтик?

Yes, you may. (Do, please.) — Да, можно.

No, you may not. — Нет, нельзя.

Различие между *may* и *can* в значении разрешения (или запрещения) заключается в следующем: употребление *may* при разрешении (запрещении) диктуется волеизъявлением того, к кому обращена просьба, в то время как использование *can* в том же значении детерминировано обстоятельствами, которые позволяют или не позволяют сделать что-то.

2. Допущение возможности, предположение с оттенком неуверенности:

He may be at home. (Perhaps he is at home.) — Он, *может быть, (вероятно)* дома.

He feels bad and may not go to the party. (... and perhaps he will not go to the party.) — Он чувствует себя плохо и, *вероятно*, не пойдет на вечер.

В этом случае значения *may* и *might* совпадают, и они взаимозаменяемы:

It may (might) rain tomorrow. — Завтра, *вероятно, будет* дождь.

The Meaning of the Modal Verb *must* (Значения модального глагола *must*)

1. Долженствование, необходимость в совершении действия:

It's ten o'clock. I must go home. — Десять часов. Я *должен идти* домой.

Must I help him? — Я *должен ему помочь*?

Yes, you must. — Да.

No, you needn't. — Нет (нет *необходимости*).

Must not выражает запрещение:

May I do it? — *Можно мне сделать* это?

No, you mustn't. — Нет, *нельзя*.

2. Уверенность в истинности чего-либо:

He *must be* hungry (I am sure he is hungry), he has not eaten since early morning. — Он, *должно быть*, голоден, он не ел с раннего утра.

Следует отметить, что эквиваленты модальных глаголов *can (could)*, *may (might)*, *must* могут заменять их только в их первом значении, которое считается основным.

Exercises

I. A. Using the phrases given below say what you can and what you can't do.

Model: I *can play tennis* well, but I *can't skate*.

to read English well, to speak English a little, to play tennis (chess, draughts [dru:fts] — шашки, basketball, hockey, handball, volleyball), to ski, to skate, to swim, to cook dinner, to do the flat, to repair a TV set, to drive a car.

B. Ask somebody if he (she) can do the same.

Model: St. 1: **Can** you **play tennis** well?

St. 2: I think I **can**. (I'm sorry, I **can't**.)

II. Use *Can you ... ?*, *Could you ... ?*, *Can I ... ?* in these situations.

Model: T.: We are having dinner. You want me to pass the salt.

St.: **Can (could)** you **pass** me the salt, please?

T.: Yes, I **can**. (Of course, I **can**.) Here you are.

1. You want me to switch the TV set on.
2. You are in a hurry, I am driving a car. Ask me to give you a lift.
3. You want me to turn off the radio.
4. You want to buy a new laser printer, but you are short of money. I can lend you some money. Ask for it.
5. You don't know how to write the word "instalment". Ask me.
6. I am carrying a heavy bag. Help me. What will you say?
7. You want to borrow my textbook. Ask for it.

III. Express the same idea using *may* or *might*.

Model: T.: **Perhaps** I will go to the cinema with my friends.

St.: I **may (might)** go to the cinema with my friend.

1. Perhaps it will snow at the weekend. 2. Jack is going to London next week. Perhaps he will go there by plane. 3. Barbara hopes that Tom will call her soon. Perhaps he will ring her up today. 4. Ann knows about his birthday. Perhaps she will send him a postcard. 5. Perhaps they will visit us after the holiday. 6. Perhaps I will take part in the conference.

IV. Using the phrases say what you must or mustn't do. Begin speaking with *You must* or *You mustn't*.

To cross the street under the red light — переходить улицу при красном свете

to smoke in the room — курить в помещении

to be polite ([pə'laɪt] — вежливый) to everybody — быть вежливым со всеми

to cross the street under the green light — переходить улицу при зеленом свете

to help old people — помогать старым людям

to tell the truth [tru:θ] — говорить правду

to tell a lie [laɪ] — лгать, говорить неправду

to be nervous ['nɜ:vəs] — волноваться, нервничать

to think a lot before doing something — подумать перед тем, как что-нибудь сделать

to speak English at the lessons — говорить на уроках по-английски

to work hard at one's English — упорно работать над своим английским

to look after small children — присматривать за маленькими детьми

Grammar

Equivalents of the Modal Verbs

(Эквиваленты модальных глаголов)

Эквиваленты модальных глаголов *can*, *may*, *must* в их основном значении используются не только вместо недостающих форм модальных глаголов, но также вместо существующих:

1. *I shall (will) be able to help you.* — Я смогу помочь вам.

I am able to help you. — Я могу помочь вам.

2. You were allowed to come later. — Вам можно было (разрешили) прийти позже.

You will be allowed to come later. — Вам можно будет (разрешат) прийти позже.

3. *I have to get up early.* — Мне приходится (я должен) вставать рано.

I had to get up early. — Мне пришлось (я должен был) встать рано.

REMEMBER!

1. После эквивалентов модальных глаголов инфинитив употребляется с частицей *to*.

2. Значение эквивалента *have to* характеризуется меньшей степенью обязательности, чем модальный глагол *must*:

I must meet him. — Я должен (обязан) встречать его.

I have to meet him. — Мне приходится встречать его.

3. Вопросительная и отрицательная форма эквивалента *have to* образуется с помощью вспомогательных глаголов:

Do (did) you **have to** get up early? — Вам **надо (надо было)** вставать рано?

I don't (didn't) have to get up early? — Мне **не надо (не надо было)** вставать рано.

Exercises

V. Substitute the equivalents for the modal verbs. Translate into Russian.

1. You may come later in the evening. 2. He can't do this work. 3. They could give you good advice. 4. You may take the book. 5. Can you speak with him? 6. We must do it after the lesson. 7. You may have a short rest now.

VI. The information provokes another question. Ask it.

Model 1: T.: I had to leave the party early. (Why?)

St.: Why did you have to leave the party early?

T.: I couldn't stay longer.

1. He had to wait for her long. (How long?) 2. I had to tell them the news. (When?) 3. We had to take a taxi to the theatre. (Why?) 4. I had to spend

much money. (What ... on?) **5.** He had to make a report at the conference. (At what conference?) **6.** She had to send them a telegram. (Why?) **7.** I had to give up smoking. (Why?)

Model 2: T.: I have to do a lot of work about the house. (to take a walk with a dog)

St.: Do you have to take a walk with your dog?

T.: Of course, I do.

1. We have to help them regularly. (to come to see them often) **2.** She has to visit her grandparents every weekend. (to stay there for Sunday) **3.** He has to help his wife about the house. (to wash up, to cook dinner) **4.** I have to go to the country every Saturday. (to go by car) **5.** Our chief has to take part in the conference every year. (to make a report) **6.** I have to keep late hours very often. (to get up early) **7.** Sometimes I have to read this magazine. (to borrow from the library — брать в библиотеке)

The Modal Verbs *needn't* (нет необходимости), *should, ought* (следует)

VII. Translate into Russian.

1. The girl lives near her school. She needn't take a bus. **2.** The boy has a good memory. He needn't read the text twice. **3.** It is Sunday. You needn't get up early. **4.** Your friend knows English badly. You should help him. **5.** You should know English grammar better not to make so many mistakes. **6.** You shouldn't forget it. **7.** You ought to remember your duties. **8.** Children ought to help old people. **9.** Parents ought to look after their small children.

Grammar

Различие между модальными глаголами *should* и *ought*

Should в значении «следует что-то сделать» выражает совет. *Ought* в таком же переводе выражает моральный долг. После модального глагола *ought* инфинитив употребляется с частицей *to*.

Exercises

VIII. Give one of the students a piece of good advice followed by some reason. Use the expressions given below.

Model: You should have a short rest; you look tired.

You shouldn't trouble him; he is busy.

Use: to see the new film; to phone smb.; to follow the traffic rules;
not to be in a hurry; to give up smoking; to come to see smb.;
to get in touch with the colleagues; not to tell smb. the news;
not to break the traffic rules; to rely on smb. (полагаться на
кого-либо); not to rely on one's words; to be polite to smb.

IX. Choose *mustn't* or *needn't* while answering the questions. Give your reasons.

Model: St. 1: Must I do this work now?

St. 2: No, you **needn't**, you may do it later.

1. Must we do the exercise in writing? **2.** Can one cross the street under the yellow lights? **3.** He is leaving on Sunday. Must we see him off to the airport? **4.** We mustn't miss English classes, must we? **5.** They mustn't speak Russian at the English classes, must they? **6.** Must I phone him to inform him about the party? **7.** Must we learn the poem by heart? **8.** Can I take a bus to get there?

Text

Read the story.

The Dog as a Passenger

I was on my way home on the bus one wet day, and a woman with a dog got on the bus. It was a big dog — about as big as a young horse — and its feet were very dirty. The woman said, "Oh! conductor, if I pay for my dog, can he have a seat like the other passengers?" The conductor looked at the dog and then he said, "Certainly, madam. He can have a seat like all the other passengers, but, like the other passengers, he must not put his feet on it. Besides, he must buy a ticket."

Words and Expressions

a passenger [ˈpæsɪndʒə] — пассажир

to be on one's way home — ехать домой

a horse [hɔ:s] — лошадь

a conductor [kənˈdʌktə] — кондуктор
to pay (paid) for smth. — платить за что-л.
to have a seat — иметь (занять) место
certainly [ˈsɜːtnli] — конечно, непременно
to buy (bought) a ticket — покупать билет

Exercises

X. Answer the questions.

A. **1.** Who got on the bus? **2.** Was the day fine? **3.** What did the dog look like? **4.** What did the woman ask? **5.** What was the answer?

B. **1.** Can you have a dog with you on the bus in your town? And what about England? **2.** Must you pay for a dog on the bus? On the train? **3.** How much do you have to pay for it?

XI. Just imagine.

1. What do you think about the breed of the dog on the bus? Choose the most possible breed among those given below.

A mongrel, a St. Bernard, sheepdog, a spitz-dog, a poodle, a pug, a bulldog, a Newfoundland, a Great Dane, a toy terrier, a coach dog

Model: It must not have been a pug because a pug is very small.
I think it was a ... because ...

2. What can the woman with the dog look like? Imagine her appearance, character and age.

Jokes

- 1.** I know a poet (not a very good poet) who said to a friend of his, "Do you think I should put more fire into my poems?" His friend said, "No, I really think you should put more of your poems in the fire".
- 2.** One day I heard Aunt Aggie talking to a workman. She said, "When I use a hammer I always hurt my thumb with it. What should I do to prevent that?" He said, "The only thing that I think of, madam, is that you should hold the hammer with both hands".
- 3.** "Ma," said the little girl, "Willie wants the biggest piece of cake, and I think I ought to have it, because he had been eating two years before I was born".

to hear [hiə] (heard) — слышать
a workman — работник
to hurt (hurt) [hɜ:t] — повреждать, зд.: ударять
a thumb [θʌm] — большой палец (руки)
to prevent [pri'vent] — предотвращать
both [bəʊθ] — оба
a piece of cake ['pi:s əv 'keɪk] — кусок торта

Grammar

Modal Verbs with the Perfect Infinitive

(Модальные глаголы с перфектным инфинитивом)

Как видно из предшествующего грамматического материала, модальные глаголы *can (could)*, *may (might)*, *must* имеют основное значение (обозначенное в пункте 1) и дополнительное. Перечисленные модальные глаголы, употребленные в своем основном значении, сочетаются только с одной формой инфинитива — *simple infinitive*. Другие формы инфинитива, в частности перфектный инфинитив (*perfect infinitive*), встречаются исключительно с модальными глаголами в их дополнительных смысловых значениях.

1. She **cannot have said** so — she is well-bred enough. — Не может быть, чтобы она так сказала — она достаточно воспитанная.
2. The car was going too fast. They **couldn't have seen** us. — Машина двигалась очень быстро. Они не могли нас видеть.
3. His handwriting is illegible. He **may have written** it in a hurry. — Его почерк неразборчив. Вероятно, он написал это второпях.
4. He didn't call me, though he promised. He **must have forgotten**. — Он не звонил мне, хотя обещал. Должно быть, он забыл.

Как показывают приведенные выше примеры, перфектный инфинитив (что следует из значения этой формы) в сочетании с модальными глаголами обозначает действие, относящееся к прошлому. Однако употребление такого инфинитива может создавать дополнительные смысловые значения, как в примерах 1 и 2, где одновременно реализуется значение удивления. Глагол *could* (без отрицания) с перфектным инфинитивом передает ситуацию, в которой была *возможность что-то сделать*, но эта возможность, иногда к счастью, не осуществилась (утраченная возможность):

1. We didn't go out last night. We **could have gone** to the cinema but we decided to stay at home. — Мы никуда не выходили вчера вечером. Мы могли бы пойти в кино, но решили остаться дома.

2. He was lucky when he fell off the ladder. He **could have broken** a bone. — Он удачно упал с лестницы. У него мог бы быть перелом.

Модальные глаголы *should, ought и needn't* также могут употребляться с перфектным инфинитивом.

Exercises

XII. Answer the questions.

Model: T.: Did you go to the party on Sunday?

St.: No, I didn't. I **could have gone** to the party but I decided not to go.

1. Did John buy a new car? 2. Did you stay in a hotel when you arrived there? 3. Did you go to the concert last night? 4. Did you apply for a new job? 5. Did Tom take part in the conference? 6. Did you borrow money from him?

XIII. In these situations use either the perfect or simple infinitive.

1. She knew everything about our plans. She (must / overhear) our talk.
2. Your English is not very good. You (should / work) hard at your grammar and spelling. 3. Tom didn't pass his examination. He (should / not miss) classes and lectures. 4. When I woke up this morning, the light was on. I (must / forget) to turn it off. 5. What are you going to do tonight? — I (may / go) to the concert. 6. You have done many things about the house. Only you didn't need to cook dinner. I (could / do) it myself. 7. I wonder where my umbrella is. — You (must / leave) it in the shop. 8. Shall we learn the poem by heart? — No, you (needn't / do) it. You just (may / read and translate) it. 9. I don't understand how the accident happened. The driver (can't / see) the red light. 10. Do you think Ann will come to the party? — She (might / not come), she is busy this evening.

Revision Test 2

I. Choose the right variant *a*, *b* or *c* to complete each sentence.

1. I haven't seen you for ages. Where have you been? — I was in Manchester ...
a) at my cousin b) in my cousin's c) at my cousin's
2. Television was one of the greatest scientific and technological ... of the twentieth century.
a) discoveries b) concepts c) inventions
3. Saturday and Sunday are ...
a) weekends b) a weekend c) weekdays
4. We had to stay at home because of the ... rain.
a) strong b) cats and dogs c) heavy
5. Because of the warm current of the Gulf Stream the climate in Great Britain is ...
a) temperate b) average c) moderate
6. TV serials are very popular with viewers of different ages. They are shown for many months in daily or weekly ...
a) series b) groups c) instalments
7. A spell of sunny weather in late September is known as ...
a) Women's Summer b) Indian Summer c) the last Flash of Summer
8. The ... fog comes often and stays for weeks.
a) thick b) thin c) transparent
9. Specialists recommend the viewers to watch TV with ... from the distance not less than three metres.
a) a lot of bright b) the light off c) the light on
lamps
10. The weather ... prevented us from the trip to the seaside.
a) forecasts b) predictions c) announcements

II. Choose the proper grammatical form out of the given variants.

1. The TV set does not generate any harmful emission, ...?
a) is it b) does it c) doesn't it
2. I am right about my supposition relating to his promotion, ...?
a) amn't I b) isn't it c) ain't I
3. Hercule Poirot sat down. He read the letter slowly and carefully. **It** was not the kind of case he wanted, **it** was not the kind of case he had promised himself. **It** was not in any sense an important case, **it** was supremely unimportant. (Agatha Christi. *The Nemean Lion*)
What does the pronoun **it** refer to:
a) the letter b) the situation described in the letter c) a suitcase
4. We refused to rent the house as its price appeared to be much higher than we
a) would expect b) expected c) had expected
5. He tried to put the thought away from him; he tried to destroy the postcard as he had the others. But something in him wanted to preserve
a) it b) her c) its
6. — Nice to see you again. Where have you been all this time?
— Oh, I was in the South at my relations'.
— How long ... you ... there?
— Two months.
a) have ... stayed b) did ... stay c) had ... to stay
7. By the time the rain starts we ... the place of destination.
a) reach b) will reach c) will have reached
8. George did not come to the Christmas party. He never misses these occasions; he ... busy with something important.
a) must be b) may have been c) must have been
9. The money they ... was not enough for buying a two-roomed flat.
a) had collected b) were collecting c) collected
10. You ... on him. Don't you know that he never keeps his promise?
a) should't rely b) could not rely c) cannot rely

III. Read the text and answer the questions given below.

Friendship

What is a true friend? In reality there are very few about. There is no shortage of acquaintances who you may meet at some function or who are friends of friends and with whom you have a superficial relationship. You may have taken an occasional coffee with an acquaintance and discussed the weather or the latest sport results, but basically their life is a closed book to you.

A friend, on the other hand, is someone who shares your life — the good time and the bad. A friend can bare his inner feelings to you, and will support you unconditionally through thick and thin. A friend looks out for you and guides you away from the dangers of the paths you think are clear and bright. And you can rely on a friend to tell you the truth, even if it's not always pleasant. There is no envy and there are no hidden agendas between friends. True friends are hard to find, and are worth to hold on to. They are worth more than gold.

(Virginia Evans, Linda Edwards. *Upstream Advanced Student's Book*. — Express Publishing, 2003. P. 66)

1. Can you feel the difference between a friend and an acquaintance?
2. Whose status presupposes a great number, that of a friend or an acquaintance?
3. Do you have a close friend? What qualities or maybe circumstances help you keep friendly relationships?
4. Can friends be connected by superficial relationships?
5. Enumerate some traits that speak for a true friend, according to the author of the text. Can you add anything else from your own practice?
6. How can you interpret the message of the text "True friends are worth more than gold"?

Unit

SEVEN

Conversation: Summer Holidays. Saying Good-bye

Grammar: The Continuous Tenses

Texts

Read the text.

1. At the Seaside

If you are going to stay in England for some time you ought to spend at least a week at the seaside. If you can stay longer, so much the better. You will have no difficulty in finding a suitable hotel or a boarding house.

Let us go to the English seaside and watch the holidaymakers who are enjoying their rest there. You can see a lot of people in the swimsuits. They are sunbathing or swimming. Some of them look rather sunburnt. People like swimming because a swim an hour a day will do a lot of good. If you bathe every day you'll be very healthy and strong.

The children are also enjoying their holidays at the seaside. They are playing on the beach, making castles and channels in the sand. Young people are sailing and we can see some yachts far away. There are some windsurfers who are enjoying this extreme kind of sport.

Holidays at the seaside are useful and wonderful. When you are tired of the city life, go down to the sea for a week or a fortnight. Take your car with you, choose a good hotel and you are sure to spend an enjoyable time.

Words and Expressions

to stay — останавливаться, пребывать (в отеле)

at least [li:st] — по крайней мере

a seaside ['si:,saɪd] — морское побережье

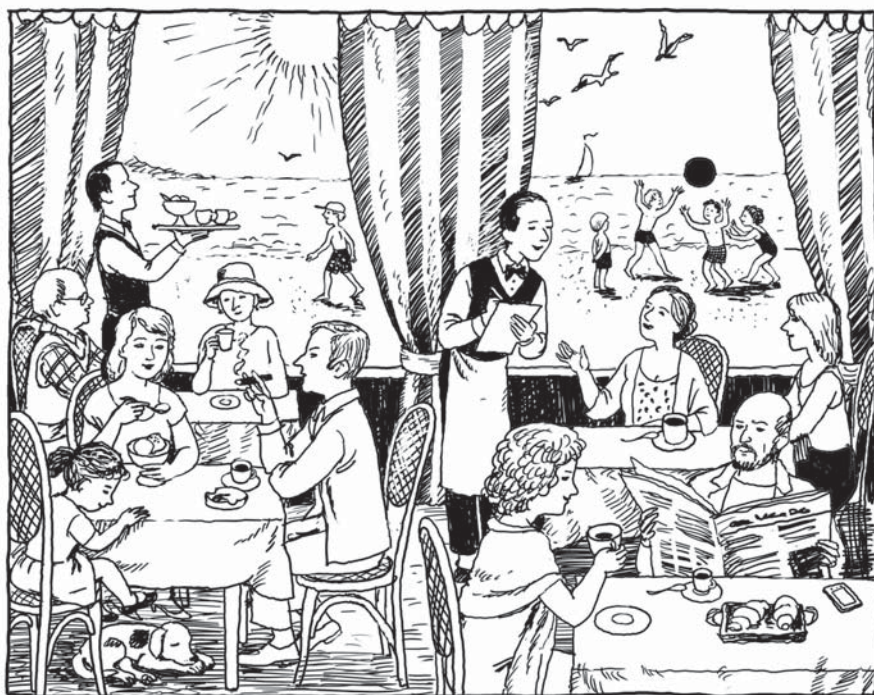
so much the better — еще лучше, тем лучше

in finding ['faɪndɪŋ] — в том, чтобы найти

a hotel [həʊ'tel] — отель, гостиница

a boarding house ['bɔ:diŋ...] — пансионат

a holidaymaker ['hɒlɪdɪˌmeɪkə] — отдыхающий
 a swimsuit ['swɪm,sju:t] — купальный костюм
 to sunbathe ['sʌn,beɪð] — загорать
 to swim (swam, swum) — плавать
 sunburnt ['sʌn,bɜ:nt] — загорелый
 to do a lot of good — приносить большую пользу
 to bathe [beɪð] — купаться
 healthy ['helθi] — здоровый
 a beach [bi:tʃ] — пляж
 a castle ['kɑ:sl] — замок
 to sail [seɪl] — плыть под парусом
 a yacht [jɒt] — яхта
 far away [,fa:rə'weɪ] — вдали
 a windsurfer ['wɪnd,sɜ:fə] — спортсмен, занимающийся виндсерфин-
 гом
 useful [ˌju:sfl] — полезный
 a fortnight ['fɔ:tnaɪt] — две недели
 enjoyable [ɪn'dʒɔɪəbl] — приятный, доставляющий удовольствие



Read the text.

2. At the Seaside Hotel

This is a hotel in England, at the seaside. The people in the picture are staying in the hotel. There are some waiters in the picture. The waiters are standing. The men and women are sitting at the tables.

It is a fine day. It isn't raining. The sun is shining. One woman is eating an ice.

There are some cups and saucers on the tables. Some of the men are drinking coffee. One of the women is drinking a cup of tea. One of the men is smoking a cigarette. He is not drinking tea or coffee.

Is that man eating an ice? No, he isn't.

Is that woman smoking a cigarette? No, she isn't.

Are the waiters smoking cigarettes? No, they aren't.

Are the waiters drinking tea or coffee? No, they aren't.

One of the boys is walking to the sands. One of the women is speaking to the waiter. One of the men is reading a newspaper.

The children are playing on the yellow sand.

A dog is under the table. Is it eating or drinking? No, it isn't eating or drinking. What is it doing? It is sleeping.

What are the children doing? They are playing on the sands.

Some birds are flying over the sea.

(C. E. Eckersley. *Essential English for Foreign Students*. Book I, P. 55–56)

Words and Expressions

a waiter ['weɪtə] — официант

an ice [aɪs] — мороженое (порция)

a saucer ['sɔ:sə] — блюдце

yellow ['jeləʊ] — желтый

to sleep (slept) — спать

to fly (flew, flown) — летать

Exercises

I. Look through text 1 and say how the holidaymakers are spending their time at the seaside.

Model: A lot of people are sunbathing.

Use: children — to bathe in the sea; small children — to play on the beach; boys — to make castles and channels in the sand; a lot of holidaymakers — to swim; young people — to windsurf; everybody — to have an enjoyable time.

II. Say what you like (don't like) to do at the seaside.

Model: I like to swim but I don't like to sunbathe.

Use: to run along the beach; to play volleyball or tennis; to swim far away; to windsurf; to dive; to sail a yacht; to watch other holidaymakers; to do nothing; to think about my future life; to eat an ice; to sit under the tent; to listen to the music.

III. Give your friend a piece of good advice and motivate it.

Model: St. 1: Alex, you should have a short rest.
St. 2: But why?
St. 1: It'll do you a lot of good.

Use: to go down to the sea; not to bathe in cold water; to swim early in the morning; not to smoke much; to sunbathe early in the morning; to swim at least an hour a day; not to dive in an unknown place; to spend the summer holidays at the seaside; to go to England for a fortnight; to take your car with you and go to the South.

IV. A. Imagine you are at the seaside in England now. Describe how holidaymakers are enjoying their rest.

B. Say what you usually do when you have your holiday at the seaside.

C. Look at the picture on page 118 and describe what is taking place at the seaside hotel.

These questions will help you.

1. This is an ordinary (обычный) seaside hotel in England, isn't it?
2. How many visitors are sitting at the seaside restaurant?
3. Are any children having lunch there?

4. What is the man at the table on the right doing? Has he had coffee yet? And what is the woman in front of him doing? What are they wearing?
5. Look at the table on the left. The young woman is eating an ice, isn't she? And how about the man? Whose dog is this, under the table? Can you take a dog to the restaurant with you in your country?
6. And over there two visitors are sitting, a woman and a young girl. Are they making an order (делают заказ)? Is the waiter taking their order?
7. Is the sun shining brightly?
8. The people are enjoying their time at the seaside, aren't they?

V. Before reading the text "Protect Your Child in the Sun", answer the questions.

Do you like sitting in the sun? Why (not)? Is it good for you? Do the sun rays affect people badly? Can they cause any diseases?

VI. Guess the meaning of the following words that either sound similar and have the same meaning in Russian or their English variants can be understandable for Russian-speaking people.

Total, lifetime, risk, cancer, protection, to protect, label, to formulate, to contain, chemical ingredients, delicate (skin), waterproof, to form.

Text

Protect Your Child in the Sun

It is estimated that about half our total lifetime's sun exposure happens during childhood. Long summer holidays and lots of outdoor activities mean that children are at far greater risk of overexposure than adults. Children's skin is very sensitive to sunburn. Not only is this painful and damaging to the skin, but just one case of severe sunburn during childhood doubles the risk of developing skin cancer in later life.

Follow these pieces of advice:

Don't let children play outside in the midday sun without some form of protection. It may be easier to slip on a lightweight shirt and hat than to apply sunscreen.

Look for sunscreens that have the highest SPF numbers. Don't use less than SPF 15 on young vulnerable skins.

Sunscreens for toddlers should say on the labels that they have been especially formulated for children. These products contain fewer chemical ingredients and so are less likely to irritate children's delicate skin.

The sun's rays pass through water, so always use the waterproof sunscreens while swimming and make sure children reapply them frequently.

Babies under six months should never be exposed to strong sunshine. This is because their skin hasn't fully formed the melanin-producing cells that protect the skin. Protect older babies with sun hats and pram parasols.

Words and Expressions

exposure [ɪk'spəʊʒə] — подвержение воздействию (солнца)

childhood ['tʃaɪld,hʊd] — детство

outdoor activities — игры, отдых и т. д. на свежем воздухе

to mean — означать

an adult — взрослый

skin — кожа

sensitive [ˈsensətɪv] — чувствительный

painful — болезненный

to damage [ˈdæmɪdʒ] — причинять ущерб

a case — случай

severe — сильный, резкий

to slip on — надевать одежду (особенно легкую)

a lightweight shirt [ˈlaɪt,weɪt] — легкая рубашка

to apply — применять

a sunscreen [ˈsʌn,skrɪ:n] — крем от ожогов

SPF (Sun Protection Factor) number — цифровое указание на то, насколько эффективен солнцезащитный крем

vulnerable [ˈvʌln(ə)rəbl] — уязвимый

a toddler — ребенок, начинающий ходить

to irritate [ˈɪrɪ,tet] — раздражать (кожу)

a ray — луч

to be exposed [...ɪk'spəʊzd] — подвергаться

melanin [ˈmeləniːn] — меланин, химическое вещество, содержащееся в коже и способствующее загару

a pram parasol [ˈpræm ˈpærə,sɒl] — солнцезащитный верх (зонтик, тент) на детской коляске

VII. Give some pieces of advice to adults how to avoid overexposing their children to the sun's rays. Begin with: *You should let your children sunbathe early in the morning before midday. What else?*

Dialogues

Read the dialogues.

A Holiday in Egypt

I

Mr. Warner: I looked through this brochure last night and found the hotel accommodation attractive. I'd like to book the summer holiday in Egypt.

Travel Agent: Yes, sir ... the Hotel Cleopatra? It is one of the most popular with the tourists.

Mr. Warner: That's right ... how far is it from the hotel to the beach?

Travel Agent: About a two-minute walk.

Mr. Warner: Good. How hot is it in Egypt in June?

Travel Agent: About 28 °C.

II

Guide: ... and that's the Great Pyramid, Mr. Warner.

Mr. Warner: Oh, yes ... it looks high!

Guide: It's about 137 metres high and looks majestic.

Mr. Warner: How long are the sides?

Guide: They're 230 metres long.

Mr. Warner: It's incredible! How old is it?

Guide: It's nearly four and a half thousand years old.

III

Guide: Hello there, Mr. Warner. Are you coming on the excursion to Cairo today?

Mr. Warner: Oh, yes! How far is it?

Guide: It's about 150 kilometres.

Mr. Warner: Good. How long will it take to get there?

Guide: Only three hours.

Words and Expressions

Egypt [ˈiːdʒɪpt] — Египет

a brochure [ˈbrəʊʃə] — брошюра, справочник

accommodation — место проживания (удобства) в отеле

to book a holiday — забронировать место на время отпуска

a travel agent [ˈtrævl ˈeɪdʒənt] — агент бюро путешествий

a two-minute walk — в двух минутах ходьбы

a guide [gaɪd] — гид, экскурсовод

majestic — величественный

a side [saɪd] — сторона (у основания)

incredible [ɪnˈkredəbl̩] — невероятный

nearly [ˈniəli] — почти

to come on the excursion [... ɪkˈskɜːʃn] — идти (ехать) на экскурсию

VIII. Make up short dialogues according to the models.

1. St. 1: I'd like to book the summer holiday in **Egypt**.

St. 2: What month?

St. 1: **June**.

Use: Spain — August; Florida — July; Greece — September;
Rome — May; Bermuda [bəˈmjuːdə] — October; Hawaii —
November; France — April; Moscow — January.

2. St. 1: How far is it from **the hotel to the beach**?

St. 2: Oh, it's a five-minute (ten-minute) walk.

Use: the house — the school; the office — the restaurant; here —
the bank; the airport — the hotel; the station — the centre of
the city; the University — the museum; the house — the
shop.

3. St. 1: How hot is it in **Spain in June**?

St. 2: About 30 °C.

Use: Moscow — September; Athens — May; London — July;
Paris — August; Madrid — June.

IX. Act out the dialogues "A Holiday in Egypt" changing the roles.

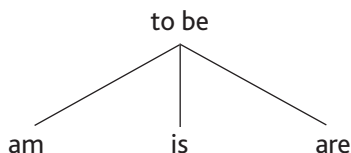
Grammar

THE CONTINUOUS TENSES

(ВРЕМЕНА, ОБОЗНАЧАЮЩИЕ ДЕЙСТВИЕ В ПРОЦЕССЕ)

The Present Continuous Tense

(Настоящее время в процессе совершения)



+ основной глагол с окончанием -ing

Настоящее продолжающееся грамматическое время (the present continuous tense) обозначает действие, которое происходит сейчас, в момент речи. Оно отличается от действия, совершающегося регулярно, действия, происходящего вообще, о котором говорится как о факте (the present simple). В русском языке эти оттенки передаются разными глаголами, имеющими одинаковое значение: «ходить» (вообще) и «идти» (сейчас):

I *go* to the office every day. (the present simple) — Я *хожу* на работу каждый день.

I *am going* to the office now. (the present continuous) — Я *иду* на работу сейчас.

Отрицательная форма настоящего продолжающегося времени образуется при помощи отрицания *not*, которое ставится между вспомогательным и основным глаголом:

It is late evening, but John *is not sleeping*, he is revising for his exam.

В вопросительной форме, характеризующейся обратным порядком слов, кроме вопросов к подлежащему или определению к подлежащему, вспомогательный глагол *to be* употребляется перед подлежащим:

Is John *revising* for his exam? — Yes, he *is*.

What *are* you *doing* here at such an early hour? — I *am* waiting for my friend.

Форма настоящего продолжающегося грамматического времени может употребляться в значении будущего, если действие заранее оговорено

или запланировано. При незапланированности, спонтанности действия в будущем употребляется форма будущего простого грамматического времени (the future simple tense):

I *am leaving* for London tomorrow morning. This is my first visit to the city.

There is something wrong with my TV set. Can you repair it? — Yes. But I *will do* it tomorrow.

Exercises

I. Say that the action takes place regularly using the corresponding adverbial modifiers of time. In some cases you need to omit unnecessary words.

Model: T.: It **is raining** now.

St.: It **rains** very often in autumn.

1. The sun is shining brightly. 2. It is not raining now. 3. Have a look! He is smoking and drinking coffee. 4. Our students are having an English lesson now. 5. The teacher is explaining a new grammar rule (to explain a rule — объяснять правило) to us. 6. The family is having dinner in the kitchen. 7. They are answering the questions now. 8. My friend is sitting at the first desk now. 9. The woman is eating an ice. 10. They are watching a TV programme in the next room.

II. Say what you are doing now and what you have to do regularly.

Model: We are listening to a recording of the talk between two native speakers now.

We often *listen* to new recordings at the English lessons.

Use: to have an English lesson, to sit in the classroom at the front (back) desk, to study a new grammar rule, to answer the teacher's questions, to translate sentences ([*'sentənsɪz*] — предложения) into English, to write down some sentences, to listen to the teacher attentively (внимательно), to look through the text, to have a talk in English.

III. Ask your friend:

if it is raining now; if the students are having an English or maths lesson now; what he (she) is thinking about; if he (she) smokes; why student B is sitting at the front (back) desk; how he (she) is listening to the teacher; if he (she) speaks English well; what other language he (she) knows; if he (she) always answers the teacher's questions well.

Short Dialogues

SAYING GOOD-BYE

Read the dialogues in pairs.

I

A: I've come to say good-bye.

B: When are you off?¹

A: I'm flying home on Sunday.

B: Good-bye then, and all the very best.

A: Thank you. Say good-bye to the rest of the family for me, won't you?

II

A: I'd like to say good-bye to you all.

B: What time does your train leave?

A: It leaves at 7 p.m.

B: Good-bye, and have a good journey.

A: Good-bye. Remember to look me up if ever you're in Madrid.

III

A: I'm calling to say good-bye.

B: When are you setting off?

A: I'm catching the 12.45 boat.

B: Bye and don't forget to keep in touch.

A: Good-bye. Thanks for everything.

¹ When are you off? I'm flying home on Sunday. Здесь и далее формы настоящего простого и настоящего продолжающегося грамматического времени употребляются в значении будущего времени.

IV

A: I've just called in to say good-bye.

B: When are you leaving?

A: I'm going to try to get away by ten.

B: Good-bye. Remember me to your relatives.

A: Good-bye. See you next year.

I. to be off — отправляться

all the very best — всего хорошего

the rest — остальные

II. a journey ['dʒɜ:nɪ] — поездка

to look me up — навестить меня

III. to set off — уезжать, отправляться

I'm catching the 11.35 boat. — Я отправляюсь теплоходом в 11.35.

to keep in touch [tʌtʃ] — зл.: сообщить о себе (досл.: держать связь)

IV. to call in — заходить, забегать

to try to get away — пытаться уехать

Remember me to your relatives. — Передай привет своим родным.

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A I, then B I, etc.

II. Reproduce the dialogues in the following way.

T.: I'd like to say good-bye to you all.

St.: (Any B 1 phrase)

T.: I'm leaving home on Sunday.

St.: (Any B 2 phrase)

T.: Good-bye. Thanks for everything.

III. You are on holiday and you are leaving soon.

1. Say good-bye to your friends.

Model: I'd like

I've come

I've just called in

I'm ringing

to say good-bye to you.

2. Say when and where you are going.

Model: I'm leaving **home tomorrow**.

Use: for the South — on Sunday; for the country — the day after tomorrow; for Moscow — tonight; for England — in two days; for the Far East — early in the morning.

IV. Your friend is on holiday and he is leaving tomorrow.

A. Ask him about the time of leaving.

Model: When are you ... ?
What time does (do) ... leave?

B. Say good-bye and:

1) wish him something pleasant.

Model: Have a good journey!

Use: a nice trip; a pleasant journey; a happy holiday; a lovely time.

2) tell him to remember you to somebody:

Use: to his parents; to his sister; to his brother; to his relatives; to his cousin; to his chief.

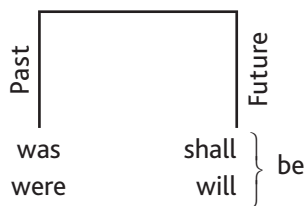
Model: Remember me to...

V. Reproduce the short dialogues "Saying Good-bye" in similar situations.

Grammar

THE PAST AND FUTURE CONTINUOUS TENSES (ПРОШЕДШЕЕ И БУДУЩЕЕ ВРЕМЯ В ПРОЦЕССЕ СОВЕРШЕНИЯ)

to be + основной глагол с окончанием -ing



Past Continuous	Future Continuous
Обозначает действие, которое совершалось (продолжалось) в определенный момент в прошлом.	Обозначает действие, которое будет совершаться (продолжаться) в определенный момент в будущем.
1. We <i>were having a lesson</i> when the rain began. У нас <i>шел урок</i> , когда начался дождь.	1. I <i>shall (will) be cooking dinner</i> when you come ¹ home. Я <i>буду готовить обед</i> , когда ты придешь домой.
2. That time yesterday we <i>were conducting a test</i> in the laboratory. В это время вчера мы <i>проводили испытание</i> в лаборатории.	2. That time tomorrow we <i>shall (will) be conducting a test</i> in the laboratory. В это время завтра мы <i>будем проводить испытание</i> в лаборатории.

Exercises

I. Make up sentences paying attention to the way of expressing a definite moment in the past:

- | | |
|--|--|
| 1. At two o'clock yesterday
That time
When you phoned me
When they called in | I was writing a letter.
we were having dinner.
my sister was taking a dog for a walk.
my wife was cooking dinner.
they were watching a TV programme.
it was raining.
the sun was shining brightly. |
| 2. They
She

The children
We | were not reading
was not discussing the problem

were not having dinner
were not listening to the news

at three o'clock.
when the telephone rang.
when they (we) came. |

¹ В придаточных предложениях времени (а также условия) не употребляется будущее время. Вместо него употребляется настоящее, которое на русский язык переводится будущим временем.

My colleagues	were not telling one	at that time in the
	another the news	morning.
The scientists	were not conducting an	
	experiment.	

3. When I came into the office
- | |
|---|
| the chief was phoning Moscow. |
| the secretary was looking through the papers. |
| some engineers were discussing a new design ([di'zain] — проект). |
| my friend was looking through a newspaper. |
| some people were smoking in the hall. |

4. What
- | | | | |
|------|---------------|---------------|------------|
| was | your son | doing | when you |
| were | your children | listening to | came home? |
| | your wife | reading | |
| | your parents | discussing | |
| | your husband | watching | |
| | your guests | talking about | |
| | your dog | eating | |

5. While I was reading a book
- | |
|---|
| my wife was listening to the news on the radio. |
| my son was doing his homework. |
| my daughter was talking with her friend. |
| my mother-in-law was watching a hockey match on TV. |
| my dog was sleeping. |

II. Complete the situations.

1. Last summer I spent my holidays in the Crimea. I went to the beach every day. Once when I arrived there I saw a lot of holidaymakers. Some of them ...

Use: to sunbathe; to bathe; to swim; to play volleyball; to eat an ice; to sit in the tent; to windsurf; to sail.

2. Yesterday I called my friend Irene but she couldn't speak with me long as she was busy. She had a lot of things to do. That moment she Her husband Her child

Use: to cook dinner; to wash up; to lie on the sofa; to read a newspaper; to drink hot milk and to watch a TV film at the same time.

3. Tomorrow when I come to see my friend I know that:

- а) ее ребенок будет гулять во дворе;
- б) ее муж будет сидеть в кресле и читать газету;
- в) она будет накрывать на стол;
- г) ее мама будет гладить белье (to iron ['aɪən]).

Вопросительная и отрицательная формы прошедшего и будущего времен группы continuous образуются по аналогии с настоящим продолжающимся временем:

He arrived at the place at the appointed time, but found that his business partner *was not waiting* for him there yet.

What *was he doing* when you came to see him? — He *was lying* on the sofa thinking about what happiness was.

Для образования вопросительного и отрицательного предложения во всех временных формах необходимо: для отрицательной формы поставить отрицание *not* между вспомогательным и основным глаголом, для вопросительной — поменять местами вспомогательный глагол и подлежащее (обратный порядок слов), если это не вопрос к подлежащему или определению к нему. Если вспомогательный глагол состоит из двух или более элементов (*shall be, will be, shall have, will have, has been, had been, will have been*), то все вышеуказанные действия производятся относительно первого элемента, т. е. *shall, will, has, had*.

В образовании вопросительной и отрицательной формы глаголов в present и past simple участвует вспомогательный глагол *do (does)* — для present simple и *did* — для past simple. При этом происходят изменения в форме основного глагола, который при появлении вспомогательного глагола переходит в I форму.

Таблица групп грамматических времен Simple, Continuous и Perfect

Simple Tenses		Past •	Present •	Future •
	I	cooked dinner wrote a letter	I cook dinner write letters	I shall (will) cook dinner write letters
	She	yesterday.	cooks dinner writes letters	tomorrow. She will cook dinner write letters tomorrow.
to be (вспомогат. глагол) + ing-форма (основной глагол)				
Continuous Tenses	I (he, she) We (you, they)	were	is	
	at three o'clock yesterday.	cooking dinner writing a letter	are cooking dinner writing a letter	shall be will be at three o'clock tomorrow.
to have (вспомогат. глагол) + III форма (основной глагол)				
Perfect Tenses	I	had cooked dinner had written a letter	I (you, we, they) have just cooked dinner written a letter.	I (we) You (she, he, they) shall have will have before you come.
	Before you came.			

Условные обозначения: • — факт совершения действия и упоминание о нем относительно прошлого, настоящего и будущего;
 — — процесс протекания действия в определенный момент в прошлом, настоящем или будущем; — — за-
 вершенность (законченность) действия к определенному моменту в прошлом, настоящем или будущем.

Grammar

THE PERFECT CONTINUOUS TENSES (СОВЕРШЕННО-ДЛИТЕЛЬНЫЕ ВРЕМЕНА)

The Present Perfect Continuous Tense (Настоящее совершенно-длительное время)

В английском языке есть еще одна группа времен — perfect continuous. Это грамматическое время образуется при помощи вспомогательного глагола to be в перфектном времени и основного глагола с окончанием -ing.

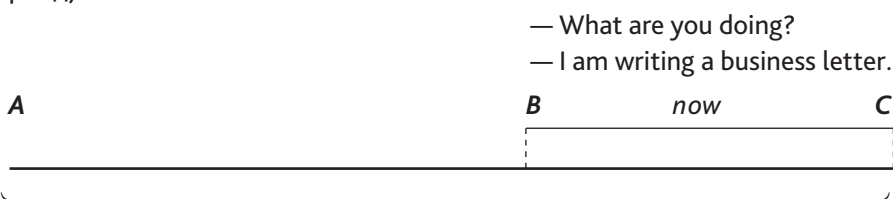
В разговорной речи широко употребляется только present perfect continuous — have (has) been doing.

The past perfect continuous (had been doing) встречается в основном в письменной речи и ограничено — в устной.

The future perfect continuous — *shall (will) have been doing* — практически не используется.

Существует две разновидности настоящего совершенного длительного времени (present perfect continuous): включающее настоящий момент (*inclusive*) и исключающее настоящий момент (*exclusive*). Разница между этими двумя видами отчетливо показана на графиках, представленных ниже.

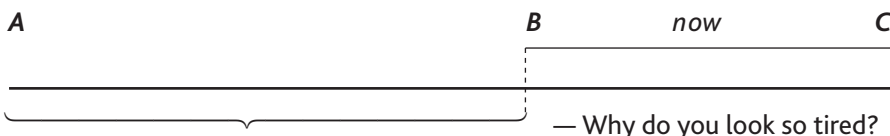
1. The present perfect continuous inclusive (т. е. включающее настоящий период):



— How long have you been writing it?

— I have been writing it for half an hour (since one o'clock). And I am still writing.

2. The present perfect continuous exclusive (т. е. исключающее настоящий период):



— I have been working hard at my report. (That is why I am tired.) But I am not doing it now.

Настоящее совершенное длительное время, включающее настоящий момент (*inclusive*), переводится на русский язык глаголом в настоящем времени именно потому, что оно, начавшись в прошлом, продолжается в настоящий период:

The girl *has been playing* the piano for a hour. (And she is still playing.) — Девочка *играет* на пианино уже в течение часа.

Настоящее совершенное длительное время, исключаяющее настоящий момент (*exclusive*), показывает, что действие длилось до настоящего момента, но больше не продолжается, и в настоящем остались только «следы» совершения этого действия, его результат. Поэтому такое время переводится на русский язык глаголом в прошедшем времени.

Why are your eyes red? — Because I *have been crying*. (But now I am not crying.)

Почему у тебя глаза покраснели? — Потому что я *плакала*.

Некоторые глаголы английского языка не употребляются в форме грамматического длительного времени (*continuous* и *perfect continuous*). Такие ограничения вызываются семантическими особенностями этих глаголов. К ним относятся глаголы умственного и физического восприятия и ряда других смысловых групп: *to know*, *to think* (в значении «считать, полагать»), *to believe*, *to understand*, *to suppose*, *to see*, *to hear*, *to remember*, *to forget*, *to be* и др.

При наличии условий, требующих использования временной формы *present perfect continuous*, с такими глаголами допустима форма *present perfect*.

I *have known* him since I was a child. — Я *знаю* его с детства.

Bill is unemployed. He *has been unemployed* for a month. — Билл безработный. Он уже *не работает* месяц.

Обратите внимание, что данная форма настоящего совершенного времени (present perfect) на русский язык переводится глаголом настоящего времени, в отличие от большинства глаголов этой группы времен. (См. Грамматический материал раздела 5.) Это обусловлено тем, что такая форма сказуемого фактически является усеченной формой present perfect continuous (inclusive), которая описывает действие (процесс), продолжающееся в течение длительного времени и включающее настоящий момент.

Exercises

III. Compare these pairs of sentences and see the difference.

- | | |
|--------------------------------------|--|
| 1. I am waiting for you. | I have been waiting for you since 2 o'clock. |
| 2. She is speaking on the telephone. | She has been speaking on the telephone for 20 minutes. |
| 3. My sister is writing a letter. | She has been writing it since the morning. |
| 4. My mother is cooking dinner. | She has been cooking for two hours. |
| 5. They are smoking downstairs. | They have been smoking for half an hour. |

IV. Say how long you (or somebody else) have been doing this.

Model: to study English — I've been studying English for five years (since 2012).

Use: to work in the office; to live in the city; to read the text; to write the exercise; to listen to the recording; to answer the questions; to drive a car; to watch the TV programme.

V. Say what you (or somebody else) are (is) doing and how long.

Model: St. 1: I'm reading a book.
St. 2: How long have you been reading it?
St. 1: I've been reading it since the morning.

Use: to type a letter; to look through the newspapers; to do the flat; to cook dinner; to wash up; to do the homework; to wait for one's friend; to do the washing.

VI. Ask for additional information.

Model: St. 1: I've **been learning** the new words for half an hour.
St. 2: Oh, how many words **have** you **learnt**?
St. 1: Not many.

1. I've been saving money for 2 years. (How much?) 2. He's been reading the book since yesterday. (How many pages?) 3. The secretary's been typing the letters for an hour. (How many letters?) 4. They've been translating the text since the lesson began. (How much?) 5. The boy's been learning the poem by heart for an hour and a half. (How many lines?) 6. He's been learning languages since he was a schoolboy. (How many languages?) 7. He's been smoking for half an hour. (How many cigarettes?)

VII. Complete the following situations.

1. Oh, your basket is full of berries! — Я собирала ягоды в лесу целое утро.
2. Why are you silent? — Потому что я много говорила до этого.
3. You look rather sunburnt. — Да, я лежала на солнце полдня.
4. You are late for the lecture again. — Но я очень спешил и бежал всю дорогу.
5. Your lips are black. Why? — Я ела чернику.

Grammar

The Past Perfect Continuous Tense (Прошедшее совершенно-длительное время)

Прошедшее совершенно-длительное время образуется при помощи вспомогательного глагола *to be* в форме прошедшего совершенного времени (past perfect) и основного глагола с окончанием *-ing*: *had been doing*.

Это грамматическое время, так же как и прошедшее совершенное (past perfect), является предпрошедшим (но длительным) по отношению к другому действию в прошлом. Следовательно, наличие или отсутствие в предложении показателей прошедшего времени (глагольных форм или временных обстоятельств), с которыми соотносится совершенно-длительное время, может служить надежным критерием для выбора в первом случае прошедшего, а во втором настоящего совершенно-длительного времени.

Сравните:

1. Why *do you look* so tired? — Oh, I *have been working* hard all day.

Почему у тебя такой усталый вид? — О, я много *работал* весь день.

2. When John *arrived* home, he *looked* very tired. He *had been working* hard all day.

Когда Джон *пришел* домой, он *выглядел* очень усталым. Он весь день много *работал*.

В предложении 1 ситуация развивается в настоящем; то, что человек выглядит усталым, является результатом его длительной и упорной работы в течение целого дня. Это длительное действие передается формой настоящего совершенно-длительного времени (*have been working*), так как оно соотносится с настоящим моментом, который на грамматическом уровне выражен формой *present simple do ... look*).

Во втором примере ситуация относится к прошедшему времени. На это указывают формы *past simple: arrived* и *looked*. И хотя характер действия остается прежним (совершенно-длительное действие), оно рассматривается в отношении к прошлому как предпрошедшее. Это и дает основание употребить форму *had been working*.

Следует иметь в виду, что в русском языке нет адекватных глагольных форм, передающих эту разницу, — в примерах 1 и 2 перевод будет одинаков; «много работал весь день».

Для английского языка в первом случае уместно говорить о преднастоящем, а во втором — о предпрошедшем совершенно-длительном времени.

Длительное действие, рассматриваемое относительно другого действия в прошлом, может быть не предпрошедшим, а функционировать как постпрошедшее. В последнем случае оно выражается формой глагола в *present perfect continuous*.

He *has been travelling* much since he *got* into the University. — Он много путешествует с тех пор, как поступил в университет.

Exercises

VIII. In these situations use either the past or present perfect continuous tense.

1. I entered the room, it was empty. But there was a smell of cigarettes. Somebody (to smoke) in the room. 2. Do you smoke? — Yes, I do. I (to

smoke) since I started working in the office. **3.** The ground is wet. It (to rain) for two hours. **4.** The boys ran into the house. They were excited. They (to play) football in the yard. **5.** How long you (to wait) before the bus finally came? **6.** Ann is looking for a job. She began looking for it in September. So she (to look) for a job for half a year. **7.** Yesterday morning I got up and looked out of the window. The sun was shining but the ground was wet. It (to rain) the whole night. **8.** How long you (to learn) English? **9.** It is 8 p.m. You (to watch) television since 5 o'clock. You should have a short rest. **10.** The football teams (to play) for half an hour when a terrible storm began. **11.** When the boys ran into the house, their clothes were dirty and one had a black eye. Everybody understood that they (to fight). **12.** My friend graduated from the University some years ago. She is a teacher now. She (to teach) English for five years.

Unit

EIGHT

Conversation: Getting about Town. Asking the Way

Grammar: The Indefinite Pronouns *some, any, no*. Derivatives from *some, any, no*

Text

Read and translate the text using a dictionary. Do the task that follows the text.

Transport in the Past

Before the motorcar became a practical way to travel, people depended mainly on horses to get from one place to another. They not only used horses to ride on, but to pull various types of vehicles as well. The simplest of these was the cart, an uncovered vehicle with two or four wheels which was used for carrying goods. For short trips a light, two-wheeled vehicle called a trap was often used, while for longer journeys a closed four-wheeled vehicle called a carriage was preferred. Private carriages could be very luxurious, with fur rugs and even vases of flowers. For those without a private carriage, a coach could be used.

This was a public means of transport which followed regular routes throughout the country, stopping at inns to change horses and allow people to rest and have something to eat. With the invention of the train in Britain in the 1820s, long journeys in horse-drawn vehicles became less and less common, and in the early 1900s the motorcar began to replace horses altogether.

Over the last two hundred years, means of transport have changed and developed a great deal. The first successful development was in air travel when in 1783, the French Montgolfier brothers launched the hot-air balloon. Twenty years later, in England, the steamboat and steam train

made their first successful trips. Nearly 40 years later the first version of the modern bicycle was introduced, and in 1903 the first successful aeroplane flight was made by the Wright brothers of Ohio, USA.

I. Write out all types of vehicles that you find in the text.

II. Match the words and expressions from the text (on the left) to their meaning (on the right).

- | | |
|----------------------|--|
| 1) a cart | a) a light two-wheeled vehicle pulled by a horse that was used for short trips |
| 2) a carriage | b) an uncovered two- or four-wheeled vehicle pulled by a horse that was used for carrying goods |
| 3) a coach | c) a closed four-wheeled vehicle pulled by a horse that was used for longer journeys |
| 4) a motorcar | d) a common carriage, not private, for carrying a large number of passengers, especially for longer journeys, that was pulled by a horse |
| 5) a trap | e) a road vehicle driven by an engine for one driver and a few passengers |
| 6) a train | f) a group of railway vehicles that are connected and pulled by an engine |
| 7) a hot-air balloon | g) a machine or mechanism that you travel in or on, especially one with an engine that travels on roads, for example a car, bus, van, truck, bicycle |
| 8) a vehicle | h) a two-wheeled vehicle that you ride by pushing pedals with your feet |
| 9) a bicycle | i) a large river, sea or ocean vessel that moves by steam power |
| 10) an aeroplane | j) a train that moves by an engine which gets its power from steam |
| 11) a steam train | k) an extremely large bag full of hot air with a basket attached that people can ride through the air in |
| 12) a steamboat | l) an aircraft with wings and at least one engine |

III. Match the English words and expressions to their Russian equivalents.

- | | |
|----------------------|--|
| 1) a carriage | a) рессорная двуколка |
| 2) a motorcar | b) карета, экипаж |
| 3) a train | c) автомобиль |
| 4) a hot-air balloon | d) велосипед |
| 5) a steam train | e) телега |
| 6) an aeroplane | f) паровоз |
| 7) a cart | g) простая карета, предназначенная для нескольких пассажиров |
| 8) a trap | h) поезд |
| 9) a vehicle | i) транспортное средство |
| 10) a bicycle | j) пароход |
| 11) a steamboat | k) самолет |
| 12) a coach | l) воздушный шар для путешествия в воздухе |

IV. Can you extend the list of means of transport that have appeared not long ago?

REMEMBER!

С названиями транспортных средств употребляются следующие предлоги: *by*, *on* и *in*. Их употребление в случае с *by*, с одной стороны, и *on* / *in* — с другой, основывается на значении, которое выражается этими предлогами, а дифференцирование *on* и *in* определяется названием самого транспортного средства. Предлог *by* употребляется, когда речь идет о способе передвижения, что соответствует русскому значению, передаваемому творительным падежом: автобусом, трамваем, поездом, самолетом и т. д. При этом у существительного с предлогом *by* отсутствуют другие определители — артикли и притяжательные местоимения: *by train*, *by car*, *by bus*, *by plane*, *by taxi*, *by bicycle*, *by helicopter*, а также *by land*, *by sea*, *by air* (но *on foot*). Предлог *on* употребляется, когда мы говорим о нахождении в каком-либо транспортном средстве. В этом случае, наряду с предлогом, должен использоваться артикль или притяжательное местоимение: *on the train*, *on a bus*, *on a plane*, *on my bicycle*, *on his horse*, *on the boat* и т. д. Предлог *in* употребляется аналогично предлогу *on*, но только применительно к словам *car* и *taxi*: *in his car*, *in the taxi*.

Exercises

V. Put in the gap one of the prepositions: by, on or in . Can you explain the rule for choosing the preposition?

1. I like to travel ... train even if the journey lasts for many days. **2.** I have never been ... an intercity train. **3.** I usually go to work ... car, but today I'll have to commute by ... bus as my car needs repairing. **4.** If you are in a hurry, I can give you a lift ... my car. **5.** When you are ... a taxi, remember to fasten your seat belt to avoid being injured during a traffic accident. **6.** We had to go to the theatre ... taxi not to be late for the performance.

VI. Put in the proper preposition in each sentence.

1. The fastest way from London to Glasgow is ... air. **2.** We went to the USA ... a jumbo jet. **3.** He goes to school ... his bike. **4.** The cheapest way from London to Glasgow is... coach. **5.** I'd love to go ... a Mediterranean cruise. **6.** Travelling ... train is more expensive than going... your car. **7.** We decided not to fly ... Ireland but to take the car ... the ferry. **8.** About sixty people can go ... the coach. The rest will have to go ... train. **9.** If you go to the airport ... underground, you arrive ... terminal three, but if you go ... car, you have to find the way ... the car park ... the terminal ... foot. **10.** The best way to reach the Scilly Isles is ... helicopter ... Penzance, but once there you should travel ... the main islands ... boat. (*The Scilly Isles are a group of small islands of the South West coast of England.*)

VII. Before doing the task given below make sure that you know the meaning of the following words and expressions. Match the lexical units to their definitions.

- | | |
|---|---|
| 1) to commute | a) to leave a bus to get on another bus or another means of transport |
| 2) to change a bus to another bus or another means of transport | b) to travel regularly to and from work |
| 3) a rush hour | c) someone who travels regularly to and from work |
| 4) a commuter | d) the money you pay for a journey on a bus (tram, in a taxi, etc.) |
| 5) a fare on a bus (tram, in a taxi, etc.) | e) the time of day when there are a lot of cars on the road because most people are travelling to and from work |

Say:

1) how you usually get to your school (University, work); **2)** if you have to change to any other means of transport at some place; **3)** what the fare on a tram (bus, metro) is in your city; **4)** whether you travel by public transport or by car; **5)** how easy it is to commute in your city; **6)** what time is considered to be the rush hour in your city; **7)** if the public transport is reliable.

Text

Read the text.

Carpooling

People who have to commute regularly experience certain difficulties with getting to and from work. They either risk their lives on the overcrowded motorways or waste precious time on the ineffective public transport system. It is quite evident that there might be an alternative to the existing way of commuting. And in Great Britain they have found it. This is carpooling, a relatively new, convenient way of getting to work.

Carpooling is a way of commuting when a group of car owners agree to travel together to work, college, University, etc. so that only one car is used every time. The commuters in this case are called carpoolers. This way of commuting is less stressful than taking a bus or train, besides you save time and money.

Carpooling is effective when used with some colleagues from work. Each of them has their own car and they arrange to share one private car to get to work or college. On the exact day of the week one of the co-workers of the group is supposed to give a lift in his car to the other colleagues who left their cars at home, and so they become passengers. Then, the next day one of the former passengers works as a driver using his (or her) own car.

Carpooling contributes much to solving environmental problems. Firstly, with this way of commuting the number of cars on the roads decreases. This results favourably in the entire traffic situation including congestion and the risk of accidents and the environment which becomes less polluted.

Words and Expressions

a motorway — шоссе

to waste precious [ˈpreʃəs] time — терять драгоценное время

evident [ˈevid(ə)nt] — очевидный

carpooling (a carpool) — договоренность автовладельцев о совместной эксплуатации машины
 to carpool ['kɑːpuːl] — договариваться с другими автовладельцами о совместной эксплуатации машины
 a carpooler — один из автовладельцев из группы, договорившихся о совместной эксплуатации машины
 a car owner ['əʊnə] — автовладелец
 less stressful — более спокойный (менее напряженный)
 to arrange [ə'reɪndʒ] — устраивать, улаживать
 to share [ʃeə] — делить между кем-л.
 private ['praɪvət] — личный
 exact [ɪg'zækt] — точный
 a co-worker [ˌkəʊ'wɜːkə] — сотрудник
 to give a lift — «подбросить», подвезти (на машине)
 former — бывший
 to contribute to smth. — способствовать чему-л.
 to solve environmental [...ɪn,vaɪrən'mentl] problems — решать проблемы окружающей среды
 to decrease [di:'kriːs] — уменьшаться
 to result in smth. — сказываться на чем-л.
 favourably ['feɪv(ə)rəbli] благоприятно
 entire [ɪn'taɪə] — весь, целый
 congestion [kən'dʒestʃ(ə)n] — затор уличного движения, «пробки»
 accident ['æksɪd(ə)nt] — дорожное происшествие
 environment [ɪn'vaɪrən,ment] — окружающая среда
 to pollute [pə'luːt] — загрязнять окружающую среду

VIII. 1. Is the system of commuting like that used in your country (city)? 2. Would you like trying it as an experiment? 3. Do you think it will facilitate some traffic problems?

IX. Topics for discussion.

1. Carpooling as a way of commuting.
2. The advantages of this way of commuting.

X. Ask somebody who can drive a car the following questions. Pay attention to the words and expressions in bold. Let your partner answer the questions.

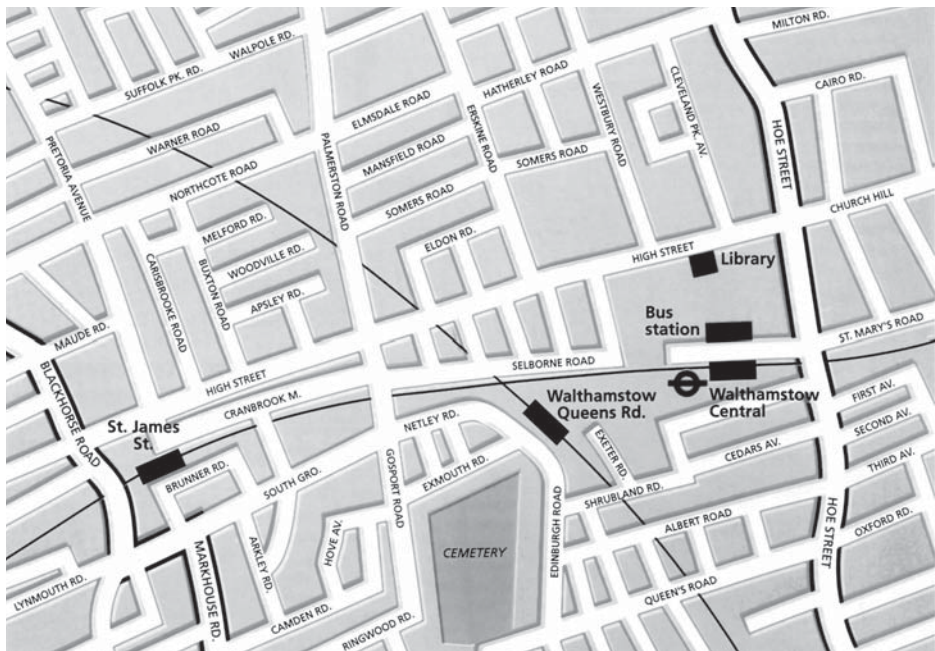
1. Are you an **experienced** driver? How long have you driven a car? Where did you learn driving? 2. Do you always **drive carefully**? 3. Did you ever

have **to exceed the speed limit**? When? Why? **4.** Do you always **follow the traffic signs**? Have you ever started driving at the yellow light? **5.** Have you ever **broken the traffic rules**? Have you **been fined**? What was the fine sum? **6.** Why do drivers sometimes **overtake other vehicles**? Do you often have to overtake any front-moving cars? **7.** Are you often **stuck in a traffic jam**? What do you feel? What do you do in this case? **8.** Where can a driver **park his car** in your city? Where do you park your car? **9.** How often do you have **your car served in the garage**? **10.** What kind of **traffic** do we have in our country, **right-hand** or **left-hand**? What does it mean?

Directions

XI. Joanne is new to London and has been invited to visit Derek in his flat in Walthamstow. She arrives at Walthamstow Station and can't find the way. She phones Derek.

Read their phone conversation and draw the route on the map.



Derek: Hallo, 394621.

Joanne: Hi, it's Joanne.

D: Oh, hello. What's the problem? We are expecting you any moment.

J: It's OK, I'm coming. It's just that I've come out without my map. Could you give me directions from the station?

D: Sure, no problem. Hang on, let me see now. Which station are you at?

J: Walthamstow Station.

D: Well, there is more than one, I'm afraid. We are closest to Blackhorse Road Station.

J: Oh, no, I'm at Walthamstow Central.

D: That's right. You can walk from there. Just a minute, let me get my map ... here we are. Right, do you want to write this down?

J: Yes, I've got a pen; I'll put it in my diary. OK, ready.

D: Right. Come out of the station and you'll see a place where all the buses turn round.

J: Yes, that's where I'm phoning from.

D: Good. Turn right as you come out of the station and go up a little hill and you'll soon come to a main road at the top.

J: Oh, yeah, I can see the main road.

D: That's called Hoe Street. H-O-E. Turn left along Hoe Street and walk as far as the High Street, that's the next crossroads. Turn left into the High Street. There are a lot of shops down there and the library on your left. Keep walking down the High Street as far as Erskine Road.

J: Is that a crossroads?

D: No, not really. Erskine Road will be on your right; it's the third turning on the right off the High Street.

J: OK. Then what?

D: Walk along Erskine Road and then take the forth turning on the left.

J: The fourth?

D: Yeah, that's called Elmsdale Road.

J: OK. Is it much further?

D: No, go down Elmsdale Road and at the bottom you come to Palmerston Road. Go across Palmerston Road into Northcote Road, which is opposite.

J: Opposite what?

D: Opposite Elmsdale Road.

J: OK. I see. So I don't turn into Palmerston Road?

D: No, you just cross it.

J: OK.

D: And then as soon as you are in Northcote Road turn right immediately into Warner Road.

J: Warner Road. Isn't that where you live?

D: That's it. You will find my house on the left, OK?

J: Right, well, I just hope I can follow this! You should see me in a few minutes. If you don't, you will know it's not my fault. OK? Thanks, see you.

D: Bye.

(Kenny Nick. *First Certificate Pass Key. Teacher's Book*. P. 111. Oxford, 1998)

XII. Describe the way Joanne followed to get to Derek's house. She came out of Walthamstow Station, turned right and went up a little hill and then came to the main road at the top. That was Hoe Street. Then she ...

XIII. Translate the sentences into English using the words and phrases from the dialogue.

1. Я не знаю, где отель. Не могли бы вы сказать мне, как туда добраться?
2. Поверните налево и идите до перекрестка, затем сверните направо.
3. Это недалеко, третий поворот направо; на углу напротив вы увидите серое здание — это и есть почта.
4. Дойдите до угла, сверните на Даунинг-стрит и идите прямо до площади.
5. Как только перейдете мост, слева увидите памятник, а за ним будет автобусная станция.
6. Когда выйдете из автобусной станции, сверните сразу же направо и идите вдоль парка.
7. Сначала сверните налево, потом направо и дойдите до перекрестка, а там еще раз спросите.
8. Когда дойдете до почты, напротив увидите здание банка, а справа от него находится библиотека.

XIV. Put one preposition in each space if it is necessary.

1. Turn ... right ... the crossroads.
2. Keep walking ... the road ... the library.
3. Turn ... left immediately ... Elmsdale Road.
4. The shop is ... the bus station.
5. Their house is ... Palmerston Road.
6. It's the fourth turning ... the left.
7. As soon as you get to the market, turn ... right.
8. Take the second turning ... the left and go straight

Asking the Way (Telling the Way)

Additional Words and Expressions

- 1) a way [wei] — путь, дорога
on one's way — по дороге
to ask one's way — спросить дорогу
to find one's way (found) — найти дорогу

to lose one's way (lost) — заблудиться (потерять дорогу)

to show somebody the way — показать кому-л. дорогу

Which way? — Куда идти (в какую сторону)?

This way, please. — Сюда (в этом направлении), пожалуйста.

2) It's a good way from here. — Это довольно далеко отсюда.

It's only two blocks away. — Это всего в двух кварталах отсюда.

It's quite near here. — Это совсем рядом (близко).

It's round the corner. — Это за углом.

3) on the right (left) — справа (слева) — где?

to the right (left) — направо (налево) — куда?

Turn to the right and you'll see... — Поверните направо и вы увидите...

On the right you can see... — Справа вы можете видеть...

4) to cross a street (avenue, square) — переходить улицу (проспект, площадь)

to go straight on — идти прямо

as far as the corner — до угла

round the corner — за углом

to walk one short block straight ahead — пройти один небольшой квартал вперед

Short Dialogues

ASKING THE WAY

Read the dialogues in pairs.

I

A: Excuse me, can you tell me where Baker Street is, please?

B: Take the second turning on the left and then go straight on.

A: Is it far?

B: No, it's only a five-minute walk.

A: Thank you very much.

B: Not at all.

II

A: Excuse me. Could you tell me the way to the Bank, please?

B: Turn round the corner, cross the Road and turn left at the traffic lights.

A: Will it take me long to get there?
B: No, you can walk there in 5–6 minutes.
A: Many thanks.
B: That's OK.

III

A: Excuse me, but I'm trying to find the National Gallery.
B: Cross the bridge and go as far as the square.
A: Is it too far to walk?
B: No, it's quite near.
A: Thanks a lot.
B: That's quite all right.

IV

A: Excuse me, please. Could you tell me how to get to the nearest supermarket?
B: First right, second left and then go straight on. You can't miss it.
A: Should I take a bus?
B: No, it's only a couple of hundred yards¹.
A: Thank you very much.
B: It's a pleasure.

- I. Take the second turning on the left. — Второй поворот налево.
- II. Turn round the corner. — Поверните за угол.
- III. I'm trying to find — Я пытаюсь найти
- IV. You can't miss it. — Вы не пройдете мимо. (Вы обязательно увидите.)
a couple ['kʌpl] — пара (два)

Situational Exercises to the Short Dialogues

- I. Silent reading. First, read all phrases A 1, then A 2, A 3 and then B 1, etc.
- II. Reproduce the dialogues in the following way.
St.: (Any A 1 phrase)
T.: First right, second left, then ask again.

¹ a yard = 914,4 мм или 3 фута

St.: (Any A 2 phrase)

T.: No, it's no distance at all.

St.: (Any A 3 phrase)

T.: That's OK.

III. You are looking for:

the department store; the post office; the book store; the cinema; the art gallery; the railway station; the hotel; the market.

1. Ask somebody where it is, beginning with "Excuse me...".

2. Ask if it is far to walk there; how far it is; if you should take a bus.

IV. A passerby has stopped you and asked where the place he needs is. Tell him in English.

1. Идите прямо до угла, затем поверните налево. **2.** Сначала поверните налево, затем направо. **3.** Перейдите улицу и идите налево. **4.** Поверните направо, дойдите до угла и еще раз спросите. **5.** Идите прямо, вы обязательно увидите.

V. The place somebody is looking for is near. What will you say? (2–3 phrases)

VI. Reproduce the short dialogues "Asking the Way" in similar situations.

Assignments (on the basis of the dialogues)

- 1.** You are at the central square of your city. Ask somebody how to get to the shopping centre.
- 2.** You are near the Railway Station. Ask a passerby where the Central Supermarket is.
- 3.** You are at the Hotel. You are trying to find the way to the Railway Station. Ask a passerby the way to the place.
- 4.** You are at the General Post Office. Ask somebody how to get to the nearest hotel.
- 5.** You are a stranger (житель другого города) in the city. You've come to visit your friend. Tonight you are going to the Drama Theatre for a performance. Ask your friend how to get to the theatre.

Short dialogues

ON THE BUS

Read the dialogues in pairs.

I

A: Does this bus go to the Central Park?

B: No, you'll have to get off at the museum and take a 192.

A: Can you tell me where to get off?

B: It's the next stop but one.

II

A: Am I OK for Piccadilly Circus?

B: No, we only go as far as the park, but you can walk from there.

A: Where can I get off?

B: It's quite a way yet, but I'll tell you in good time.

III

A: Do we go to the Opera and Ballet House?

B: No, you are going the wrong way. You want a 143 from the park.

A: Have we got much further to go?

B: It's the next stop.

IV

A: Is this the right bus for the City Market?

B: No, you should have caught a 12. Jump out at the bridge and get one there.

A: Could you tell me when we get there?

B: It's three stops after this one.

I. the next stop but one — через одну остановку

II. Am I OK for...? — Я правильно еду к ...? (Я могу доехать до ... ?)

It's quite a way yet. — Еще довольно далеко.

I'll tell you in good time. — Я скажу вам, когда надо (когда придет время).

III. You are going the wrong way. — Вы едете не туда (неправильно).

IV. Is this the right bus for...? — Этот автобус довезет меня до ..?

Jump out at the bridge. — Выходите (досл.: выпрыгивайте) у моста.

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A I, then B I, etc.

II. Reproduce the dialogues in the following way.

T.: Is this the right bus for the University?

St.: (Any B 1 phrase)

T.: How much further is it?

St.: (Any B 2 phrase)

III. You are on the bus.

1. Ask if this bus goes to the place you need.

Model: Does this bus go to **the museum**?

Use: the market; the city centre; the railway station; the art gallery;
the airport; the theatre.

2. You don't know where to get off. Ask. (Any A 2 phrase)

IV. A passenger is asking you where he should get off. Tell him (her).

Model: — I want (need) **the Opera and Ballet House**. Could you tell me when to get off?
— It's **the next stop**.

Use: the museum — the next stop but one; the supermarket — three stops after this one; the airport — the last stop; the University — the last stop but one; the hotel — the next stop.

V. Reproduce the short dialogues "On the Bus" in similar situations.

VI. Say:

- 1) how you usually get to the office (University, college, school, etc.);
- 2) how you got to the University (school or some other place) today.

VII. Ask each other how you get to some place.

Model: St. 1: How do you get to **the office**?
St. 2: Oh, **by bus**.
St. 1: Which number?
St. 2: A two bus. It's always **crowded**.

Use: the University — by tram — half empty
 the railway station — by street car — crowded
 the market — by trolleybus — overcrowded
 the museum — by bus — crowded

VIII. Explain the following.

What is

- | | |
|-----------------|--------------------|
| 1) a subway? | 4) a coach? |
| 2) a streetcar? | 5) change (money)? |
| 3) a fare? | 6) a tip? |

IX. Discuss the following items concerning the metro in your town:

- 1) the fare on the metro;
- 2) the number of underground stations and lines;
- 3) the stations where you can change to another underground line;
- 4) the busiest underground lines;
- 5) whether the metro is fast, reliable and clean;
- 6) your favourite line;
- 7) the line you have to use very often;
- 8) two or three rules you must observe in the metro.

X. Think of possible answers to the questions.

1. Where is the bus stop? 2. Where do you want to go? 3. What is the fare on the bus? 4. Shall I have to change? 5. Will you please let me know when we'll get to the theatre? 6. How can I get to the market? 7. Can you change a twenty-dollar bill for me?

XI. On the basis of the questions given above ask indirect questions beginning with the words *Can you tell me...* and *I wonder...*

XII. Let's talk about the fare on a bus, tram, etc. in your town.

Say: whether it is the same or different.
 if it has changed for the last few years.
 if there is a conductor in the buses.
 if you buy tickets or cards for buses, trams, etc.
 if the bus (tram, trolleybus, metro) service is reliable.

Words and Expressions

traffic [ˈtræfɪk] — уличное движение

right-hand traffic — правостороннее движение

left-hand traffic — левостороннее движение

heavy traffic [ˈhevi...] — интенсивное уличное движение

to follow (to observe) the traffic rules — соблюдать правила уличного движения

to break the traffic rules — нарушать правила уличного движения

traffic lights — светофор

The green (yellow, red) light is on. — Горит зеленый (желтый, красный) свет.

a traffic sign [... saɪn] — дорожный знак

to fine — штрафовать

to pay a fine (paid) — платить штраф

to have a driving licence [... ˈlaɪsɪns] — иметь водительские права

a pedestrian [prəˈdestriən] — пешеход

to keep to the right (left) — придерживаться правой (левой) стороны

the metro, underground — метро

the Tube [tju:b] — метро (в Англии)

the Subway [ˈslʌbweɪ] — метро (в Америке)

Exercises

XIII. Remember the traffic rules and follow them.

1. In Russia the traffic is right-hand while in England they have left-hand traffic.
2. With the right- (left-) hand traffic pedestrians and drivers must keep to the right (left).
3. In Russia while crossing the street you must first look to the left, then in the middle of the road to the right.
4. You must cross the street under the green light.
5. You mustn't cross the street under the red or yellow lights.
6. You must be especially careful in the street during rush hours.

XIV. Answer the questions.

1. What is the main difference between the traffic in England and in our country? 2. Do you always follow the traffic rules? 3. Do our people in general follow or break the traffic rules? 4. Did you have to pay a fine in the

street? What for? How much did you have to pay? **5.** Do you have intensive traffic in your town? **6.** Can you drive a car? **7.** Do you have a driving licence? **8.** Are the traffic signs in our cities and towns international?

XV. 1. Recollect the expression.

How long does it take smb. to get (go) to ... ? — Сколько времени кому-либо требуется, чтобы добраться (доехать) до ... ?

It takes smb. ... minutes to get there. — Кому-либо требуется ... минут, чтобы добраться туда.

2. Ask somebody and let him (her) answer in accordance with the model. Use the words given below.

— How long does it take you to go to **A** from **B** by
— It takes me **C**.

{ bus?
the metro?
car?
tram?
train?
on foot?

A — to the theatre, cinema, market, department store, museum, central park, nearest suburb, hotel.

B — from the office, University, metro, central avenue, central square.

C — 20 minutes, an hour and a half, half an hour, about a quarter of an hour, not more than 15 minutes.

XVI. When you leave home, you become a pedestrian and you have to follow the traffic rules. Enumerate all the rules for the right hand traffic which everybody must observe in the street.

XVII. Your friend is going to England. Tell him (her) what kind of traffic they have and give some recommendations how to avoid accidents in the street.

Text

Read the text.

Worldwide Taxis

London, U. K.

The drivers of London's black cabs learn their trade the hard way. In order to get their famous green badge, the drivers have to complete "The

Knowledge”. Getting this qualification involves getting on a moped and memorising every street within six miles of Charing Cross¹. Taxi drivers are regulated by the Metropolitan Police, and discipline is very important. Exams are conducted with military formality and “cabbies” are often extremely nervous beforehand. Nevertheless, it’s worth it. Although the minimum fare is only £1.50, the driver’s weekly wage can be up to £800, making London’s cabbies possibly the best-paid in the world.

Mexico City, Mexico

In Mexico, the quality of your taxi depends on financial status. If you’ve got plenty of money, you can ride in a big air-conditioned saloon. If not, you have to take the cheaper option — a Mexican-made Volkswagen Beetle. Beetle cabs are not necessarily cheerful, despite their bright yellow paint (all other Beetles there are dirty brown). The fares are cheap, starting at sixty pence, but the drivers regard cheating customers as quite normal, so you may end up paying quite a bit. Because prices in Mexico go up so quickly, the cab’s meter is worthless as soon as it is installed, so cabbies do their own mental calculations to work out the “correct” price. On average they earn about £70 a week.

Hong Kong

Hong Kong rickshaw “boys” — who are usually around the age of 60 — are a dying breed. This is because the city has decided to stop using rickshaws. The last licence was issued in 1975. Nowadays, £4 is the minimum fare for a rickshaw ride. In 1950 there were 8,000 rickshaw boys, but now there are only 20, so it is not surprising that they consider themselves an endangered species. They pay no attention to traffic laws. Red lights are always ignored, they often go the wrong way down one-way streets and even pull their embarrassed passengers down pedestrian subway — all this for £280 per week! These days rickshaws are used chiefly by tourists.

Venice, Italy

Gondolas have been a feature of Venetian life since the 16th century and working as a gondolier used to be a profession that you couldn’t get into unless you knew somebody who was already a gondolier — a relative, for example. Two years ago everything changed and now it’s much more democratic. Training is difficult, since gondoliers are tested not only on

¹ Charing Cross [ˈtʃɑːrɪŋ ˌkrɒs], Чаринг Кросс, is a street in central London running immediately north of St. Martin-in-the-Fields to St. Giles Circus.

skill but also on their knowledge of Venetian history, geography and culture. Of course with a weekly wage of about £450, it's worth studying a bit. A journey in a gondola will cost you at least £28, so be prepared to pay.

(Evans Virginia, Dooley Jenny. *Enterprise 4. Coursebook. Intermediate.* Express Publishing, 1998. P. 145)

XVIII. Match the word and expression in the left-hand column to their definition in the right-hand column. Give their Russian equivalent.

- | | |
|---------------------------------|---|
| 1) a moped | a) a closed car with a front and back seat for passengers and a boot for carrying things such as suitcases. <i>Am. E. Sedan</i> |
| 2) a one-way street | b) a tunnel that people can walk through to go under a street |
| 3) a cabbie (cabby) | c) a type of motorcycle with an engine that is not powerful and pedals like a bicycle |
| 4) a rickshaw | d) a street with cars travelling in one direction only |
| 5) a cab's meter | e) calculations that you do in your mind without writing them down |
| 6) a saloon | f) a taxi driver |
| 7) quite a bit | g) a piece of equipment used in the car for measuring how much of something you have used |
| 8) a pedestrian subway | h) a small vehicle with two wheels used for carrying passengers and pulled by someone riding a bicycle or walking |
| 9) to be a feature of something | i) a lot |
| 10) mental calculations | j) to be an important part or aspect of something |

XIX. Guess the meaning of the following words.

Qualification, to regulate, to be extremely nervous, a cab, an option, a financial status, a gondola, a gondolier, training, to memorise, air-conditioned, to ignore.

Words and Expressions

a trade [treɪd] — профессия, ремесло

a badge [bædʒ] — значок

to complete [kəmˈpli:t] — завершать, заканчивать

to conduct an exam [kənˈdʌkt ən ɪgˈzæm] — проводить экзамен

beforehand [bɪˈfɔ:hænd] — заранее

It is worth smth. [wɜ:θ] — стоит (достойно) чего-л.

worthless [ˈwɜ:θləs] — нестоящий, бесполезный

a weekly wage [ˌwi:kli ˈweɪdʒ] — недельный заработок

best-paid [ˈbestˌpeɪd] — самый высокооплачиваемый

to depend on smth. [dɪˈpend] — зависеть от чего-л.

cheap [tʃi:p] — дешёвый

cheerful [ˈtʃi:fl] — яркий, светлый (о цвете)

despite smth. [dɪˈspaɪt] — несмотря на что-л.

paint [peɪnt] — краска

to regard [rɪˈɡɑ:d] — считать, полагать

cheating [ˈtʃi:tɪŋ] — обман

a customer [ˈkʌstəmə] — клиент

to install [ɪnˈstɔ:l] — устанавливать, монтировать

on average [ˈæv(ə)rɪdʒ] — в среднем

to earn [ɜ:n] — зарабатывать

a dying breed [ˈdaɪŋ ˌbri:d] — вымирающая порода

to issue [ˈɪʃu:; ˈɪʊ:] — выпускать, выдавать (лицензию)

an endangered species [ɪnˌdeɪndʒəd ˈspi:ʃi:z] — умирающая профессия

a traffic law [...lə:] — дорожные правила

embarrassed [ɪmˈbærəst] — озадаченный

chiefly [ˈtʃi:fli] — главным образом

XX. Complete the sentences using the information from the text.

1. London's cab drivers can be recognised by ... **2.** The best-paid taxi drivers in the world are ... **3.** The number of rickshaws in Hong Kong is dramatically decreasing nowadays, that is why rickshaw "drivers" consider themselves ... **4.** To become a taxi driver a London cabby must take ... **5.** The ... of Venetian life is gondolas that have been used since the 16th century. **6.** For Mexican drivers ... is rather normal, so passengers have to pay quite a bit for their journey. **7.** Rickshaw "drivers" in Hong Kong always ignore ... **8.** Prices in Mexico tend to increase very rapidly, so cabbies do

their own ... to declare the "correct" price for trip. **9.** Venetian gondoliers are tested not only on skill but also on their knowledge of ... **10.** Hong Kong is gradually stopping to use rickshaws; the last licence ... in the second part of the 20th century.

XXI. Say what you know about taxi drivers in your city.

1. Do they have to wear a special uniform and badge? **2.** Are taxi cabs different from other cars in their colour, size and other signs? **3.** What does their fare depend on? **4.** Do taxi drivers have to learn their trade the hard way? **5.** What is necessary to get a driver's qualification? **6.** Do they need an International driving licence? **7.** Do passengers pay tips to taxi drivers? **8.** In what cases do people in your city take or call a taxi? **9.** Is it necessary for taxi drivers to learn the history, geography and culture of the city? **10.** Is a driver's trade honourable in your city?

XXII. Write a short paragraph about the driver's profession in your city adding some information to the worldwide taxis topic.

Before reading the text "Traffic Rules on the Roads of Great Britain" do vocabulary exercises XXIII and XXIV.

XXIII. Match the words and expressions in the left-hand column to their definitions in the right-hand column.

- | | |
|-----------------------|---|
| 1) to overtake | a) a road that you use to drive onto or off a motorway |
| 2) a hard shoulder | b) the lane (= area) of motorway where vehicles can pass other vehicles and travel fastest |
| 3) a lay-by | c) an area at the side of a motorway where drivers can stop if they have problems |
| 4) hazard lights | d) cameras that monitor driving along the motorway, fixing such an offence as speeding |
| 5) a slip road | e) an area provided by the side of a road where vehicles can stop for a short period of time |
| 6) a dual carriageway | f) the lights on a car that flash on and off to warn other drivers that there may be danger |
| 7) a heavy fine | g) a road with two or more lanes (= lines) of traffic going in each direction, separated by a piece of land in the middle |

- | | |
|-------------------------|---|
| 8) a considerate driver | h) a penalty for breaking some traffic rule when the driver has to pay a large sum of money |
| 9) speed cameras | i) the driver who is thinking about the feelings and needs of other people |
| 10) an outside lane | j) to go past another vehicle that is travelling in the same direction |

XXIV. Find the Russian equivalent for the English words and expressions.

- | | |
|-------------------------|---|
| 1) to overtake | a) полоса, предназначенная для обгона другого транспортного средства |
| 2) a hard shoulder | b) фары, с помощью которых водители подают сигнал об опасности впереди транспортным средствам, движущимся позади; аварийные огни |
| 3) a lay-by | с) «солидный» штраф за нарушение правил дорожного движения |
| 4) hazard lights | d) дорога для въезда на основную магистраль и съезда с неё; въезд / съезд |
| 5) a slip road | е) камеры, фиксирующие превышение скорости на дороге; камеры наблюдения |
| 6) a dual carriageway | f) тактичный водитель, внимательный по отношению к другим |
| 7) a heavy fine | g) место сбоку от основной магистрали, где водитель может остановиться, если возникли проблемы с транспортным средством; обочина |
| 8) a considerate driver | h) автомагистраль с двумя или более полосами для двустороннего движения, разделённая посередине искусственным или естественным барьером |
| 9) speed cameras | i) место вдоль края дороги, предназначенное для остановки транспортного средства на короткое время |
| 10) an outside lane | j) обгонять идущее впереди транспортное средство |

Text

Traffic Rules on the Roads of Great Britain

In Great Britain you should use the outside lane of a motorway when you want to overtake. You can only overtake on the right of the slower vehicle, using the middle or outside lane. If you do use the outside lane to overtake, you must leave it and return to the middle lane as soon as your manoeuvre is complete.

In the event that you need to stop on the hard shoulder or at a lay-by, you need to let other drivers know by using your hazard lights. Hazard lights should also be used when you see any kind of trouble ahead of you — a traffic jam or the scene of an accident. In this way you give warning to the people driving behind you about the need to slow down. When leaving a motorway you should indicate your intentions well in advance and exit using the slip road. As soon as you are on the slip road, take your foot off the accelerator and reduce speed immediately; some of them suddenly become quite narrow and windy — they can give you a nasty surprise if you are still going at motorway speed.

Whenever you change lanes, regardless of whether you are overtaking the other vehicle or exiting a motorway, always remember to signal. Switch on the indicator and let it flash three times before you make your move, so you can be sure that everyone behind you is aware of your intentions.

The speed limit on British motorways and dual carriageways is 70 mph, which equates to about 120 kph. If you are ever in a “born to be wild” kind of mood, just bear in mind that, if you are caught speeding, the least you can expect is a heavy fine. And don’t assume that you can drive as fast as you want just because you don’t see any police cars; there are thousands of speed cameras scattered along British motorways, so if you don’t want to find a note from the police in your mail, always drive at 70 mph or slower.

A final note: a good driver is not an arrogant driver; a good driver is a polite, considerate and careful driver. Whenever possible, give way to other drivers. And, most importantly, never assume other drivers are as good or as careful as you are; expect the unexpected, and drive defensively.

Words and Expressions

manoeuvre [məˈnu:və] — манёвр, зб.: объезд
in the event — в случае если

to slow down — снижать скорость
 intention — намерение
 in advance — заблаговременно, заранее
 to exit ['eksɪt] — съезжать с автомагистрали
 an accelerator [ək'selə'reɪtə] — ускоритель, акселератор
 to reduce — снижать, уменьшать
 narrow and windy ['nærəʊ... 'wɪndɪ] — узкий и извилистый
 to give a nasty surprise [ˌnɑːstɪ sə'praɪz] — сталкиваться с неприятными
 неожиданностями
 regardless of smth. [rɪ'gɑːdləs] — безотносительно к чему-л., независимо
 от чего-л.
 to flash — подавать световой сигнал
 mph = miles per hour — миль в час
 a "born to be wild" kind of mood — настроение, когда все нипочем, «море
 по колено»
 to assume [ə'sju:m] — полагать
 scattered — зд.: установленные вдоль
 arrogant ['ærəgənt] — самонадеянный
 defensively [dɪ'fensɪvli] — зд.: осмотрительно, осторожно

XXV. Answer the questions.

1. What driver is thought to be a considerate driver? Are you this kind of driver?
2. How does the driver signal the danger to the vehicles travelling behind?
3. What devices are used on the motorways to prevent speeding?
4. In what cases can the road police impose a heavy fine on a driver?
5. What is the advantage of the dual carriageway over the undivided road?
6. Where can you stop if you have found a technical problem with your car while driving?

XXVI. With your partner act out a dialogue between the instructor and the student who is doing his driving test for getting a driving licence. Use the information given above and something additional that you know from your personal experience.

Model: Instructor: Tell me the rules of overtaking a vehicle on the roads of Great Britain.

Student: Well, the driver must overtake a vehicle from the right going along the outside lane.

Grammar

THE INDEFINITE PRONOUNS *SOME, ANY, NO* (НЕОПРЕДЕЛЕННЫЕ МЕСТОИМЕНИЯ *SOME, ANY, NO*)

1. Местоимение *some* выражает неопределенное количество чего-либо, а *any* в том же значении употребляется в соответствующих отрицательных и вопросительных предложениях со смысловым оттенком «вообще». При отсутствии такого смысла в вопросительном предложении используется местоимение *some*. Употребляясь с исчисляемыми существительными, местоимение *some* в этом значении переводится на русский язык как «несколько», «некоторое количество». С неисчисляемыми существительными это местоимение обычно не переводится.

No употребляется для выражения отрицательного смысла в предложениях, сказуемое которых имеет утвердительную форму.

I need *some* money. — Мне нужны деньги (*немного, неопределенное количество*).

I don't need *any* money. I need *no* money. — Мне не нужны деньги (*вообще*).

Do you have *some* money? — У вас не будет *немного* (*сколько-нибудь*) денег?

Do you have *any* money? — У вас вообще есть *какие-нибудь* деньги?

I have *some* envelopes. — У меня есть *несколько* конвертов.

I don't have *any* envelopes. I have *no* envelopes. — У меня *нет* конвертов вообще.

Do you have *some* envelopes? — У вас не найдется *сколько-нибудь* (*немного*) конвертов?

Do you have *any* envelopes? — У вас есть конверты вообще (*хоть один*)?

2. Другие значения местоимений *some, any*

Some — какой-нибудь, некоторый. *Any* — любой.

Give me *some* magazine, please. — Дайте мне *какой-нибудь* журнал, пожалуйста.

You can take *any* magazine. — Вы можете взять *любой* журнал.

some of the books — некоторые (*какая-нибудь*) из книг

any of the books — любая из книг

REMEMBER!

Местоимение *some*, а не *any*, употребляется также в следующих вопросительных предложениях:

1. Когда мы предлагаем что-нибудь: Would you like *some* tea? — Yes, please.
2. Когда мы просим что-либо: Can you lend me *some* money? — Sure. How much do you need?

Short Dialogues

Read the dialogues and see how the pronouns *some*, *any*, *no* are used.

I

- Will you have some coffee?
- No, thank you, I don't want any. I've already had enough. Perhaps some tea?
- Yes, please.

II

- Do you have any new stamps?
- Oh, yes, I have some. I bought them a few days ago.
- Could you give me one?
- Yes, you may take any.

III

- I've looked through the newspaper, but found no article which interests me.
- Have you read any ads there?
- Yes, some of them.

a stamp — марка

an article ['ɑ:tɪkl] — статья

an ad (advertisement) — объявление, реклама

Exercises

I. Put in *some* or *any*.

1. We don't have ... apples, I am going to buy ...
2. I am thirsty. Can I have ... juice?
3. When we were on holiday, we visited ... very interesting places.
4. I am short of money. Could you lend me ... ?
5. Do you know ... good

hotels in this city? **6.** Let me pay for you now, I've got ... extra money. **7.** We didn't make ... mistakes in the final test. **8.** I am going to the post office to get ... envelopes and cards. **9.** Have you got ... relatives there? **10.** I don't have ... picture of London but my friend has

II. Listen and ask for additional information.

Model: T.: I've **some English** books at home. (German)

St.: Do you have **any German** books?

1. I've bought some vegetables in the supermarket. (fruit) **2.** I'll send you some books by post. (magazines) **3.** My friend knows some foreign languages. (a Slav language [sla:v]) **4.** They have some friends in France. (in England or in the USA) **5.** I've read some novels by Pelevin. (Z. Prilepin) **6.** I need some political information about the country. (economic information) **7.** He can give you some poems by A. Akhmatova. (by B. Pasternak)

III. Say what you have and what you don't have.

Model: I've some English books but I don't have any English magazines (but I've no English magazines).

Give some information about the following:

- 1)** vegetables and fruit in your fridge;
- 2)** English tea, Indian tea;
- 3)** books by Russian and foreign writers;
- 4)** friends in other cities and abroad;
- 5)** money in the country bank and in the foreign bank;
- 6)** instant coffee and coffee beans;
- 7)** cheese and caviar.

IV. Translate into English.

1. Мне нужна какая-нибудь рыба. — Очень жаль, но у нас сегодня нет никакой рыбы. Возьмите мясо. **2.** Молоко есть? — Нет, молока сегодня нет. **3.** Вы можете взять любую книгу. **4.** Некоторые студенты не сделали вообще ошибок в контрольной работе (in the test). **5.** Возьмите еще сыра. Сыр очень хороший. **6.** У вас есть какие-нибудь

вопросы? **7.** Где молоко? — На кухне. — Я хочу дать молока кошке. **8.** Дайте мне, пожалуйста, какой-нибудь карандаш. — Вы можете взять любой. **9.** Можно я возьму немного печенья? — Да, пожалуйста. Я испекла его сама. **10.** Мне хочется купить одну дорогую вещь, но у меня не хватает денег. Можно мне одолжить у вас немного?

Grammar

Derivatives from *some, any, no* (Производные от *some, any, no*)

1. Someone (some one) somebody — кто-то, кто-нибудь

something — что-то, что-нибудь

anyone (any one) anybody — любой; кто-то, кто-нибудь (в вопросительных предложениях)

anything — никто (в отрицательных предложениях); что угодно, всё; что-то, что-нибудь (в вопросительных предложениях); ничто (в отрицательных предложениях)

no one, nobody — никто

nothing [ˈnʌθɪŋ] — ничто

Употребление производных от *some, any, no* в утвердительных, вопросительных и отрицательных предложениях подчиняется тем же закономерностям, что и слова, от которых они образованы.

Somebody phoned you. — *Кто-то* вам звонил.

Did you meet *anybody* on your way home? — Вы встретили *кого-нибудь* по пути домой?

I couldn't see *anybody* in the park. I could see *nobody* in the park. — Я *никого* не видел в парке.

2. *Some, any, no* могут соединяться с вопросительными местоимениями и наречиями:

somewhat — что-то, кое-что

somehow — как-то, почему-то

somewhere — где-то, куда-то

anyhow — каким бы то ни было образом

anywhere — где-нибудь, куда-нибудь (в вопросительном предложении)

nowhere — нигде, куда (в отрицательном предложении)

Exercises

V. Read and translate in writing.

1. Nobody asked you to do this. **2.** I could see nothing in the room. **3.** He has gone somewhere. **4.** I know nobody here. **5.** Nothing has happened to him. **6.** Did anybody tell you this news? **7.** I could not see them anywhere. **8.** He knows nothing about this. **9.** She is speaking to somebody on the phone. **10.** Anyhow you must inform him about this.

VI. Use your Russian translation of the sentences (ex. V) for back translation.

VII. Respond to the question with the negative reply. Give two variants if possible.

Model: T.: What has happened to him?
 St.: Nothing has happened to him.

1. What's wrong with her? **2.** Who told you this news? **3.** Who can you see there? **4.** What could you see there? **5.** Who did you meet in the park? **6.** Where have you been? **7.** Where did he go last summer?

Unit

NINE

Conversation: Meals

Grammar: The Pronouns *one (ones), this (these), that (those)*

Text

Read the text.

Meals

The usual meals in England are breakfast, lunch, tea and dinner; or breakfast, dinner, tea and supper.

Breakfast is generally a heavy meal, not just rolls and coffee. Many people like to begin it with porridge. English people eat porridge with milk or cream and sugar, but no good Scotsman — and Scotland is the home of porridge — would ever put sugar into his porridge. Then comes bacon and eggs, marmalade (made of oranges or lemons) with buttered toast, tea or coffee. If you prefer it you can have eggs boiled soft or hard or scrambled, and sometimes fish, for example herring, haddock, or kipper is served.

Lunch is served between half-past twelve and half-past one. The business man in London has no time to get home for lunch and takes it in a café or restaurant. Those who are at home generally take cold meat, for example beef, mutton, veal, ham, with boiled or fried potatoes, another vegetable or salad, and pickles. With the lunch they prefer to drink water or light beer.

Afternoon tea follows between four and five o'clock. Traditionally this procedure is called a five-o'clock tea. It is not generally a formal meal. Instead of sitting round the table you have tea brought to you, and you balance a cup on your knee or in your hand as you take thin buttered bread, pastries, cakes or biscuits.

For dinner you may go to a café or restaurant and have the real old English food — roast beef. In London there are hotels to suit every taste and every purse.

Words and Expressions

a meal [mi:l] — еда, прием пищи

a heavy meal ['hevi...] — основательный прием пищи

not just — не просто

a roll [rəʊl] — булочка

cream [kri:m] — сливки

bacon and eggs ['beɪkən ənd 'egz] — яичница с беконом

marmalade ['mɑ:mə,leɪd] — мармелад

an orange ['ɒrɪndʒ] — апельсин

buttered toast ['bʌtəd 'təʊst] — ломтик хлеба, подрумяненный на огне,
с маслом; гренки

to prefer [prɪ 'fɜ:] — предпочитать

a soft-boiled egg — яйцо всмятку

a hard-boiled egg — яйцо вкрутую

scrambled eggs ['skræmbld ...] — яичница-болтунья

herring ['herɪŋ] — сельдь

haddock ['hædək] — пикша

kipper ['kɪpə] — копченая рыба

to be served [... sɜ:vɪd] — подаваться на стол

meat [mi:t] — мясо

beef [bi:f] — говядина

mutton ['mʌtn] — баранина

veal [vi:l] — телятина

ham — ветчина

boiled or fried potatoes [... pə'teɪtəʊz] — вареный или жареный карто-
фель (*обыкн. pl.*)

pickles ['pɪklz] — соленые или маринованные огурцы; пикули

light beer ['laɪt 'biə] — светлое пиво

instead of [ɪn'sted əv] — вместо того

a pastry ['peɪstri] — кондитерское изделие, пирожное

a biscuit ['bɪskɪt] — печенье (сухое)

roast beef ['rəʊst ,bi:f] — ростбиф

to suit every taste [teɪst] and every purse [pɜ:s] — удовлетворять любой
вкус и быть по карману (на любой вкус и кошелек)

Exercises

I. A. Answer the questions.

1. What are the usual meals in England? And in your country? 2. When is lunch served? 3. What is the traditional English food? 4. What do English

people generally have for breakfast? **5.** Do you have a heavy meal in the morning? What do you usually have for breakfast? **6.** What is a five-o'clock tea in England? **7.** Do you sometimes have your dinner at a restaurant?

B. On the basis of the questions given above ask indirect questions beginning with the words *Can (could) you tell me...* and *I wonder*.

II. Memorise the models *Breakfast is served at ... o'clock* and *For breakfast something is served*. Using these structures give information about breakfast, lunch, tea, dinner, and supper in England.

III. Say what food and drink among those given below you prefer.

Model: As for me I prefer ...

- 1) soft-boiled, hard-boiled, well-boiled (в мешочек), scrambled eggs, fried eggs (яичница-глазунья)
- 2) boiled, fried, mashed potatoes (пюре)
- 3) beef, mutton, veal, ham
- 4) strong tea, black coffee, green tea, light beer
- 5) beefsteak ['bi:f ,steɪk], roast beef, chicken (цыпленок)
- 6) a pastry, a cake, a biscuit, a roll
- 7) herring, kipper, haddock, cod (треска), salmon (['sæmən] — семга, лосось)
- 8) milk, cream, yoghurt

IV. Describe your everyday breakfast; yesterday's dinner; the last holiday supper.

Additional Words

an appetiser ['æpɪ,tʌɪzə] — закуска

a tomato [tə'mɑ:təʊ] — помидор

a cucumber ['kju:,kʌmbə] — огурец

broth [brʊθ] — бульон

caviar ['kævi,ɑ:] — икра

a first (second, third) course [kɔ:s] — первое (второе, третье) блюдо

dessert [dɪ'zɜ:t] — десерт, сладкое блюдо

a helping — порция

soup [su:p] — суп

sour cream [ˌsaʊə 'kri:m] — сметана

at table — во время еды, за столом

V. Speak about your visit to a restaurant or a café. These questions will help you.

1. What café or restaurant did you visit? **2.** When was it? **3.** What dishes did you order (заказывать)? **4.** Was the food delicious ([dɪˈlɪʃəs] — вкусный)? **5.** How were you served, quickly, politely or in some other way? **6.** What did you have for an appetiser? **7.** Did you order any strong drinks? What drinks? **8.** How much did it cost you?

Learn the conversational phrases "At Table".

A.

Host or Hostess — хозяин или хозяйка

Guest — гость

1. Do you take tea or coffee? Will you have tea or coffee?

1. Tea, please.

2. How much sugar, one or two lumps?

2. One, please.

3. Can I give you a little more bacon?

3. Yes, please.

No, thank you.

4. Would you like a second helping of pudding?

4. No, I'd rather not, thank you.

5. Will you have a little more fruit salad?

5. Well, just a very little, please.

6. Help yourself to the caviar.

6. Thank you.

Угощайтесь икрой (Пожалуйста, попробуйте икру).

B.

Pass the salt ([sɔːlt]), please. — Передайте, пожалуйста, соль.

Would you mind passing the salt, please? — Вы не передадите соль, будьте любезны?

May I trouble you for the mustard ([ˈmʌstəd]), please? — Можно мне вас побеспокоить и попросить передать горчицу?

VI. **A.** Offer something to your guest:

some more fish, caviar, a second helping of broth, a cup of strong tea, a little more bacon, some fruit salad, steak with chips, pickles.

B. Ask somebody to pass you something:

the butter, the salt, a piece of bread, the ham, the sugar, the salmon, the mustard, the cheese.

VII. Offer your guest some meat dishes.

Model: — Would you like **some beef**?
— Yes, please. It looks nice and it smells (пахнет) delicious.

Use: roast beef with chips, chicken with peas, rump steak with mashed potatoes, mutton with rice, veal with boiled potatoes, bacon and eggs.

Short Dialogues

AT LUNCH

Read the dialogues in pairs.

I

A: Wouldn't you like to finish up the fruit salad?

B: No, thank you. I really couldn't eat any more.

A: Come on now. Surely you can manage it.

B: No, thank you, really, I am full up.

II

A: Help yourself to another piece of cheese omelette.

B: No, thanks really. I'm on a diet.

A: Please do. You've hardly eaten anything.

B: It's nice, but I don't think I ought to.

III

A: Do have the rest of the mushroom salad.

B: No, thank you. I've had too much already, besides I'd like to try the apple pie.

A: Just take it to please me.

B: OK, but only a small piece or I shan't have room for anything else.

IV

A: You must have some more veal.

B: No, thanks. I'm supposed to be slimming.

A: Can't I tempt you?

B: Well, maybe a very small piece.

- I. come on — давай (ешь)
surely ['ʃʊəli] — конечно
you can manage it — ты вполне осилишь это (справишься)
to be full up — съесть слишком много
- II. a piece of smth. — кусочек чего-либо
to be on a diet [... 'daɪət] — быть на диете
hardly ['hɑ:dli] — едва ли
- III. to please [pli:z] — угождать
room — место
- IV. I'm supposed to be slimming. — Мне нужно худеть.
to tempt — искушать, соблазнять

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A I, then B I, etc.

II. Reproduce the dialogues in the following way.

T.: Another piece of apple pie? (meat pie; cake; ham; cabbage pie)

St.: (Any B 1 phrase)

T.: Please do. You've hardly eaten anything.

St.: (Any B 2 phrase)

III. Ask your guest to finish up some dish.

Model: Wouldn't you like to finish up **the pudding**?
Do have the rest of **the ham**.

Use: the fruit salad; the chicken; the fish with chips; the tomatoes;
the caviar; the meat pie.

IV. The hostess offers you something. Refuse it.

Model: — You must have **some more salad**.
— No, thank you. I've had too much already.
(See B 1 phrases.)

Use: one more helping of omelette; another piece of apple pie; some
more bananas; some more tomatoes; some veal; some more
cucumbers.

V. Reproduce the short dialogues "At Lunch" in similar situations.

Text

Read the text.

The English Tea

Once a gentleman was having breakfast in an English hotel. He took a drink from his cup and then said to the waiter, "Waiter, is this tea or coffee?"

The waiter said, "Can't you tell the difference, sir, by the taste?"

"No," the man said, "I can't".

"Well," answered the waiter, "if you can't tell the difference, what does it matter which it is?"

This is a joke. But really the English know how to make tea and what it does for you. Seven cups of it will wake you up in the morning; nine cups will put you to sleep at night. If you are hot, tea will cool you off, and if you are cold, it will warm you up.

If you take it in the middle of the morning, it will stimulate you for further work; if you drink it in the afternoon, it will relax you for further thought. Then, of course, you should drink lots of it in off hours¹.

The test of good tea is simple. If a spoon stands up in it, then it is strong enough; if the spoon starts to wobble, it is weak.

Words and Expressions

to take a drink — сделать глоток

difference [ˈdɪfrəns] — разница

to matter — иметь значение

to cool off — охлаждать

thought [θɔ:t] — размышление

to wobble [ˈwɒbl] — покачиваться

weak [wi:k] — слабый

Exercises

VI. Speak on:

1) the use of tea;

2) how the English know that the tea is strong.

¹ in off hours — в свободные часы

VII. Answer the questions.

1. What do you like better, tea or coffee? **2.** How do you like to have your tea, strong or weak? **3.** How often do you have tea in the daytime? **4.** How much sugar do you have with your tea? **5.** What blend (сорт) of tea do you like best of all? **6.** Can you make tea properly?

VIII. Describe the procedure of making tea. These words and expressions will help you:

a kettle — чайник для кипячения воды

a teapot — чайник для заварки

to pour the boiling water [pɔ: ...] — обдавать кипятком

to brew [bru:] — заваривать чай

to draw (drew, drawn) [drɔ:] — настаивать(ся) (о чае)

to stir the tea [stɜ: ...] — размешивать чай

China tea [ˈtʃaɪnə] — китайский чай

Ceylon tea [siˈlɒn] — цейлонский чай

to give a tea party — устраивать чаепитие

a five o'clock tea — послеобеденный чай

a tea cosy [ˈti: ˌkəʊzi] — покрытие для заварочного чайника для того, чтобы чай не охлаждался

Short Dialogues

TEATIME

Read the dialogues in pairs.

I

A: Would you care for a cup of strong tea?

B: Only if you're having one.

A: Do you take milk and sugar?

B: A dash of milk and two lumps, please.

II

A: I expect you could do with a cup of tea, couldn't you?

B: I'd rather have a cup of coffee, if you don't mind.

A: Sugar and lemon?

B: A slice of lemon but without sugar, please.

III

A: How about a nice cup of tea before you go?

B: Yes, I'd love one.

A: How do you like it?

B: A strong one with a bit of honey for me, please.

IV

A: Would you like a cup of tea?

B: Only if it's not too much trouble.

A: How do you like it, with milk and sugar?

B: Not too much milk and just half a spoonful, please.

I. Would you care for ...? — Не желаете ли вы ...?

a dash — чуть-чуть, немного

a lump — кусочек (сахара)

II. to expect [ɪks'pekt] — полагать, думать

you could do with... — вы не будете против..., выпьете еще...

a slice of lemon — лимон (досл. тоненький ломтик)

III. a bit of honey [ʻhʌni] — немного мёда

IV. trouble [ˈtrʌbl] — беспокойство, хлопоты

Half a spoonful — пол-ложки (сахара)

Situational Exercises to the Short Dialogues

IX. Silent reading. First, read all phrases A 1, then B 1, etc.

X. Reproduce the dialogues according to the model:

T.: Would you care for a cup of tea?

St.: (Any B 1 phrase)

T.: How about milk and sugar?

St.: (Any B 2 phrase)

XI. Offer your visitor a cup of tea. Ask how he (she) would like to have it.

Use: with / without milk; strong / not too strong; hot / not too hot;
with sweets or sugar; with one or two lumps of sugar.

Model: Please, have a cup of tea with me. How would you like to have it, **with milk**?

XII. You are going to have a cup of tea with your friend. Tell him (her) what tea you prefer:

Use: strong / weak; hot / not too hot; with / without milk; with
sugar / sweets, with lemon / marmalade.

Model: I'd like to have **strong** tea with (without)...

XIII. Reproduce the short dialogues "Teatime" in similar situations.

XIV. Match the words and expressions that you will find in the text below to their definition.

- | | |
|---|--|
| 1) junk food | a) a substance in food that people (plants or animals) need to live and grow |
| 2) fast food | b) food that is not healthy because it contains a lot of fat, salt and sugar |
| 3) a couch potato
['kaʊtʃ pə'tetəʊ] | c) thin flat rounds of potato that have been cooked in fat and are eaten cold |
| 4) a nutrient
['nju:triənt] | d) a substance in food such as meat, milk, and eggs that people need in order to grow and be healthy |
| 5) a side effect | e) an effect of a medicine that is not intended and could be unpleasant; any additional result that you did not expect or want |
| 6) protein ['prəʊti:n] | f) food that is made and served very quickly, especially food such as burger that you can take away with you |
| 7) saturated fat
['sætʃə,reitɪd ,fæt] | g) a layer of food put on top of other food, for example on a cake, ice cream or pizza |
| 8) crisps | h) a particular style of cooking food, especially the style of a particular country or region |

- | | |
|---------------------------------|---|
| 9) topping | i) a person who is not fit enough; he does not like to take exercise and prefers to sit comfortably on the sofa watching TV and eating junk food |
| 10) cuisine [kwɪˈzi:n] | j) fat from food such as meat or milk products that is difficult for the body to process and is therefore considered to be bad for your health |
| 11) a hot dog | k) a food made by pressing small pieces of beef into a flat round shape and cooking it in oil. Hamburgers are usually eaten in a bread roll and are often called beefburgers or simply burgers. |
| 12) a hamburger
[ˈhæm,bɜ:gə] | l) a sandwich that consists of two narrow pieces of bread with a sausage inside |

XV. Give the Russian equivalents for the words and expressions 1–12.

Text

Read the text.

Junk Food

In today's fast-moving world the time factor becomes essential. Being very busy, people refuse spending too much time on having meals to say nothing about cooking. It is probably for that reason that junk food has become so popular, and it is quite evident that people will not get away from it in the near future. Some experts consider the phenomenon as a move to a new era of couch potato lifestyle.

What exactly is junk food? In fact it is any food that is high in calories and lacking in nutrients. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Pizzas, although they can have vegetables and cheese toppings, are also included in this list as they contain a lot of saturated fat. This type of fat according to the Journal of the National Cancer Institute is associated with a greater risk of cancer, and heart or liver disease.

Apart from this, consuming junk food causes another side effect — junk food eaters are prone to gaining weight because they tend to eat more as junk food is lower in vital nutrients than healthier food.

The best advice for those who cannot live without hamburgers and chocolate bars is to limit the amount of junk food they eat. A little now and then will probably do no harm.

Why have our eating habits changed? Experts say it is because of lack of time and loss of traditions. People are too busy to cook and eat proper meals, so they grab whatever is available — and that is usually junk food. In addition, the style of life represented on TV, especially in music video, is fast, scenes change very rapidly. So young viewers pick up the idea that speed means excitement, whereas anything traditional is slow and boring. As a result, they turn down traditional food and go for junk food instead. Moreover, junk food is cheap and convenient, which is what people want today.

Cooking and eating healthy food is more time-consuming (takes a long time to do), but this is worth it. Firstly, the food is healthy as it is not rich in calories and contains little saturated fat. Fruit and vegetables are healthy because they are high in vitamins; meat and fish containing protein are also healthy. Secondly, healthy food has many positive effects. First of all it can reduce the risk of cancer and heart disease. In addition, it can help people gain a slim figure, glowing skin and an all-round feeling of good health. However, despite the fact that the majority of people are aware of danger of junk food, they continue to eat it and can hardly realise that by returning to traditional eating habits they will not only feel healthier, but will also be better equipped for the stressful life.

Words and Expressions

fast-moving — быстро движущийся (зд. быстро меняющийся)

a phenomenon [fəˈnɒmɪnən] — явление

an era [ˈɪərə] — эра

a lifestyle — образ жизни

to lack — недоставать, не хватать

lack — недостаток

a chocolate bar [ˈtʃɒklət ,bɑ:] — плитка шоколада

to be associated with smth. — быть связанным с чем-л.

cancer — онкологическое заболевание, рак

a heart disease [ˈhɑ:t dɪˈzi:z] — болезнь сердца

a liver disease [ˈlɪvə...] — болезнь печени

to consume — потреблять

to be prone to smth. — быть склонным к чему-л.

to gain weight [ˈgeɪn ˈweɪt] — набирать вес, поправляться
 vital [ˈvaɪtəl] — жизненно важный, существенный
 to limit the amount — ограничить количество
 now and then — время от времени
 to do no harm — не приносить вреда
 an eating habit — обычай, связанный с приемом пищи; предпочтения
 в еде
 loss — утрата
 proper — должный, надлежащий
 to grab — хватать
 to pick up an idea — подхватывать идею
 whereas [weəˈræz] — в то время как
 slim — стройный, изящный
 glowing skin — румянец на щеках
 an all-round feeling — общее ощущение
 a danger [ˈdeɪndʒə] — опасность
 to be equipped [ɪˈkwɪpt] — зд. приспособливаться
 a stressful life — напряженная жизнь

Exercises

XVI. Answer the questions.

1. Do you sometimes eat junk food? **2.** Do you consume it because you like it or because it is convenient? **3.** What do you usually take if you drop in a fast food café? Do you sometimes take any food away? **4.** Do you believe that junk food is unhealthy? Why? **5.** What food do you think to be healthy? **6.** What advice would you give to your relative or friend who often eats junk food?

XVII. Answer the following questions about eating habits with *yes* or *no*. Then check your score to find out what kind of diet you have.

- 1.** Do you eat at a fast food restaurant more than once a week?
- 2.** Do you often eat fresh fruit?
- 3.** Do you eat red meat more than once a week?
- 4.** Do you usually eat a large meal before you go to bed?
- 5.** Do you eat salted snacks (crisps, nuts, etc.) at least once a day?

6. Do you have fresh vegetables with your meals less than three times a day?
7. Do you drink fizzy beverages more than once a day?
8. Would you rather eat out instead of at home?
9. Do you always add salt to your food at table?
10. Do you prefer butter to olive oil?

Score

8–10 yes — very unhealthy diet: be careful

5–7 yes — fairly healthy diet

3–4 yes — quite healthy diet

1–2 yes — very healthy diet

XVIII. Speak about some national cuisine.

1. Say what is typical for the Russian cuisine.
2. Describe some foreign cuisine that you like.

XIX. Read the English phraseological units containing a food name and memorise their meaning, then substitute one of them for the fragment in bold.

A piece of cake — something that is very easy to do.

Pie in the sky — a plan, hope, idea or suggestion that will never happen.

To have a finger in every pie — to be involved in a lot of different things.

It's bread and butter — something that is very important and essential.

It's a hot potato — an unpleasant problem that you don't want to deal with or a duty you want to get rid of.

Full of beans — very lively and full of energy.

It's my cup of tea — it suits me, I like it.

As cool as a cucumber — very calm and relaxed especially in difficult situations.

It's a bad egg — a failure, something that does not meet your expectation.

Something is selling like a cake — something that is in great demand.

To cry over spilt milk — to waste time being sorry about smth. which cannot now be changed.

To eat one's words — to admit you were wrong about something.

1. You needn't ask for anybody's help; you can do it yourself — **it's an easy task.**
2. She has worked for the company for about ten years taking different positions, but being a secretary **annoys her very much.**
3. **Jack always looks enthusiastic,** whatever the circumstances are.
4. She is very patient and helpful. She could be a good nurse: **this job is just for her.**
5. In all situations, even very difficult and sometimes dangerous, **he tries to look calm and cool,** as if nothing has happened.
6. I beg your pardon! I never meant to hurt you. It isn't easy for me **to admit that I was wrong insisting on that.**
7. When you see that **something unpredictable has happened,** don't lose your temper — your calmness will help you find the way out.
8. George is making great efforts to get promotion. **It is awfully important for him** to be at the head of the company.
9. At first his theories were dismissed **as ideas that would never realise.**
10. She is very fussy. **She always interferes in everything** telling people what to do.
11. John is resilient. He never regrets anything and his motto is **"take everything for granted".**
12. The writer is very popular. **His books are in great demand.**

Grammar

THE PRONOUNS *ONE (ONES), THAT (THOSE)* AS SUBSTITUTES FOR A NOUN (МЕСТОИМЕНИЯ *ONE (ONES), THAT (THOSE)* КАК ЗАМЕСТИТЕЛИ СУЩЕСТВИТЕЛЬНОГО)

The Pronoun *one (ones)*

1. Чтобы избежать повторения исчисляемого существительного, в английском языке вместо него употребляются слова *one* (для единственного числа) или *ones* (для множественного числа).

I like the blue bag better than the black *one*.

I have a thick exercise book and two thin *ones*.

2. Ones не употребляется сразу после числительных, а также после слов *some*, а *a few* и некоторых других.

3. Употребление артиклей перед *one / ones* определяется теми же правилами, что и употребление артиклей с замещаемыми ими существительными.

4. Вместо неисчисляемого существительного в качестве его заместителя употребляется *some*.

Would you care for tea? — Yes, I'd love *some*.

The Pronouns *this (these), that (those)*

Указательные местоимения *this* (этот), *that* (тот) имеют форму множественного числа: *these* [ðɪ:z] и *those* [ðəʊz] соответственно.

This is a nice picture. — *These* are nice pictures.

That is a large room. — *Those* are large rooms.

Местоимение *that (those)* может также употребляться как заместитель существительного. Чтобы не путать его в этой функции со словами-заместителями *one (ones)*, о которых говорилось выше, необходимо помнить, что *that (those)* заменяет первое существительное в предложной группе. Это означает, что после слов-заместителей *that* и *those* обычно стоит существительное с предлогом (в отличие от *one/ones*).

The territory of Russia is larger than *that of the Ukraine*.

The days in summer are longer than *those in winter*.

Exercises

I. Read the sentences and mark the word the pronouns *one, ones, some* stand for.

1. What pencils do you have? — I have a red one and two blue ones.
2. I don't like this bag. Can you show me another one?
3. This book is more interesting than the one you gave me last time.
4. Don't buy postcards; we have some nice ones at home.
5. These are light rooms and those are dark ones.
6. Would you like coffee? — Yes, I'd have some.

II. Write these sentences in the plural.

1. This is a book. 2. That is a large window. 3. Is this a good cigarette?
4. This isn't a high mountain. 5. That door is open. 6. This is a nice flower.
7. That egg is bad. 8. This car is new. 9. This student doesn't know French.
10. Does this man work in your office? 11. This child does not sleep well.
12. This joke hasn't told me anything. 13. That woman was my colleague.

III. Fill in the blanks with *one (ones)*, *that (those)*.

1. I like this story by Agatha Christie better than the other ...
2. This pencil has broken, give me another ...
3. Have you got any umbrellas? Please, show me the brown ...
4. The territory of the Ukraine is larger than ... of Moldova.
5. The rivers in the western part of our country are not as long as ... in the eastern part.
6. This exercise is more difficult than ... on page eighty.
7. This textbook is thicker than that ...
8. This film is more interesting than the ... we saw last time.
9. There are many different kinds of computers to choose from, but finding the ... that is right for you and fits your budget can be difficult.

Revision Test 3

I. Choose the right variant *a, b* or *c* to complete each sentence.

1. My favourite dish is spaghetti Bolognese, because I like Italian ... a lot.
a) meal **b)** kitchen **c)** cuisine
2. Over the last two hundred years, ... of transport have changed and developed a lot.
a) ways **b)** means **c)** vehicles
3. These days, holiday companies offer an ... service in every main resort around the Mediterranean.
a) all-paid **b)** all-inclusive **c)** all-catered for
4. Could you tell me the way to the Central Square? — Go as far as the corner, turn left and walk one short ... ahead.
a) block **b)** quarter **c)** route
5. Fizzy drinks are very ... and can be bad for your teeth.
a) spicy **b)** salty **c)** sugary
6. All drivers and ... must follow the road signs to avoid traffic accidents.
a) passersby **b)** passengers **c)** pedestrians
7. If you eat sensibly, you are not likely to ... weight.
a) win **b)** gain **c)** put
8. I had to take a different ... to work this morning due to roadworks.
a) route **b)** trip **c)** journey
9. Long Term Hotels in this part of London are fairly cheap as the ... is very basic: a bed and a washbasin in the rooms, with a shared bathroom.
a) accommodation **b)** room service **c)** convenience

10. Passengers would be happy to pay higher ... for a more reliable service rather than pay less for a poor service.

- a)** prices **b)** fares **c)** fees

II. Choose the proper grammatical form out of the given variants.

1. Never promise ... if you are not sure in the result.

- a)** something **b)** anything **c)** nothing

2. As a boy I always wanted a moped, but never had the money for

- a)** a one **b)** that one **c)** one

3. It ... raining since early morning, and the rain does not seem to ever stop.

- a)** has been **b)** is **c)** was

4. It took ... courage to speak out against her employer, but she had to do this.

- a)** some **b)** any **c)** no

5. Mr. Linden's experiences with his son are ... that are shared by some other parents.

- a)** one **b)** ones **c)** the ones

6. He is never pleased with anything, that is why he always ... about a bad service at cafés and restaurants.

- a)** complains **b)** is ... complaining **c)** complain

7. I don't know how old Sam is. — I suppose he must be twenty-... .

- a)** something **b)** somewhat **c)** somehow

8. I am going to keep these boxes. ... I want to get rid of are in the garage.

- a)** Ones **b)** The ones **c)** That one

9. They ... from Rome to Madrid about three hours.

- a)** were flying **b)** flew **c)** will be flying

10. The rivers in Siberia are much longer than ... in Europe.

- a)** these **b)** ones **c)** those

III. Read the text and answer the questions given after it.

Biking Down Under

The Jacob's Creek Tour Down Under, a six-day cycling race based in and around Adelaide, was held for the first time less than seven months after the end of the 1998 Tour de France. Since then it has gained grass roots support of the kind many European race organisers could only dream of. This January, as the 96-strong group pounded along dusty summer roads through flourishing vineyards and over hills dotted with gum trees, official estimates suggested that crowd numbers would be more than 4,000,000 for the whole event.

There is no denying that, in South Australia at least, the popularity of the sport is increasing. This year for example, the group of cyclists rode past everything on 733 km route from stuffed two metre high toy kangaroos on bikes to bungalow-sized banners featuring two-wheeled sharks. Combined with the more typical balloons and kites, not to mention "sausage sizzlers" for the hungry, it all made a very colourful and imaginative spectacle.

The best story this year was that Australian rider Michael Rogers had come close to quitting after colliding with a race marshal's motorbike. By sheer coincidence, an amateur cyclist was standing nearby and he generously gave Rogers the loan of his own bike. Remarkably, it turned out to be exactly the same model and size of bike Rogers needed, and he completed the course — and won the race — on a borrowed bike!

(Evans Virginia, Dooley Jenny. *Upstream*.
Proficiency C2. Students Book. P. 77)

Words and Expressions

Down Under (разг.) — Австралия

Adelaide [ˈædɒleɪd] — Аделаида, столица и самый большой город штата Южная Австралия

the grass roots — обычные, простые люди

96-strong — "strong" указывает на большое количество

to pound — с трудом продвигаться

flourishing vineyards [ˈflaʊrɪʃɪŋ ˈvɪnjədz] — разросшиеся виноградники

dotted with gum trees (*Am. E.*) — на которых росли многочисленные
эвкалипты

to deny [di'naɪ] — отрицать

a stuffed toy — мягкая игрушка

a bungalow-sized banner — огромное знамя

a two-wheeled shark — двухколёсные акулы

sausage sizzlers — звуки, имитирующие процесс поджаривания
сосисок в масле на раскаленной сковороде

to quit [kwɪt] — сходить с дистанции

to collide [kə'laid] — сталкиваться

by sheer coincidence [...kəʊ'ɪnsɪd(ə)ns] — совершенно случайно

amateur ['æmətə /'æmətʃʊə] — любитель, непрофессионал

generously ['dʒenərəsli] — великодушно

to give a loan [...ləʊn] — одалживать

1. Do you know anything about the traditions of the Jacob's Creek Tour Down Under? **2.** How long did the Tour of 1999 last? **3.** How many cyclists joined the tour at the very beginning? **4.** What crowd numbers were predicted by official estimates? **5.** What happened to one of the participants of the tour? What was the result of his participation? **6.** Do you know any other tours of this kind? **7.** Is any sport event arranged in our country?

Unit

T E N

Conversation: Table Manners. At the Restaurant

Grammar: The Imperative Mood

Grammar

THE IMPERATIVE MOOD (ПОВЕЛИТЕЛЬНОЕ НАКЛОНЕНИЕ)

Для выражения совета, просьбы, приказаания употребляется форма глагола в повелительном наклонении, которая образуется из неопределенной формы без частицы *to*.

Give me the sugar, please. — Дай(те) мне, пожалуйста, сахар.

Wait for me, please. — Подожди(те) меня, пожалуйста.

Для выражения запрещения употребляется отрицательная форма повелительного наклонения, которая образуется путем прибавления *don't* к неопределенной форме глагола.

Don't wait for me, please. — Не жди(те) меня, пожалуйста.

Text

Read the text.

Table Manners (a List of Do's and Don't's)

Never stretch over the table for something you want, ask your neighbour to pass it.

Take a slice of bread from the plate by hand, don't harpoon your bread with a fork.

Chicken requires special handling. First cut as much as you can, and when you can't use a knife and fork any longer, use your fingers.

Don't use a knife for fish, cutlets or omelettes.

Never read while eating (at least in company).

When you are being served, don't pick. One piece is as good as the next.
When refusing a dish say, "No, thank you."

Don't say, "I don't eat that stuff,"¹ don't make faces or noises to show that you don't like it.

Don't lick your spoon. If you really feel that way about it, ask for a second helping.

After stirring your tea remove the spoon, and place it on the saucer.

Vegetables, potatoes, spaghetti are placed on your fork with the help of your knife.

Try to make as little noise as possible when eating. Don't sip your soup as though you wanted the whole house to hear.

Don't talk with your mouth full. First chew and then swallow.

Don't put your elbows on the table.

And, finally, don't forget to say "thank you" for every favour or kindness.

Words and Expression

a manner ['mænə] — манера

manners — обычаи

to stretch [stretʃ] — тянуться

a fork [fɔ:k] — вилка

a knife [naɪf] — нож

to harpoon [hɑ: 'ru:n] — зд.: подцеплять

to require [rɪ 'kwaɪə] — требовать

special handling — особое обращение

to cut (cut) — резать

a finger ['fɪŋɡə] — палец (руки)

a cutlet ['kʌtlət] — котлета (отбивная)

at least [li:st] — по крайней мере

to pick — выбирать

to make a face — делать гримасу

to make a noise [... 'nɔɪz] — создавать шум

to lick — облизывать

to remove the spoon [rɪ 'mu:v] — вынимать ложку (из чашки)

to sip — прихлебывать

to chew [tʃu:] — жевать

to swallow ['swɒləʊ] — глотать

¹ I don't eat that stuff. — Я такое не ем.

an elbow [ˈelbəʊ] — локоть

a favour [ˈfeɪvə] — одолжение, любезность

kindness [ˈkaɪndnəs] — доброта

Exercises

I. So you have learnt 14 table manners. Say which of them you always follow, which don't.

Model: I always follow the table manners: ...

or

I sometimes break (don't follow) the table manners: ...

II. Answer the questions.

1. Is it difficult to follow good manners at table? 2. What manners are the most difficult for you to follow? 3. Do you use a knife for fish, cutlets or omelettes? And for chicken? 4. If you want to have something which isn't near you, what phrases do you use to ask for it? 5. If you want your guest to have some food on the table, what would you say?

III. Name 5 or 6 table manners which you think important.

Short Dialogues

IN THE PUB

Read the dialogues in pairs

I

Waiter: What would you like to drink?

Visitor: Bring me a half of bitter, please.

W.: Are you sure you won't have a Scotch?

V.: No, thank you very much, but I'm driving.

II

W.: Anything else?

V.: The same again, please.

W.: Won't you make it a pint this time?

V.: I'd better not, thank you, all the same.

III

W.: What can I get you?

V.: I'd like a lager, please.

W.: Wouldn't you care for something a little stronger?

V.: No, I think I'd better stick to halves, thanks.

IV

A: What are you going to drink?

B: Just a light ale for me, please.

A: Won't you have a gin and tonic with me?

B: Thanks, but I don't think I will.

I. a bitter [ˈbɪtə] — порция горького пива

I'm driving — я за рулём

II. a pint [paɪnt] — пинта, мера емкости: в Англии — 0,57 л, в США — 0,47 л

III. a lager [ˈlɑːɡə] — порция легкого немецкого пива

I'd better stick to halves. — Мне лучше что-нибудь пополам (смесь двух напитков).

IV. a light ale [ˈlaɪt ˈeɪl] — порция светлого пива

Situational Exercises to the Short Dialogues

IV. Silent reading. First, read all phrases W1 and A 1, then V 1 and B 1, etc.

V. You are a waiter (waitress) in a pub.

1. What are the first words you tell a customer?

Model: Good morning! What can I do for you?
(See phrases W 1 and A 1.)

2. The visitor is asking you to bring him some light ale. Offer him something stronger.

Model: Do you care for something stronger?
(See phrases W 2 and A 2.)

VI. You are a customer in the pub.

1. Order some beer.

Model: I'd like a **bitter**, please.

Use: a lager; a light beer; a pint of dark beer.

2. Refuse a stronger drink.

Model: Thanks, I don't think I can, I'm driving.
(See phrases V 2 and B 2.)

VII. Reproduce the short dialogues "In the Pub" in similar situations.

Text

Read the text.

London's Restaurants

In all large English towns there are plenty of restaurants, cafés, tea rooms, or pubs where visitors can have a snack or dinner. Besides, restaurants can be found in many well-known hotels. Regular customers do not consider that British restaurants are famous for their good national food — very often visitors can be offered only sausages and chips or fish and chips. But British cooking has its wonderful surprise — delicious cakes and desserts that people really enjoy.

London that is visited by a lot of tourists all the year round has a great choice of restaurants, large and small to every taste. If you want real old English food you should go to the Strand. The Strand is a street of the City of Westminster in London, which is over three-quarters mile long. The most popular restaurants located there are the Strand Carvery Restaurant and the legendary Simpson's in the Strand. The first is one of London's original carvery restaurants where roast beef cooked at open roasting fire is wheeled to your table and carved before your eyes. The second offers a very refined and very British nice dining experience in London.

If you want to find cheap places, it is very interesting to explore the little French or Italian restaurants of Soho. Soho is the name of a small

district of the West End. It is not an abbreviation; some linguists suppose that the name may be derived from an archaic hunting cry. In the heart of London's West End the Soho Kitchen and Bar serves modern French-American food and late night drinks, with a DJ at weekends. Spanish visitors who are feeling homesick can, within a hundred yards of Piccadilly, find the Spanish Restaurant and imagine they have gone back to Spain, for the decoration, the salads, the cooking, the wines, the waiters and most of the diners are Spanish. In the same way there are Indian, Chinese, Hungarian, or Jewish restaurants.

In London there is a remarkable pub that is famous for its traditions. It is the Old Cheshire Cheese in Fleet Street. The pub got its name after a sort of dense and crumbly cheese. It is one of a number of pubs in London that was rebuilt shortly after the Great Fire in 1666 and which was the place where famous writers used to go. The literary figures Charles Dickens, Arthur Conan Doyle, Mark Twain, G. K. Chesterton, P. G. Wodehouse are all said to have been regular customers of it.

The traditional dish here is rump steak, kidney, and oyster pudding. A plate of this with a pint of bitter beer in a long glass, followed by the pancake or the toasted cheese and special "punch" in a china bowl, is a meal you don't easily forget.

At the restaurant you may either reserve a table beforehand by telephone or occupy any table disengaged at the moment you come. There is a menu which contains the names of all dishes available for the first, second and third courses. It offers a choice of appetisers, drinks, meat or fish dishes as well as various kinds of soup and broth. The most popular meat dishes are beefsteak, rump steak, roast beef, chicken with mashed or fried potatoes, spaghetti or noodles.

For dessert you may order ice cream, coffee, tea or juice. After you have chosen the dishes the waiter or waitress takes your order and gives you a bill which usually includes a tip. Some minutes later the dinner is served.

Words and Expressions

to have a snack — перекусить

a regular customer — постоянный посетитель

sausages ['sɒsɪdʒəz] — сосиски

all the year round — круглый год

a choice [tʃɔɪs] — выбор
 a carvery ['kɑ:vəri] — ресторан, где мясо нарезается для вас прямо за
 столом
 roast beef — ростбиф
 roasting fire — жаровня
 to wheel [wi:l] — подкатывать, подвозить
 to carve [kɑ:v] — разрезать
 refined — изысканный, утончённый
 to explore — обследовать
 an abbreviation — аббревиатура
 to derive from smth. — происходить от чего-то (иметь корни)
 archaic [ɑ:'keɪk] — архаичный, устарелый
 a hunting cry — возглас во время охоты
 to feel homesick [... 'həʊmsɪk] — тосковать по дому, родине
 a diner — обедающий (посетитель ресторана)
 a dish — блюдо (кушанье и посуда)
 rump steak ['rʌmpsteɪk] — ромштекс
 kidney ['kɪdni] — почки
 an oyster ['ɔɪstə] — устрица
 a glass [glɑ:s] — стакан
 a pancake ['pæp,keɪk] — блин, оладья
 punch [pʌntʃ] — пунш
 a china bowl ['tʃaɪnə ,bəʊl] — фарфоровая чаша (для пунша)
 easily ['i:zɪli] — легко
 either... or ['aɪðə... 'ɔ:] — либо ... , либо
 to reserve a table [rɪ'zɜ:v ...] — заказывать стол (в ресторане)
 to occupy ['ɒkjʊpaɪ] — занимать
 disengaged [ˌdɪsɪn'geɪdʒd] — незанятый, свободный
 a menu ['menju:] — меню
 to contain [kən'teɪn] — содержать
 as well as — так же, как
 noodles ['nu:dlz] — лапша
 juice [dʒu:s] — сок
 a bill — счет

Обратите внимание на разницу в значении и употреблении слов: a meal, food, a dish, a course.

A meal — еда, прием пищи. Meals are breakfast, lunch, dinner, supper, a five-o'clock tea.

Food — пища, еда, съестные припасы; «кухня» как способ приготовления пищи, характерный для той или иной страны. Food is meat, vegetables, fruit, bread, milk, etc. Russian (Italian, Greek, etc.) food.

A dish — 1) блюдо, кушанье; 2) блюдо, тарелка, миска

dishes — посуда

A fish dish is a dish cooked of fish.

A course — блюдо, т. е. последовательные приемы пищи; первое, второе, третье и т. д. The dinner consisted of three courses: cabbage soup for the first course, beefsteak for the second course and apple juice for the third course.

Exercises

VIII. Insert the words *food, dish, meal or course*.

1. The second ... was veal with mashed potatoes. **2.** She put apples and oranges on the china ... **3.** The usual ... in England are breakfast, lunch, tea and dinner. **4.** What is your favourite ... ? — Mine is roast chicken. **5.** Beefsteak, chop, roast beef, rump steak are meat ... **6.** Many people like to have a heavy ... in the morning. **7.** What is the ... time for lunch in England? **8.** Who usually washes the ... after dinner? **9.** In the evening a light ... is recommended. **10.** A dish is a particular kind of ... **11.** What would you like for the first ... ? **12.** There were no vegetable ... on the menu.

IX. Using the model *We call this (these)...* answer the questions.

What do we call ([kɔ:l] ... ? — Как мы называем ... ?

- 1)** a slice of bread browned on each side by heat especially at the fire;
- 2)** two slices of buttered bread with a piece of meat, cheese, etc. between;

- 3) drinks like juice, lemonade, tonic;
- 4) fresh eggs broken and poured on the frying pan (сковорода);
- 5) drinks like beer, gin, wine, sherry;
- 6) a meal served between half past twelve and half past one;
- 7) a vegetable or meat salad, slices of cold meat, herring served at the very beginning of the meal;
- 8) raw ([rɔ:] — сырой) potatoes fried crisp (хрустящий)

X. Name five various kinds of:

- 1) fish dishes;
- 2) vegetable dishes;
- 3) meat dishes.

XI. Look through the text "London's Restaurants" once more.

A. Answer the following questions.

1. In all large towns you can have a snack or dinner at a restaurant. What other places for having a snack can you name? Which is the cheapest (the most expensive)?
2. In London there are some international restaurants. Why were they opened? Do you have restaurants like these in your town? Did you have to visit one of them? Do you like foreign food? Which is your favourite? What is the real English food? What are the most popular meat dishes in England?

B. Describe the restaurant in Fleet Street which was popular with the famous writers. This plan will help you.

1. The name of the restaurant.
2. The traditional dishes.
3. The tradition of having beer and special punch.

C. Describe the procedure of visiting restaurants. These questions will help you.

1. What is the way of reserving a table at a restaurant?
2. How can you know of the dishes offered at the restaurant?

3. What other information can be found on the menu?
4. What follows the procedure when the visitor has chosen dishes?
5. Do you usually leave a tip for the waiter? Is a tip included in the bill?

XII. Say what you can order at a restaurant or café:

- 1) for an appetiser;
- 2) for the second course;
- 3) for dessert.

XIII. Write out the menu for:

- 1) a dinner party at home;
- 2) a luncheon (официальный завтрак) at the restaurant;
- 3) a Sunday supper at home.

Say how you would set the dinner table for ten visitors.

XIV. Topics for discussion.

1. Traditional English meals.
2. Traditional Russian meals.
3. How tea is served in England.
4. Your last visit to a restaurant or café.

Jokes

Visitor: Waiter, I'd like some tea without milk.

Waiter: I'm sorry, sir, we haven't got any milk. What about tea without cream?

Visitor: Waiter, how long will my sausages be?

Waiter: About eight inches, sir.

Visitor: Waiter, I want to complain about this horrible food. Please, may I see the Chef?

Waiter: I'm afraid not, sir, he's just gone out to lunch.

an inch [ɪntʃ] — дюйм (2,5 см)

to complain [kəmˈpleɪn] — жаловаться

the Chef [ˈtʃef] — шеф-повар

horrible [ˈhɒrəbl] — ужасный, отвратительный

Short Dialogues

AT THE RESTAURANT

Read the dialogues in pairs.

I

Waiter: Can I take your order, sir?

Visitor: Yes, I'd like to try the roast beef with mashed potatoes, please.

Waiter: And to follow?

Visitor: Orange juice, please.

II

Waiter: Have you chosen something, sir?

Visitor: Yes, haddock and chips for me, please.

Waiter: How about some juice or ice cream?

Visitor: No sweet, thanks. Just coffee.

III

Waiter: Have you decided on something, sir?

Visitor: Yes, I think I'll have the curry, please.

Waiter: What would you like afterwards?

Visitor: I'd like some strawberry ice cream if you have any.

IV

Waiter: May I take your order, sir?

Visitor: I'll just take a small mushroom salad, please.

Waiter: Do you want anything sweet?

Visitor: Cherry pie and custard would be nice.

- I. And to follow? — А потом?
- II. haddock and chips — пикша с жареным картофелем
- III. to decide on something — остановиться на чем-то (решиться)
curry ['kʌrɪ] — блюдо индийской кухни из мяса или овощей, приправленное карри (приправа из куркумового корня, чеснока и разных пряностей)
afterwards ['ɑ:ftəwədz] — дальше, затем
- IV. custard ['kʌstəd] — сладкая приправа желтоватого цвета, приготовленная из яиц, молока, сахара и ароматизирующих добавок

Situational Exercises to the Short Dialogues

XV. Silent reading. First, read all phrases W 1, then V 1, etc.

XVI. You are a waiter (waitress) at a restaurant.

1. Address the customer for an order.

Model: Can I take your order, sir (madam)? (See W 1 phrases.)

2. Ask what the customer is going to have for dessert.

Model: Do you want anything sweet? (See W 2 phrases.)

XVII. You have come to the restaurant. Make an order.

Model 1: I'd like to try the meat dish, please.

You'd like to have: some fried fish; bacon and eggs; chicken; roast beef
with vegetables; haddock and chips; rump steak.

Model 2: Could you bring me some fruit?

For dessert you'd like to have: ice cream, mineral water, orange juice; black
coffee with cream; some fruit salad; some exotic fruit.

XVIII. Reproduce the short dialogues "At the Restaurant" in similar situations.

Short Dialogues

WITH A FRIEND IN THE COFFEE BAR

Read the dialogues in pairs.

I

A: What would you like to drink?

B: A black coffee with lemon for me, please.

A: How about something to eat?

B: Yes, I'd love a portion of pizza.

II

A: What can I get you to drink?

B: An iced Coke would go down well.

A: Would you like to have some cake or biscuits?

B: Yes, I think I'll have a slice of chocolate sponge.

III

A: What are you going to have to drink?

B: Something cool for me, please.

A: Would you care for some cake?

B: Yes, I'll try a piece of raspberry cake.

IV

A: What do you want to drink?

B: I feel like a cup of tea.

A: Do you fancy something to eat?

B: Yes, I'd rather like some of that fruit cake.

I. a portion [ˈpɔːʃən] — часть

II. an iced Coke — кока-кола со льдом

to go down well — быть вполне приемлемым

a chocolate sponge [ˈtʃɒklət ˌspʌndʒ] — шоколадный бисквит

III. raspberry [ˈrɑːzb(ə)rɪ] — малина

IV. I feel like — Мне хотелось бы

Do you fancy something to eat? — Ты не против что-нибудь съесть?

Situational Exercises to the Short Dialogues

XIX. Silent reading. First, read all phrases A 1, then B 1, etc.

XX. You are in the coffee bar with your friend. Ask him (her):

1) what he (she) is going to drink.

Model: What would you like to drink? (See phrases A 1.)

2) if he (she) wants to have something with coffee.

Model: Would you care for some **sandwich**?

Use: some cake; pastry; chocolate sponge; a piece of apple pie;
 biscuit; some strawberry tart.

XXI. Your friend has invited you to the coffee bar. Tell him (her) what you'd like to drink.

Model: I feel like a cup of strong tea with some fruit cake. (See phrases B 1.)

XXII. Reproduce the short dialogues "With a Friend in the Coffee Bar" in similar situations.

Unit

ELEVEN

Conversation: Home. Our Flat. Thanks for Hospitality

Grammar: The Structure *there be*

Text

Read the text.

Home (Our Flat)

The house we live in is our home, or in more formal speech, our residence or dwelling. Some people live in individual houses. The town building may be five- or nine-storeyed. There are multi-storeyed buildings too.

Our first floor is usually called the ground floor in England, and the second floor corresponds to the English first floor. Americans call the floors the same as we do: first, second, and so on.

Let us visit one of the modern flats of the block of flats in a big town. The flat is in a multi-storeyed building on the sixth floor. The family has recently moved into it. It is a four-roomed flat with all modern conveniences. The rooms are a living room, two bedrooms and a study.

The living room is large. There are two windows in it. The windows face the park. In the evening all the family gathers in the living room to watch a TV programme, read newspapers or magazines or to entertain guests. The room is well-furnished. In the middle there stands a large square table with six chairs round it. On the table there is a vase with flowers. There are some armchairs and a sofa near the wall. Opposite the sofa there is a TV set.

You can see a piano near the window. At the wall stands a sideboard. Crystal bowls, wine glasses, goblets, china dishes and special tea sets stand on its shelves.

The walls in the living room are papered blue and the curtains over the window match them. On the walls there hang some pictures. A thick carpet covers the floor.

The bedrooms (one of them is for the parents and the other is for the children) are also cosy rooms. There is only one window with dark curtains over it in each room. The windows face the yard. The bedrooms are furnished with the necessary pieces of furniture: a bed, a dressing table with a mirror, a wardrobe and some armchairs.

The small room is a study. Here the children do their homework. It is a simply furnished room. In the corner near the window there is a small writing desk with a computer on it. A comfortable armchair stands near it. On the wall you can see shelves full of books, magazines, journals and DVDs.

Besides these four rooms, the flat has a kitchen, a hall, a bathroom and a toilet. The kitchen is not so small. The built-in furniture and all modern conveniences make housekeeping easy.

The bathroom has a built-in bathtub with a shower and a sink. There is a glass shelf over the sink. You can see some sponges, bottles of liquid soap, shampoos, special glasses with toothbrushes, and some tubes of toothpaste. You can take a shower or a bath any time.

Next to the bathroom there is a toilet. In the hall you can see a hallstand for coats, hats and umbrellas. Besides, there is a small table for the telephone.

So you can see the flat is comfortable enough. Next week the family is going to arrange a housewarming party.

Words and Expressions

residence [ˈrezɪdəns] — местожительство

dwelling [ˈdwelɪŋ] — жилище, дом

multi-storeyed — многоэтажный

a storey [ˈsto:ri] — этаж (с внешней стороны дома)

a floor [flo:] — этаж (внутри дома, на лестнице); пол

a ground floor — нижний, цокольный этаж

to correspond [,kɒrɪsˈpɒnd] — соответствовать

a flat — квартира

a block of flats — многоквартирный дом

to move into smth. — переехать куда-л., вселяться

a four-roomed flat — четырехкомнатная квартира

a living room — общая комната

a bedroom — спальня

a study [ˈstʌdi] — кабинет
 to face smth. — выходить куда-л. (об окнах),
 to entertain guests — принимать гостей
 to be furnished [...ˈfɜːnɪʃt] — быть меблированной
 square [skweə] — квадратный
 a vase [vɑːz] — ваза
 an armchair [ˈɑːm ˌtʃeə] — кресло
 a sideboard [ˈsaɪd ˌbɔːd] — буфет (как предмет мебели)
 crystal [ˈkrɪstl] — хрустальный
 a bowl [bəʊl] — чаша, вазочка
 a wine glass [ˈwaɪn ˌɡlɑːs] — бокал для вина
 a goblet [ˈɡɒblət] — бокал
 a tea set — чайный сервиз
 to be papered blue [ˈpeɪpəd ˌbluː] — быть оклеенными обоями голубого
 цвета
 a curtain [ˈkɜːtn] — занавес(ка)
 to match smth. — подходить (по цвету), гармонировать с чем-л.
 a wall — стена
 to hang (hung) — висеть
 a thick carpet [ˈθɪk ˈkɑːpɪt] — толстый ковер
 cosy [ˈkəʊzi] — уютный
 dark [dɑːk] — темный
 furniture [ˈfɜːnɪtʃə] — мебель
 a dressing table [ˈdresɪŋ ˌteɪbl] — туалетный столик
 a mirror [ˈmɪrə] — зеркало
 a wardrobe [ˈwɔːdrəʊb] — платяной шкаф, гардероб
 a writing desk — письменный стол
 comfortable [ˈkʌmfɪtəbl] — удобный, комфортабельный
 to make housekeeping easy — облегчать ведение домашнего хозяйства
 besides [brɪˈsaɪdz] — кроме того
 a hall [hɔːl] — холл, коридор
 a bathroom [ˈbɑːθ ˌruːm] — ванная
 built-in [ˈbɪlt ˈɪn] — встроенный, вделанный
 a bathtub [ˈbɑːθ ˌtʌb] — ванна
 a sink — раковина для умывания
 a liquid soap [ˈlɪkwɪd ˈsəʊp] — жидкое мыло
 a toothbrush [ˈtuːθ ˌbrʌʃ] — зубная щетка

a tube of toothpaste [ˈtju:b əv ˈtu:θ ,peɪst] — тюбик зубной пасты
 a hallstand [ˈhɔ:l,stænd] — вешалка
 a hat — шляпа
 an umbrella [ʌmˈbrelə] — зонтик
 to arrange a housewarming party [ˈhaʊs,wɔ:mɪŋ] — праздновать новоселье

Exercises

I. What do we call... ?

Model: We call this (these) ...

1) a building consisting of many flats; **2)** a building of many storeys; **3)** a flat of two rooms; **4)** the place, i.e.¹ town, street and apartment house where you officially live; **5)** different levels on which some flats are located; **6)** a room which is at the same time a sitting room and a dining room; **7)** a table on which toilet things stand; **8)** a piece of furniture for keeping dishes, bowls, cups, etc.; **9)** a piece of furniture for keeping clothes; **10)** celebration on the occasion of² moving into a new flat

II. Using the phrases from exercise I say what ... is.

1) a sideboard; **2)** a living room; **3)** a housewarming party; **4)** a wardrobe; **5)** a block of flats; **6)** a multi-storeyed building; **7)** residence; **8)** a dressing table

III. Use the appropriate word.

a) floor — storey

Note: A **floor** is inside the building, a **storey** is outside.

1. He lives on the fifth ... of the multi-...ed building. **2.** All the windows of the upper ... were open. **3.** On the ground ... there is a coffee bar and a restaurant. **4.** A dog was barking (to bark — лаять) from the balcony on the sixth ...

¹ i.e. — лат. id est = то есть

² celebration on the occasion of — празднование по случаю

b) comfortable — convenient (удобный, т. е. подходящий, пригодный)

Note: Something **comfortable** gives comfort (opposite — uncomfortable).
Something **convenient** suits one's time and needs (opposite — inconvenient).

1. It is very ... to have TU-154 passenger jet planes (реактивный самолет). They save you much time, and besides they are clean and ... **2.** It is very ... to have a microwave oven in the kitchen. **3.** If shoes fit (быть впору) you, they are ... **4.** Evening is a ... time for doing homework. **5.** His new flat is well-furnished and ... enough. **6.** The kitchen is very ... for housekeeping. **7.** Let's meet at three. — Good. The time is ... for me. **8.** I always sit in this armchair, it's very ...

c) uncomfortable — inconvenient

1. It is ... to live far from the workplace. **2.** It is ... to travel with heavy luggage ([ˈlʌɡɪdʒ] — багаж). **3.** It is ... to lie on wet grass. **4.** It is ... to eat a big apple without a knife. **5.** Is your fridge of the latest model? — No, it is not. That is why it is ... for keeping vegetables and fruit. **6.** You have got nice shoes. — Oh, yes, they are nice but ... **7.** The room is very small and there is much furniture in it. So it is ... for receiving guests. **8.** I cannot meet you at three o'clock. The time is ... for me because I'll be busy till five.

IV. Name five pieces of furniture belonging to:

1) a dining room; **2)** a study; **3)** a living room; **4)** a bedroom; **5)** a kitchen.

V. A. Answer the questions to the text.

1. Do we call floors of the multi-storeyed building in the same way as they call them in England and America? **2.** Where is the flat we visited located? **3.** Is the flat large or small? How many rooms are there in it? **4.** What is the largest room? What is the smallest one? **5.** The rooms are comfortable and cosy, aren't they? **6.** What pieces of furniture stand in the living room? Is it well-furnished? **7.** What do the windows of the room face? **8.** What room is simply furnished? **9.** Does the family have many books? Where do they keep books, magazines and journals? **10.** The kitchen is very convenient

for housekeeping, isn't it? **11.** What things do they keep on a glass shelf in the bathroom?

B. On the basis of the questions given above ask indirect questions beginning with the words *Can you tell me* and *I wonder*.

VI. Describe the furniture of each room mentioned in the text.

Model: There is a piano in the living room. It is (stands) near the window.

VII. Describe the prevailing (преобладающий) colour of the rooms and the furniture. If you don't know it, imagine the colour.

Model: The curtains are blue. They match the walls.

VIII. Say what in your opinion is:

- 1) a well-furnished room or flat;
- 2) a simply furnished room or flat;
- 3) a badly furnished room or flat.

IX. Describe your flat, mentioning:

the floor on which it is located; the number of rooms; the size of the rooms (e.g. 20 square metres); the number of the windows and what they face; all modern conveniences in your flat; the furniture in each room.

X. Describe one of your rooms in detail.

XI. Read the dialogue.

- Hello, Nick! I know you've got a new flat.
- Yes, we're lucky. The flat is large and comfortable.
- How many rooms do you have?
- Three: a living room, a bedroom, a room for children, and a large kitchen with built-in furniture.
- How do you like the new district?
- Oh, it's a green place and miles away from industrial enterprises. Our windows face the park.
- Please, tell me your telephone number.

— Write down, 517-89-47. Call me and come to see us. Next Saturday we are arranging a housewarming party.

— OK, I'll be glad to come.

we're lucky [... 'lʌki] — нам повезло

a district ['distrikt] — район

an industrial enterprise [... 'entə,praiz] — промышленное предприятие

XII. Describe the flat which Nick's family got.

XIII. Reproduce the dialogue exchanging the roles.

XIV. Make up a short dialogue "An Invitation to the Housewarming Party". Use some more phrases:

to buy (rent) a new flat — купить (снять) новую квартиру

hospitality [ˌhɒspɪ'tælɪti] — гостеприимство, радушие

to invite guests — приглашать гостей

Try not to be late for the party. — Постарайся не опаздывать на вечеринку.

XV. Say how the table was set for the housewarming party, what dishes were cooked and served.

XVI. Read the text paying attention to the type of the house in which British people live. Write down all types of houses mentioned. Describe each of them.

The British who are city residents usually live in a block of flats, that is in a large building with a lot of different levels, called floors. This may be a four- or five- or a multi-storeyed building, which generally has a resident porter (an attendant who also lives in the block) and a private underground garage. It is a British tradition to accentuate the number of bedrooms in the flat to say how big it is, for example, a one-, a two- or a three-bedroomed flat.

In the centre of the town we can also find terraced houses. The name refers to a house in a row of similar houses joined together on both sides. Very rich families live in a mansion, a large, expensive, luxurious building mostly of a remarkable architectural style.

More and more people nowadays prefer living in the country far away from the stressful city life. For large families a detached house consisting of some bedrooms would be ideal. It is usually surrounded by a garden which guarantees complete privacy.

For a young couple a semi-detached house will be quite enough. This type of house consists of two parts joined together by one wall that they share, and it has two separate entrances. Usually a semi-detached house is owned or rented by two families who live absolutely independently.

Students for their summer rest may rent a suburban bungalow, a house that is all on one level. It may have a medium-sized garden and a garage. If you want to escape from the noisy, polluted city, this can seem a paradise to you.

Do you have houses like those in your city or on the outskirts?

Say in what house you would like to live and why.

Text

Read the text. Say if you would like to have a house like this.

Our House

Many families in London live in flats but most people live in their own houses in the suburbs. We too have a house in the London suburb. I bought it about fifteen years ago when I got married. Like most of the London suburban houses it consists of only two floors: the ground floor and the first floor.

On the ground floor there is a dining room, a lounge or a sitting room, a kitchen and a hall. In the hall we see a stand for hats, coats and umbrellas.

A staircase leads from the hall to the landing on the first floor. On this floor there are four bedrooms, a bathroom and a toilet. On top of the roof there are three chimneys. The fireplace warms our house.

In front of the house we have a small garden in which we grow flowers: roses, tulips and daffodils. At the back of the house there is a much larger garden with a lawn and some fruit trees. There is also a vegetable garden where we grow all kinds of vegetables such as potatoes, cabbages, cauliflowers, onions and tomatoes.

At the side of the house there is a double garage where we keep our cars. The garden is enclosed by a fence with a gate in it.

Words and Expressions

own [əʊn] — собственный

suburb ['sʌbɜ:b] — пригород, предместье

to consist of smth. [kən'sist] — состоять из чего-л.

a lounge [laʊndʒ] — комната отдыха, гостиная
 a staircase [ˈsteə,keɪs] — лестница
 to lead (led) [li:d] — вести
 a landing [ˈlændɪŋ] — лестничная площадка
 on top of the roof [ˈtɒp əv ðə ˈru:f] — на крыше, на самом верху
 a chimney [ˈtʃɪmni] — труба
 a fireplace [ˈfaɪə,pleɪs] — камин
 to grow (grew, grown) [grəʊ] — выращивать
 a tulip [ˈtju:lɪp] — тюльпан
 a daffodil [ˈdæfədɪl] — бледно-жёлтый нарцисс
 a lawn [lɔ:n] — лужайка, газон
 a vegetable garden — огород
 cauliflower [ˈkɒli,flaʊə] — цветная капуста
 onion [ˈʌnjən] — лук
 to be enclosed by a fence [ɪnˈkləʊzd baɪ ə fens] — быть обнесённым
 оградой
 a gate — ворота

XVII. A chain of questions and answers.

1. When did the storyteller buy the house?
 Can you buy a suburban house?
 Ask your partner.
2. What does the house look like?
 It is a typical English house, isn't it?
 Would you like to have a house like this? Ask somebody else.
3. What is on the ground floor / on the first floor?
 Do you have a fireplace in your suburban house?
 Ask your friend if he (she) would like to have a fireplace in his (her) summer cottage.
4. What do they grow in the small garden / in the larger garden / in the vegetable garden?
 What fruit trees do you grow in your garden?
 Ask your friend what he (she) grows in his (her) vegetable garden.

XVIII. A. Describe your own (or somebody else's) suburban house mentioning:

- 1) the place where it is located; 2) what it looks like; 3) the number of rooms; 4) the fruit and vegetable gardens.

B. Say:

1) if this house is as comfortable as the mentioned above; **2)** how you warm the house (with a fireplace or a stove); **3)** if there is a garage; **4)** what make of car you have.

XIX. Make up a dialogue. The situation is:

Your friend is going to buy a suburban house.

Ask: where; what kind of house; how many rooms; about the fruit and vegetable gardens and the price of the house.

Dialogue

Read the dialogue.

There Is a Nice Apartment

- Hello!
- Hello!
- Is there an empty apartment in this building? We are looking for something not very expensive.
- Yes, there is. There's a nice apartment on the third floor.
- Are there two bedrooms?
- No, there aren't. There is a living room, a small kitchen and a very small bathroom.
- And the bedroom?
- Oh, there's a very large bedroom.
- Is there a balcony?
- No, there's no balcony.
- Where's the kitchen?
- Here it is.
- Oh, it's very small.
- Yes, but there's a stall for refrigerator, and space for a dishwasher. There are some cabinets and there's a shelf under the sink.
- Are there any windows in the bathroom?
- No, there aren't. But there are two large ones in the bedroom. They overlook a quiet place.
- Good. It's a very nice apartment.

Note: an apartment (*Am. E.*) = a flat (*Br. E.*)

empty [ˈempti] — пустой, незанятый

stall [stɔ:l] (*Am. E.*) = a cubicle [ˈkjuːbɪkl] (*Br. E.*) — место, отгороженное для габаритных предметов

dishwasher [ˈdiʃ, wɒʃə] — посудомоечная машина

a cabinet [ˈkæbɪnət] — шкаф с выдвижными ящиками

to overlook a quiet place — выходить (об окнах) на тихое место

Exercises

XX. Answer the questions.

1. On which floor is this apartment? **2.** Is it large? How many rooms are there? What are they? **3.** Is there a balcony? **4.** Is the kitchen large or small? Is it convenient for housekeeping? What conveniences are there? **5.** Is this a comfortable apartment? **6.** Would you like to have an apartment like this?

XXI. Imagine your friends are looking for an empty apartment. Advise them to see this apartment. Describe it.

XXII. You don't like the apartment. Give your reasons why you refuse to buy it.

XXIII. Read the following English proverbs and sayings. Suggest the Russian variants for the given situations.

An Englishman's home is his castle.

East or West, home is best.

There is no place more delightful than home.

Make yourself at home.

Short Dialogues

THANKS FOR HOSPITALITY

Read the dialogues in pairs.

I

A: It's time we were off.

B: So soon? Please, stay a little longer?

A: I wish I could, but I'm late already.

B: What a shame!

A: Thank you for a wonderful meal.

B: I'm glad you enjoyed it.

II

A: I really must be going now.

B: But you've only just come. Wouldn't you like to stay for tea?

A: That's very kind of you, but I mustn't be too late.

B: What a pity!

A: Thanks very much for the party.

B: I was pleased to have you here.

III

A: I think it's about time we made a move.

B: What, already? Won't you have another coffee?

A: I'd love to, but I have to get up early morning.

B: Oh dear! What a shame!

A: Thank you for a most wonderful evening.

B: Not at all. Hope you can come again.

IV

A: I am awfully sorry, I really should be off now.

B: Not yet surely. Have another drink at least.

A: No, thank you all the same.

B: Oh dear! What a pity!

A: Thank you very much indeed for the delicious meal.

B: Thank you for visiting.

I. It's time — пора

I wish I could. — Сожалею, что не могу.

What a shame! — Какая досада!

II. What a pity! [... 'pɪtɪ] — Как жаль!

III. it's about time — время подходит (пора)

to make a move — уходить (т. е. двинуться отсюда)

IV. awfully ['ɔ:f(ə)li] — ужасно

Not yet surely. — Только не сейчас.

all the same — все равно

indeed [in 'di:d] — в самом деле

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A 1, then B 1, etc.

II. You are at your friend's place. It's time for you to leave.

1. Tell your friend about it.

Model: I'm sorry but I should be off now. (See phrases A I.)

2. Thank him (her) for the party.

Model: Thanks very much for the party. (See phrases A 3.)

III. You are a hostess (host).

1. Ask your friend to stay a little longer.

Model: So soon? Have another drink at least. (See phrases B 1.)

2. Thank your guest for his (her) visit.

Model: Thanks for coming. (See phrases B 3.)

IV. Reproduce the short dialogues "Thanks for Hospitality" in similar situations.

Grammar

THE STRUCTURE *THERE BE* (СТРУКТУРА THERE BE)

Конструкция *There be* употребляется в ситуациях, описывающих, где что-то (или кто-то) находится или отсутствует.

There is a round table in the room. In the room *there is* a round table. — В комнате есть (имеется, находится, стоит) круглый стол.

There are a lot of museums in our city. In our city *there are* a lot of museums. — В нашем городе (есть, имеется) много музеев.

Употребление обстоятельства места (в данных примерах *in the room* и *in our city*) в начале или в конце предложения определяется контекстом.

Перевод таких предложений на русский язык начинается с обстоятельства места, которое в английском предложении занимает определенное, но не всегда одно и то же положение по отношению к основной структуре "there be + существительное". Обстоятельство места занимает позицию либо перед этой структурой, либо после нее.

Обратите внимание на различие в значении следующих двух типов предложений.

1. There is a book on the table. — На столе книга.

2. The book is on the table. — Книга на столе.

Предложение со структурой 1 является ответом на вопрос What is on the table? в то время как в значении 2-й структуры содержится ответ на вопрос Where is the book? Эти различия подчеркиваются также употреблением разных артиклей перед существительным book — неопределенным *a* в первом случае и определенным *the* — во втором.

Exercises

I. Read and memorise the order of words.

- | | |
|---|---|
| 1. There is a small picture on the wall. | 1. On the wall there is a small picture. |
| 2. There is a nice vase on the table. | 2. On the table there is a nice vase. |
| 3. There is cold water in the glass. | 3. In the glass there is cold water. |
| 4. There is some bread on the plate. | 4. On the plate there is some bread. |
| 5. There is fresh milk in the bottle. | 5. In the bottle there is fresh milk. |
| 6. There are a lot of trees in our street. | 6. In our street there are a lot of trees. |
| 7. There are beautiful parks in our city. | 7. In our city there are beautiful parks. |
| 8. There was a blue car in the yard. | 8. In the yard there was a blue car. |
| 9. There were some children at the concert. | 9. At the concert there were some children. |
| 10. There will be a lecture in the club tomorrow. | 10. Tomorrow in the club there will be a lecture. |

II. Ask for additional information.

- Model:* St. 1: There are a lot of tourists in our city in summer (foreign tourists).
St. 2: Are there any foreign tourists?
St. 1: Of course there are.

1. There is a concert hall, some museums and two theatres in our town. (a circus [ˈsɜ:kəs] — цирк) 2. There were so many flowers at the florist's, I couldn't decide what to buy. (red roses) 3. There were many famous people at the party. (common people) 4. There will be a festival in summer there. (foreigners) 5. There are a lot of monuments in our city. (a monument to Pushkin) 6. There is some fresh water in the jar (кувшин). (boiled water) 7. There were a lot of interesting books on the shelves. (books on history)

III. Listen and ask about something in particular.

- Model:* St. 1: There are all modern conveniences in our flat. (air conditioning)
St. 2: And how about air conditioning?
St. 1: Oh, there's no air conditioning, I'm sorry.

1. There was a lot of various fruit on the table. (pineapples) 2. There are some new exhibitions in our city. (an exhibition of modern art) 3. There are a lot of flowers in our garden in summer. (peonies [ˈpi:əniːz] — пионы) 4. There are some original pictures on the walls of my flat. (pictures by modernistic artists) 5. There are some interesting lectures in the club next week. (a lecture on astrology) 6. There are some strong drinks on the menu. (some juice)

IV. Respond to the question with the negative reply.

- Model 1:* St. 1: Is there much milk in the jar? (enough)
St. 2: Not much, but there's enough.
Model 2: St. 1: Are there many books in your library? (a few rare)
St. 2: Not many, but there are a few rare books.

1. Are there many rooms in his flat? (two bedrooms) 2. Is there much furniture in your room? (enough) 3. Were there many visitors at the exhibition? (a few famous artists) 4. Are there many theatres in your city?

(two concert halls) **5.** Is there much fruit in the fridge? (a lot of vegetables)
6. Was there much information about this event in the newspaper? (one very important article)

V. Translate these sentences into English.

1. В холодильнике много овощей. **2.** Яблоки находятся в холодильнике.
3. В холодильнике также молочные продукты. **4.** Где моя книга? — Она на полке. Там также твои тетради. **5.** На столе не было учебника, там были только тетради. **6.** На улице много машин. **7.** Его машина в гараже. **8.** На полках было много книг на английском языке. **9.** У нее на столе не было учебника. **10.** Там никого не было. Здесь тоже (either) никого не будет. **11.** В нашем городе находится Эрмитаж (the Hermitage). **12.** Эрмитаж находится на набережной Невы (on the Neva embankment).

VI. Read the poem and memorise the succession (последовательность) of the last words in each line.

Once there was a kingdom;
In that kingdom there was a town;
In that town there was a street;
In that street there was a lane;
In that lane there was a yard;
In that yard there was a house;
In that house there was a room;
In that room there was a table;
On that table there was a basket;
In that basket there were some flowers.

Words and Expressions

kingdom [ˈkɪŋdəm] — королевство

a lane — узкая дорога, переулок

a basket [ˈbɑːskɪt] — корзина

VII. Reproduce the poem according to the model.

St. 1: Once there was a kingdom.

T.: What was in that kingdom?

St. 2: In that kingdom there was a town, etc.

VIII. Write short stories to illustrate the use of the following proverbs and sayings.

1. There is no rule without an exception.
2. There is no rose without thorns.
3. There is no smoke without fire.
4. Where there is a will, there is a way.

an exception [ik'sepʃn] — исключение

a thorn [θɔ:n] — шип

a will — воля

a way — выход

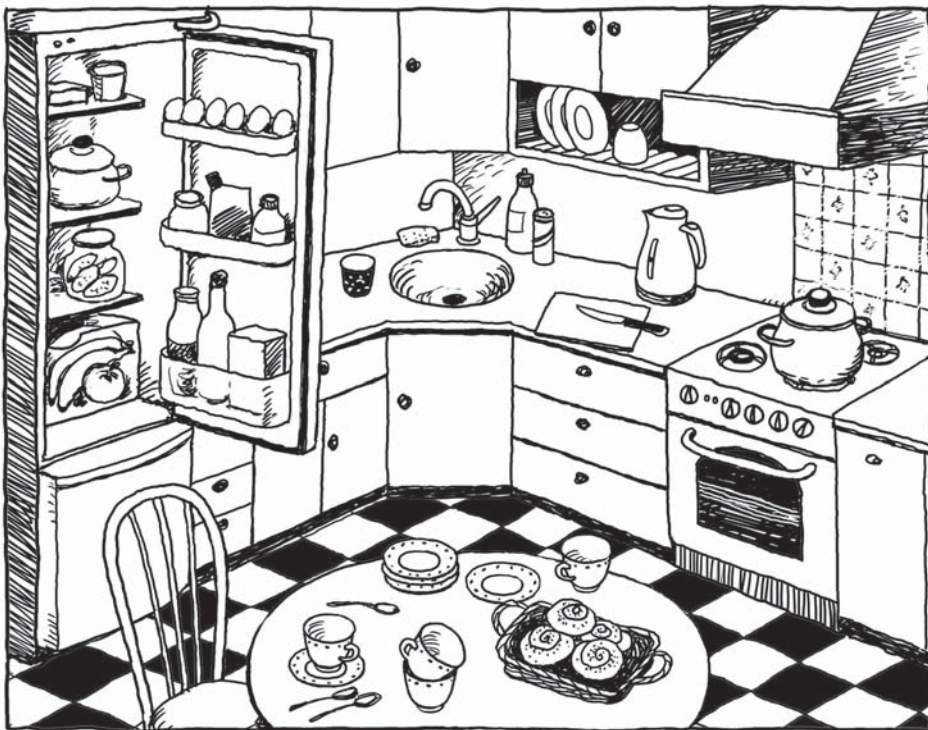
IX. Learn the words.

A refrigerator (fridge) [rɪ'frɪdʒə'reɪtə] — холодильник

an electric stove [... 'stəʊv] — электрическая плита

a rubbish bin ['rʌbɪʃ ,bɪn] — мусорный ящик

a microwave oven ['maɪkrə ,weɪv 'ʌvən] — микроволновая печь



X. Look at the picture and answer the questions.

1. The kitchen is nice, isn't it? **2.** Is there much furniture in the kitchen? **3.** Where is the table? What things are on it? **4.** How many mugs are there on the sink table? **5.** Is there a fridge (refrigerator)? Where is it? Is it convenient? **6.** What is on the electric stove? **7.** Where is the sink? **8.** Is there a rubbish bin? Where is it? **9.** Are there any shelves? **10.** Let us look into the fridge. What is inside it?

XI. Describe the kitchen.

XII. Does your kitchen look the same? Describe it.

Unit

T W E L V E

Conversation: The Railway Station

Grammar: Adverbs. Degrees of Comparison of Adjectives and Adverbs

Exercises

I. Before reading the text check whether you know the meaning of the words and expressions given in the left-hand column. Match them to their definition in the right-hand column.

- | | |
|-------------------------------|---|
| 1) a through train ticket | a) a room where possessions that people have accidentally left in a public place are kept until the owner comes to get them |
| 2) a left luggage office | b) a place where someone is going by train |
| 3) a compartment | c) a section of a train where passengers are allowed to smoke |
| 4) a place of destination | d) a place at a railway station where you can pay to leave your bags for a short time |
| 5) a smoker | e) one of the separate spaces into which a railway carriage is divided |
| 6) a sleeper (a sleeping car) | f) one you can use to travel all the way to a place, without changing trains or buying another ticket |
| 7) a non-smoker | g) a section of a train where passengers are not allowed to smoke |
| 8) a lost property office | h) a train or a railway carriage that has beds in it for passengers to sleep in |

II. Match the words and expressions in the left-hand column to their Russian equivalents in the right-hand column.

- | | |
|---------------------------|--|
| 1) a through train | a) поезд дальнего следования |
| 2) a lost property office | b) пассажирский поезд (со многими остановками) |

- | | |
|-------------------------------|---|
| 3) a left luggage office | c) вагон-ресторан |
| 4) a compartment | d) камера хранения |
| 5) a sleeper (a sleeping car) | e) купе |
| 6) a dining car | f) билет в одно направление («туда») |
| 7) a long-distance train | g) прямой (беспересадочный) поезд |
| 8) a stopping train | h) билет в оба направления («обратный», «туда и обратно») |
| 9) a single ticket | i) бюро находок |
| 10) a return ticket | j) спальный вагон |

Text

Read the text.

Travelling by Train

Great changes have taken place in our life for the last two decades. Nowadays people travel more than in the past. Not only do they go across their own country but they also visit foreign countries either on business or for pleasure. For that they choose the most convenient ways of travelling: by plane, by ship, by train, by car, by bus, by bicycle or on foot if they prefer hiking. Travelling by train is one of the most popular and democratic ways, because with a train you have speed, comfort and pleasure combined.

A big railway station is an exciting place. Let us watch the busy life of it. Trains arrive and depart every ten minutes according to the timetable. Their arrival and departure are regularly announced by the local radio. When the train stops, crowds of people get off it and flood the platform. The porters are very busy carrying luggage to the train or pushing it on their trucks. Besides those arriving or leaving, there are a lot of people who come to meet or to see somebody off. If passengers have to change to another train, they may spend the time in the waiting room or they can have a snack in a café or restaurant. Other services are also available at the railway station such as the inquiry office (information bureau), the left luggage office, the hairdressing salon and the others.

There are very many people who prefer travelling by train, the way which is cheaper, more interesting and rather popular. Once you have decided on a trip, take care of the tickets because if it is the summertime, it is preferable to reserve tickets for your journey in advance. You can do

it either at the booking office or by the Internet. To be on the safe side it is better to book return tickets. The price of the ticket largely depends on the distance and the type of train by which you go.

You may choose a convenient train and time: an express or stopping train, a night or a daytime travel. If you cannot get to the place of destination by a through train, you will have to change to another one. Very long journeys are sometimes tiring, but if you are on the train for two or three days, you will feel relaxed and will be able to enjoy wonderful landscapes, new towns and unusual views looking through the window from the comfortable corner seat of the railway carriage. Besides, you can meet very interesting people among those who travel with you on the train.

Usually carriages of a long-distance train are divided into some compartments, each of which is intended for four passengers. In a compartment there are four berths, two lower and two upper ones. Passengers who have to travel on the train at night have to take the bedding from the conductor paying a certain price for it. In case you are hungry, you can have a meal in the dining car or the conductor will serve you tea or coffee.

With a good company, a considerate conductor and the hope for the better the time passes quickly and very soon you will get to the place of destination promising new impressions to you.

Words and Expressions

a decade [ˈdekeɪd] — десятилетие

hiking — турпоход

a railway station — железнодорожный вокзал

an exciting place [ɪkˈsaɪtɪŋ...] — зд. оживленное место

to arrive at / in — прибывать

arrival — прибытие

to depart — отправляться

departure [dɪˈpɑːtʃə] — отправление

to flood [flʌd] — наводнить, заполнять

a porter [ˈpɔːtə] — носильщик

to carry luggage — нести (везти) багаж

to push a truck [ˈpuʃ ə ˈtrʌk] — толкать багажную тележку

to see off — провожать

a waiting room — зал ожидания
 an inquiry office [ɪnˈkwaɪrɪ...], an information bureau [...ˈbjʊərəʊ] —
 справочное бюро
 a hairdressing salon — парикмахерская
 to reserve tickets — бронировать (заказывать) билеты
 a trip — поездка, путешествие
 a journey [ˈdʒɜːni] — поездка
 a booking office — билетная касса
 to be on the safe side — для предупреждения чего-либо, на всякий
 случай
 tiring [ˈtaɪrɪŋ] — утомительный
 a landscape [ˈlændˌskeɪp] — пейзаж
 to be intended for smth., smb. — быть предназначенным для чего-л.,
 кого-л.
 a berth [bɜːθ] — полка, место (в вагоне)
 the bedding — постельные принадлежности
 a conductor — проводник
 to pass quickly — проходить незаметно
 to promise [ˈprɒmɪs] — обещать

Exercises

III. What do we call... ?

- 1) a place where passengers can wait for the train's arrival
- 2) a place where passengers can leave their luggage
- 3) a place where we buy railway tickets
- 4) a place where we can have a snack
- 5) a train that stops at all stations
- 6) a train that stops only at larger stations
- 7) a train that takes us to the place of destination and we needn't change it
- 8) a person who helps us with our luggage
- 9) a person who travels on a train
- 10) a ticket which is valid (действителен) only for one direction
- 11) a ticket which is valid for both directions

For your answer use the model: We call this (him, her) ...

IV. Using the phrases from exercise III say what we call:

- 1) • a porter
 - a passenger
 - a conductor
- 2) • a booking office
 - a waiting room
 - an express
 - a through train
 - a stopping train
 - a single ticket
 - a return ticket
 - a left luggage office

V. Listen to the dialogue between a passenger and a booking clerk.

Man: Can I have a ticket to Manchester, second class?

Booking clerk: Single or return?

Man: Return, please.

Booking clerk: Second return, Manchester. Two pounds and fifty, please.

Man: Here you are. (*The man gives him three pounds.*)

Booking clerk: Here is your ticket and fifty pence change, thank you.

Man: Could you tell me what time the next train goes?

Booking clerk: 11.50, platform 8. If you hurry, you'll just catch it.

Man: Thank you very much.

VI. With your partner make up your own dialogue buying tickets to some suburban place.

Additional Words and Expressions

to travel light — путешествовать налегке

light (hand) luggage — ручной багаж

heavy luggage — тяжелый багаж

a piece of luggage — место (о багаже)

to run on time (schedule ['ʃedju:l]) — идти по расписанию

a suburban train [sə'bʒ:bən...] — пригородный поезд

a seat facing the engine — место лицом по ходу движения поезда

a seat back to the engine — место спиной по ходу движения поезда

to miss the train — не успеть (опоздать) на поезд

to make inquiries about smth. [... in'kwairiz] — наводить справки о чем-л.

VII. Let us imagine we are at the railway station in London.

1. Describe all the services available at the station.

Model: There is a booking office where passengers can buy tickets for the journey.

Speak of: a left luggage office; a snack bar; a waiting room; a bookstall; a lost property office; an inquiry office.

2. Name all kinds of trains you know.

Model: There is an express (train). It is a train which stops only at large stations.

Speak of: a stopping train; a long-distance train; a through train; a suburban train.

3. Name all kinds of carriages.

Model: There is a sleeper. It is a carriage in which passengers can sleep during their journey.

Speak of: a dining car, a carriage; a sleeper.

4. Describe the porter's duty. These phrases will help you.

To help passengers with heavy luggage; to push the luggage on the truck; to help the passengers to find the platform and the carriage they need.

VIII. You are going to travel by train. Ask a booking clerk for a ticket you need.

Model: I want a **single** ticket to **Liverpool**. I'd like a **lower** berth.

You need:

- 1.** Bristol, return, third class, an upper berth
- 2.** London, single, second class, a lower berth
- 3.** Edinburgh, return, first class

IX. A. Answer the questions.

1. Do you like travelling? **2.** Have you ever travelled light? **3.** How many pieces of luggage do you usually have with you? **4.** When travelling on a long-distance train, what berth do you prefer, lower or upper? **5.** Have you ever missed the train? Was it a suburban or a long-distance train? **6.** What information can

you get in the inquiry office at the railway station? **7.** What is the most popular suburban line in your town? **8.** What tickets do you usually book, single or return? **9.** Is it easy to book a ticket for a long-distance train?

B. On the basis of the questions given above ask indirect questions beginning with the words *Tell me, please* or *I wonder*.

X. Speak about your last trip to the country. This plan will help you.

1. The railway station.
2. Buying tickets (single, return, the fare).
3. The place of destination.
4. The train and service in the carriage.
5. The time the train went out and came in.

XI. Speak about your last trip to another city (town) or abroad. This plan will help you.

1. The place of destination.
2. Buying tickets.
3. The kind of train you travelled on.
4. The carriage and service in it.
5. The seat, the berth.
6. The conductor and his duties.
7. The dining car.
8. The stops.

Short Dialogues

AT THE RAILWAY STATION

Read the dialogues in pairs.

I

A: When does the Manchester train leave, please?

B: 10.45. Platform 2.

A: What time does it arrive there?

B: You should be there at 12.30, but you may be a bit later.

A: Do I have to change?

B: Yes. You change at Coventry.

II

A: Which train do I take for Victoria, please?

B: 8.15. This end of platform 7.

A: When does it reach Victoria?

B: It gets there at 10.24.

A: Must I change?

B: No, it's a through train.

III

A: Which train is for Leeds, please?

B: 12.30 from platform 1.

A: What time does it arrive?

B: It takes roughly two hours, so you'll get in just before 14.30.

A: Is it necessary to change?

B: No, you don't have to change.

IV

A: What time's the next train to Victoria, please?

B: 11.17. Platform 5. Right up at the front.

A: When do we get there?

B: It's due in at 14.25 but they are running late today.

A: Need I change trains?

B: Yes. Change at East Croydon.

- I. to be a bit later — немного запаздывать
- II. to reach smth. [ri:tʃ] — прибывать к месту назначения (досл. достигать чего-л.)
- III. roughly [ˈrʌfli] — грубо, т. е. приблизительно, примерно
- IV. right up — сразу, как раз
to be due in [dju:] — должен прибыть

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A 1, then B 1, etc.

II. You are at a railway station. Ask the clerk:

1) about the train leaving for the city.

Model: Which train do I take for **London**, please?

(See phrases A 1.)

Your place of destination is:

Glasgow; Leeds; Bristol; Sheffield; Manchester; Edinburgh.

2) when the train arrives there.

Model: What time does it reach London?

(See phrases A 2.)

3) if you should change trains.

Model: Do I have to change?

(See phrases A 3.)

III. You are a railway station clerk. Give information of:

1) the train's departure.

Model: The London train leaves at... o'clock from platform

Use: the train to Glasgow — to start; the next train to Leeds — to go out; the Bristol train — to leave.

2) the train's arrival.

Model: It arrives in London at ... o'clock.

Use: to reach Manchester; to get in Leeds; to be due in Edinburgh; to arrive in Bristol.

3) whether it is necessary to change or not.

Model: There's no need to change. It's a through train.

(See phrases B 3.)

IV. Reproduce the short dialogues "At the Railway Station" in similar situations.

V. Assignments.

1. You are at the city Terminal Station (Railway Station). Make inquiries about the train leaving for some place in the country (the time of going out and reaching the place, the fare).
2. You are going to the country for the weekend. Now you are at the booking office of the city Terminal Station buying tickets. What would you say?
3. You are going to meet your friend returning from the South. Phone the inquiry office for the information.

VI. Translate into English.

1. Мне нужен один билет на поезд прямого сообщения до Иркутска на 2 июня. Пожалуйста, купе, нижняя полка. 2. Я не люблю сидеть спиной по ходу движения поезда; я чувствую дискомфорт. 3. У них пересадка на поезд в Неаполе, а на следующий день утром они прибывают в Рим. Обычно поезд не опаздывает и приходит точно по расписанию. 4. Стоимость постельных принадлежностей не входит в стоимость билета. 5. Когда поезд отошёл, было уже достаточно поздно, и пассажиры попросили проводника принести им постельное бельё, а кое-кто отправился в вагон-ресторан. 6. Экспресс «Стрела», курсирующий из Петербурга в Москву, находится в пути всего пять часов. 7. До места назначения мы ехали более двух суток, так как поезд был пассажирский, и остановки он делал на всех маленьких станциях. 8. Пересадка у нас была в Новосибирске. Когда мы прибыли туда, мы сдали багаж в камеру хранения и отправились осматривать город. 9. Я не люблю провожать друзей, я больше люблю встречать на вокзале.

Grammar

ADVERBS (НАРЕЧИЕ)

The Formation of Adverbs (Образование наречий)

Большинство наречий в английском языке образуется от прилагательных при помощи суффикса *-ly* [lɪ]:

bad + ly = badly (плохо)

free + ly = freely (свободно)

При этом происходят некоторые орфографические изменения. Так, если прилагательное оканчивается на *-y*, которой предшествует согласная, то перед прибавлением суффикса *-ly* буква *y* меняется на *i*:

easy + ly = easily

heavy + ly = heavily

Прилагательные, оканчивающиеся на *-le*, при образовании наречия меняют конечное немое *e* на *y*:

simple + ly = simply

horrible + ly = horribly

possible + ly = possibly

Некоторые наречия совпадают по форме с соответствующим прилагательным:

fast — быстрый, быстро

early — ранний, рано

slow — медленный, медленно

Следует помнить, что в английских предложениях, соответствующих русским *Холодно, Приятно, Это плохо* и т. п., употребляются прилагательные, а не наречия:

It is cold. It is pleasant. This is bad.

Degrees of Comparison of Adjectives and Adverbs (Степени сравнения прилагательных и наречий)

Сравнительная и превосходная степени имеются только у качественных прилагательных и у наречий, образованных от них.

Так же, как и в русском языке, степени сравнения прилагательных и наречий в английском языке образуются по одному из трех способов:

- 1) при помощи суффиксов (синтетический способ);
- 2) при помощи наречий *more* и *most* без изменения самой формы прилагательного или наречия (аналитический способ);
- 3) путем изменения корня самого прилагательного или наречия (супплетивный способ).

1. Односложные прилагательные и наречия и некоторые двухсложные прилагательные образуют степени сравнения синтетическим способом:

Положительная степень	Сравнительная степень	Превосходная степень
—	+ er	+ est
dark (adj.) — темный	darker — темнее	the darkest — темнейший (самый темный)
soon (adv.) — скоро, вскоре	sooner — скорее	soonest — скорее всего
fast (adj., adv.) — бы- стрый (быстро)	faster — быстрее	(the) fastest — самый бы- стрый, быстрее всего

При помощи суффиксов сравнительная и превосходная степень образуется также от двухсложных прилагательных, оканчивающихся на следующие буквы:

-y	happy	— happier	— the happiest
-er	clever	— cleverer	— the cleverest
-ow	narrow	— narrower	— the narrowest
немое e	simple	— simpler	— the simplest

При этом перед прибавлением суффиксов *-er* и *-est* происходят следующие орфографические изменения:

а) немое *e* опускается:

large — larger — the largest

б) конечная согласная удваивается, если ей предшествует ударный краткий гласный:

thin — thinner — the thinnest

(но: clean — cleaner — the cleanest)

в) конечная буква *u* меняется на *i*, если ей предшествует согласная:

early — earlier — the earliest

(но: gay — gayer — the gayest)

2. Многосложные и двухсложные прилагательные (не упомянутые в пункте 1), а также наречия, оканчивающиеся на *-ly*, образуют степени сравнения аналитическим путем:

Положительная степень	Сравнительная степень	Превосходная степень
–	more + 1 степень	most + 1 степень
difficult — трудный	more difficult — более трудный, труднее	the most difficult — самый трудный, труднейший
modern — современный	more modern — более современный, современнее	the most modern — самый современный, современнейший
easily — легко	more easily — более легко, легче	most easily — легче всего

3. Особые формы сравнительной и превосходной степеней. Обратите внимание, что в обоих языках (английском и русском) особые формы степеней сравнения имеются у одинаковых по значению и структуре прилагательных и наречий. Если слово функционирует как прилагательное, то перед формой превосходной степени употребляется артикль *the* как показатель следующего за таким прилагательным существительного. Артикль сохраняется и при отсутствии существительного. Если же слово является наречием, то в превосходной степени артикль отсутствует, поскольку наречие с таким значением не сочетается с существительным. Именно поэтому в данной ниже таблице артикль *the* заключен в скобки.

Положительная степень	Сравнительная степень	Превосходная степень
good — хороший well — хорошо	better — лучше	(the) best { самый хороший, лучший лучше всего
bad — плохой badly — плохо	worse — хуже [wɜ:s]	(the) worst { самый плохой, худший хуже всего
little { маленький мало	less — меньше	(the) least { наименьший, самый маленький меньше всего [li:st]
many { многие much — много	more — больше [mɔ:]	(the) most { самый большой, наибольший больше всего [məʊst]
far { далекий далеко	farther { более [ˈfɑ:ðə] далекий дальше further { дальнейший [ˈfɜ:ðə] далее	(the) farthest { самый [ˈfɑ:ðɪst] далекий дальше всего (the) furthest = farthest [ˈfɜ:ðɪst]
old — старый старший	older — старше elder — старше (в семье)	the oldest — самый старый, старейший the eldest — самый старший (в семье)

Exercises

I. Write degrees of comparison.

hot	badly	bitter	much	narrow
little	easy	far	thin	old
difficult	fine	big		

II. Put the adjectives and adverbs in the comparative or superlative degree.

1. St. Petersburg is one of (large) and (beautiful) cities of our country.
2. The days in summer are (long) than in winter. 3. This text is (interesting) of all. 4. My friend knows English (badly) than me. 5. I have (little) free time than you have. 6. He is (good) student in our group. 7. English is (difficult) than German. 8. Today the weather is (bad) than it was yesterday. 9. Her house is not (far) from the University than mine. 10. I have (much) free time than my sister has.

III. Say:

- 1) who knows English best of all in your group; 2) who is the tallest student; 3) who is the most active; 4) who is the most diligent ([ˈdɪlɪdʒənt] — усердный, старательный); 5) who is the most enthusiastic; 6) who is the most optimistic (pessimistic); 7) who is the best sportsman.

Grammar

Constructions Used for Comparing Persons or Things (Сравнительные конструкции)

A. Простая сравнительная конструкция

as ... as — такой же (так же) ... как

not as (so) ... as — не такой (не так) ... как

IV. Read and translate.

1. Today the weather is as fine as it was yesterday. 2. This flat is as nice as that. 3. His car is as fast as mine. 4. He was as lazy as his brother. 5. Mary types as carefully as Diana. 6. David drives as carelessly as Rob. 7. This problem is as important as that. 8. This film isn't as (so) interesting as that. 9. She isn't as beautiful as her sister. 10. This text isn't as difficult as that. 11. This restaurant isn't as expensive as the central one. 12. John drives not as carefully as George. 13. He knows the town not as badly as his wife.

V. Compare two objects using the construction *as ... as* or *not as (so) ... as*.

1. Moscow and St. Petersburg (big). **2.** The Neva and the Volga (long). **3.** The Black Sea and the Caspian Sea (large). **4.** A street and an avenue (wide). **5.** French films and Italian films (interesting). **6.** English and German (difficult). **7.** Winter in the central part of Europe and winter in the North (cold). **8.** Summer in the South and summer in the North (hot). **9.** The football teams “Zenith” and “Spartak” (popular). **10.** Silver and gold (expensive).

B. Сравнительная конструкция с усилением

much (far) better — много (гораздо) лучше

much (far) more interesting — много (гораздо) интереснее

VI. Read and translate.

1. He speaks English much more fluently than his friend. **2.** You know it much better than me. **3.** He works much more than he ought to. **4.** His novels are far more interesting than his stories. **5.** Rob’s wife is much more beautiful than David’s. **6.** The weather is much colder today than it was yesterday. **7.** This poem is much longer than that. **8.** This way is much shorter than that.

VII. Use the Russian variant of exercise VI for back translation.

VIII. Do exercise V again using the comparative construction B.

Text

Read the text. Pick up some information for comparison of the two persons concerning (относительно) their popularity, houses, cars, satisfaction (удовлетворенность) with life.

Bob Dylan Isn’t Happy

Look at this man. He is Bob Dylan. He is a rock star. He is very rich and famous.

Look at his house. It’s large and expensive and there’s a swimming pool in the back yard. There are ten bedrooms in the house.

Bob’s car is a 2013 Lincoln Continental. It’s fast and comfortable. In his car there’s a radio, a CD player, a bar, a cigarette lighter and automatic windows. But Bob isn’t happy. He’d like a Rolls Royce.

Look at this man. He is Jack Stevenson. He is an English teacher. He is very poor and he is not famous.

Look at his house. It's small and cheap and there's no back yard. There are only two small bedrooms in the house.

Jack's car is a 1999 Ford. It's slow and uncomfortable. There's no radio or cassette player in his car. There is an engine, a steering wheel and there are four wheels and two doors. Jack isn't happy.

He'd like a new Ford, a new job and a new life.

Exercises

IX. Answer the questions about the characters of the story and the similar questions about yourself. Ask your partner about the same.

1. What does Bob Dylan do? What is Jack Stevenson's job? What would you like better, to be a rock star or a teacher? Would you like to be rich and famous? Ask your friend about it.
2. Whose house is larger and more expensive? How many bedrooms are there in Bob's house? And in Jack's? How many bedrooms do you have? Ask your friend about the number of his bedrooms.
3. Whose car is slow and uncomfortable? What makes of car do Bob and Jack have? Ask your friend if he has a car. Bob's car is much more modern than Jack's, isn't it? What conveniences does Bob have in his car? What about Jack's car? What make of car do you have? Would you like to have a Rolls Royce or Ford? Ask your friend about his car.
4. Bob and Jack aren't happy, are they? Why? Are you happy? Ask your friend if he is happy.

X. Compare the two persons and say who is in your opinion happier. Give your reason.

Model: I think Bob is happier because he is famous and popular.
I'd like to be popular.

XI. Comparing Bob and Jack, their houses and cars use the models:

- 1) not as (so) ... as:
Jack Stevenson isn't as rich as Bob Dylan.
- 2) as ... as:
Bob is as unhappy as Jack.
3. much (far) more ... than:
Bob's car is much more expensive than Jack's.

Words to be used: famous, modern, popular, large, rich, fast, poor, slow, expensive, well-equipped ([I'kwɪpt] — хорошо оборудованный), cheap, busy, comfortable, unhappy, uncomfortable, pessimistic.

Grammar

The Comparison Construction *The sooner ... the better* (Сравнительная конструкция *The sooner ... the better*)

Обе части такой конструкции содержат пару либо прилагательных, либо наречий в сравнительной степени, однако случаи с наречием наиболее частотны. По своей структуре такие предложения могут быть как полными, так и неполными. Отличительной чертой таких конструкций является наличие определенного артикля перед сравнительной формой и прилагательного, и наречия:

The better the health, the easier the life. — *Чем лучше здоровье, тем легче жизнь*

The more you know, the more confident you are. — *Чем больше вы знаете, тем увереннее себя чувствуете.*

Exercises

XII. Read the following lines and say whether you agree with this opinion or not.

The more we study, the more we know.

The more we know, the more we forget.

The more we forget, the less we know.

The less we know, the less we forget.

The less we forget, the more we know.

Why study?

(Palmer. *Grammar Be Hanged!*)

XIII. Translate into English using the comparative construction.

1. Чем раньше вы придете, тем лучше. **2.** Чем больше овощей и фруктов вы едите, тем вы здоровее. **3.** Чем больше я думал об этом предложении, тем больше я сомневался. **4.** Когда мне нужно приехать туда? — Чем скорее, тем лучше. **5.** Чем меньше знаешь, тем лучше спишь. **6.** Чем сложнее программа, тем интереснее её изучать. **7.** Чем дальше мы шли, тем больше грибов находили. **8.** Чем меньше женщину мы любим, тем легче нравимся мы ей. (А. С. Пушкин)

Revision Test 4

I. Choose the right variant *a*, *b* or *c* to complete each sentence.

1. If a tip is ... in the bill, customers do not need to pay extra money for the service at the restaurant.

- a)** concluded **b)** excluded **c)** included

2. "My home is my ...", the Englishmen say.

- a)** niche **b)** castle **c)** fortress

3. In some cafés and restaurants it is advisable to ... a table in advance.

- a)** order **b)** hire **c)** book

4. If you go on a long-distance train for more than one day, you will have to buy the ... from the conductor.

- a)** bedding **b)** bed belongings **c)** sleeping things

5. There are a lot of foreign restaurants in our city, and they specialise in a certain national ...

- a)** kitchen **b)** meal **c)** cuisine

6. A ... house is an ideal choice as it can guarantee privacy for you and your family.

- a)** detached **b)** semi-detached **c)** bungalow

7. When I buy tickets for a suburban train, I always ask for a seat ... to avoid discomfort during the journey.

- a)** in the direction **b)** back to the engine **c)** facing the engine
of the train

8. Many first-year students usually rent a flat to ... it with their friend.

- a)** share **b)** divide **c)** separate

9. We could not get to the place of ... on time; the delay was caused by an awful accident that had happened the day before.

- a)** arrival **b)** departure **c)** destination

10. The flat is ... the fifth floor of a multi-storeyed building.

- a)** at **b)** on **c)** in

II. Choose the proper grammatical form out of the given variants.

1. When we arrived home, we felt it smelt ... : Mum was cooking something delicious.

- a)** nice **b)** nicely **c)** more nicely

2. ... much to be said both in favour and against our politicians' activity.

- a)** It is **b)** There are **c)** There is

3. In that period of our life the circumstances were changing for the

- a)** good **b)** better **c)** best

4. We enjoyed our rest at the seaside. ... was no rainy day during the whole period.

- a)** It **b)** Because **c)** There

5. There is only one thing in the world ... than being talked about, and that is not being talked about. (Oscar Wilde)

- a)** bad **b)** worse **c)** worst

6. When we were stuck in the traffic jam, we saw that ... an accident.

- a)** there has been **b)** there had been **c)** there was

7. Tea is the only ... pleasure left to us. (Oscar Wilde)

- a)** simple **b)** simpler **c)** simplest

8. ... is always nice to be expected and not to arrive. (Oscar Wilde)

- a)** It **b)** There **c)** What

9. ... one wakes up, the more things are left undone.

- a)** The more early **b)** The earlier **c)** The earliest

10. A house in London costs twice ... the similar one in Liverpool.

- a)** not so much as **b)** as much as **c)** as more as

III. Read the text and do the task given below.

The Luncheon

(An extract)

by S. Maugham

(To understand the fragment that describes the scene you should learn some previous events. The background was as follows: a young, ambitious writer received a letter from one of his readers, a woman. In the letter she informed him that soon she would be in Paris and would like to have a chat with him. She asked him to give her a little luncheon at Foyot's, one of the most expensive restaurants in Paris. The young writer was flattered and so he agreed. On the appointed day they met there.)

I was startled when a bill of fare was brought, for the prices were a great deal higher than I had anticipated. But she reassured me. "I never eat anything for luncheon," she said. "Oh, don't say that!" I answered generously. "I never eat more than one thing. I think people eat far too much nowadays. A little fish, perhaps. I wonder if they have any salmon."

Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in, it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

"No," she answered, "I never eat more than one thing. Unless you had a little caviar. I never mind caviar." My heart sank a little. I knew I could not afford caviar, but I could not very well tell her that. I told the waiter by all means to bring caviar. For myself I chose the cheapest dish on the menu and that was a mutton chop.

"I think you are unwise to eat meat," she said. "I don't know how you can expect to work after eating heavy things like chops. I don't believe in overloading my stomach.

Then came a question of drink.

"I never drink anything for luncheon".

"Neither do I," I answered promptly.

"Except white wine," she proceeded as though I had not spoken. "These French wines are so light. They're wonderful for the digestion,"

"What would you like?" I asked, hospitable still, but not exactly effusive. She gave me a bright and amicable flash of her white teeth.

"My doctor won't let me drink anything but champagne."

I fancy I turned a trifle pale. I ordered half a bottle. I mentioned casually that my doctor had absolutely forbidden me to drink champagne.

“What are you going to drink, then?”

“Water.”

She ate the caviar and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to. When my mutton chop arrived she took me quite seriously to task.

“I see that you’re in the habit of eating a heavy luncheon. I’m sure it’s a mistake. Why don’t you follow my example and just eat one thing? I’m sure you’d feel ever so much better for it.”

“I am only going to eat one thing,” I said, as the waiter came again with the bill of fare.

- 1.** Write down all the names of food and drinks that you have found in the text.
- 2.** Say if you have ever been to a very expensive restaurant in your city or elsewhere. What dishes were on the menu?
- 3.** If you were in a situation like this, would you behave in the same way as the author did?

Unit

THIRTEEN

Conversation: Travelling by Air
Grammar: The Passive Voice

Text

Read the text.

Travelling by Air

Travelling by air is more convenient than by train because it saves you time considerably though it does not save money. Distances more than 2,000 km can now be covered by modern passenger planes on nonstop flights without landing to refuel. Statistics shows that travelling by air is as safe as travelling by train.

Last time I travelled by air two years ago when I was on holiday in Siberia. I booked a ticket fifteen days in advance. On the appointed day after packing my luggage, I proceeded to the airport by bus.

In the hall of the airport there were a lot of people waiting for boarding the plane. Before the flight passengers must register at the airport. When registering the passenger is required to have his luggage weighed after which the attendant attaches a special tag to it. Each passenger is allowed twenty kilograms of luggage free of charge. There is no need to worry about your suitcase, it will be looked after.

The registration stopped half an hour before the time of take-off. Soon we heard the voice of the announcer calling the plane going to Irkutsk¹: "Boarding the plane Flight 217 begins. Passengers are invited to take their seats." I said good-bye to my friends who came to see me off and with the other passengers went to a special bus which took us to the plane on the runway.

On board the plane the stewardess helped everyone sit comfortably in the reclining seats adjustable to some positions. I sat back and relaxed.

¹ heard the voice of the announcer calling the plane going to Irkutsk — услышали по радио объявление о начале посадки на самолет, отлетающий в Иркутск

Very soon the plane took off. At that moment we saw a notice "No smoking. Fasten your seat belts." In a few minutes we were above the clouds. During the flight we got information of the altitude, speed, the weather and the distance covered. The stewardess served us mineral water, juice, tea, sweets and sandwiches. Besides, newspapers and magazines were offered to the passengers. Everybody felt comfortable and nobody was airsick.

The plane landed exactly on time.

Words and Expressions

travelling by air [ˈtrævlɪŋ baɪ ˈeə] — путешествие самолетом

to save time (money) — экономить время (деньги)

considerably [kənˈsɪdərəbli] — значительно

a non-stop flight [... flait] — беспосадочный полет

to land — приземляться

landing — посадка, приземление

to refuel [riːˈfjuːəl] — дозаправляться горючим

on the appointed day [... əˈpɔɪntɪd ...] — в назначенный день

to pack one's luggage — упаковывать вещи

to proceed to the airport [prəˈsiːd ...] — отправляться в аэропорт

to board the plane [bɔːd ...] — садиться в самолет

boarding the plane — посадка в самолет

on board the plane — на борту самолета

to weigh [weɪ] — взвешивать

an attendant [əˈtendənt] — обслуживающее лицо

to attach [əˈtætʃ] — прикреплять

a tag — бирка

free of charge [ˈfriː əv ˈtʃɑːdʒ] — бесплатный

take-off — вылет (самолета), вылетать

a runway [ˈrʌnweɪ] — взлетно-посадочная полоса

a reclining seat [riˈklaɪnɪŋ ...] — откидывающееся назад сиденье

adjustable to some positions [əˈdʒʌstəbl ...] — регулируемый на несколько положений

a notice [ˈnəʊtɪs] — табло

to fasten a seat belt [ˈfɑːsn ə ˈsiːt ,belt] — пристегивать ремень (у сиденья)

an altitude [ˈæltɪtjuːd] — высота полета

to be airsick [ˈeə ,sɪk] — страдать воздушной болезнью

Exercises

I. Substitute the words of the opposite meaning for the words in bold.

1. The jet plane **took off** exactly on time.
2. I have come to the airport to **meet** my friends **returning from** Moscow.
3. **Before** the plane **took off** the stewardess asked the passengers to fasten the belts.
4. One by one the passengers were **alighting out of** the plane.
5. Our seats were in the **rear** part of the plane.
6. The **landing** was perfect.
7. We got tickets for the flight **on the day of departure**.

II. Express the same idea with the passive structure.

Model: T.: The attendant weighed our luggage.

St.: Our luggage was weighed by the attendant.

1. We booked tickets in advance. 2. At the gangway (трап) passengers show their passports. 3. During the flight the stewardess offered newspapers and magazines to the passengers. (2) 4. On the appointed day we packed our luggage. 5. The stewardess served mineral water and juice to the passengers. (2) 6. Soon we heard over the radio that they cancelled (to cancel — отменять) the flight. 7. They have just announced boarding the plane. 8. When the plane took off, they switched on the notice "No smoking. Fasten the belts." 9. The plane will cover the distance over 1,000 km.

III. Say what is not allowed to do (to have) on board the plane.

Model: Passengers **are not allowed** to make a noise on board the plane.

Use: to have heavy luggage; to smoke; to unfasten belts when the plane is taking off or landing; to speak with the pilot; to have a weapon ([ˈwepən] — оружие); to take strong drinks; to enter the cockpit ([ˈkɒkpit] — кабина в самолете); to use a mobile phone.

IV. Describe services available on board the plane.

Model: Passengers **can have (be given)** mineral water on board the plane.

Use: to have a snack; to ask for a juice or any other soft drink; to offer newspapers; to give information about the speed, altitude and the distance covered; to send a telegram from board the plane; to see video films during the flight; to ask a stewardess for a medicine.

V. Answer the questions.

1. Do you think that travelling by air is more convenient than by train? Why? **2.** Have you ever travelled by air? When was it? **3.** When did the storyteller travel by plane last time? **4.** Why must passengers be at the airport more than an hour in advance? **5.** Are passengers allowed to have some luggage with them on board the plane? **6.** Did the storyteller arrive at the airport on time? **7.** Where did his plane go? **8.** What notice did the passengers see when the plane took off? **9.** What information did they get during the flight? **10.** Did the stewardess serve the travellers well? **11.** Was the plane late?

VI. Ask one another questions about travelling by plane according to the models.

Model 1: St. 1: Did you have to travel much?
St. 2: Yes, I did. I travelled a lot. (No, I didn't. I didn't travel much.)
St. 1: So did I. (Neither did I.)

Model 2: St. 1: Did you have to travel much?
St. 2: Yes, I did. (No, I didn't.)
St. 1: But I didn't. (But I did.)

This is what you want to know:

1) if your friend likes travelling by plane; **2)** if he (she) has travelled by air much; **3)** where he (she) prefers to have a seat, in the rear or in the front part of the saloon; **4)** if he (she) had to travel light; **5)** if he (she) usually books a single or return ticket; **6)** if he (she) feels airsick.

VII. Speak on the process of registration at the airport before the flight. Consult the text.

VIII. Think of some phrases with which the stewardess addresses the passengers:

- 1)** when the plane is taking off;
- 2)** when the plane is landing.

IX. Speak on the trip by air described in the text.

X. Describe your last trip by air.

Short Dialogues

BOOKING AIRLINE TICKETS

Read the dialogues in pairs.

I

A: I want to fly to Bern on or about the first.

B: I'll just see what there is.

A: I'd like to go economy, and I'd prefer the afternoon.

B: Lufthansa Flight LH 203 leaves at 12.40.

A: What time do I have to be there?

B: The coach leaves for the airport at 11.35.

II

A: I'd like to book a flight to Munich for Friday the tenth.

B: I'll have a look in the timetable.

A: I'll need an economy class open return.

B: KLM have got a DC-9 leaving at 9.25.

A: What else should I know?

B: The latest time of checking is 8.35 at the airport.

III

A: What flights are there from Glasgow to Vienna the day after tomorrow?

B: If you'd like to take a seat, I'll find out for you.

A: I'd like to travel first class, please.

B: BEA Flight BE 502 takes off at 9.15 and flies direct.

A: What time should I get there?

B: You'll have to be at the airport by 8.10 as the latest.

IV

A: Are there any planes to Zurich at a weekend?

B: If you excuse me for a second, I'll check.

A: By the way, I want a morning flight.

B: There is a Swissair Trident out of London at 8.45.

A: When am I supposed to check in?

B: If you are going to the airport, you must be there before 7.50.

- I. to fly [flaɪ] (flew, flown) — лететь
I'd like to go economy. — Мне хотелось бы лететь экономическим классом.
a coach [kəʊtʃ] — автобус
- II. to book a flight — заказывать билет на рейс
Munich [ˈmjuːnɪk] — Мюнхен
open return — с открытой датой возвращения
checking — регистрация
- III. Vienna [viˈenə] — Вена
to find out — выяснять
to fly direct — лететь прямо, без промежуточных посадок
- IV. Zurich [ˈzjuːərɪk] — Цюрих
by the way — между прочим, кстати
a Swissair Trident [ˈswɪs,eə ˈtraɪdənt] — самолет швейцарской авиакомпании
When am I supposed to check in? — Когда я должен зарегистрироваться?

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A 1, then B 1, etc.

II. You want to fly to another city.

1. Ask about the flight.

Model: Is there any flight to **Los Angeles** on Sunday?

The place of destination is: Vienna, London, Paris, Rome, Moscow, New York.

2. Say what flight you prefer.

Model: I need an **economy class** and I prefer a **morning flight**.

You want: a first class — a night flight; a business class — a morning flight; an economy class — an evening flight; a first class, open return — an afternoon flight; a tourist class — a morning flight.

III. The clerk is giving you information about tickets. Thank him and say that it is just what you want.

Model: There are two tickets for the morning flight, Lufthansa Company. — Oh, thank you. That's just what I need (want).

Use: a ticket for the first class KLM flight; a ticket for the morning flight BEA; three tickets for the business class Aeroflot; two tickets for the economy class, the morning flight Lufthansa.

IV. Reproduce the short dialogues "Booking Airline Tickets" in similar situations.

Grammar

THE PASSIVE VOICE (СТРАДАТЕЛЬНЫЙ ЗАЛОГ)

Сказуемое предложения может употребляться либо в действительном (active voice), либо в страдательном залоге (passive voice). Все глагольные формы в различных группах времен, рассмотренных ранее, давались в действительном залоге.

Форма страдательного залога в английском языке аналогична одной из форм страдательного залога в русском языке:

вспомогательный глагол to be + основной глагол в III форме

to be written — быть написанным

to be asked — быть спрошенным

В этой модели первый элемент (to be) формально является переменной величиной, а второй — постоянной, т. е. это всегда III форма конкретного глагола. Глагол to be изменяется в зависимости от:

1. Группы времен:

- simple (to be);
- continuous (to be being);
- perfect (to have been).

2. Времени совершения действия, лица, числа.

to be (simple)			to be being (continuous)		
Present	Past	Future	Present	Past	Future
am is are	was were	shall will	am is are	was were	shall will
} be			} being		
			} be being		

to have been (perfect)		
Present	Past	Future
have has	had been	shall will
} been		
} have been		

Итак, все сведения об образовании и употреблении той или иной группы времен, полученные ранее, пригодятся для постановки глагола *to be* в составе страдательного залога в нужную форму. Следует отметить, что в разговорной практике страдательный залог используется преимущественно во временах группы простого времени и в настоящем перфектном. Остальные формы встречаются в письменной речи с большей или меньшей степенью частотности. Необходимо также помнить, что в современном английском языке в будущем времени всех временных групп вспомогательный глагол *will* вытесняет глагол *shall* и может употребляться со всеми лицами.

Active Voice (simple)	Passive Voice (simple)
<p>1. Peter the First <i>founded</i> our city in 1703. — Петр I <i>основал</i> наш город в 1703 году.</p> <p>2. A lot of students <i>study</i> foreign languages at the University. — Многие студенты <i>изучают</i> иностранные языки в университете.</p> <p>3. <i>I'll post</i> the letter immediately. — Я <i>отправлю</i> письмо немедленно.</p>	<p>1. Our city <i>was founded</i> by Peter the First in 1703. — Наш город <i>был основан</i> Петром I в 1703 году.</p> <p>2. Foreign languages <i>are studied</i> by a lot of students at the University. — Иностранные языки <i>изучаются</i> многими студентами университета.</p> <p>3. The letter <i>will be posted</i> immediately. — Письмо <i>будет отправлено</i> немедленно.</p>

Exercises

I. Read and translate the following lines paying attention to the passive voice.

About Books

First, books are written by writers. Then they are printed by printers. After that books are sold by booksellers, bought by people and they are read by thousands of readers.

II. Describe the following processes as it has been done in exercise I:

1. Films

to make (by film-makers)

to shoot (shot) (by cameramen) — снимать фильм

to show (showed, shown) at the cinemas

to see (by audience ['ɔ:diəns] — зрителями)

to criticise ['krɪtɪsaɪz] (by critics)

2. Houses

to construct (by builders)

to accept (by commission) — принимать

to tenant ['tenənt] — заселять

to live in

3. Vegetables

to plant [plɑ:nt] (by farmers) — сажать

to grow (grew, grown)
 to pick up — собирать
 to deliver [di'livə] to the shops — доставлять в магазины
 to sell (sold)
 to buy (bought)

III. Match the beginning of each sentence in the left-hand column to the end of the sentence to make a complete statement about inventions and discoveries.

- | | |
|--|---|
| 1. The telephone | a) was opened in Pasadena in 1948 |
| 2. The first flight | b) was devised by Sony in 1978 |
| 3. The first radio message | c) was made by Wright in 1903 |
| 4. The laws of pendulum | d) was produced by Penguin in 1935 |
| 5. The value of pi —
(π) (3.1416) | e) was discovered by Columbus in 1492 |
| 6. The Walkman | f) was transmitted by Marconi in 1895 |
| 7. The first heart transplant | g) were established by Galileo in 1591 |
| 8. The first paperback book | h) was performed by Barnard in 1967 |
| 9. The American continent | i) was calculated by Archimedes in the 3rd century B.C. |
| 10. The first MacDonald's | j) was invented by Bell in 1876 |

Do you remember any other inventions and discoveries? With what names are they connected?

IV. Change the sentences according to the model. Pay attention to the tense of the predicate.

Model: T.: Yuri Dolgoruky **founded** Moscow in 1147.
 St.: Moscow **was founded** in 1147 by Yuri Dolgoruky.

1. In autumn farmers pick up vegetables and fruit. 2. Next year pupils will study some new subjects at school. 3. I earned the money and spent it at once. 4. The plant produces modern machinery. 5. The meeting has just begun. They are discussing an important problem. 6. Our country launched the first sputnik into space in 1957. 7. A lot of tourists visit St.- Petersburg in summer. 8. We'll send this letter immediately. 9. He told me that he had bought the book two days before. 10. Our laboratory will have finished the test by the end of the next week. 11. When we came there, Professor B was making a report. 12. The students have just translated this text.

V. Answer the questions according to the model.

T.: Novels are written by writers. And poems?

St.: Poems are written by poets.

1. Literature and languages are taught at the University, and what about medicine? (at the Medical University) **2.** Our city was founded in 1703. And Moscow? (in 1147) **3.** The first sputnik was launched into space in 1957. And what about the first manned spaceship? (in 1961) **4.** The exercise has been already translated. And what about the text? (not yet) **5.** The telegram must be sent today. And the letter? (later) **6.** Tea is served in all long-distance trains. And coffee? (not)

VI. Translate into English paying attention to the tense of the predicate in the passive voice.

1. Каждый год в нашем городе строится много новых жилых домов. **2.** Этот дом был построен в прошлом году. **3.** В следующем году в нашем районе будет построено несколько новых домов. **4.** Посмотри, какой высокий дом строится в конце улицы. **5.** Этот дом строился, когда мы сюда приехали. **6.** Тот новый многоэтажный дом только что построили. **7.** К тому времени, когда мы сюда приехали, этот дом был уже построен. **8.** Их дом будет построен к концу следующего года.

Grammar

The Peculiarities of the Passive Voice in English

(Особенности страдательного залога в английском языке)

В английском языке страдательный залог (пассив) имеет более широкую сферу применения в сравнении с русским. Главным образом это связано с тем, что в русском языке пассив образуется только от переходных глаголов, в то время как в английском — и от переходных, и от непереходных. К тому же, понятие переходности не всегда трактуется одинаково в двух языках. Это не означает, что залоговые отношения в обоих языках не могут совпадать. Как показывают примеры, приводимые выше, английским предложениям со сказуемым в страдательном залоге могут соответствовать аналогичные предложения в русском языке. Однако, ввиду определённых языковых различий, достаточно частотны случаи, когда английские предложения со сказуемым в страдательном залоге переводятся на русский язык неопределённо-личными предложениями со сказуемым

в действительном залоге. Примеры, данные ниже, демонстрируют эту закономерность.

1. Форма страдательного залога распространена в английском языке со следующими переходными глаголами: to ask, to send, to answer, to help, to tell (велеть), to show, to give, to offer, to take, to present и др.

В соответствующем русском предложении такие отношения передаются сказуемым в действительном залоге в составе неопределенно-личного предложения:

He *is often asked* to help with the job. — Его часто *просят* помочь в работе.

I *was told* to inform him about it. — Мне *велели* сообщить ему об этом.

Запомните, что в таких предложениях местоимения I, he, she и т. д. переводятся на русский язык как «меня, мне», «его, ему», «ее, ей» и т. д.

2. Такая же закономерность наблюдается в предложениях, в которых сказуемое выражено непереходным глаголом, требующим предложного дополнения: to speak about smb., smth., to send for smb., smth., to live in, to look at smb., smth., to laugh at smb., smth., to insist on (upon) smth. (настаивать на чем-либо), to rely on (upon) smb., smth. (полагаться на кого-либо, что-либо) и некоторыми другими глаголами:

The house *is not lived in*. — В этом доме *не живут*.

The doctor *has been sent for*. — За доктором *послали*.

3. Залоговые несоответствия наблюдаются и при переводе на русский язык английских предложений со сказуемым, выраженным переходным глаголом, который в русском языке является непереходным, а потому не образует форму пассива. Это следующие глаголы: to follow smb., smth. (следовать за кем-л., чем-л.), to influence smb., smth. (влиять на кого-л., что-л.), to affect smb., smth. (воздействовать на кого-л., что-л.), to need smb., smth. (нуждаться в чём-л., ком-л.), to answer smb., smth. (отвечать кому-л., на что-л.) и некоторые другие глаголы, требующие, в отличие от русского языка, беспредложного управления:

He *was influenced* by his friend. — На него *оказал* влияние его друг.

He *is always followed* by a group of teenagers. — За ним всегда *идет* (следует) группа подростков.

Предложения, содержащие глаголы этой группы в страдательном залоге, на русский язык переводятся личными предложениями (в отличие от неопределённо-личных предложений, иллюстрирующих употребление глаголов, упомянутых в пунктах 1 и 2) с инвертированным порядком слов, при котором подлежащее помещается после сказуемого.

Следует также обратить внимание на то, что предложения с глаголами в страдательном залоге, упомянутыми в пунктах 2 и 3, в русском варианте начинаются с предложного дополнения.

Exercises

VII. Translate into Russian.

1. I was given a very interesting book to read. 2. We were told to translate the text and to learn the new words. 3. This problem will be insisted on. 4. Films of this film-maker are much spoken about. 5. These people cannot be relied on. 6. Poor girl! She is often laughed at by everybody. 7. This picture is always looked at with great interest. 8. Today we have been given much homework. 9. The lecture was followed by a new documentary film. 10. He said that he had been sent on business to the Far East. 11. The question was not answered.

VIII. Choose the right Russian variant.

1. The results of the experiment were influenced by the previous data.
 - a. Результаты эксперимента повлияли на предыдущие данные.
 - б. На результаты эксперимента повлияли предыдущие данные.
 - в. Предыдущие данные повлияли на результаты эксперимента.
2. His business trip has been insisted on by the chief.
 - a. На его командировке настоял шеф.
 - б. Он настоял на командировке шефа.
 - в. Шеф настоял на его командировке.
3. The report was followed by a lot of questions.
 - a. Много вопросов последовало за докладом.
 - б. За докладом последовало много вопросов.
 - в. За докладом следует много вопросов.
4. This scientist is often referred to by the authors of scientific papers.
 - a. Авторы научных статей часто ссылаются на этого ученого.
 - б. На этого ученого часто ссылаются авторы научных статей.
 - в. На этого ученого часто ссылались авторы научных статей.

IX. A. Answer the questions using the predicate in the passive voice.

1. How much money are you paid every month? **2.** Are you given a bonus? How often? **3.** What presents were you given for your last birthday? **4.** Who was invited to your birthday party? **5.** When is Christmas celebrated in our country? **6.** Are you often sent on business to other towns (cities)? When were you sent on business last time? **7.** What homework have you been given for today's English lesson?

B. On the basis of the questions given above ask indirect questions beginning with the words *Can (Could) you tell me or I wonder*.

X. Study the models and answer the following questions.

1. T.: What follows winter? — Что следует за зимой?

St.: Spring follows winter. — Весна следует за зимой.

2. T.: What is followed by winter? — За чем следует зима? (Что сопровождается зимой?)

St.: Autumn is followed by winter. — За осенью следует зима. (Осень сопровождается зимой.)

3. T.: What is winter followed by? — Что следует за зимой? (Чем сопровождается зима?)

St.: Winter is followed by spring. — За зимой следует весна. (Зима сопровождается весной.)

1. What follows April? **2.** What is January followed by? **3.** What followed the discovery of atom? (the use of atom for military purposes) **4.** What follows night? **5.** What is followed by night? **6.** What is summer followed by? **7.** What will follow the film? (discussion)

XI. Translate into English using the predicate of the sentence in the passive voice.

1. Лекцию посетило много студентов. **2.** Им не сразу сообщили об этом событии. **3.** В этом доме не живут зимой. **4.** На письмо необходимо ответить немедленно. **5.** За лекцией последовал новый документальный фильм. **6.** На этих условиях (terms) будут настаивать. **7.** Вас просили сделать это. **8.** Об этом романе много говорят. **9.** На ее госпитализации настаивали врачи. **10.** Господин Смит — известный ученый, на его научные работы часто ссылаются. **11.** На телефонный звонок никто не ответил. **12.** Дверь открылась, и все увидели госпо-

дина Брауна, за которым следовала его жена. **13.** На улице к нам обратился какой-то прохожий. **14.** Он обратился за работой в одну фирму, но ему отказали.

Grammar

The Passive Voice with Modal Verbs

(Страдательный залог с модальными глаголами)

Модальные глаголы, относящиеся к классу недостаточных глаголов, наряду с некоторыми другими формами, не имеют форм страдального залога. Противопоставление действительный / страдательный залог в этом случае выражается изменением залоговых характеристик инфинитива:

to offer — to be offered;

to have offered — to have been offered.

We *cannot rely* on his words. — Мы *не можем положиться* на его слова.

His words *cannot be relied on*. — На его слова *нельзя положиться*.

Exercises

XII. Translate into Russian.

1. Traffic signs must be followed by all people, pedestrians or drivers.
2. Traffic rules must not be broken, otherwise you will not avoid collision.
3. Crimes must be investigated and punished. 4. Spelling and grammar rules should be followed by those who learn foreign languages.
5. Changeable weather cannot be relied on. 6. Remember that promises must be kept. 7. Who may be admitted to the University according to the local rules? 8. This job cannot be done for the short period; you need at least three more days.

XIII. Practise in the use of the passive voice with modal verbs.

1. What people among those given below can or cannot be relied on?

Men of their word; pessimists; real friends; lazy students; honest people; liars; political figures; dishonest people; optimists.

Can you continue the list?

2. What factors among those enumerated below must be or must not be taken into account when applicants (абитуриенты) are admitted to the University?

A sex; education; a nationality; scientific interests; bad habits; a place of residence; a race; the property possessed; a talent; features of character; a marital status.

Can you continue the list?

3. What measures should be taken for raising the living standard of the population? While answering use the basic model:

Something **should be done** for that.

The living standard of the population **should be raised**.

Use: to increase salaries and wages; to reduce prices for consumer goods; to provide people with worthy accommodation; to increase pensions; to raise labour productivity; to bring down inflation; to develop market economy; to introduce changes into the sphere of education and medicine; to settle the transport problems; to lower the level of unemployment.
And what else?

XIV. Translate into English using modal verbs with the passive infinitive.

1. Люди, на которых нельзя положиться, называются ненадежными.
2. Все правила уличного движения необходимо строго соблюдать.
3. Нельзя работать бесплатно; любая работа должна оплачиваться своевременно.
4. За маленькими детьми нужно присматривать, а за старыми людьми — ухаживать.
5. На этот метод не следует ссылаться — он устарел.
6. Этот дом летний, поэтому в нем нельзя жить зимой.
7. Литература и иностранные языки как общеобразовательные предметы должны быть включены в программу университета.
8. Деньги, взятые в долг, должны быть возвращены вовремя.
9. Этого ученого с докладом о его последнем открытии следует пригласить на конференцию.
10. Этот текст нельзя перевести без словаря — он слишком труден.
11. На его поездке за границу нужно настаивать.
12. Фильм был настолько интересный, что его нельзя забыть.

Unit

FOURTEEN

Conversation: At the Customs

Grammar: The Sequence of Tenses Rule. Indirect Speech

Text

Read the text.

At the Customs

Every day many people travel throughout the world either on business or for pleasure. Those who cross the frontier of the state have to go through customs.

The customs service is designed for carrying out customs control to regulate import and export of goods and currency. The place where customs or duties are paid is called a customs house.

Every country has its own customs legislation, and if you are going abroad you are supposed to learn the rules of leaving and entering the foreign state. To be on the safe side, you should know what is allowed or prohibited to be brought into or taken out. Before packing your luggage consult the prohibited articles list which is available at the customs.

Among the articles that are prohibited for taking out of the country in accordance with customs legislation of all states you will find works of art, different types of prints, manuscripts, valuable musical instruments, cancelled securities, numismatics, stamps and other articles of artistic, historical and cultural value.

Though strict prohibition applies to antiques, you may be allowed to take some original painting or drawing out provided you got a special licence for it and paid duties.

The list of prohibited commodities both for bringing into and taking out also includes arms, explosives, military equipment and drugs.

Everybody leaving for a foreign country ought to know that there can be articles liable to duty and duty free. As a rule, personal belongings, gifts and souvenirs (the cost of the latter must not exceed a certain limit

stipulated by the customs regulation) are duty free. Money not declared and therefore concealed from the customs control is liable to confiscation as smuggling. Prohibited or restricted articles though declared are usually detained, and the traveller can collect them on his way back.

When the passenger enters or leaves the country, he must fill in an entry or exit declaration which is to be produced to the customs officer. The passenger is to fill in his name, citizenship, country of residence, permanent address, purpose and duration of his visit in block letters. He must also declare all dutiable articles.

To make a trip to most countries every traveller must have a visa, single, multiple or transit, which is issued by the Foreign Embassy or Consulate. The visa may be prolonged in case of necessity, but the time for which it is valid must not expire, otherwise the traveller will not be allowed to leave the country. The overseas passport is also necessary. All the documents are carefully studied by the customs officer.

To go through customs means to have your luggage inspected by customs men. The traveller puts his bags and suitcases on the moving conveyor belt for checking. To prevent smuggling, modern methods and techniques have been developed which help customs officers examine the inside of the luggage. TV cameras and monitors are installed everywhere at the customs house. When the passenger puts his hand luggage on the conveyor belt, special monitors are scanning the enclosure. They are able to detect every thing, even if it has been concealed in the very secret corner. Customs men know from experience the exact places of concealment of goods. It may be a double bottom or cover of the suitcase, a hollowed book, an inside pocket, a toothpaste tube, a stick; even toys and dolls can be used for that. Customs officers are trained to recognise travellers who are carrying something illegally and they can prevent smuggling. The smuggling of drugs has increased a great deal in the recent years and has become a world problem. Customs men in different countries supply one another with helpful information.

In the United Kingdom there is a system of red and green symbols in operation at big airports. If you have nothing more than the allowances and no prohibited or restricted goods or goods for commercial purpose, go straight through the channel indicated by the green symbol unless the officer on duty asks you to stop.

If you have more than the allowances or if you carry prohibited or restricted goods or goods for commercial purpose, go to the channel indicated by the red symbol.

So, if you follow the customs instructions and if you do not break any law, you will enjoy your trip abroad.

Words and Expressions

at the customs [... 'kʌstəmz] — на таможене

a frontier ['frʌntiə / frʌn'tiə] — граница (между государствами)

to go through customs — проходить таможенный досмотр

to be designed for smth. [... di'zaɪnd ...] — быть предназначенным для чего-л.

to carry out ['kæri] — осуществлять

goods — товары

currency ['kʌrənsi] — валюта

to pay customs (duties) — платить таможенную пошлину

a customs house — таможня

legislation [ˌledʒɪ'sleɪʃn] — законодательство

to prohibit [prə'hɪbɪt] — запрещать

an article ['ɑ:tɪkl] — предмет (для ввоза или вывоза)

a print [prɪnt] — гравюра, эстамп

a manuscript ['mænjʊ'skrɪpt] — рукопись

valuable ['væljʊəbl] — ценный

cancelled securities ['kænsəld sɪ'kjʊərətɪz] — аннулированные ценные бумаги

numismatics [ˌnju:mɪzmætɪks] — нумизматика (употребляется как ед. число)

artistic [ɑ:'tɪstɪk] — художественный

value ['vælju:] — ценность

strict prohibition [... ˌprəʊɪ'bɪʃn] — строгий запрет

to apply to smth. [ə'plai ...] — зд.: распространяется на что-л.

an antique [æn'ti:k] — антикварная вещь

an original painting [ə'ɹɪdʒnəl 'preɪntɪŋ] — подлинник живописного полотна

a drawing ['drɔ:ɪŋ] — рисунок

provided [prə'vaɪdɪd] — при условии

a commodity [kə'mɒdɪti] — товар

arms [ɑ:mz] — оружие
 an explosive [ɪk'spləʊsɪv] — взрывчатое вещество
 military equipment [ˈmɪlɪt(ə)rɪ ɪ'kwɪpmənt] — военное оборудование
 drugs — наркотики
 liable to duty [ˈlaɪəbl ...] — подлежащий обложению таможенной
 пошлиной
 duty free [ˈdju:ti ˈfri:] — не облагаемый таможенной пошлиной
 personal belongings [ˈpɜ:sənəl bɪ'lɒŋɪŋz] — личные вещи
 a gift — подарок
 to stipulate [ˈstɪpjʊ,leɪt] — обуславливать, оговаривать
 to declare smth. [dɪ'kleə] — вносить что-л. в декларацию
 to conceal [kən'si:l] — скрывать, утаивать
 restricted articles [rɪ'strɪktɪd...] — предметы, вывоз которых разрешен в
 ограниченных количествах
 to detain [dɪ'teɪn] — задерживать
 to collect [kə'lekt] — забирать
 an entry declaration [ˈentri ,deklə'reɪʃn] — декларация при въезде (в
 страну)
 an exit declaration [ˈeksɪt ...] — декларация при выезде (из страны)
 a customs officer [...'ɒfɪsə] — работник таможни
 citizenship [ˈsɪtɪznʃɪp] — гражданство
 the purpose and duration of the visit [ˈpɜ:pəs ... dʒu'reɪʃn] — цель и
 продолжительность визита
 in block letters [blɒk ...] — печатными буквами
 dutiable [ˈdju:tjəbl] — подлежащий обложению таможенной
 пошлиной
 a single visa [ˈsɪŋɡl ˈvi:zə] — однократная виза
 a multiple visa [ˈmʌltɪpl ...] — многократная виза
 a transit visa [ˈtrænsɪt ...] — транзитная виза
 to issue a visa [ˈɪʃju: ...] — выдавать визу
 an Embassy [ˈembəsi] — посольство
 a Consulate [ˈkɒnsjʊlət] — консульство
 to prolong a visa [prə'lɒŋ ...] — продлевать визу
 in case of necessity [... nə'sesəti] — в случае необходимости
 to be valid for [...'vælɪd...] — быть действительным, иметь силу до ...
 to expire [ɪk'spaɪə] — истекать (о сроке)
 an overseas passport [ˈoʊvə'si:z ˈpɑ:spɔ:t] — заграничный паспорт

to prevent smuggling [pri'vent 'smʌɡlɪŋ] — предотвращать контрабанду

to scan the enclosure ['skæn ... ɪn'kləʊʒə] — просматривать вложение concealment [kən'si:lmənt] — сокрытие

a double bottom ['dʌbl 'bɒtəm] — двойное дно

a hollowed book ['hɒləʊd ...] — книга с вырезанными страницами

a stick [stɪk] — трость

a doll [dɒl] — кукла

to train [treɪn] — обучать

to recognise ['rekəɡ,naɪz] — узнавать

illegally [ɪ'li:gəli] — незаконно, нелегально

an allowance [ə'laʊəns] — то, что разрешено к вывозу

a law [lɔ:] — правило, закон

Exercises

I. Answer the questions.

1. In what case does a traveller have to go through customs? **2.** Why are customs houses set up on the frontiers? **3.** What are the functions of a customs officer? **4.** What goods are prohibited for bringing into and taking out by all countries? **5.** What articles must not be taken out in accordance with the Russian customs legislation? **6.** What things can be brought into and taken out duty free? Which are liable to duty? **7.** What articles can be confiscated or detained at the customs house? **8.** Is smuggling through the customs possible? What is invented to prevent it? **9.** What must be declared in the declaration form?

II. Go on with enumerating.

1. Articles that are duty free are personal belongings, ... **2.** The following papers are needed for going through customs: a visa, ... **3.** A visa can be issued as single, ... **4.** In the prohibited articles list one can find antiques, ... **5.** Among the articles liable to duty passengers can find some original paintings, ... **6.** In the declaration form a traveller must write down the country visited, ... **7.** A conveyor belt, ... are installed at the customs house to search the tourist's luggage. **8.** Customs men know the exact places of concealment of goods. It may be an inside pocket, ...

III. Enumerate some customs regulations concerning the things brought into or taken out (at least four of them).

IV. Speak about filling in the declaration form. These questions will help you.

1. What items are included in the declaration form? **2.** Why are two kinds of declaration used: entry and exit? **3.** How ought the declaration form to be filled in, in handwriting or typewriting? **4.** What things must be declared? And how about currency? **5.** What other documents or papers besides the declaration form does a traveller need?

V. Describe the procedure of searching the traveller's luggage. Name all devices and instruments designed for examining suitcases and bags.

VI. Speak about the system of red and green symbols at the customs house at big airports of the United Kingdom.

VII. Say what measures contribute to preventing smuggling through the customs.

VIII. Say what the customs officer would like to know.

Model 1: Can I see your declaration, Mr. Tompson? — The customs officer is asking Mr. Tompson to show him his declaration.

1. Can I see your cash, please? **2.** Could you produce your overseas passport? **3.** Will you, please, open your suitcase, Mr. Green? **4.** Can I see your transit visa, please? **5.** Could you show me your exit declaration, Mrs. O'Hara? **6.** Can I see your camera, Mr. Robertson?

Model 2: Have you filled in your exit declaration? — The customs officer is asking the traveller if (whether) he has filled in his exit declaration.

1. Have you got any things liable to duty? **2.** Have you declared all your money, Mr. Brown? **3.** Is this your suitcase, Mrs. Priestly? **4.** Are you taking out any spirits and cigarettes? **5.** Have you got a transit visa? **6.** Are you bringing into any commercial goods?

IX. The traveller would like to know something from the customs officer. Say what he wants to know beginning with the introductory phrase *The traveller (tourist, passenger) is asking the customs officer.*

1. Where can I find out the customs regulation? **2.** What things can be taken along duty free? **3.** Must I pay extra duty for this? **4.** Where will the

customs procedure take place? **5.** Am I permitted to have 20 cigarettes?
6. Where can I get a customs declaration form?

X. This is a talk between the customs officer and the traveller.

— You declare here that you haven't got **weapons**. Do you confirm your written statement?

— I fully confirm my statement.

With your partner make up similar dialogues.

The customs officer is asking about: drugs, icons, antiques, military equipment, prohibited or restricted articles, manuscripts, numismatics.

Text

Read the text.

The Smuggler

Sam Lewis was a customs officer. He used to work in a small border town. It was not a busy town and there was not much work. The road was usually very quiet and there were not many travellers. It was not a very interesting job, but Sam liked an easy life. About once a week, he used to meet an old man. His name was Draper. He always used to arrive at the border early in the morning in a big truck. The truck was always empty. After a while Sam became suspicious. He often used to search the truck, but never found anything. One day he asked Draper about his job. Draper laughed and said, "I am a smuggler."

Last year Sam retired. He spent his savings on an expensive holiday. He flew to Bermuda, and stayed in a luxury hotel. One day he was sitting by the pool and opposite him he saw Draper drinking champagne. Sam walked over to him.

Sam: Hello, there!

Draper: Hi!

Sam: Do you remember me?

Draper: Yes ... of course I do. You're a customs officer.

Sam: I used to be, but I'm not any more. I retired last month. I often used to search your truck ...

Draper: ... but you never found anything!

Sam: No, I didn't. Can I ask you something?

Draper: Of course you can.

Sam: Were you a smuggler?

Draper: Of course I was.

Sam: But ... the truck was always empty. What were you smuggling?

Draper: Trucks.

(B. Hartley and P. Viney. *Streamline English. Connections*. — Oxford: Oxford University Press, 1989. P. 95)

Words and Expressions

a border [ˈbɔːdə] — граница

quiet [kwaɪət] — тихий

a truck [trʌk] — грузовик

to become suspicious [... səˈspiʃəs] — начать подозревать что-то

to search [sɜːtʃ] — обыскивать

a smuggler [ˈsmʌɡlə] — контрабандист

to retire [rɪˈtaɪə] — выходить в отставку

Bermuda [bɜːˈmjuːdə] — Бермудские острова

XI. Answer the questions.

1. What was the place where Sam Lewis worked as a customs officer?
2. There wasn't much work there, was there? 3. Who regularly arrived at the border? 4. Did the customs officer search the truck carefully? 5. Sam tried to prevent smuggling, didn't he? Did he manage to do it? 6. Where did Sam Lewis go after he had retired? 7. Who did he meet there? 8. What did he learn about Draper? 9. Sam Lewis and Draper both liked an easy life and luxury, didn't they? Do you like an easy life?

XII. Say why Sam Lewis was not a professional customs officer. What personal features did he lack? The first is that he was indifferent to his job. Name the others.

XIII. Mark with a tick the following qualities that in your opinion a professional customs officer should have.

1. A real customs officer must be:

- patient
- sly
- kind
- strict
- absent-minded
- concentrated

- evil
- polite
- shy
- clever
- physically strong
- just
- talkative

2. A customs officer must have:

- perspicacity ([,pɜːspɪˈkæsɪtɪ] — проницательность)
- intuition
- an attractive appearance
- knowledge in man's psychology
- higher education
- strong muscles

XIV. Think of at least five measures which can be taken to prevent the smuggling of articles of original art.

Dialogue

Read the dialogue.

Going Through Customs at the Airport

Daniela: Hello!

John: Hi!

Daniela: Do you know which channel to go through?

John: No. Let's ask a customs officer.

Daniela: Excuse me. Could you tell me which channel to go through?

Officer: If you've got anything to declare you go through the red channel. If you haven't got anything to declare you go through the green channel.

Daniela: How do I know if I have anything to declare?

Officer: Are you staying in Britain for more than six months?

Daniela: No.

Officer: Well, the amount of goods you can bring in without paying duty depends on where you bought them. You can have two hundred cigarettes, one litre of spirits, two litres of wine and presents worth twenty-eight pounds if you bought them in a country not in the EEC¹. If you

¹ EEC — European Economic Community (the Common Market), the old name for the European Union (the EU)

bought them in an EEC country, you can have three hundred cigarettes, one and a half litres of spirits, four litres of wine and presents worth a hundred and twenty pounds.

John: Right. I have one and a half litres of brandy and three litres of wine that I bought in Italy. I don't have any presents. That means I don't have anything to declare.

Officer: That's right. You can go through the green channel.

Daniela: I've only got two hundred cigarettes and a litre of whisky that I bought on the plane, but I've got a camera that I bought in Italy that cost two hundred pounds. It's a present for a friend of my father's.

Officer: Then you must go through the red channel.

Daniela: Thank you. (*to John*) Shall we meet at the airport shop?

John: Sure.

(*Daniela goes to the red channel.*)

Officer: Have you got any spirits, wine or tobacco in excess of the duty free allowance?

Daniela: No, I've got this bottle of whisky and these cigarettes.

Officer: That's all right. Have you got any presents that you intend to leave in Britain?

Daniela: Yes, I've got this camera — it cost two hundred pounds. I bought it in Italy.

Officer: Have you got a receipt for the camera?

Daniela: Yes. Here it is.

Officer: Thank you. If you wait a minute, I'll tell you how much duty you have to pay on it.

Daniela: Thank you.

(*What to Say.*

BBC Radio and Television Course. London, 1987.)

Exercises

XV. Answer the questions.

1. In what case does the tourist have to go through the red channel at the English airport? 2. Who is the green channel intended for? 3. Is there a limit to a number of articles the tourist intend to bring in? 4. What is more advantageous for a tourist visiting Great Britain, to buy goods in the EU countries or in the countries of other communities? 5. Why didn't John have to declare anything at the airport? 6. Why did Daniela have to declare a camera?

XVI. Go on with enumerating the factors that influence whether you have to declare things brought into Great Britain or not.

It depends on:

- 1) if you intend to stay in the country for more than six months.
- 2) where you ...
- 3) the amount of goods ...
- 4) the price of the present ...

XVII. A. According to the British customs legislation, if you bring in goods, bought not in the EU country, the amount or the price is the following:

for cigarettes —
for spirits —
for wine —
for presents —

B. If you bring in goods bought in one of the EU countries, the amount or the price is different:

for cigarettes —
for spirits —
for wine —
for presents —

XVIII. Translate into English.

1. В таможене британского аэропорта турист должен проходить либо через зеленый, либо через красный «коридор» в зависимости от количества и стоимости ввозимых товаров. 2. Через зеленый «коридор» идут те, кому ничего не нужно заносить в декларацию. 3. Таможенный служащий должен знать, куплены ли ввозимые товары в странах Европейского Союза или в других странах. 4. Для товаров, приобретенных в одной из стран Европейского Союза, существуют льготы. 5. Если стоимость подарков превышает определенный лимит, турист должен платить пошлину за них. 6. Если количество алкоголя и табачных изделий не превышает норму, они не подлежат обложению таможенной пошлиной.

XIX. Reproduce the dialogue "Going Through Customs at the Airport".

THE SEQUENCE OF TENSES RULE (ПРАВИЛО СОГЛАСОВАНИЯ ВРЕМЕН)

Согласование (или последовательность) времен — это определенная грамматическая зависимость времени глагола придаточного предложения от времени глагола главного предложения. Такая последовательность времен соблюдается в сложноподчиненных предложениях с придаточным дополнительным.

Правило согласования времен гласит: если глагол главного предложения употребляется в прошедшем времени, то в придаточном может быть употреблено только одно из прошедших времен (*past simple*, *past continuous*, *past perfect*, *past perfect continuous* или *future in the past*). Формы настоящего и будущего времени недопустимы. Отсюда следует, что, если глагол главного предложения представлен формами настоящего и будущего времени, то в придаточном предложении может быть употреблено любое время, требующееся по смыслу.

Для смысла предложения не безразлично, какое из прошедших времен английского языка будет употреблено в придаточном предложении. Этот выбор зависит от временного взаимодействия двух глаголов — главного и придаточного предложения:

1. Если действие (процесс, состояние), передаваемое глаголом придаточного предложения, происходит одновременно с действием (процессом, состоянием), обозначенным глаголом главного предложения, то в придаточном предложении используется либо прошедшее простое (*past simple*), либо прошедшее длительное (*past continuous*), либо прошедшее совершенно-длительное (*past perfect continuous*).

1. I *thought* (that) you *knew* about my arrival. — Я *думал*, что ты *знаешь* о моем приезде.

2. The little boy *said* (that) his mother *was washing* the dishes while his father *was lying* on the sofa. — Маленький мальчик *сказал*, что его мама *моет* посуду, а папа *лежит* на диване.

3. I *didn't know* (that) you *had been waiting* for me so long. — Я *не знал*, что вы *ждете* меня так долго.

2. Если действие (процесс, состояние), выраженное глаголом в придаточном предложении, предшествует действию (процессу, состоянию), обо-

значенному глаголом главного предложения, то в придаточном предложении употребляется прошедшее совершенное (past perfect) или прошедшее совершенно-длительное (past perfect continuous), поскольку именно грамматическое время past perfect и передает действие, которое может квалифицироваться как предпрошедшее (т. е. предшествующее другому прошедшему).

1. He *declared* (that) he *had* already *been* there. — Он *заявил*, что уже *побывал* там.

2. The scientist *stated* (that) he *had been investigating* the problem for a decade. — Ученый *сообщил*, что он *занимается* этой проблемой в течение десяти лет.

3. Если действие (процесс, состояние), выраженное глаголом в придаточном предложении, следует за действием (процессом, состоянием), обозначенным глаголом главного предложения, то в придаточном предложении употребляется так называемое будущее в прошедшем, которое образуется при помощи вспомогательных глаголов *should* и *would* и инфинитива смыслового глагола без частицы *to*. Следует помнить, что в I лице единственного и множественного числа может употребляться глагол *would*:

should
would

write (future simple in the past)
be writing (future continuous in the past)
have written (future perfect in the past)

1. He *said* (that) he *would be waiting* for me at the appointed time. — Он *сказал*, что *будет ждать* меня в назначенное время.

Exercises

I. Transform the following sentences into subordinate clauses of object introducing them with the phrases *I knew*, *I thought*, *He said*. Change the tense of the verb in the clause according to the sequence of tenses rule. Change pronouns where necessary.

1. My friend was born in Moscow, and since that time he has been living there. **2.** If the weather is fine on Sunday, they will go to the country.

3. Everybody is going to attend the scientific conference which is held in our city in May. **4.** The goods that have been exported from Sweden are of

high quality. **5.** His knowledge of English is quite satisfactory though he makes some grammar mistakes. **6.** The TV programme does not seem interesting and viewers cannot expect any positive changes in it. **7.** The books you need are in great demand everywhere. **8.** I have to do a lot of work about the house: washing up, doing the flat, cooking are my duties. **9.** He does not have to take a bus — he lives near the University. **10.** The letter of congratulation was sent in advance, and they certainly have received it. **11.** Last month my colleague went abroad where he intended to stay for two weeks.

II. Translate into English.

1. Он сказал, что вернется поздно. **2.** Я знал, что он не прав, но надеялся, что он поймет это сам. **3.** Мы не предполагали, что это займет у нас так много времени. **4.** По радио сообщили, что погода будет меняться. **5.** Они сказали, что уже провели эксперимент и довольны результатами. **6.** Я не понимаю, о чем ты спрашиваешь. **7.** Мы наконец поняли, что вам нужно. **8.** Я не знаю, что находится в этом здании сейчас. **9.** Она сказала, что по дороге домой всегда заходит в магазин. **10.** Я не знал, что он принимал участие в конференции и делал доклад.

III. Do the exercise in accordance with the model. Don't forget to make the necessary changes.

Model: She has lived abroad for five years. — **I didn't know** (that) she **had lived** abroad for five years.

1. The film festival completed its work a week ago. **2.** My colleague has gone to England on business. **3.** Commercial goods have always been liable to duty. **4.** She has been waiting for you since two o'clock. **5.** He has lost his job, and now he is unemployed. **6.** He has been living in this city since he was a child. **7.** You can prolong your visa in case of necessity. **8.** My foreign friends are going to send me an invitation for visiting Paris. **9.** It is better for you to have a multiple visa if you go abroad on business very often. **10.** When making a trip abroad a tourist can hold both foreign currency and travelling cheques.

Grammar

Indirect Speech. Indirect Statements

(Косвенная речь. Косвенные утверждения)

Правило согласования времен действует при передаче чужого высказывания или мысли в косвенной речи, если последняя вводится глаголом в прошедшем времени: *said, told somebody, thought, knew* и т. д. При этом временная форма глагола прямой речи трансформируется в косвенной речи не просто в одну из форм прошедшего времени, а именно в ту, которая является аналогом данной формы. Суть этого явления в том, что грамматическое время как бы опускается на одну ступень ниже. В большинстве случаев изменения происходят в пределах одной временной группы: *simple, continuous, perfect* или *perfect continuous* — с переводом формы настоящего (или будущего) времени в форму прошедшего. Однако иногда наблюдается сдвиг временных групп. В соответствии с правилом согласования времен изменение глагольных форм происходит следующим образом:

	Прямая речь	Косвенная речь
1)	present simple present continuous present perfect present perfect continuous	past simple past continuous past perfect past perfect continuous
2)	past simple past continuous past perfect past perfect continuous	past perfect past perfect continuous или остается без изменения не изменяется не изменяется
3)	future simple future continuous future perfect future perfect continuous	future simple in the past future continuous in the past future perfect in the past future perfect continuous in the past

Как видно из приведенной выше таблицы, в пунктах 1 и 3 временная группа сохраняется, а изменения касаются только самого плана времени, т. е. план настоящего (пункт 1) или план будущего (пункт 3) передвигается в план прошедшего.

Что касается пункта 2, то временной план и временная группа глаголов либо остаются без изменения (*past perfect* и *past perfect continuous*), так как в языковом выражении они составляют предельную степень передачи прошлых событий, либо прошедшее простое переходит в прошедшее совершенное, так как последнее передает события предпрошедшего плана.

В некоторых случаях правило согласования времен не действует. Это относится к придаточным дополнительным предложениям, в которых сообщается общеизвестная истина или факт:

The little boy *did not know* that an hour *is divided* into sixty minutes.

При наличии более чем одного придаточного предложения, даже если последующие предложения не являются дополнительными (они могут быть, например, определительными или обстоятельственными), правило согласования времен применяется ко всем частям предложения:

He *was sure* that they *would find* the man who *was so much spoken* about. — Он *был уверен*, что они *найдут* человека, о котором так много *говорят*.

Следует иметь в виду, что при переводе прямой речи в косвенную кроме глагольных форм изменениям подвергаются и другие компоненты предложения. Так, личные местоимения I лица единственного и множественного числа заменяются местоимениями III лица; местоимения II лица — местоимениями I или III лица единственного и множественного числа. Слова (указательные местоимения, наречия времени и места), в лексическом значении которых содержится указание на временную или локальную близость по отношению к говорящему, в косвенной речи заменяются соответствующими формами со значением удаленности:

Прямая речь	Косвенная речь
this	that
these	those
now	then, (at) that time
here	there
ago	before
today	that day
tomorrow	the next day
yesterday	the day before, on the previous day
last morning (night)	the previous morning (night)

Необходимо иметь в виду еще одно обстоятельство при переводе прямой речи в косвенную. Речь идет о семантически близких глаголах, употребление которых мотивируется определенными причинами. Прежде всего, они по-разному сочетаются с дополнением. Глагол to tell в прошедшем времени (told) всегда требует дополнения — беспредложного; Smb. told smb., а глагол to say (said) встречается и с дополнением, и без него. В первом случае дополнение — предложное: Smb. said to smb.

Во-вторых, употребление фразы *said to smb.* возможно только в словах автора, предваряющих прямую речь. В косвенной речи в этом случае используется глагол *said* без дополнения, а при необходимости назвать адресата — *told smb.*:

1. He *said to me*, "The investigation will take much time". — He *said* (that) the investigation would take much time.
2. The teacher *said to the students*, "The timetable has changed". — The teacher *told the students* (that) the timetable had changed.

Exercise

IV. Convert the statements given in direct speech into indirect speech.

1. The conductor said to the passenger, "You can get off at the next stop and change to a tram". 2. "I have never known this man, I have seen him for the first time", he declared. 3. "Yesterday it rained the whole morning, that is why I had to stay at home", my friend said when I asked him how he had spent his free time. 4. "In the first year you will be mostly taught general subjects", the dean answered when he was asked about the courses of lectures and practical classes. 5. "I like visiting new towns when I travel by train", my sister wrote in her first letter to me. 6. My companion said, "When we were children, we spent much time together, we played a lot, discussed books and films and enjoyed sports." 7. "I am cooking dinner and can't join you. I have been cooking it since the morning", my friend complained when I called her. 8. The journalist wrote, "The news spread very quickly and soon the whole town was full of rumours". 9. He said, "I wake up very late, have late breakfast, look through newspapers and journals and make some phone calls". 10. "I will ring you up when I need you", the boss said to his secretary.

Grammar

Indirect Questions (Косвенные вопросы)

Применение правила согласования времен в косвенных вопросах сопряжено с трудностями, связанными, во-первых, с изменением порядка слов, а во-вторых, с необходимостью учитывать то, какой вопрос, общий или специальный, содержался в вопросительном предложении. Поскольку косвенные вопросы не являются собственно вопросами (об этом свиде-

тельствует, в частности, отсутствие вопросительного знака), то сказуемое в таких предложениях занимает место справа от подлежащего (прямой порядок слов), как в утвердительном и отрицательном предложении. Косвенные вопросы предваряются интродуктивными фразами (на грамматическом уровне они выполняют роль главного предложения): *Somebody asked (inquired, wanted to know, wondered* и т. п.).

Если в прямой речи содержится специальный вопрос, то вопросительное слово, с которого начинается последний (*who, what, when, why* и т. д.), трансформируется в союз или союзное слово при переводе в косвенную речь. При этом изменяется порядок слов, если это не вопрос к подлежащему или к определению к подлежащему:

He asked me, "When did this event happen?"

He asked me when that event had happened.

При переводе прямой речи, в которой содержится вопрос к подлежащему, в косвенную порядок слов остается прежним, так как предложение со специальным вопросом к подлежащему — это единственное вопросительное предложение с прямым порядком слов, где функцию подлежащего выполняет само вопросительное местоимение *who (what)*:

The teacher asked the students, "Who is the inventor of radio?"

The teacher asked the students who was the inventor of radio.

Следует различать внешне похожие вопросы к подлежащему (с прямым порядком слов) и к именной части составного сказуемого (с обратным порядком слов). При переводе первых в косвенную речь глагол-связка *to be* помещается после союзного слова *who*, выполняющего роль подлежащего, в то время как во втором случае этот глагол занимает конечную позицию.

My friend asked me, "Who is this man?"

My friend asked me who that man was.

Чтобы подчеркнуть различие между этими двумя структурами в коммуникативном плане (что отражается в соответствующем грамматическом оформлении), сравним ответы, которые могли бы быть даны на два последних вопроса:

1. Who is the inventor of radio? (Вопрос к подлежащему) — Popov is (the inventor of radio). (Но не "The inventor of radio is Popov", что было бы возможно при других тема-рематических отношениях.) The teacher asked, who was the the inventor of radio.

2. Who is this man? (Вопрос к именной части составного сказуемого) — This man is my colleague. (My colleague.) (Но не "My colleague is (this man)" для данного случая.)

My neighbour asked, who that man was.

При передаче в косвенной речи общих или альтернативных вопросов, ввиду отсутствия у них вопросительных слов, функцию соединительных союзов выполняют слова *if* (для общих вопросов) и *whether ... or (if)* (для альтернативных):

1. I addressed a passerby with the question, "Can you tell me the way to the museum?" — I addressed a passerby with the question *if he could tell me the way to the museum*.

2. He asked me, "Is Moscow your native town or do you spend your holidays there?" — He asked me *whether Moscow was my native town or if I spent my holidays there*.

Все косвенные вопросы независимо от союза, которым они присоединяются к главному предложению, функционируют как придаточные дополнительные предложения. Лексические изменения при переводе из прямой речи в косвенную, указанные в разделе "Indirect Statements", остаются в силе и в этом случае.

Exercise

V. Convert the direct questions into indirect ones.

1. The passenger inquired of the booking office clerk, "When does the train leave for London?" 2. "Do you know who discovered X-rays?" asked me a schoolboy. 3. "Why do you look so upset? Has anything happened?" the mother asked her little son when he returned from school. 4. The passerby addressed a man with the question, "Is it too far to walk to the nearest hotel?" 5. I addressed the postman, "How many times a day do you deliver letters?" 6. I asked my friend, "Will you celebrate your birthday on Saturday or on Sunday?" 7. "Where did you spend your summer holidays?" my friend asked me when we met. 8. "Are you tired?" my grandmother asked and offered me a cup of strong tea. 9. "Who discovered the Law of Gravity?" the teacher inquired of the pupils. 10. "How old are these pyramids?" a tourist asked the guide.

Grammar

Indirect Requests, Orders and Short Answers

(Просьбы, приказания и краткие ответы в косвенной речи)

Прямая речь, содержащая просьбу (request) или приказание (order), переводится в косвенную речь с помощью инфинитива.

The secretary said to the man, "Please, don't smoke in the room."

The secretary *asked* the man *not to smoke* in the room.

Выбор глагола, предваряющего просьбу, зависит от характера самой просьбы, от намерения говорящего, а также от стиля речи. Наряду со стилистически нейтральным глаголом *to ask*, используются глаголы *to request* (для более официального стиля со скрытым значением приказа) и *to beg* (передает более вежливые отношения с эмоциональным оттенком).

The child said to his mother, "Buy me an ice cream, please!" — The child *begged* his mother *to buy* him an ice cream.

The customs officer said to the tourist, "Show me your visa and declaration form".

The customs officer requested the tourist *to show* him his visa and declaration form.

Косвенные приказания передаются глаголами *to tell* («сказать, чтобы» или «велеть»), *to order* и *to command*.

The policeman said to the man, "Stop and don't move!" — The policeman *ordered* the man *to stop* and *not to move*.

Краткие отрицательные и утвердительные ответы в косвенной речи выражаются следующим образом:

She hesitated and answered, "No" ("Yes").

She hesitated and answered *in the negative* (*in the affirmative*).

Exercises

VI. Say the following in indirect speech.

1. "Please, call me after five o'clock, I'll be at home that time", he said to his friend. 2. "Don't behave in this way, it is impolite", he said to the little boy

when everybody left the room. **3.** She paused a little and then said, “No. I can’t do this.” **4.** “Mummy, please, take me with you! I want to go there too”, the child said to his mother. **5.** The officer said to the soldiers, “Stand still and don’t talk!” **6.** The teacher thought for some seconds and then said, “Yes. Come here a little later”. **7.** “Come back”, said the warning voice of her mother, “and don’t let him see you off”. **8.** “Would you mind closing the window?” the girl said to the boy who was sitting next to her. **9.** The policeman addressed the man who had been arrested two days before, and said to him, “Sign this document!” **10.** “Never cross the street under the red light,” said the policeman to the pedestrian.

Unit

FIFTEEN

Conversation: Telephoning

Grammar: The Participle

Text

Read the text.

The Telephone Makes Communication Personal

A lot of technological changes have taken place in the world in recent years. Some of them are for the better, and some for the worse. Among all technological achievements computers and mobile phones have the greatest impact on our life. People can hardly do without them.

The telephone, a device for long-distance communication, was invented about 150 years ago. The first person to have patented the invention of telephone in 1876 was Alexander Graham Bell. The 20th century was the era of phone development and modernisation.

Now home and office telephones have been radically modified. They changed their design, form and colour. It is very convenient to fit your telephone with an answering machine: if you do not want to miss any business or private talk when you are out, a message of the caller will be recorded on the tape. A lot of people nowadays prefer equipping their telephones with a device that can automatically identify the number from which a person is making a call. What is more, rotary telephones (with a dial) have been replaced by touch-tone phones and other sophisticated functions.

No doubt, the telephone is a great convenience. It saves you time and gives a chance to be connected with the most remote parts of the world. A long-distance call can be made to another city or town in your country as well as abroad. For these calls you need to know the area code in the former case or the country and area code in the latter case. They are available either in the Internet or in the telephone directory. Here are the

area codes for some Russian cities: Moscow — 495, St. Petersburg — 812, Vladivostok — 423, Krasnoyarsk — 391, Murmansk — 815. Memorise the codes for some countries: France — 30 (the country code), Paris — 1 (the city code); Great Britain — 44 (the country code), London — 20 (the city code); the USA — 1 (the country code), New York — 212 (the city code), Latvia — 371 (the country code), Riga — 2 (the city code); Israel — 972 (the country code), Jerusalem — 2 (the city code).

Modern phones are presented mostly by mobiles, which support IP telephony and Wi-Fi. It is almost impossible to find a person nowadays who does not have a personal mobile phone which is rather compact, handy and easy to carry around. Mobile phones combine in themselves a lot of options; they are multifunctional. Their users can make not only instant calls, but also send text messages, take photos, check an e-mail, listen to music, play games and so on. People are so accustomed to mobiles that they feel quite helpless when they leave them at home.

However we cannot deny that mobiles provoke a number of problems, not only psychological. Communication has become quite impersonal: pressing buttons, touching the screen, sending text messages — every action without making eye contact. But the greatest disadvantage of mobile phones is their harmful effect on people's health. Doctors claim that this device can damage our eyesight and immune system.

Nevertheless mobiles have become an integral part of our life and we cannot stop it. The only solution is to restrict using the mobile.

Words and Expressions

an impact — влияние

to do without smth. — обходиться без чего-л.

to make a (phone) call — звонить (делать звонок по телефону)

a device — устройство

long-distance communication — международный (междугородный) звонок по телефону

to invent — изобретать

an invention — изобретение

an era [ˈɪərə] — эра

to modify [ˈmɒdɪfaɪ] — модифицировать, изменять

to fit with smth. — оснащать чем-л.

an answering machine — автоответчик

to miss a talk — не поговорить (досл. пропустить разговор)
 a caller ['kɔ:lə] — лицо, которое звонит по телефону
 to record on the tape [rɪ'kɔ:d ...] — записывать на пленку
 to equip with smth. [ɪ'kwɪp ...] — оборудовать чем-л.
 a rotary telephone ['rəʊtəri] — телефон с диском для набора номера
 a touch-tone phone — телефон с кнопками и цифрами на них, которые
 издают звук при наборе номера
 sophisticated [sə'fɪstɪ'keɪtɪd] — сложный, усовершенствованный
 remote [rɪ'məʊt] — удаленный
 in the former (latter) case — в первом (последнем) случае
 a telephone directory [...də'rekt(ə)rɪ / daɪ'rekt(ə)rɪ] — справочник
 телефонов
 handy ['hændi] — удобный для пользования и всегда под рукой
 multifunctional [ˌmʌlti'fʌŋkʃənəl] — многофункциональный
 instant ['ɪnstənt] — мгновенный
 a text message ['mesɪdʒ] — текстовое сообщение
 to take a photo — делать снимок
 to check an e-mail — проверять электронную почту
 to be accustomed to smth. [...ə'kʌstəmd] — привыкать к чему-л.
 helpless — беспомощный
 however [haʊ'evə] — однако
 to deny [dɪ'naɪ] — отрицать
 to provoke [prə'vʊk] — провоцировать, вызывать
 psychological [ˌsaɪkə'lɒdʒɪkəl] — психологический
 impersonal [ɪm'pɜːsn(ə)l] — обезличенный
 to press a button [...'bʌtn] — нажимать кнопку
 to touch a screen ['tʌtʃə'skri:n] — прикасаться к экрану
 without making eye contact [...'aɪ 'kɒntækt] — не глядя в глаза друг
 другу
 a harmful effect ['hɑːmfl ɪ'fekt] — вредное воздействие
 health [helθ] — здоровье
 to claim [kleɪm] — заявлять, констатировать
 to damage ['dæmɪdʒ] — портить
 eyesight ['aɪsaɪt] — зрение
 an immune system [ɪ'mjuːn ,sɪstəm] — иммунная система
 nevertheless [ˌnevəðə'les] — тем не менее
 an integral part ['ɪntɪgrəl / ɪn'tegrəl] — неотъемлемая часть
 solution [sə'ljuːʃn] — решение

Exercises

I. Match the phrases in the left-hand column to their equivalent in the right-hand column.

- | | |
|---|---|
| 1. The line is free. | a. Вас просят к телефону. |
| 2. You have dialled the wrong number. | b. Не вешайте трубку. |
| 3. Hello, it's A speaking. | c. Повесьте трубку. |
| 4. The line is engaged (busy). | d. Вы набрали неправильный номер. |
| 5. You are wanted on the phone. | e. Телефон занят. |
| 6. Hold the line (Hold on). | f. Номер свободен. |
| 7. Sorry for troubling, can I speak to Mr. A? | g. Простите за беспокойство, можно мне господина А? |
| 8. Hello, speaking. | h. Алло, это говорит А. |
| 9. Could you tell me the code for London? | i. Алло, слушаю. |
| 10. Replace (Put down) the receiver. | j. Не могли бы вы мне сказать код Лондона? |

II. What will you say:

- 1) if you've got the wrong number?
- 2) if somebody has dialled your number by mistake?
- 3) to a person who answers your call?
- 4) if a person making a call wants to speak to somebody else, not to you?
- 5) if somebody is interested to know who you are?

A. Use the model:

In this case (в этом случае) I'll say

B. Give answers repeating the situation.

If I've got the wrong number I'll say

III. Make up short dialogues according to the models.

1. — Hello, can I speak to Mr. Black?
— Mr. Black, you are wanted on the phone.

2. — Hello, my name is Steve Johnson. Can I speak to Miss Maxwell?
— Sorry, Miss Maxwell isn't available. She won't be back till 3 o'clock.
3. — Is this 890165?
— No, you've got the wrong number.
— Sorry for troubling you (to have troubled you).

You are making a call to:

your chief; the bank manager; your wife; the post office; your husband; the railway booking office; your friend; the police; any number.

IV. A. Say what number you should dial:

- 1) in case of the fire;
- 2) in case of the gas leakage;
- 3) in case of the traffic accident;
- 4) if you want to know the time;
- 5) if you need a taxi.

B. Do you know the telephone numbers of the following services?

1. Lost property office
2. Weather forecast service
3. Railway inquiry
4. Airline inquiry
5. Hotline

Have you ever used one of these phone numbers? What was the situation?

V. Read the following dialogues presenting a local call.

1. **A:** Hello. I'd like to speak to Mr. Pullman, please.

B: Who's calling, please?

A: It's Andrew Brown speaking.

B: Hold on, I am putting you through now. I'm sorry but the line's engaged.

A: Oh! Can I leave a message, please?

B: Of course.

A: Could you tell him that Andrew Brown rang and that he can reach me after four o'clock this afternoon on 473 1652.

B: Fine. I'll tell him.

A: Thanks a lot. Bye!

Was it a personal call? Prove it. Was this Mr. Pullman's direct number? Why couldn't Andrew Brown speak to Mr. Pullman? Did Andrew Brown agree to wait for the telephone connection? What message did he leave?

2. A: Eastern Electronics. Can I help you?

B: Could I speak to the sales manager, please?

A: Hold the line, please.

C: Sales department.

B: Am I speaking to the sales manager?

C: Yes, speaking.

B: Could you speak a bit louder, please? This is a bad line.

C: True. Why don't you try again in two minutes? My direct number is 248 9317.

Was it a personal or a formal call? Prove it. Did the caller make a phone call directly to the sales manager? Could he speak to the sales manager? Why? What way out did the sales manager suggest?

VI. Read the following dialogues showing how to make a long-distance call.

1. A: Directory Enquiries. Which town, please?

B: London.

A: What name?

B: Richman.

A: Do you have a street name, please?

B: Yes. That's Baker Street.

A: Just a minute ... I've got a Charles Richman and a Mary Richman.

B: The number for Mary Richman, please.

A: The area code is ..., and the number is 472 5309.

B: Thank you. Good-bye.

Does the person want to make a long-distance call through the telephone operator or directly? What is necessary to know to make a call like that?

2. A: Hello. I'd like to make a long-distance call to New York, please.

B: What's the phone number, please?

A: It's New York 656 0805.

B: And what's your number, please?

A: It's 534 4769.

B: Good. I'll call you back in five minutes.

The person is making a call through the telephone operator, isn't he? Prove it. How do you usually make long-distance calls? Where to?

Text

Read the text.

Head Bans Mobile Phones in Classroom

When a 15-year-old boy answered his mobile phone in class, head teacher Peter Hudson knew he had to stop the invasion of this great necessity of modern life. A price war has caused the cost of mobile phones to fall. This has started a fashion which has swept through the school in north London. "I decided enough was enough when two 15-year-old boys started ringing each other from different classrooms," said Mr. Hudson. "It's a sign of the time we live in, I suppose, but it tries my patience."

"I have now banned students from taking their mobiles into class. I can see there are good reasons for people giving them to their children. They are a good security device if youngsters want a lift home in the dark and because some of them have free calls in the evening, it's a good way of freeing up the family telephone," Mr. Hudson has now written to parents. He has explained that students are allowed to take their phones into school but warned that they will be confiscated if they are used in class.

Matthew Johnson, 15, caused a disturbance in his maths class when his phone went off. "It was a present to myself before Christmas. Only a couple of people knew I had it, but when it started ringing, everyone knew. You could say the teacher was a bit annoyed, she took it straight of me and confiscated it."

Matthew paid £70 for his phone and pays the monthly bills of about £20 with earnings from his job at a local restaurant. He does not always take it to school but says he could not do without it. "People from work can contact me and friends can get in touch when I'm out. It's changed my life." Matthew estimates that about 20 of the 300 students in his year now have their own phones. However other pupils said dozens of 15-year-olds had them.

Mustafa Hassan, 16, took a mobile out of his bag. He said: "I got it as a birthday present from my parents — it cost £300 and the bills are about £40 a month because I use it a lot to call my friends." He works for his dad at weekends and pays the bill himself.

He admitted that he had used his phone in class and once received a call during a geography lesson. His phone even rang in an English exam. "It

went off in my pocket and the whole place just turned around. I switched it off quickly before the teacher realised where the ringing had come from.”

Kyri Demetriou, 15, also has a mobile phone. “Loads of people got them for Christmas, everyone wanted them,” she said. “It’s a fashion really, people like posing with them.”

Words and Expressions

to ban — запрещать

invasion [ɪnˈveɪʒn] — вторжение

necessity [nəˈsesəti] — необходимость

a price war [ˈpraɪs ˌwɔː] — конкуренция цен (досл. война цен)

to start a fashion [...ˈfæʃn] — положить начало моде на что-л.

to sweep through (swept) [swi:p] — захлестнуть

to try one’s patience [ˈreɪʃns] — испытывать терпение

a youngster [ˈjʌŋstə] — юноша

to cause a disturbance [ˈkɔːz dɪˈstɜːbəns] — нарушать тишину (порядок)

to go off — зазвонить (о телефоне)

to be a bit annoyed [...əˈnɔɪd] — рассердиться не на шутку

to take smth. straight off smb. — отнять что-л. у кого-л.

a monthly bill — ежемесячный счет (за пользование мобильным телефоном)

earnings [ˈɜːnɪŋz] — заработок

to get in touch [...tʌtʃ] — связываться (с кем-л.)

to estimate [ˈestiːmeɪt] — зд. по подсчетам (по оценкам)

to switch off [ˈswɪtʃ ˈɒf] — выключать

loads of people [ləʊdz...] — (разг.) многие

Exercises

VII. Answer the questions:

1. Why did the head teacher ban students from taking their mobiles into classes? Is it allowed at your school (college, University)? 2. What situations approve of using mobiles, according to Mr. Hudson? In what other cases are they useful? 3. Do the students in Mr. Hudson’s school buy mobiles themselves? How much do they cost? How much did you pay for your mobile? 4. What does the amount of a monthly bill depend on? How often do you use your mobile? What for?

VIII. Translate the following sentences into Russian.

1. Please call me on my mobile. I won't be at home at the weekend. 2. You can also leave a message on my mailbox. 3. The number you have called is not available at the moment. 4. There is no Net at present. 5. If you send me a message, I will get right back to you. 6. Most mobile phones have a lot of extra utilities. 7. There is a quick access menu to make use of the options you need the most. 8. The SMS¹ provides an easy and inexpensive way to quickly notify someone about something. 9. Please read the manual carefully before using your mobile for the first time.

IX. Translate into English.

1. Телефон звонит. Будьте любезны, подойдите к телефону. 2. Сколько раз в день вы звоните по телефону? 3. Никто не ответил на звонок. 4. Могу я заказать междугородный разговор отсюда? 5. Вас просят к телефону. 6. Не вешайте трубку, я сейчас наведу справки. 7. Телефон занят. Позвоните ему на мобильник. 8. К сожалению, управляющего нет на месте. Вы хотите что-нибудь передать ему? 9. Если господина Брауна нет дома, передайте сообщение на автоответчик. 10. Связь с городом была очень плохая, и мы не могли долго разговаривать.

Text

Read the text.

The Early Days of the Telephone

(after Jerome K. Jerome)

I think the telephone is really a good thing. All people say it is. But perhaps I don't know how to use it. I once lived in a room with a telephone and I must say it was a very hard life for me.

Suppose you want to see a man who lives near your house. You can put on your hat and go over to his house. But you look at the telephone. You think it is better to phone him before you go. You ring up many times, but you get no answer. You get very angry and sit down to write a letter to the Company. You want to ask why their girls don't answer you. But then you ring up once more and this time you get an answer. You shout:

"Why don't you answer? I have rung twenty times in the last half hour." (It is not quite so. You have rung only six times but you are very angry.) "I

¹ SMS — short message service: a method of sending a text message to a mobile phone.

shall write to the Company, I cannot get an answer when I ring." You have finished. Now you wait for the answer. In some minutes it comes from very, very far away.

"What — what do you say? I can't hear what you say."

"I say I have rung twenty times and I cannot get any answer. I shall write about it to the Company."

"You want what? What number?"

"I don't ask any number. I say, 'Why don't you answer when I ring?'"

"Eight hundred and what?"

You cannot repeat your questions once more, so you say you want number four-five-seven-six. "Four-nine-seven-six?" says the girl.

"No, four-five-seven-six."

"Did you say seven-six or six-seven?"

"Six-seven — no. I say seven-six, no — wait a minute I don't know what I want now..."

"Well, you must know," says the young lady. "I cannot wait here all the morning."

So you find the number in the book again, repeat it, and then she tells you that you are in connection. Then you stand waiting for some time.

"Are you there?" you cry many times, and then — oh, how glad you are — you hear:

"Yes; what is it?"

"Oh, are you four-five-seven-six?"

"What? Who are you?"

"Eight-one-nine, Jones."

"Bones?"

"No, Jones. Are you four-five-seven-six?"

"Yes, what is it?"

"Is Mr. Williamson at home?"

"Will I what — who are you?"

"Jones! Is Mr. Williamson at home? Will-i-am-son!"

"You are the son of what? I can't hear what you say."

When he understands that you wish to know if Williamson is at home he says — or so you think — "will be at home all the morning."

So you take your hat and go to his house. "I've come to see Mr. Williamson," you say.

"Very sorry, sir," is the answer, "but he is not at home."

"Not at home? But you've just said to me over the telephone, 'He will be at home all the morning.'"

“No, it was ‘He will not be at home all the morning.’”

You go back to your room, sit down before the telephone and look at it. What can you do? Nothing.

Words and Expressions

to go over — переходить на другую сторону

to get angry [...ˈæŋɡri] — рассердиться

to shout [ʃaʊt] — кричать

Exercises

X. Answer the questions.

1. Did the storyteller think the telephone was a good thing or did he think it made life harder? **2.** What was it the storyteller wanted to write to the Company about? **3.** Why did he have to look for the number in the book again? **4.** What did the person at Williamson’s house hear when the storyteller said on the phone “Jones” and later “Williamson”? **5.** How did it happen that Jones went to Williamson’s house and didn’t find him at home? **6.** Do you think the telephone in its early days was a convenience? **7.** Is it a convenience nowadays?

XI. Do you remember any events from your life when you regretted that you had a private telephone? Are these situations funny or sad?

Short Dialogues

MAKING A CALL

Read the dialogues in pairs.

I

A: Eastbourne 546 8255.

B: Hello. Albert here. Can I speak to Elisabeth, please?

A: Hold the line, please!

B: OK.

A: Sorry, but she’s out.

B: Would you tell her I rang?

A: I’d be glad to.

II

A: 648 8942.

B: Hello. Edgar Brighton speaking. May I have a word with Eleanor?

A: I'll just see if she's in.

B: Right you are.

A: I'm afraid she isn't here.

B: Could you take a message?

A: Yes, of course.

III

A: Blackpool 149 5921.

B: Hello. This is Chris here. Is Jessica there, please?

A: Hold on a moment!

B: All right.

A: I think she's gone shopping.

B: Would you ask her to call back?

A: Certainly.

IV

A: 653 9220.

B: Hello. My name's Harry Williams. Could I talk to Ruth, please?

A: I'll find out if she's at home.

B: Right.

A: Sorry, but she won't be back till Friday.

B: Can you tell her to call me when she comes back?

A: With pleasure.

- I. to be out — не быть дома, отсутствовать
- II. to have a word with smb. — поговорить с кем-л.
to be in — быть дома
- III. to call back — позвонить тому, кто звонил (досл. позвонить назад),
перезвонить

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases B 1, then A 2, etc.

II. You are making a call.

1. Name yourself.

Model: Hello, this is George speaking. (See phrases B 1.)

2. Ask about the person you want to speak to.

Model: Can I talk to Ann, please? (See phrases B 1.)

3. The person you need is out. What will you say?

Model: Could you tell him (her) I rang? (See phrases B 3.)

- III. You are answering the call. The person who is wanted isn't in. What will you say?

Model: Sorry, but Mary is out (See phrases A 3.)

- IV. Reproduce the short dialogues "Making a Call" in similar situations.

Short dialogues

LONG-DISTANCE CALLS

Read the dialogues in pairs.

I

A: Number, please.

B: I'd like to make a reverse charge call to 01-486-2435, please.

A: What's the name of the person you wish to speak to?

B: Miss Mabel Frost.

A: What is your number, please?

B: Brighton 22753.

II

A: Number, please.

B: Eastbourne 74655 personal with A.D.C., please.

A: Who do you want to speak to?

B: Extension 418.

A: What number are you calling from?

B: Aberdeen 401.

III

A: Number, please.

B: Could you get me Luton 35918? Make it personal, please.

A: The name of the person you are calling, please?

B: The Export Manager.

A: Where are you calling from?

B: Belfast 34791.

IV

A: Number, please.

B: Can I have a personal call to Bedford 645932, please?

A: Who are you calling?

B: I'm not sure of the name, but it's room 211.

A: Your exchange and number, please?

B: Swansea 70728.

- I. a reverse charge call — телефонный звонок за счет вызываемого лица
- II. an A.D.C. (advise duration and charge) call — телефонный вызов с уведомлением о продолжительности и стоимости разговора
extension — добавочный номер
- IV. exchange — коммутатор

Situational Exercises to the Short Dialogues

V. Silent reading. First, read all phrases B 1, then A 2, etc.

VI. You are booking a long-distance call. Tell the telephone operator what call you want to make.

Model: Hello. I'd like to book **an A.D.C. call** to **Chicago 348120**. Make it personal, please.

You want to make a call to:

London 283140 — an A.D.C. personal call

Belfast 74520 — a reverse charge call, personal

Washington 667852 — a personal call with A.D.C.

VII. You need the code for the city. Ask.

Model: Could you tell me the code for **London**?

You need the code for:

Chicago; Liverpool; San Francisco; Edinburgh; Oxford; New York.

VIII. Reproduce the short dialogues "Long-distance calls" in similar situations.

THE PARTICIPLE (ПРИЧАСТИЕ)

studied — изучаемый, изученный

having been bought — будучи купленным

Общая таблица причастий

		Active Voice	Passive Voice
Participle I	non-perfect	selling	being sold — будучи продаваемым
		performing	being performed — будучи выполняемым
	Perfect	having sold — продал	having been sold — будучи проданным
		having performed — выполнив	having been performed — будучи выполненным
Participle II		sold — продаваемый, проданный performed — выполняемый, выполненный	

Следует иметь в виду, что в живой, разговорной речи причастия встречаются крайне ограниченно. Они составляют принадлежность письменной речи и приобретают статус книжных форм.

Exercises

I. Translate into Russian paying attention to the forms of participles.

1. The falling snow makes the landscape picturesque. 2. Not knowing what to do I made up my mind to consult a lawyer. 3. My question remained unanswered. 4. Reading the book I learned much that was new to me. 5. While studying biology at the University, I got interested in physics. 6. Laying the table don't forget to put forks and knives properly. 7. Having left Moscow and lived in the North for a year, I felt homesick. 8. Being asked in French I could not understand what I was asked. 9. Having booked a ticket I began packing my luggage. 10. The moon hidden behind the clouds was hardly seen.

II. Pay attention to the position of single participle II and its translation into Russian. Translate the sentences.

Model: The work **done** was of great importance.

Проделанная работа представляла большую важность.

1. The problem discussed aroused interest. 2. The test conducted gave good results. 3. The lecture delivered caused discussion. 4. The letter posted was not delivered to the addressee. 5. The distance covered amounted to 2,000 km. 6. The method employed gave good results. 7. The data reported were used in the experiment. 8. Many of the books reviewed are available from stock. 9. The new film made was met by the audience with enthusiasm. 10. The participants of the scientific conference adopted all the items of the agenda proposed. 11. The paper reviewed dealt with the new achievements in computer technology.

III. Use the appropriate participle form.

1. During the experiment the scientists used the latest methods (to recommend). 2. Journalists (to take part) in the press conference are admitted by a special pass. 3. The paper described a series of carefully (to control) experiments. 4. There is a (to grow) demand for the kind of

information (to give) in the advertisement. **5.** (To pass) the examinations successfully students enjoyed their summer holidays. **6.** People (to study) foreign languages can acquire good knowledge if they have regular conversational practice. **7.** They carried out their investigation (to use) the best modern devices. **8.** (To send) on business to London my friend hoped to improve his language. **9.** (Not to know) about their arrival I could not meet them at the railway station. **10.** Telegrams (to send) at the night time must be paid for with a reduced charge. **11.** (To ask) a particular personal question he felt confused. **12.** Though (to retain) an interest in theoretical physics the young scientist began investigating the problem of practical application of some laws of physics.

IV. Using the given phrases, say it in English.

- 1)** to conduct a test: проводя испытание; ученые, проводящие испытание; испытание, проведенное... ; проведя испытание
- 2)** to borrow books from the library: читатели, берущие книги из библиотеки; беря книги из библиотеки; взяв книги из библиотеки; книги, взятые из библиотеки
- 3)** to study a foreign language: изучая иностранный язык; студенты, изучающие иностранные языки; иностранные языки, изучаемые студентами; изучив иностранный язык
- 4)** to cook dinner: готовя обед; приготовив обед; обед, приготовленный моей женой; домашняя хозяйка, готовящая обед
- 5)** to buy vegetables at the market: купив овощи на рынке; овощи, купленные на рынке; люди, покупающие овощи на рынке; покупая овощи на рынке
- 6)** to book a ticket in advance: билеты, приобретенные заблаговременно; приобретая билеты заблаговременно; пассажиры, приобретающие билеты заблаговременно; приобретаю билеты заблаговременно

REMEMBER!

Конструкция *to have (to get) something done* (каузативная конструкция) употребляется, чтобы показать, что действие, выраженное причастием II, совершается не лицом, обозначенным подлежащим, а кем-то другим (как правило, специалистом).

I have my watch repaired at the watchmaker's. — Я починил (мне починили) часы в мастерской (досл.: Я имею часы починенными в мастерской).
Но: *I have repaired my watch. — Я починил часы (т. е. сам).*

В каузативной конструкции глагол *to have* может иметь различные временные формы:

I have my newspaper delivered every day.

I have already had my newspaper delivered.

Yesterday I did not have my newspaper delivered in time.

Exercises

V. Translate into Russian. See the difference.

1. I have my hair cut at the hairdresser's once in two weeks. **2.** She has cut her son's hair quite well. **3.** My brother has repaired the TV set and now we can watch any TV programme. **4.** Last year he had his TV set repaired in the workshop. **5.** My friend has had a new dress made at the dressmaker's. **6.** Where can I have my umbrella repaired? **7.** My brother got his photo taken at the photographer's yesterday. **8.** My husband has had his suit made at the tailor's. **9.** He has his hair cut at the barber's every month.

VI. Translate into English using the model *I want to have smth. done*.

Я хочу:

- починить зонтик (сумку, обувь) в мастерской.
- постричься в парикмахерской.
- сшить костюм (платье, пальто, юбку, брюки) в ателье.
- отремонтировать часы (наручные, настенные, будильник).
- сфотографироваться.
- отремонтировать телевизор (компьютер, принтер, мобильный телефон).

VII. Put the verb *to have* in the causative construction in the appropriate tense.

1. I (to have) my car serviced at the garage last week. **2.** She (to have) her hair coloured green at the hairdresser's. **3.** I (to have) my house thoroughly cleaned at the moment. **4.** I (to have) one of my back teeth filled by the dentist. **5.** She always (to have) her clothes made by a famous designer. **6.** I (to have) my vacuum cleaner mended only the day after tomorrow.

Grammar

The Nominative Absolute Participial Construction (Независимый причастный оборот)

В русском языке причастные (а также деепричастные) обороты существуют только как зависимые языковые структуры. Причастные обороты подчинены именным членам предложения (подлежащему, дополнению, обстоятельству), деепричастные — сказуемому. Зависимые причастные и деепричастные конструкции русского языка могут быть переведены на английский язык аналогичными причастными конструкциями. Напомним, что деепричастия как формы, отличной от причастия, в английском языке нет. Русское действительное причастие и деепричастие соответствуют одной английской форме — причастию I.

Независимый причастный оборот — это специфика английского языка. В русском языке до начала XX века такие формы (только деепричастные) тоже существовали и считались нормативными. Вот примеры из русской классической литературы:

1. Согласитесь, что, *имея право выбирать*, жизнь его была в моих руках. (А. С. Пушкин)
2. *Подъезжая к сией станции и глядя на природу в окно*, у меня слетела шляпа. (А. П. Чехов)
3. *Накурившись*, начался бой. (Л. Н. Толстой)

Независимость, или самостоятельность, выделенных деепричастных оборотов в приведенных примерах выражается в том, что они по смыслу не связаны с подлежащим предложения (в 1 предложении подлежащее — «жизнь», во 2 — «шляпа», в 3 — «бой»). Они относятся к лицу (лицам), не выраженному формально, а только имплицитному: в 1 предложении подразумевается некто мужского пола (рассказчик), у которого было право выбора; во 2 — кто-то, у кого слетела с головы шляпа, когда он подъезжал к станции; в 3 — солдаты, которые после перекура ринулись в бой. Для современного русского языка такие структуры не являются нормативными.

Английские независимые причастные конструкции представляют собой явление, во многом сходное с этими языковыми структурами. В таких конструкциях употребляется как причастие I, так и причастие II.

Формальные признаки независимого причастного оборота в английском языке следующие.

1. Перед ним стоит существительное в общем падеже или местоимение в именительном падеже, которые не совпадают с подлежащим предложения и им не являются.

2. Такой оборот всегда отделяется от главной части предложения запятой (в отличие от зависимого, который не всегда выделяется запятыми, как это имеет место в русском языке).

3. Независимый причастный оборот может стоять в начале или в конце предложения, либо в начале или в конце его структурной части, если речь идет о сложном предложении.

Независимый причастный оборот, как правило, переводится на русский язык отдельным предложением, в котором существительное (или местоимение), стоящее перед причастием, трансформируется в подлежащее, а само причастие — в сказуемое, т. е. в личную форму глагола. Однако такое предложение не будет полностью независимым — в смысловом отношении оно подчинено главному и функционирует либо как придаточное предложение, либо как часть сложносочиненного.

Типы придаточных предложений (а следовательно, и выбор союзов при переводе) определяются местом независимого причастного оборота в предложении. Независимый причастный оборот, стоящий в начале предложения (или его части), связан с главной частью временными, причинными, уступительными или условными отношениями. Эти отношения передаются на русский язык соответствующими типами придаточных предложений с союзами «когда», «после того как», «так как», «поскольку», «хотя», «несмотря на», «если» и др.

1. *Other liquids being too light*, a barometer uses mercury. — *Так как (поскольку) прочие жидкости слишком легкие*, в барометре используется ртуть.

2. *Radioactivity discovered*, great progress was made in atomic physics. — *Когда (после того как) была открыта радиоактивность*, был сделан большой прогресс в атомной физике.

Независимый причастный оборот, стоящий в конце предложения (или части сложного предложения), как правило, употребляется в синтаксической функции сопутствующего обстоятельства и переводится на русский язык придаточным присоединительным или частью сложносочиненного предложения с союзами «и», «а», «причем» и др.

The car started moving along the highway, *its speed gradually accelerating*. — Автомобиль начал двигаться по шоссе, и (при этом) скорость его постепенно увеличивалась.

Следует иметь в виду, что сфера употребления независимого причастного оборота ограничивается письменной речью и языком научной литературы. Для устной речи эта конструкция не характерна.

Exercise

VIII. Find the nominative absolute participial construction and translate the sentences into Russian.

1. Silver being very expensive, other metals are used as a conductor. **2.** The atmosphere always contains some moisture, the amount varying not only from day to day, but from hour to hour. **3.** The leaves being taken off, the plant stops growing. **4.** The wind having dropped, they set out to walk. **5.** It was at dawn, the stars far away in the sky growing pale. **6.** They continued their way, the boy sobbing quietly, the man ashamed. **7.** The speed of light being extremely great, it is impossible to measure it by ordinary methods. **8.** The electricity is carried exclusively by the electrons, the atomic nuclei remaining stationary. **9.** Other conditions being equal, the acceleration will be the same. **10.** Acids react with oxides of all the metals, a salt and water being formed. **11.** She sat staring into the fire, the book forgotten open beside her. **12.** The weather being calm, all the passengers left their cabins and were walking on deck.

Revision Test 5

I. Choose the right variant *a*, *b* or *c* to complete each sentence.

1. Hello. I'd like to make a ... call to New York. Could you tell me what time the cheap rate starts?
a) remote **b)** long-distance **c)** international
2. To make a trip to most countries every traveller must have a visa: single, ... or transit.
a) prolonged **b)** multifunctional **c)** multiple
3. If you have more than the allowances, you should pay a customs
a) tax **b)** duty **c)** fine
4. The flight was delayed because of the ... circumstances.
a) unforeseen **b)** unpredictable **c)** unheard-of
5. Prohibited or restricted articles, though declared, are ... at the customs.
a) retained **b)** confiscated **c)** detained
6. If you hear short buzzing, this means that the phone line is
a) free **b)** disengaged **c)** engaged
7. Before boarding the plane passengers must
a) have their luggage weighed **b)** weigh their luggage **c)** put their luggage on the scales
8. ... shops are very popular with the visitors to foreign countries, because the goods there are much cheaper as you do not pay any tax on them.
a) Tax-free **b)** Free **c)** Duty-free
9. The phone number is not ... now. Please call later.
a) available **b)** accessible **c)** busy
10. Before the plane took off, the stewardess asked the passengers to ... the seatbelts.
a) loosen **b)** unfasten **c)** fasten

II. Choose the proper grammatical form out of the given variants.

1. The minerals in hard water ... with soap to form scum.
a) are combined **b)** will be combined **c)** combine
2. He said that they ... the tickets in advance and were preparing for departure.
a) had booked **b)** have booked **c)** booked
3. ... the door on him, the inspector returned to his visitor in the drawing room.
a) Closing **b)** Being closed **c)** Having closed
4. He was knocked down ... a flower pot that fell out of a seven-floor window.
a) with **b)** by **c)** because of
5. How often ... you ... ?
a) do ... have your eyes tested **b)** have ... tested your eyes **c)** have ... your eyes tested
6. It was pleasant to walk together along the alleys of the old park covered with ... leaves.
a) fading **b)** having faded **c)** faded
7. The police saw everybody but they (the police officers) ... by nobody.
a) were seen **b)** were not seen **c)** have been seen
8. ... by surprise, the boys looked frightened and ashamed.
a) Taking **b)** Having been taken **c)** Being taken
9. Do you know why ... to help them?
a) he refused **b)** did he refuse **c)** he had refused
10. Having answered numerous questions he added that it was hard to break a habit to which one ... accustomed.
a) grew **b)** has grown **c)** had grown

III. Read the text and answer the questions given below.

Valentine's Day

Many countries celebrate Valentine's Day on February 14th. This modern-day holiday is a celebration of love which gets its name from a Roman priest, Valentine, who secretly performed wedding ceremonies for Christian couples in the 3rd century.

Weeks before the fourteenth of February, shop windows are decorated with red paper hearts, red streamers and boxes of chocolates. Heart-shaped cakes and sweets are baked and gifts such as perfume and jewellery are promoted by department stores. Red roses are ordered from florists, dinner reservations are made and presents are bought in preparation for Valentine's Day. Even cards and small gifts are made by young children at school.

On Valentine's Day, many people wear something red, since it is considered to be the colour of love. Gifts, wrapped in shiny paper and red ribbons, are exchanged, women receive bouquets of flowers and people express their feelings to their loved ones. In the evening, many couples choose to dine at romantic restaurants while others enjoy spending time together at home.

Valentine's Day is a time to let people know how much you love and appreciate them. It is a day that makes everyone feel romantic and happy.

(Evans Virginia, Dooley Jenny. *Enterprise 4. Coursebook. Intermediate* — Express Publishing, 1998. P. 66)

1. Why was the holiday given the name of Valentine?
2. What are the symbols of Valentine's Day?
3. What preparations are made on the eve of the holiday?
4. How do people celebrate Valentine's Day?
5. Do you celebrate the holiday in your country?

Unit

SIXTEEN

Conversation: At the Hotel

Grammar: The Gerund

Text

Read the text.

At the Hotel

When you visit a foreign country as a tourist, it is convenient to stay in a hotel. The best way is to reserve a room in advance by phone or by telegram. Nowadays it has become possible to book a room by the Internet. Those who travel much know that sometimes tourists experience certain difficulties with booking a room at a suitable hotel. At the height of the season a sign “No vacancies” can be often seen at the reception desk.

But if you are lucky with booking a room you will enjoy your rest. In this case you must first go through some formalities. The receptionist will hand you an arrival's card which all guests are required to fill in. The following information is required:

1. The name (in full) — surname, (first) name, patronymic.
2. Place of permanent residence.
3. Passport No.

After having filled in the arrival's card you must pay for all accommodation. The price depends on the duration of your staying in the hotel and the number of rooms booked. When all the formalities are over, the receptionist hands you the key and you may go upstairs to occupy the room. At the hotel you will find rooms with or without bath, single rooms, double rooms and complete suites consisting of two or more rooms.

Once you decide to stay in the hotel, you are referred to as a “guest”. You will find notices everywhere reminding guests to leave their keys at the desk when going out. All the keys are hung on a special board at the reception desk. In the foyer you will usually find a newspaper stall and

stalls where cigarettes and souvenirs are sold. You can also find a special corner or room to write letters. Guests are given a telephone service as well: you may book a long-distance call or reserve railway and airline tickets from your room telephone.

Most hotels have snack bars and restaurants. Besides there is a coffee bar downstairs.

The receptionist will answer all your questions and give you any information you need. All hotels run a special laundry service for their guests. You can have your laundry done and your clothes ironed. The maid does your room every morning so you need not even make your bed. At the entrance of the hotel there stands a doorman whose duty is opening the door for those who enter or leave the hotel, hailing taxicabs, calling a porter and so on.

Guests are required to notify the receptionist in advance about leaving so that he could have the bill ready for them in time.

If you arrive in London, you will find some best hotels in the centre of the city. Remember their names: the Soho Hotel, the Savoy Hotel, the Trafalgar Hotel, the Royal Horseguards Hotel, the Milestone Hotel, the Dorchester Hotel, the Beaumont Hotel and many others. These are luxury five- or four-star hotels.

In New York, luxury hotels are also located in the center. Here are some names: the Manhattan Times Square Hotel, the Park Lane Hotel, the Paramount Hotel, the City Club Hotel, the Greenwich Hotel, the World Center Hotel, the Viceroy New York Hotel.

Words and Expressions

a way — способ

to reserve (book) a room [rɪˈzɜ:v...] — заказывать (резервировать) номер

to experience [ɪksˈpɪəriəns...] certain difficulties — испытывать определенные трудности

at the height of the season [haɪt ...] — в разгар сезона

no vacancies [ˈveɪkənsɪz] — свободных мест нет

a receptionist [rɪˈsepʃnɪst] — дежурный администратор

to hand — вручать, давать

an arrival's card [əˈraɪvlz ,kɑ:d] — листок прибытия

to be referred to as [rɪˈfɜ:d] — называться (досл. ссылаться как)

a guest [gest] — человек, останавливающийся в гостинице, гость

a surname [ˈsɜːneɪm] — фамилия
 a patronymic [ˌpætrəˈnɪmɪk] — отчество
 permanent [ˈpɜːmənənt] — постоянный
 accommodation [əˌkɒməˈdeɪʃn] — помещение с удобствами
 a single room [ˈsɪŋɡl...] — номер на одного
 a double room [ˈdʌbl...] — номер на двоих
 a complete suite of rooms [kəmˈpliːt ˈswiːt] — апартаменты «люкс»
 to remind [rɪˈmaɪnd] — напоминать
 to leave at the desk — оставлять у портье
 a foyer [ˈfɔɪeɪ] — фойе, вестибюль
 a newspaper stall — газетный киоск
 to run a laundry service [...ˈləʊndri ...] — осуществлять услуги по стирке белья
 to iron clothes [ˈaɪən ˈkləʊðz] — гладить одежду
 a maid [meɪd] — горничная
 a doorman [ˈdɔːmən] — швейцар
 to hail a taxicab [ˈheɪl əˈtæksɪkæb] — ловить (вызывать) такси
 to notify [ˈnəʊtɪfaɪ] — предупреждать, уведомлять
 a luxury hotel [ˈlʌkʃəri...] — очень дорогой отель, с высоким уровнем обслуживания

Exercises

I. Say the same in some other words.

1. If you have a chance to **put up at** a hotel at the height of the season, you are lucky. 2. We'd like **a room for two** with bath for a fortnight. 3. If you want to stay in a hotel while visiting a foreign country, it is better **to reserve a room** in advance. 4. At the **newsstand** one can buy newspapers, cigarettes and souvenirs. 5. When staying in the hotel we had our breakfast in the **refreshment room** downstairs. 6. Guests must **tell** the clerk about leaving in advance. 7. Sometimes at our hotels tourists can see the notice "**All reserved**".

II. Complete the sentences, using the information in Russian.

1. The best way is to reserve a room (по телефону, Интернету или телеграммой заблаговременно). 2. When you stay in the hotel you (должны

заполнить листок прибытия). **3.** At the hotel guests will find (номера на одного, на двоих, а также «люкс» с двумя или более комнатами). **4.** When going out guests (должны оставлять ключи у портье). **5.** (В фойе у газетного киоска) you can find a lot of guests buying newspapers, cigarettes and souvenirs. **6.** At the hotel the following services are available: (стирка и утюжка белья, уборка номеров, заказ железнодорожных и авиабилетов, междугородные телефонные переговоры). **7.** The duties of the receptionist are (регистрировать посетителей, предоставлять им номер, вручать ключи от номера). **8.** The following information about the guest is required: (полное имя, место постоянного проживания, номер паспорта).

III. A. Answer the following questions.

1. Why do travellers usually reserve rooms at the hotel in advance? **2.** Is it easy to reserve a room at a hotel in your city? **3.** What are the duties of a receptionist? **4.** What services do hotels usually run? **5.** What information is required for filling in the arrival's card? **6.** What accommodation is available at hotels? **7.** What is usually located downstairs at hotels? **8.** What are the duties of a doorman?

B. On the basis of the questions given above ask indirect questions beginning with the words *He asked, He wanted to know*. Don't forget to follow the sequence of tenses rule.

IV. Translate into English.

1. Я заказал в вашей гостинице номер на одного с ванной. Могу я его занять? **2.** Сколько дней вы предполагаете пробыть в нашей гостинице? **3.** Заполните листок прибытия, предъявите паспорт и уплатите за пять дней вперед. **4.** Все номера на двоих находятся на пятом этаже. Вот ваш ключ. **5.** Мне нужен номер на одного с ванной. Я собираюсь пробыть здесь неделю. **6.** Могу я заказать междугородный разговор из своего номера? **7.** Вы можете получить любую информацию у администратора гостиницы.

V. Speak about:

- 1)** the formalities when reserving a room at a hotel;
- 2)** the duties of the receptionist;
- 3)** special services which all hotels run.

The following phrases will help you:

- 1) to go through some formalities, to take an arrival's card from the receptionist, to fill in the arrival's card, to pay for all accommodation;
- 2) to hand an arrival's card to the guest, to give the key to the room, to answer the questions and give all information one needs, to book tickets for the theatre or concert, to reserve railway and airline tickets;
- 3) to run a laundry service, to iron clothes, to call a porter, to do the room, to help with a taxicab.

VI. When you intend to stay in a hotel, this is what you may ask or say. Memorise the phrases.

Could you recommend us a good / cheap hotel?	Не могли бы вы порекомендовать нам какой-нибудь хороший / недорогой отель?
Are there any vacancies in your hotel?	В вашем отеле есть свободные номера?
I would like to reserve a single / double room from Monday until Friday.	Я хотел бы забронировать номер на одного / двоих с понедельника по пятницу.
We'd like a single / double room with shower / bath.	Нам бы хотелось одноместный / двухместный номер с душем / ванной.
Do you have a twin room?	У вас есть номер с двуспальной постелью?
Do you have a cot there?	Там (в номере) есть детская кровать?
How much does it cost per night?	Сколько стоит пребывание в течение суток (в этом номере)?
Which meals are included in the price?	Какой прием пищи включается в стоимость?
Is breakfast included?	Завтрак входит в стоимость номера?
Is service included or excluded?	Обслуживание входит или не входит в стоимость номера?
We'd prefer a room which isn't too noisy.	Мы бы предпочли номер, в котором было бы не слишком шумно.

We'd like a room which doesn't look out onto the main street.	Нам бы хотелось номер с окнами не на главную магистраль.
We'll be leaving / checking out on the 1st of August.	Мы уезжаем / освобождаем номер в отеле 1 августа.
Could we have a wake-up call at 7.30?	Не могли бы вы разбудить нас в 7.30 утра?

VII. This is what you can hear from the receptionist at the reception desk of the hotel. Memorise the phrases.

Sorry, we don't have any vacancies. We're fully booked.	К сожалению, у нас нет свободных мест. Все занято.
When will you be arriving?	Когда вы прибываете?
Would you mind filling out the registration form?	Заполните, пожалуйста, форму.
Would you mind signing here, please?	Поставьте, пожалуйста, подпись здесь.
Would you like some help with your bags / luggage?	Вам помочь отнести сумки / багаж?
How many nights will you be staying?	Сколько суток вы намереваетесь пробыть в отеле?
Do you have any identification with you?	У вас есть удостоверение личности?
Room service is available.	Обслуживание номера обеспечено.
Your room number is 304.	Номер ваших апартаментов — 304.
Your room is on the third floor.	Ваш номер на третьем этаже.
Here is the key to your room.	Вот ключ от вашего номера.
The porter will help you with your bags.	Вещи вам поможет отнести носильщик.
If you need anything, the number of room service is 25.	Если вам что-нибудь понадобится, звоните по телефону 25, по которому принимаются все заявки на обслуживание номера.
Enjoy your rest!	Желаю вам хорошего отдыха.

VIII. You are staying in the hotel.

1. Ask the floor manager ([ˈmæɪndʒə] — дежурный по этажу):

to call a taxi for you; to wake you up at 7 o'clock; to give you your room key; to book a ticket for a concert.

Model: Please, **do this**, madam.

2. Ask the maid:

to wash and iron your shirt; to bring you another blanket ([ˈblʌŋkɪt] — одеяло); to change the sheets ([ˈi:ts] — простыни) and towels; to make the bed and clean the room; to bring you a cup of coffee.

Model: Could you **do this**, madam?

3. Ask the porter:

to take your luggage upstairs; to see to (присмотреть) your suitcase; to take your trunk downstairs; to take your suitcases to the taxi.

Model: Porter, will you **do this**?

4. Complain to the floor manager about something that is out of order.

Model 1. Excuse me, madam, but **there's no cold water** in my room.

Use: air conditioning; heat; hot water; fridge.

Model 2. Excuse me, madam, **but the TV set** in my room is out of order.

Use: the fridge; the telephone; the radio; the shower.

IX. Topics for discussion.

1. How you once stayed in a hotel.

2. One of the hotels of your city.

Short Dialogues

AT THE HOTEL

Read the dialogues in pairs.

I

A: Do you have any vacancies for tonight?

B: Yes, I can offer you room 132 on the first floor.

A: How much is it?

B: £69 a night excluding service.

A: Can I see the room, please?

B: Certainly. Would you take a seat for a moment?

II

A: I wonder if you have a single room for a fortnight.

B: Yes, but only on the top floor.

A: What does it cost?

B: £62 with service and TV.

A: Fair enough. Can you show me the room, please?

B: Of course. Would you like to follow me?

III

A: Can I book a double room from now until Friday?

B: You can have room 435 overlooking the sea.

A: What's the price?

B: £85, service excluded.

A: Can I look at it, please?

B: Yes, of course. Come this way.

IV

A: Have you got a twin-bedded room for two nights?

B: Yes. I can offer you a room at the back.

A: What does it cost?

B: With private bath £67, service included.

A: Can you show me something a little cheaper?

B: Yes, of course. I'll just find out.

I. How much is it? — Сколько она стоит?

II. Fair enough. [ˈfeəŋ ˈnʌf] — Прекрасно.

III. overlooking the sea — с видом на море
Come this way. — Пройдите сюда.

IV. a twin-bedded room — двухместный номер (досл. с двухспальной кроватью)

a private bath [ˈpraɪvət ...] — отдельная (личная, своя) ванна

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A 1, then B 1, etc.

II. You are going to have a reservation at the hotel.

1. Ask what you want and for how long.

Model: Can I book **a room for a week**?

You need: a single room — for three nights
a double room — from now until Monday
a twin-bedded room — for the weekend
two double rooms — for a week
a single room — for tonight

2. Ask about the price of the room.

Model: How much is the room? or What does the room cost? — Forty nine pounds a night excluding service.

The price for the room is: 54 pounds a night with service and TV; 48 pounds a night without service; 45 pounds a night excluding service and TV; 50 pounds a night including service.

III. You want to have a room with special conveniences. Ask for the room.

Model: I'd like to have **a room with private bath**.

The conveniences you are asking for: a double room overlooking the sea; a single room with air conditioning; a twin-bedded room with a shower; two double rooms not on the top floor; a single room with private bath; a double room with air conditioning and TV.

IV. You work as a receptionist at the hotel.

1. Offer a room to the guest.

Model: I can let you have **a double room on the second floor**.

The rooms are: a twin-bedded room — on the top floor; a single room — at the back; room number 412 — near the lift; two double rooms — on the third floor; a single room — overlooking the park.

2. Show the guest in his (her) room.

Model: Would you like to follow me? (See phrases B 3.)

V. You have been given a room that does not suit you. Phone the manager of the hotel and ask him to change the room telling him why it is not convenient to you.

The possible reasons are:

A pianist occupies the room next door.

A rock star is staying in front of your room.

The windows of your room face a very busy street with heavy traffic.

The neighbour snores at night and his snoring can be heard through the very thin walls.

Think of some other reasons.

VI. Say that you also do or don't do either, what is being stated below.

Model 1: I am not sure he is wrong. — Neither am I. (But I am.)

Model 2: When I travel, I usually stay in the best hotels. — So do I. (But I don't.)

1. Visitors usually don't like to have rooms near the staircase. **2.** I always follow all the rules for guests when staying in a hotel. **3.** I have never occupied a suite of rooms at the hotel. **4.** When travelling I prefer to stay in a five-star hotel. **5.** We cannot book a room without all necessary conveniences. **6.** When something is wrong with my room, I complain to the floor manager about this. **7.** Sometimes I book long-distance calls from my room telephone. **8.** When I stay in the hotel more than a week, I always feel homesick. **9.** I never pay tips to the waiters at restaurants. **10.** I have never lost the key to the door of my room because I always leave it at the reception desk when going out.

VII. Reproduce the short dialogues "At the Hotel" in similar situations.

VIII. Before reading the text "London Hotels" match the words and expressions in the left-hand column to their definitions in the right-hand column. Think of the Russian equivalents for the items from the left-hand part.

- | | |
|-------------------|---|
| 1) a globetrotter | a) a building where people living away from home can stay and get meals at low prices |
|-------------------|---|

- | | |
|----------------------|---|
| 2) the jet set | b) a group of hotel businesses that all belong to the same person or company |
| 3) a hub | c) someone who travels a lot and visits a lot of different countries |
| 4) a hot spot | d) the service of providing a room for the night and a meal next morning |
| 5) attraction | e) the most important place where a particular activity takes place |
| 6) a sister property | f) with a good reputation |
| 7) a hotel chain | g) the property of an organisation or group that has close connections with another similar organisation or group |
| 8) a hostel | h) a place that is fashionable, popular and lively |
| 9) bed and breakfast | i) somewhere or something you can visit that is interesting or enjoyable |
| 10) of great repute | j) rich people who travel to a lot of different parts of the world and have exciting lives |

Text

London Hotels

London, the capital of England, is one of the popular tourist and business destinations for holidaymakers, globetrotters, and jet set corporate executives. The city is a commercial hub of leading business financial and cultural centres making it one of the most globe cities.

Some of the famous places, attractions and tourist hot spots of London include: Westminster Abbey, the Tower of London, the Tower Bridge, Buckingham Palace, Kensington Gardens, Trafalgar Square, St. Paul's Cathedral, Piccadilly Circus, Royal Opera House and many others.

There are hundreds of different London hotels, many of which are sister properties of various hotel chains. Hotels in London range from luxury ones to cheap hotels, hostels, and bed and breakfast places. London hotels offer numerous high quality accommodation for tourists and business travellers, although accommodation in London can be quite expensive.

Remember, London is a very large city so when you book a hotel, make sure that public transportation is within walking distance of it. Besides, book your London hotel as early as you can, as hotels can be almost booked out at busy times especially for major events like the London Marathon or the Chelsea Flower Show.

The famous luxury London hotels include the glamorous Ritz Hotel which is perfectly located in landmark position on Piccadilly in the heart of London's West End. A luxury Mayfair hotel of great repute is the Dorchester Hotel, which for over half a century has remained the pinnacle of luxury. Also set in the heart of Mayfair, Browns Hotel is one of the most historic hotels in London. Within a short walk from exclusive Bond Street shopping, there are West End theatres and St. James's.

Some of the other corporate and luxury London hotels are Grosvenor House, the InterContinental Hotel, 51 Buckingham Gate, the Mayfair Hotel and the Mandarin Oriental Hotel.

If you need accommodation at a London airport hotel, then the Sofitel London Heathrow is located only a few minutes from the airport. Another great airport hotel just half a mile from Heathrow Airport and well connected to London via the Heathrow Express is the London Heathrow Marriott Hotel.

Finding the perfect London hotel to make the dream of visiting London even better is as simple as doing a little investigation on LondonHotel.co.za

(www.londonhotel.co.za)

Words and Expressions

an executive [ɪg'zekjʊtɪv] — исполнительный директор

to range [reɪndʒ] — колебаться (о ценах)

glamorous ['glæməərəs] — необычайно привлекательный и интересный, привлекающий всеобщее внимание

landmark ['lænd,mɑ:k] — важный, значительный

a pinnacle of luxury ['pɪnəkl...] — вершина роскоши

an investigation [ɪn'vestɪ'geɪʃn] — зб.: просмотр сайта

Exercises

IX. Answer the questions.

1. What people is the majority of luxury hotels of London intended for?
2. What are the popular attractions of London that are visited by foreign tourists?
3. Are there any places in London where not very rich people could stay? What are they called?
4. What recommendations can be given to those who have decided to stay in one of the London's hotels?
5. Where can one find detailed information about London hotels?

X. These are two ads advertising the luxury London hotels. Which of them would you choose and why?

1. The Savoy, London. After a £200 million, the world-famous Savoy Hotel returns with incredible Art Deco interiors and a Gordon Ramsay restaurant. Its stunning rooms feature elegant, marble bathrooms.

Contact Details

The Savoy

Strand

London

WC2R OEU

Cost

Prices range from 237 GBP to 3,114 GBP per night.

2. The Goring, London. Just 0.5 miles from Buckingham Palace. The Goring offers elegant rooms and gourmet cuisine. Guests have free fitness-club access, and many rooms overlook the large hotel garden. Boutique shops in Sloane Square are a five-minute taxi ride.

Contact Details

The Goring

15 Beeston Place

London

SW1W OJW

Cost

Prices range from 244 GBP to 672 GBP per night.

Grammar

THE GERUND (ГЕРУНДИЙ)

Герундий, так же как и причастие, является неличной формой глагола. Аналогом простейшей формы герундия в русском языке может служить отглагольное существительное:

reading — чтение

explaining — объяснение

Сложные формы герундия и герундиальные обороты (см. дальше) не имеют прямого соответствия в русском языке, и способы их перевода неодинаковы.

По форме герундий совпадает с причастием I, а различие в содержании выявляется только в предложении.

Формы герундия

non-perfect	Active Voice	Passive Voice
	making	being made
perfect	having made	having been made

Следует отметить, что в разговорном языке встречаются только простые формы герундия. Сложные формы — это специфика научного языка и письменной речи.

Перед герундием может употребляться предлог, существительное (в общем или притяжательном падеже) или притяжательное местоимение — компоненты, являющиеся определителями существительного. Это, а также синтаксические функции, и отличают герундий от сходного с ним по форме причастия.

На русский язык герундий может переводиться существительным, неопределенной формой глагола, деепричастием (но никогда — причастием) и глаголом в личной форме в составе придаточного предложения.

1. *Skating is very popular in our country.* — Катание (кататься) на коньках очень популярный вид спорта в нашей стране.
2. *Upon returning home I wrote a letter to him.* — Возвратившись (по возвращении) домой, я написал ему письмо.
3. *I knew of his having taken part in the experiment.* — Я знал о том, что он принял участие в этом эксперименте.

REMEMBER!

После глаголов *to begin, to start, to continue, to go on, to keep, to stop, to finish* наряду с неопределенной формой глагола употребляется герундий.

1. *Begin reading the text.* — Начинайте читать текст.
2. *Stop laughing at him.* — Перестаньте смеяться над ним.

Exercises

I. Read and translate. Use your Russian variant for back translation.

The teacher began writing the questions on the blackboard. The students started reading them. Steve stopped whispering to John. Tom continued talking to his friend. Helen finished copying the questions. All students kept on working. Everybody likes learning languages.

II. Translate the sentences into English using a gerund.

1. Перестаньте, пожалуйста, разговаривать. 2. Прекратите шуметь. 3. Они только что начали проводить испытание. 4. Моя сестра продолжает говорить по телефону. 5. Они уже закончили переводить текст. 6. Я люблю играть в теннис, но не люблю играть в волейбол. 7. Продолжайте отвечать на вопросы. 8. Она начала готовить обед в два часа.

III. Say what you like and what you don't like to do.

Model: I like **swimming** (but) I don't like **sunbathing**.

Use: travelling — staying in town for holiday; driving fast — driving very far; walking much — sitting at home; keeping late hours — getting up early; cooking dinner — washing the dishes; taking the dog for a walk — training it (to train — дрессировать).

IV. Make up short dialogues according to the model.

I'm fond of reading science fiction. (Я увлекаюсь чтением научной фантастики.) — So am I. or: But I'm not.

Use: driving fast; windsurfing; collecting stamps; going in for sports; reading fantasy; learning foreign languages.

Grammar

Gerundial Constructions

(Герундиальные обороты)

Герундиальный оборот — это герундий с зависимыми словами, стоящими слева (предлог, существительное, притяжательное местоимение). Хотя зависимые слова, стоящие справа от герундия, тоже входят в со-

став герундиального оборота, они не затрудняют перевода. Трудности перевода связаны с зависимыми компонентами, предшествующими герундию. Герундиальные обороты, как правило, переводятся на русский язык придаточным предложением, в котором подлежащим является существительное или личное местоимение, соответствующее форме употребленного перед герундием притяжательного местоимения, а сказуемым — глагол в личной форме, от инфинитива которого образован герундий.

1. I like *her singing*. — Мне нравится, *как она поет*.

2. I was surprised *at their visiting us very often*. — Я был удивлен, *что они посещают нас очень часто*.

Использование герундиальных оборотов допустимо в основном в письменной и официальной речи.

Exercises

V. Find the gerundial constructions and translate the sentences into Russian.

1. Before going to bed I usually take a walk. **2.** He insisted on our doing it at once. **3.** I avoid crossing the street under the red light. **4.** We enjoyed resting this afternoon as we had a busy morning. **5.** You cannot present your paper to the conference without checking it carefully. **6.** Upon arriving in our city for his scientific work he received his Doctor's Degree and was appointed Professor of Inorganic Chemistry at the University. **7.** We repeated the experiment upon changing the experimental condition. **8.** I know of his taking an interest in biology. **9.** Her going in for sports regularly helps her feel better. **10.** After their informing us of the news we changed our plans. **11.** Their knowing this news surprised us. **12.** Would you mind my opening the window?

ЗАПОМНИТЕ разговорные конструкции с герундием;

1. I couldn't (can't) help doing it. — Я не мог (не могу) не сделать этого.

2. I don't feel like doing it. — Я не хочу (мне не хочется) этого делать.

3. I feel like eating ice cream. — Мне хочется съесть мороженое.

Exercises

VI. Answer the questions according to the model. Give your reasons.

T.: Have you bought the book?

St.: Yes, I have. **I couldn't (can't) help buying it: it's a bestseller.**

1. Did you meet them at the railway station? 2. When did you phone him?
3. Are you going to come to see her? 4. Do you want this book for some more days? 5. Who informed her about the event? 6. You also took part in the experiment, didn't you? 7. Did you send them an e-mail? 8. Do you always congratulate him on his birthday? 9. Have you read the novel?
10. Why have you changed your plan?

VII. Respond to the suggestion or request using the model. Give your reasons.

T.: Let us phone him.

St.: I'm sorry (Oh), **I don't feel like phoning him (doing it): I'm terribly tired.**

1. Will you go to the country with us? 2. Try to inform him about this. 3. Let's write a letter to her. 4. Do you want to see the TV programme with me?
5. Come in and have coffee with me. 6. Why can't you send him a message?
7. Tell him that we'll come. 8. Can't you help her? 9. She'll be waiting for you. Come and see her. 10. Let's buy some food on our way home.

VIII. How do you feel about:

- meeting people?
- making mistakes?
- losing things?
- doing nothing?
- working hard?
- washing up?
- learning foreign languages?
- spending money on trifles?

Use the models:

I like ...

I don't like ...

I don't mind ...

I dislike ...

I hate ...

+ a gerund

Unit

SEVENTEEN

Conversation: At the Post Office

Grammar: The Infinitive. The Infinitive Constructions

Text

Read the text.

At the Post Office

There is a post office in every town and nearly every village in the country; the large towns, of course, have more than one. The post office runs some services. You can buy stamps, postcards, and envelopes there, send a telegram or post a letter from it, and cash a money order.

At the post office there is generally a special counter, or window, for each service; one for money orders, one for stamps, one for telegrams, one for letters to be called for, one for registered letters, and so on.

If you want to buy, to send, or to receive something you must go to the right counter; if you go to the wrong one you will only waste your time.

Let us call in one of the post offices and watch the busy atmosphere there. On one side of the counter, you can see several customers, on the other side — the clerks. Customers are standing at various windows buying stamps, envelopes, postcards, registering letters. Some are sending money orders, others are cashing theirs; one is collecting the mail from his P.O. box¹, a number of people are getting letters to be called for. You can also see people sending books, albums and the like by book post and parcels by parcel post. In case of necessity you can send parcels insured. But remember that not everything is allowed to be enclosed in the parcel. For that you should see a list of restrictions. If you want to buy only postcards or envelopes you need not stand in the queue. There are some vending machines and you can get the things from them.

Usually people send letters by ordinary mail but sometimes it is necessary that the correspondence should be insured. In this case other

¹ a P.O. box is short for a post office box

ways of sending letters are applied, for instance, mail can be registered and recorded. Registered mail allows the location and in particular the correct delivery of a letter to be tracked. It is usually considerably more expensive than regular mail, and is typically used for valuable items. Recorded mail is handled just like ordinary mail with the exception that you pay for a record of the fact that you have sent it. This is useful for legal documents where proof of sending and delivery is required.

Besides, at the post office you may subscribe to different journals and magazines. In some post offices there is also a special window where you can pay for special services, such as phone, gas, electricity bills. This makes our life easier: you need not go to another place — everything is within reach.

Unfortunately, the tradition of writing letters and sending postcards is dying out nowadays. Communication is becoming less personal because more and more people prefer contacting by e-mails and text messages. It saves time considerably but adds a lot to impersonal communication that excludes feelings and emotions. The Internet has made the process of sending letter-like messages nearly instantaneous, and in many cases correspondents use electronic mail where previously they would have used letters. This resulted in the decline in the volume of paper mail sent through US Postal Service that has decreased by 15 % since its peak at 213 billion pieces per year in 2006.

And now a few words about telegrams. There are three types of telegram service: ordinary, urgent, express. You can also send photo-telegrams and reply-paid telegrams. The services differ from country to country. In the United States, for instance, you will find Night Letter and Day Letter telegraph messages. The Night Letter is a telegram sent when the telegraph is least busy. There is a reduced charge for this form of service. The Day Letter is sent off almost immediately and must be delivered the same day it is sent.

As you pay for the word it is advisable to use a special telegraph language which is known as telegraphy: prepositions and articles are omitted.

One should follow a certain standard form in writing out the address. The address on the envelope naturally includes the name of the addressee which is written first. A man must be addressed Mr. or Esq.¹ (not both).

¹ Esq. is short for Esquire [Is'kwairə] — эсквайр (*Ам. Е.* вежливая форма обращения к какому-либо выдающемуся гражданину штата, преимущественно к мировому судье)

A lady is addressed Mrs. before the name of a married woman and Miss before the name of an unmarried woman. The house number and the name of the street are written in the second line of the address on the envelope. The name of the town with the post index follows the street. The last item of the address is the name of the country. In letters to the USA the name of the state must follow the name of the town.

Words and Expressions

a post office [ˈpəʊst ˌɒfɪs] — почтовое отделение

a village [ˈvɪlɪdʒ] — деревня

to post a letter — отправлять письмо по почте, опускать в почтовый ящик

to cash a money order [... ˈɔːdə] — получать деньги по переводу

a counter [ˈkaʊntə] — прилавок

a letter to be called for — (*Am. E.*) письмо до востребования

a registered letter — заказное письмо

to collect the mail [meɪl] — вынимать (корреспонденцию)

the like — тому подобное

by book post — пересылка бандеролью

a parcel [ˈpɑːsl] — посылка

insured [ɪnˈʃʊəd] — с объявленной ценностью

to enclose [ɪnˈkləʊz] — вкладывать

a queue [kjuː] — очередь

a vending machine [ˈvendɪŋ məˌʃiːn] — автомат по продаже штучных товаров

to apply [əˈplaɪ] — применять, использовать

recorded mail [rɪˈkɔːdɪd ˌmeɪl] — почтовое отправление с вручением квитанции, подтверждающей факт отправки письма

location [ləˈkeɪʃn] — местонахождение (корреспонденции)

to be tracked [trækt] — быть прослеженным

a valuable item [ˈvæljuəbəl ˌaɪtəm] — ценное вложение

to handle [ˈhændl] — зд. осуществляться

a legal document [ˈliːgl ˌdɒkjʊˌment] — юридический документ

proof of delivery [ˈpruːf əv dɪˈlɪv(ə)ʃi] — подтверждение доставки

to subscribe to smth. [səbˈskraɪb] — подписываться на что-л.

to be within reach [wɪðˈɪn ˈriːtʃ] — быть в пределах досягаемости

to die out [ˈdaɪ ˈaʊt] — сходить на нет (*досл.* умирать)

instantaneous [ˌɪnstənˈteɪniəs] — моментальный
 previously [ˈpriːviəsli] — раньше, в предыдущие годы
 a decline [dɪˈklaɪn] — спад
 a volume [ˈvɒljʊm] — объем
 to decrease [diːˈkriːs] — уменьшаться
 ordinary [ˈɔːdn(ə)ri] — простая (телеграмма)
 urgent [ˈɜːdʒ(ə)nt] — срочная (телеграмма)
 express [ɪkˈspres] — телеграмма-молния
 a reply-paid telegram [rɪˈplaɪ ˈreɪd ...] — телеграмма с оплаченным
 ответом
 to differ — различаться
 a reduced charge [rɪˈdʒuːst ˌtʃɑːdʒ] — скидка в оплате
 to deliver [dɪˈlɪvə] — доставлять
 it is advisable [ədˈvaɪzəbl] — желательно
 telegraphy [təˈlegrəfi] — телеграфный стиль
 a preposition [ˌprepəˈzɪʃn] — предлог
 an article [ˈɑːtɪkl] — артикль
 to omit [əʊˈmɪt] — пропускать, не включать
 an addressee [ˌædreˈsiː] — адресат
 the last item [...ˈaɪtəm] — последний пункт

Exercises

I. 1. Name as many things as possible that are necessary to write and send a letter. Use the introductory phrase:

To write and send a letter it is necessary to have ...

2. Name all kinds of telegrams. Begin speaking with the phrase:

Telegrams may be ...

3. Enumerate special counters at the post office. Begin speaking with the words:

At the post office one can find several counters, or windows ...

4. Say what one can do at the post office. Use the introductory phrase:

At the post office we can cash a postal order, etc.

II. A. Answer the questions.

1. How often do you go to the post office? Is it near your block of flats? 2. Where is the General Post Office located in your town? 3. Do you often get letters? What letters, ordinary or registered? From whom? 4. Do you get foreign letters? From what country? 5. On what occasions do you get or send telegrams? 6. What is the price per word of an ordinary (urgent) telegram? 7. What can you send by parcel post and by book post? 8. Have you ever cashed a money order? When was it? What was the sum of money you got? 9. What happens if a letter is wrongly addressed? 10. How often do you write electronic messages and on what occasion?

B. On the basis of the questions given above ask indirect questions beginning with the words *He asked, He wanted to know*. Don't forget to use the sequence of tenses rule.

Additional Words and Expressions

to sign the name at the bottom — подписываться внизу

a postage [ˈpəʊstɪdʒ] — почтовая оплата, почтовые расходы

airmail [ˌeəˈmeɪl] — авиапочта

a receipt [rɪˈsi:t] — квитанция

a recipient [rɪˈsɪpiənt] — получатель

a payee [peɪˈi:] — получатель (денег)

a postman — почтальон

a post box — почтовый ящик

to stick a stamp — наклеивать марку

a letter of attorney [... əˈtɜːnɪ] — доверенность

collection of letters — выемка почты

subscription [səbˈskɪpʃn] — подписка

c/o = care of — (письмо) для кого-то через такого-то; Mr. X c/o Mr. Y — господину Y для господина X (досл. господину X через господина Y)

III. Translate into English using the words given above.

1. Отправляя письмо, не забудьте наклеить на конверт марку, иначе письмо не дойдет до адресата. 2. За границу удобнее всего посылать письмо авиапочтой. 3. Выемка почты из уличных почтовых ящиков производится несколько раз в день. 4. Почтовые расходы зависят от веса посылки и от расстояния, на которое она посылается. 5. Человек,

который получает деньги по почтовому переводу, должен правильно заполнить бланк и поставить внизу подпись. **6.** Когда вы отправляете посылку или бандероль, почтовый служащий дает вам китанцию. **7.** Получить деньги по переводу за другого человека можно только по доверенности. **8.** Вложение в конверт с письмом не должно превышать определенный вес. **9.** Подписка на газеты и журналы производится на любом почтовом отделении. **10.** Доставка корреспонденции осуществляется не менее двух раз в день.

IV. A. State the difference between:

a letterbox — a post box; an addressee — a payee; by book post — by parcel post; to carry — to deliver; a message — a letter; post — mail; a stamp — postage.

B. Choose the proper word.

1. A ... is a person who cashes a money order. A person that a letter is addressed to is called ... (an addressee, a payee) **2.** I want to send these albums by What will it cost? If you are going to send an expensive present to somebody it is better to send it by ... insured. (book post, parcel post) **3.** ... to be called for are kept at the post office not more than a month. Your friend called on you this morning and did not get you at home; here is ... he left for you. (letters, a message) **4.** In the streets of our towns one can see ...; they are painted blue. Postmen drop letters and newspapers in the ... that are installed for every flat in the multi-storeyed building. (letterboxes, pillar boxes) **5.** It is not an easy thing for a postman ... a heavy bag full of letters, newspapers and magazines. In our city newspapers and letters are ... three times a day. (delivered, to carry) **6.** What is the ... on a registered letter to England? When you register a letter at the counter of the post office the clerk puts a special ... on it. (stamp, postage)

V. Describe your local post office. These questions will help you.

1. Where is your local post office situated? Is it miles away or near your house? **2.** How many counters (windows) are there? What are they? **3.** Is there a parcel department? **4.** Can you make a long-distance call from your post office? **5.** Do you subscribe to any periodicals there? **6.** Are there always many people at your post office? **7.** How often do you go there? **8.** What other services are available at your post office?

VI. Speak about:

- 1) the duties of a postman;
- 2) how you subscribed to the papers and magazines;
- 3) the delivery of post (mail).

VII. Describe the procedure of:

- 1) posting a letter;
- 2) sending a telegram;
- 3) registering a letter;
- 4) sending and cashing a money order;
- 5) posting a parcel;
- 6) sending books by book post;
- 7) collecting a letter to be called for.

VIII. This is what you can ask or say at the post office. Memorise the phrases.

Is there a post office near here?	Есть ли где-нибудь поблизости почта?
I'd like to send these letters to England, please.	Я бы хотел отправить письма в Англию.
How much does it cost to send a letter / parcel to France?	Сколько стоит отправить письмо / посылку во Францию?
I'd like to register this letter.	Мне бы хотелось отправить заказное письмо.
I'd like to send this letter express.	Мне бы хотелось отправить письмо экспресс-почтой.
Where can I cash the money order, please?	Где я могу получить деньги по переводу?
Can I send this by book post?	Могу я отправить это бандеролью?
What is (not) allowed to send by parcel?	Что можно / нельзя отправлять посылкой?
What is the postage on a letter / parcel by airmail to the USA?	Сколько стоит (каковы почтовые расходы) отправить письмо / посылку авиапочтой в США?
I'd like two 40-pence stamps, please.	Мне нужно две марки по сорок пенсов.
Where can I have the parcel weighed?	Где можно взвесить посылку?

Read the dialogue "Sending a Parcel to Huston".

A. What does a parcel to Huston cost?

B. It depends. Airmail or surface mail?

A. Airmail, please.

B. I'll have to weigh it first. That will be £5.50, please. And you will have to fill out this customs form.

A. And I'd like three 50-pence stamps, too, please.

B. Here you are. That's £7 exactly.

A. How long does a parcel to Huston take?

B. About a week.

A. And how much is this registered letter to Sweden, please?

B. I'll check ... that's £2.50. Anything else?

A. Yes, please. Half a dozen airmail labels and a book of stamps.

B. That's £9.75, please.

IX. Answer the questions.

1. Have you ever sent a parcel abroad? To what country? **2.** What was the enclosure? **3.** Did you send it airmail or surface mail? **4.** What does the postage on a parcel depend on? **5.** Why is it sometimes necessary to send a parcel insured?

X. Describe the procedure of sending a parcel given in the dialogue above.

Short dialogues

AT THE POST OFFICE

Read the dialogues in pairs.

I

Customer: Excuse me. Where can I cash this money order?

Clerk: Right here, madam. Please, sign your name at the bottom. Here is the money.

Customer: Thank you very much.

Clerk: Thank you.

II

Customer: Could you tell me what the postage on a registered letter is, please?

Clerk: Is it an inland one?

Customer: No, it's for the Continent.

Clerk: Let me have it weighed. It will come to 3.5 d.¹

Customer: And what's the postage on ordinary inland letters?

Clerk: Two pence — halfpenny².

Customer: And on postcards?

Clerk: Three halfpenny.

Customer: And if I want to send them by airmail?

Clerk: It's 6 d. for letters and 4 d. for postcards.

III

Customer: I'd like to send a telegram, where can I get a form?

Clerk: You'll find telegram forms over there; fill one up and hand it in at the next counter.

Customer: How much will it be to send this telegram to France?

Clerk: Let me see, how many words ... ten words at 8 d. a word. That'll be 80 d., please.

Customer: And I want the telegram to reach the addressee by tonight.

Clerk: It will, don't worry. Here is a receipt. Thank you.

IV

Customer: I want to send a money order. Could you tell me when the payee will get it if I send it right away?

Clerk: Tomorrow, by morning delivery, about 11 o'clock.

Customer: Will he be able to cash it the same day?

Clerk: Certainly, he'll.

Situational Exercises to the Short Dialogues

I. You don't know at what counter of the post office you can do one or another thing. Ask.

Model: Excuse me, where can I **get a form for a money order**?

You want: to send a parcel; to send a telegram; to register a letter; to buy stamps; to get a letter to be called for; to subscribe to newspapers; to cash a money order; to make a long-distance call.

¹ 3.5 d. = 3,5 пенса

² halfpenny ['heɪpnɪ; ,hɑ:f'penɪ] — полпенни

II. You are going to send something. Ask what the postage is.

Model: I'd like to **send a letter to England by airmail**. What's the postage on it, please?

You are sending: a registered letter to France; two albums by book post to London; a parcel insured to Japan; an ordinary letter to New York.

III. You are looking for something. Ask where it is.

Model: Where is **the General Post Office**, please?

You need: the letter box; the parcel department; the public telephone; the delivery department; the telegraph department; the currency exchange office.

IV. Reproduce the dialogues "At the Post Office" in similar situations.

Grammar

THE INFINITIVE. THE INFINITIVE CONSTRUCTIONS

(НЕОПРЕДЕЛЕННАЯ ФОРМА ГЛАГОЛА.

КОНСТРУКЦИИ С НЕОПРЕДЕЛЕННОЙ ФОРМОЙ ГЛАГОЛА)

С формами инфинитива вы уже имели дело при изучении различных временных групп — simple, continuous, perfect и perfect continuous. Рассматривая модель образования глагольной формы каждой группы времен, вы, в сущности, и знакомились с той или иной неопределенной формой, которая лежит в основе данного грамматического времени:

simple infinitive — to read (читать вообще)

continuous infinitive — to be reading (читать в данный момент)

perfect infinitive — to have read (прочитать)

perfect continuous infinitive — to have been reading (читать в течение какого-либо времени, включая или исключая настоящий момент)

Это формы инфинитива в действительном залоге (active voice).

С параллельными формами инфинитива в страдательном залоге вы также познакомились в соответствующем разделе "Passive Voice".

Формы инфинитива

	Active Voice	Passive Voice
Simple	to study — изучать (вообще)	to be studied — быть изучаемым (вообще)
Continuous	to be studying — изучать (в данный момент)	to be being studied — быть изучаемым (в данный момент)
Perfect	to have studied — изучить	to have been studied — быть изученным

Некоторых особенностей употребления инфинитива (в частности опущения частицы *to*) мы коснулись в разделе о модальных глаголах. Своеобразие употребления неопределенной формы глагола наблюдается в инфинитивных конструкциях, т. е. в таких оборотах речи, которые являются спецификой английского языка и не имеют (или почти не имеют) аналогии в русском языке.

Construction *for + to Infinitive* (Конструкция *for + to Infinitive*)

1. It is necessary *for him to consult a doctor*. — Ему необходимо *посоветоваться с врачом*.
2. There is no need *for her to worry*. — Ей нет необходимости *беспокоиться*.
3. Here is a job *for you to do*. — Вот работа, которую вам нужно *сделать*.

Exercises

I. Translate into Russian paying attention to the construction *for + to infinitive*.

1. It is necessary for us to come there in time. 2. It is very important for the students to have a good practice in English. 3. Is it difficult for you to answer the question? 4. Do you think this text will be difficult for you to translate without a dictionary? 5. It was not easy for the scientists to prove their theory. 6. She opened the window for the night because it was hot for

them to sleep in the room. **7.** It is only two o'clock. There is no need for you to hurry. **8.** Here is a book for him to read during his trip. **9.** The only thing for her to do was to put up with the circumstances. **10.** There is no hope for me to meet him soon.

II. Complete the sentences.

1. When we finished packing it was time for ... to ... **2.** He took a taxi as it was necessary for ... to ... **3.** They took a porter because the luggage was too heavy for ... to ... **4.** If you wish to pass your exams successfully, it is necessary for ... to ... **5.** Tell him the news, it will be interesting for ... to ... **6.** She is leaving tomorrow. Can you come to see her off? It will be pleasant for ... to ... **7.** Would you mind closing the window? It is cold for ... to ... **8.** The conference will be held on Sunday. It is interesting for ... to ... **9.** There was no hope for ... to ... **10.** I cannot see any possibility for ... to ...

III. Respond to the questions or statements given below with phrases A or B.

A.	It	is	difficult	for smb. to do smth.
		was	important	
		will be	necessary	
			pleasant	
			interesting	
			desirable	
			easy	

B.	There	is	no	need	(for smb.) to do smth.
		was		chance	
		will be		possibility	
				sense (смысл)	

Model 1: T.: Have you read this novel?

St.: Yes, I have. It was interesting **for me to read it.**

A. 1. Have you sent her a registered letter? **2.** I think you have received my letter of congratulation. **3.** Is she going to consult a doctor? **4.** When did you hear the news? **5.** Why does your friend learn English? **6.** Oh, I'll ring her up tomorrow. **7.** You've visited the new exhibition, haven't you? **8.** Where are you going this summer? **9.** Have you read the story?

Model 2: T.: Did you phone him yesterday?

St.: No, I didn't. There was no need (for me) to do it.

B. **1.** Shall we translate this text in writing? **2.** Why didn't you come to see her off? **3.** You've phoned them certainly! **4.** You have certainly informed him about this. **5.** Come and see her tomorrow! **6.** Can they finish the test in two days? **7.** Let us ask her to help us. **8.** You are going to send a money order to her, aren't you?

IV. Answer the questions. Give the reasons for your choice.

1. What is more desirable for you, to have a good flat or a loving husband (wife)? **2.** What is necessary for you at the present moment, to have good knowledge of English or to get a driving licence? **3.** What is more important for you, to find a well-paid job or to be happy in the family? **4.** What is more interesting for you, to study foreign languages or to travel much? **5.** What is easier for you, to strictly follow the traffic rules or to pay a fine to the policeman for breaking the rule? **6.** What is more pleasant for you, to have a rest at the seaside or to climb a mountain?

V. Which of the following chances may come true in your future life?

Is there any hope for you

- to find a well-paid job?
- to buy a Mercedes?
- to get promotion in your office?
- to find a good wife (husband)?
- to buy a cottage on Palm Beach?
- to become a manager of a big company?

VI. Translate into English using the *for + to infinitive* construction.

1. Вам необходимо помочь ей. **2.** Вам трудно переводить этот текст? **3.** Ей приятно получать от вас письма. **4.** Моим коллегам было очень трудно начать эксперимент. **5.** Мне будет интересно знать, что она думает об этом. **6.** Для нее будет сюрпризом встретить вас там. **7.** Ему было приятно сообщить вам об этом. **8.** Нам необходимо знать об их приезде заблаговременно. **9.** Вам нет необходимости идти туда так рано. **10.** У вас нет возможности встретить их там.

Grammar

The Objective Infinitive Construction

(The Complex Object)

(Объектная инфинитивная конструкция, или сложное дополнение)

Объектная инфинитивная конструкция (сложное дополнение) состоит из двух частей — существительного в общем падеже или местоимения в объектном падеже и неопределенной формы глагола. Но в функции сложного дополнения такое словосочетание выступает только в определенных условиях, а именно — если этот комплекс стоит после сказуемого, выраженного глаголами со значением:

- 1) желания — *to want, to wish, to desire, I (he, she, etc.) would like;*
- 2) умственной деятельности — *to think, to believe, to consider, to suppose, to expect, to know, to regard* и др.;
- 3) физического восприятия — *to see, to notice, to watch, to hear, to feel;*
- 4) разрешения, побуждения — *to let, to make, to allow, to force.*

Необходимо запомнить, что инфинитив в составе сложного дополнения после глагола-сказуемого со значением физического восприятия, а также после глаголов *to let* и *to make*, употребляется без частицы *to*.

Ввиду отсутствия аналогичного комплекса в русском языке сложное дополнение переводится придаточным дополнительным предложением (кроме предложений, относящихся к пункту 4).

1. *I want you to see me off.* — Я хочу, чтобы вы меня проводили.
2. *We expected the plan to be discussed at the conference.* — Мы ожидали, что план будет обсуждаться на конференции.
3. *Did you see the boys get off the bus?* — Вы видели, как мальчики выходили из автобуса?
4. *They let him take part in the conference.* — Ему позволили принять участие в конференции.

В предложении 3 (т. е. после глаголов со значением физического восприятия) вместо инфинитива *get off* возможно причастие *getting off*. Разница заключается в следующем: инфинитив просто называет действие, в то время как причастие подчеркивается, что действие находится (находи-

лось) в процессе совершения, развития. В некоторых случаях при переводе на русский язык это различие подчеркивается употреблением разных видовых форм глагола.

I saw them enter the house. — Я видел, как они вошли в дом.

I saw them entering the house. — Я видел, как они входили в дом.

Что касается употребления сложного дополнения после глаголов *to let*, *to make* и некоторых других, то в этом случае при переводе на русский язык не возникает трудностей, так как перевод осуществляется в той же последовательности слов с заменой на эквивалентные русские компоненты.

1. *I cannot let you do this job: it is dangerous. — Я не могу позволить вам делать эту работу: это опасно.*

2. *Circumstances made me come to another decision. — Обстоятельства заставили меня принять другое решение.*

Exercises

VII. Translate into Russian paying attention to the complex object.

1. I watched them disappear down the street. 2. I know your friend to have taken part in the international conference. 3. We expect the guests to come in time. 4. I heard her say so. 5. I want you to understand me. 6. They did not expect him to come back so soon. 7. We expected the delegation to arrive in the morning. 8. He wishes the paper to be published as soon as possible. 9. Do you want me to see you off? 10. Did you hear them talk and laugh in the next room? 11. The doctor made his patient follow the prescription. 12. Parents do not let their children keep late hours.

VIII. Complete the sentences using the complex object construction.

1. They wanted us to ... 2. I didn't expect him to ... 3. We don't want our friends to ... 4. We know her to ... 5. I didn't expect you to ... 6. They believed the experiment to ... 7. I'd like my brother to ... 8. Do you want me to ... ? 9. Did you see the child ... ? 10. We watched them ... 11. I cannot let you ... 12. Who made them ... ?

IX. Answer the questions. Give full answers.

1. Do you want to see the new film? **2.** Do you want me to see the new film?
3. Do you know our new professor? **4.** Do you know our professor to deliver a lecture on Monday? **5.** When do you expect your friend? **6.** When do you expect your friend to return from England? **7.** Have you seen him? **8.** Have you seen him enter the hall? **9.** What language do you believe to be more difficult, English or German? **10.** Where do you expect your friends to go on Sunday?

X. Translate into English using the complex object construction.

1. Он хочет, чтобы вы позвонили ему сегодня. **2.** Я хочу, чтобы вы подождали меня здесь. **3.** Я не слышал, как он говорит по-английски. **4.** Я знаю, что он лучший студент в группе. **5.** Все ожидали, что он прочтет хорошую лекцию. **6.** Мы видели, как они закончили играть в шахматы. **7.** Я хотел бы, чтобы они приняли участие в этом эксперименте. **8.** Я полагаю, что он знает об этом. **9.** Преподаватель заставил студентов посещать лекции регулярно. **10.** Я не могу позволить вам приходить так поздно.

XI. Answer the following questions keeping in mind the use of an infinitive after the verbs *to let* and *to make*. Give full answers to the general questions.

- 1.** Do your parents let you
 - return home late?
 - miss classes at the University?
 - eat much ice cream?
 - keep late hours?
 - do nothing?
 - smoke in the room?
- 2.** What else do (don't) they let you do?
- 3.** Do your parents make you
 - do any work about the house?
 - have hot milk when you are ill?
 - go in for sports?
 - wash your hands before meals?
 - stay at home when the weather is rainy?
 - earn money?
- 4.** What else do (don't) they make you do?

XII. Translate into English using the objective infinitive construction after the verbs *to let* and *to make*.

1. Позвольте мне сделать эту работу. 2. Преподаватель разрешил студентам пользоваться словарем. 3. Я не позволю вам так себя вести. 4. Вы позволите мне прийти пораньше? 5. Родители не должны позволять детям возвращаться домой поздно. 6. Я могу позволить вам опоздать немного. 7. Преподаватель заставляет студентов посещать занятия регулярно. 8. Декан может заставить студентов не опаздывать на лекции. 9. Родители заставляют детей заниматься спортом. 10. Почему вы заставляете меня делать это?

XIII. Give your friend a piece of good advice.

Model 1: St. 1: I'm bored.

St. 2: Well, do something interesting.

St. 1: What do you want **me to do**?

St. 2: **Go to the cinema for example.**

Advise the following: to study a foreign language; to visit a museum; to go abroad; to read a novel; to surf the Internet; to join a club; to go to the country; to make a call to somebody; to go in for sports.

Model 2: St. 1: I'd like **you to help me**. (**Why?**)

St. 2: Why would you like me to help you?

Use the following: to go somewhere — where; to see a new feature film — what film; to meet him at the station — when; to buy a present for her — what; to begin a new life — why; to invite somebody — who; to find another job — what job.

Dialogue

Read the dialogue.

Lord Worth: Ah, Charles!

Charles: Yes, sir.

Lord Worth: I want an early lunch today, Charles.

Charles: Yes, sir ... What time?

Lord Worth: Twelve o'clock ... Oh, and I want you to reserve a table at the Savoy ... for seven o'clock.

Charles: Yes, sir.

Lord Worth: ... and I want Mary to prepare the guest room for Sir Thomas. I want her to make a special effort¹. Sir Thomas is a very important guest.

¹ to make a special effort ['speɪl 'efət] — приложить особые усилия, постараться

Charles: Yes, sir ... anything else, sir?

Lord Worth: No, Charles, that's all.

Exercises

XIV. Act out the dialogue exchanging the roles.

XV. Use the expression *Somebody wanted me to be something* in your questions and answers.

1. When I was young, my father wanted me to be a doctor. He wanted me to work hard.

Ask your friend the same questions using the model below.

What did your	father	want you	to be ...?
	mother		to do?
	grandparents		...? ...?
	teachers		

2. My father didn't want me to smoke.
My mother didn't want me to spend a lot of money on trifles.
My grandmother didn't want me to marry a foreigner.
My teachers didn't want me to be a teacher.

What about your father (mother, grandparents, teachers)? Ask each other.

3. What do you want your children (wife, husband, friend, parents) to do? Ask each other.

Grammar

The Subjective Infinitive Construction (Субъектная инфинитивная конструкция)

Субъектная инфинитивная конструкция также представляет собой комплекс, в состав которого входит инфинитив. Такой инфинитив относится к существительному в общем падеже или местоимению в именительном па-

деже (в отличие от объектного при сложном дополнении, в составе которого местоимение употребляется в объектном падеже), но эти два компонента комплекса разьединены спрягаемой частью сказуемого. Последняя может быть представлена глаголами определенных семантических групп:

1) глаголами умственной деятельности в страдательном залоге: *to be known, to be thought, to be considered, to be expected, to be believed, to be regarded* и т. д.

2) глаголами в действительном залоге: *to seem, to appear, to happen, to prove, to turn out* (все эти глаголы приобретают значение «оказываться»)

3) выражениями: *to be sure* (конечно), *to be certain* (определенно), *to be (un) likely* ([не]вероятно)

1. *He is known to be the best poet.* — **Известно**, что он лучший поэт.
Он, как известно, лучший поэт.

2. *The weather does not seem to be changing.* — **Погода, кажется**, не будет меняться.

3. *They are unlikely to have done it.* — **Не может быть**, чтобы они это сделали.

Exercises

XVI. Translate into Russian paying attention to the subjective infinitive construction.

1. St. Petersburg is known to have been founded in 1703 on the banks of the Neva. **2.** Moscow is believed to have been founded in 1147. **3.** The climate in England is mild; spring seems to be the best season in the country. **4.** The weather doesn't seem to be changing. **5.** My friend is considered to know English best of all in the group. **6.** The foreign delegation is expected to arrive next month. **7.** He is unlikely to have done it. **8.** They happened to have started the test two days before. **9.** He is known to speak five foreign languages. **10.** These historic events were regarded to have taken place as far back as the ancient times.

XVII. Change the sentences according to the model:

T.: It is known (that) one inch is equal to 2.54 centimetres.

St.: One inch is known to be equal to 2.54 centimetres.

1. It is known that Newton had formulated the laws of gravity and motion.
2. It is believed that the discovery greatly influenced the development of

science. **3.** It is considered that Russian contribution to space science is enormous ([ɪˈnɔ:məs] — огромный). **4.** It seems that the weather is changing. **5.** It so happened that I was ill that time. **6.** It is likely that he will leave for Moscow tomorrow. **7.** It is unlikely they have met him. **8.** It was known he had arrived five days before the event. **9.** It was supposed that pedestrians followed the traffic signs. **10.** It is certain he won't return till they finish the investigation.

XVIII. Respond to the statements in the following way.

Model: St. 1: He is a singer. (to consider — the best)
St. 2: Yes, I know. He is considered (to be) the best singer.

1. She is a pianist. (to believe — talented) **2.** They are sportsmen. (to consider — first class) **3.** The film isn't interesting. (to think — the most boring in the season) **4.** He is a rock star. (to believe — the most popular singer) **5.** Her father is a scientist. (to know — a great researcher) **6.** This book is popular with the readers. (to consider — a bestseller) **7.** A Rolls Royce is a very expensive car. (to suppose — the fastest car) **8.** The tea is very delicious. (to consider — the best brand) **9.** The boy is very clever. (to regard — intelligent) **10.** The north landscape is wonderful. (to believe — impressive)

XIX. Say that the following isn't somebody's duty.

Model: St. 1: Shall I have to do the cooking?
St. 2: No, you aren't supposed to do it. (Нет, это не входит в ваши обязанности.)

1. Will she have to look after the small children? **2.** Will you have to do the washing? **3.** Will he have to take a walk with the dog? **4.** Shall I have to feed the baby? **5.** Will she have to cook breakfast? **6.** Shall I have to wash the dishes? **7.** Will she have to go shopping? **8.** Shall I have to serve lunch every day? **9.** Will she have to type a lot? **10.** Shall I have to answer the phone calls?

XX. Say the following in English according to the model.

Приготовление пищи (не) входит в ее обязанности. — She is(n't) supposed to do the cooking.

1. Кормить ребенка — не его обязанность. 2. Выгуливать собаку не входит в мои обязанности. 3. Мыть посуду по утрам — не ее обязанность. 4. Я не обязана устраивать стирку каждый день. 5. Присматривать за малолетними детьми — ее обязанность. 6. Покупать продукты входит в их обязанность. 7. Гладить белье входит в твои обязанности. 8. Убирать дом не входит в мои обязанности.

XXI. Answer the following questions using the subjective infinitive construction.

1. What Russian city is considered to be built after the European architectural pattern? 2. What country is regarded to be the first in space exploring? 3. What literature is known to be the most popular with young people? 4. Who is known to speak English fluently in your group? 5. Why was the Liverpool group of four recognised as one of the most popular in the world? 6. What Russian philosophers are thought to be the most famous and readable? 7. Are Latin America serials considered to be popular only with housewives and pensioners?

Unit

E I G H T E E N

Conversation: Shopping

Grammar: The Subjunctive Mood

Text

Read the text.

Shopping (at the Department Store)

There is a wide network of shopping centres, department stores and specialised shops in every town and city. Customers can buy consumer goods either for cash or on credit.

People need many things for their everyday life. Some of these things serve them for a long time (they are called durable), others are intended for a short period (they are called non-durable). The former are expensive, while the latter are much cheaper.

Let us watch the busy life of one of the department stores and see what is for sale there. On the first floor you will find various departments: a haberdashery department, a hosiery department, a footwear department, and a textile and drapery department. At the very end there is a department where you can buy all kinds of kitchen utensils: cutlery, pans, crockery, pots, tea sets and so on. On the left side of the first floor you will see a perfumery and a gift and souvenir department. The goods that can be found at these sections are in great demand with the customers, that is why there are always crowds of people there.

The perfumery department is very popular both with women and men. There they buy things either for their personal use or for presents. You can find the following things on the counter: various kinds of perfume, shampoos, soap, and cream. Each woman can buy there a suitable lipstick, powder, nail polish, mascara, rouge, and eye shadows.

If you visit a haberdashery department, you will be surprised by a great choice of gloves, scarves, bags, hairbrushes and combs, socks and tights. The price of some goods is quite reasonable, of others — rather high.

On the second floor of the department store you can buy everything in the way of clothes: knitwear, underwear, ready-made clothes, and also furs and hats. The ready-made clothes department offers articles of home and foreign production. Clothes in different styles, colours and sizes can be found here.

At this department women can buy dresses, skirts, blouses, coats, jackets, and jeans. The shop assistant is always ready to serve the customer politely and will help everybody to choose the thing which will fit the person well.

For men the ready-made clothes department offers suits, shirts, trousers, jeans, T-shirts. If you like something that you intend to buy, you may try it on in the fitting room.

In the knitwear section the following articles of clothes are for sale: sweaters, pullovers, jackets, cardigans, and two-piece suits.

Don't forget to look into the department on the ground floor. It is mostly visited by those who need things for housekeeping. Here you see electric appliances, refrigerators, vacuum cleaners, washing machines, dishwashers, and other devices that can be useful in household.

Remember that the department store runs a special service: a customer can have the purchase wrapped up and nicely packed for a low price.

Words and Expressions

shopping [ˈʃɒpɪŋ] — посещение магазина с целью покупки

a department store [dɪˈpɑːtmənt ˈstɔː] — универсам

a wide network [ˈwaɪd ˈnetwɜːk] — широкая сеть

a customer [ˈkʌstəmə] — покупатель

consumer goods [kənˈsjuːmə ˌɡʊdz] — потребительские товары

to buy smth. for cash [... kæʃ] — покупать что-л. за наличные деньги

to buy smth. on credit [... ˈkredit] — покупать что-л. в кредит, в рассрочку

durable [ˈdjʊərəbl] — длительного пользования

to be for sale [... seɪl] — быть в продаже

haberdashery [ˈhæbəˌdæʃəri] — галантерея

hosiery [ˈhəʊziəri] — чулочные изделия

footwear [ˈfʊtweə] — обувь

drapery [ˈdreɪpəri] — декоративные ткани

kitchen utensils [... ju:'tenslz] — кухонная посуда
 cutlery ['kʌtləri] — ножевые изделия
 a pan [pæn] — кастрюля
 crockery ['krɒkəri] — посуда (глиняная, фаянсовая)
 a pot [pɒt] — горшок, котелок
 to be in great demand [... di'ma:nd] — пользоваться большим спросом
 soap [səʊp] — мыло
 cream [kri:m] — крем
 a lipstick ['lɪp,stɪk] — губная помада
 powder ['paʊdə] — пудра
 nail polish ['neɪl ,pɒlɪʃ] — лак для ногтей
 mascara [mæ'skɑ:rə] — тушь для ресниц
 rouge [ru:ʒ] — румяна
 eye shadows ['aɪ ,ʃædəʊz] — тени для ресниц
 a glove [glʌv] — перчатка
 a scarf [skɑ:f] — шарф
 a hairbrush ['heə ,brʌʃ] — щетка для волос
 a comb [kəʊm] — расческа, гребень
 a sock [sɒk] — носок
 tights [taɪts] — колготки
 knitwear ['nɪt ,weə] — трикотаж
 underwear ['ʌndə ,weə] — нижнее белье
 ready-made clothes ['redi ,meɪd 'kləʊðz] — готовая одежда
 furs [fɜ:z] — меховые изделия
 a skirt [skɜ:t] — юбка
 a blouse [blaʊz] — блузка
 a shop assistant ['ʃɒp ə ,sɪstənt] — продавец
 to fit well [fɪt ...] — быть впору, хорошо сидеть
 a suit [su:t] — мужской костюм
 a shirt — мужская рубашка
 trousers ['traʊzəz] — брюки
 a T-shirt ['ti: ,ʃɜ:t] — футболка
 to try on ['traɪ 'ɒn] — примерять
 a fitting room ['fɪtɪŋ ,ru:m] — примерочная
 a sweater ['swetə] — свитер
 a pullover ['puləʊə] — пуловер
 a cardigan ['kɑ:dɪgən] — кардиган, длинный шерстяной джемпер
 a two-piece suit — женский костюм

an electric appliance [... ə'plaɪəns] — бытовой электроприбор
 a vacuum-cleaner ['vækjʊəm,kli:nə] — пылесос
 a washing machine [... mə'ʃi:n] — стиральная машина
 a dishwasher ['diʃ,wɒʃə] — посудомоечная машина
 household ['haʊs,həʊld] — домашнее хозяйство
 a purchase ['pɜ:tʃəs] — покупка
 to wrap up ['ræp 'ʌp] — завертывать, заворачивать, упаковывать

Exercises

I. Name as many things as possible that you can buy:

at the haberdashery; at the perfumery department; at the ready-made clothes department; at the footwear department; at the gift and souvenir department.

Use the models: At the ... one can find

The following goods can be bought at the

II. Say to what section of the department store you go if you want to buy these things.

Model: If I need ... , I go to the

Use: a skirt and a blouse; fashionable shoes; a souvenir; tights; a toothbrush and a bar of soap; jeans and sport shirts; gloves and an umbrella; a ring or earrings; eye shadows and mascara.

III. A. Answer the questions.

1. Do you like to go shopping? **2.** Where do you usually buy consumer goods, in specialised shops or in department stores? **3.** What sections of the department store do you have to visit often? **4.** When were you at the department store last time and on what occasion? **5.** Do you always try articles of clothes on when doing the shopping? May a customer try all things on? **6.** What goods can be purchased on credit? Have you ever bought anything on credit? **7.** What presents do you usually buy for your friends' birthday? Do you prefer to present them with expensive gifts? **8.** How often do you change a coat or a raincoat to a new one? Do you like new things? **9.** Do you feel upset if you cannot afford to buy an expensive

article of clothes? **10.** Whose production of shoes do you prefer, home or foreign?

B. On the basis of the questions given above ask indirect questions beginning with the words *He asked, He wanted to know*. Don't forget to use the sequence of tenses rule.

Dialogues

Read the dialogues.

At the Ready-Made Clothes Department

I

Shop assistant: What can I do for you?

Customer: I'm looking for a jacket. I'd like something in green.

Shop assistant: What size are you?

Customer: I'm not sure but I think ... 12.

Shop assistant: Here is an excellent jacket in green wool. Will you try it on?

Customer: Yes. Where is the fitting room?

Shop assistant: Come this way.

(Some minutes later)

Customer: How does it look?

Shop assistant: It looks great. It's exactly your size.

Customer: How much is it?

Shop assistant: It's only 35 dollars.

Customer: All right. I'll take it. Thank you.

Shop assistant: Thank you. Come again.

II

Shop assistant: Can I help you?

Customer: I'm looking for an evening dress.

Shop assistant: Did you have anything particular in mind?

Customer: Yes, I like this style here.

Shop assistant: That's fashionable and very popular at the moment. Would you like to try it on? The fitting rooms are over there.

Customer: Yes, thank you. Where is a mirror?

Shop assistant: Here it is, madam.

Customer: Hmm, maybe I need a smaller size.

Shop assistant: I'm afraid we haven't any left in that colour in a smaller size. Would you like to try on another colour?

Customer: No, I think I'll take this one after all. Do you take credit cards?

Shop assistant: Yes, of course.

Exercises

IV. Make up short dialogues.

- Model:*
- I'm looking for **a blouse**.
 - What colour do you want?
 - Something in **yellow**.
 - What size are you?
 - **14**.
 - Here's an excellent blouse, not very expensive.
 - Can I try it on?

You want to buy: a suit — brown — 16; a coat — light-green — 14; leather gloves — black — 8; a two-piece suit — blue — 18; a pullover — grey — 14; trousers — white — 16; jeans — light-blue — 12.

V. Act out the dialogues "At the Ready-made Clothes Department".

Dialogues

Read the dialogues.

In a Jeweller's Shop

Customer: I'm trying to find a birthday present for my wife.

Shop assistant: Yes, sir. What exactly are you looking for?

Customer: I'm not sure, really. Perhaps you can help me.

Shop assistant: Right ... I'll show you some pendants.

Customer: No, I bought a pendant for our wedding anniversary.

Shop assistant: Maybe a ring, then. These rings are made of gold.

Customer: Yes ... I like that one. What's the stone?

Shop assistant: It's a diamond, sir ... and it's only £2000!

Customer: Ah ... well, perhaps you could show me some earrings, then.

a jeweller's shop [ˈdʒʊələz ...] — ювелирный магазин

a pendant [ˈpendənt] — кулон

an anniversary [ˌæniˈvɜːs(ə)ri] — годовщина, юбилей

a diamond [ˈdaɪəmənd] — бриллиант

In a Toy Shop

Customer: Good afternoon. Perhaps you can give me some advice ...

Shop assistant: Yes, madam.

Customer: I'm looking for a toy ... for my grandson.

Shop assistant: Oh, yes ... how old is he?

Customer: He'll be ten years old in a week.

Shop assistant: Skateboards are still very popular.

Customer: Hmm, I don't want him to hurt himself.

Shop assistant: What about a drum set?

Customer: I don't think so. His father will be angry if I buy him one of those. Have you got anything educational? You see, he's a very intelligent boy.

Shop assistant: I've got the perfect thing! A do-it-yourself computer kit.

a toy shop [tɔɪ...] — магазин игрушек

a skateboard ['skeɪt,bɔ:d] — скейтборд

to hurt oneself (hurt) [hɜ:t] — разбиться, ушибиться

a drum set — барабанная установка (комплект барабанов)

intelligent [ɪn'telɪdʒ(ə)nt] — умный, смывленный

a do-it-yourself computer kit — компьютерная игра «Сделай сам»

Additional Words and Expressions

How much is it? What's the price of ... ? What does it cost? — Сколько это стоит?

It suits me perfectly. — Это меня вполне устраивает.

It isn't quite what I want. — Это не совсем то, что я хочу.

Have you anything a little cheaper? — У вас есть что-нибудь подешевле?

You are hard to please. — Вам трудно угодить.

Exercises

VI. Make up dialogues.

1. In a jeweller's shop. The situation is:

You are looking for a birthday present for your mother (sister, wife, daughter). You want to buy a necklace ([ˈnekləs] — ожерелье). The shop-

assistant is showing one made of gold. It is very expensive. Refuse the idea of buying it. Ask her to show you some beads ([bi:dz] — бусы). There is a great choice of beads made of garnet ['ga:nɪt] (гранат), pearl [pɜ:1] (жемчуг), emerald ['em(ə)rəld] (изумруд).

Choose something.

2. In a toy shop. The situation is:

You want to buy a birthday present for your daughter. She's only four. There are a lot of toys for sale: dolls (куклы), balls, teddy bears ([ˈtedi ,beəz] — игрушечные медведи).

Choose something.

3. In a clothes department. The situation is:

You are going to buy a pair of jeans (trousers, a skirt, a blouse, a dress, a coat, a suit). Tell the shop assistant what size and colour you need. Ask about the price and if you can try it (them) on.

VII. Translate into English.

1. Я хочу приобрести японский телевизор в кредит. **2.** Мне нужно зайти в сувенирный отдел и купить подарок на день рождения брату. **3.** По дороге домой не забудь купить мыло, шампунь и зубную пасту. **4.** Я советую вам взять этот костюм: он модный и хорошо на вас сидит. **5.** Давай зайдём в галантерею и посмотрим, какие есть в продаже сумки. **6.** Очень удобно делать покупки в универмаге: там большой выбор товаров широкого потребления. **7.** Товары бывают длительного пользования и недолгосрочные; первые стоят дорого, последние — значительно дешевле. **8.** Изделия, которые продаются в том или ином магазине, обычно выставляются в витрине. **9.** Если вы хотите купить дорогую вещь, вы можете приобрести ее в кредит. **10.** Парфюмерия из Франции пользуется большим спросом у наших покупателей.

VIII. This is what you can ask or say at the department store or in the shop. Memorise the phrases.

Where is the clothes department?	Где отдел готового платья?
Could you tell me where the clothes department is, please?	Не скажете, где отдел готового платья?
No, thank you. I'm just having a look around.	Нет, спасибо. Я просто смотрю.
Where can I try it (them) on?	Где я могу это примерить?
It doesn't go with my hair.	Это не гармонирует с цветом моих волос.
It's a bit too tight / loose.	Он (она, оно) слишком обтягивает (узко) / свободно.
Do you have it in a smaller / larger size?	У вас есть такое же меньшего / большего размера?
Do you have it in another colour?	У вас есть другой цвет (то же, но другого цвета)?
Do you have trousers to match this jacket?	У вас есть брюки под цвет этого жакета?
How should I wash it?	Как это нужно стирать?
The colour doesn't suit me.	Цвет меня не устраивает.
I'd like to try it / them on.	Я бы хотел примерить.
Can I try it / them on in a smaller size?	Могу я примерить такое же меньшего размера?
I think I'll take it.	Думаю, я это возьму.
Are these the only ones you have?	Это все, что у вас есть?
Can I pay by check?	Можно оплатить по чековой книжке?
Do you take (accept) credit cards?	Вы принимаете кредитные карты?
Thank you. You've been very helpful.	Спасибо. Вы мне очень помогли.

IX. This is what you can hear at the department store or in the shop. Memorise the phrases.

May I help you?	Могу я вам помочь?
What size do you take?	Какой у вас размер?

This will probably fit you.

It fits perfectly.

It suits you.

This skirt is a real bargain.

You can machine-wash it.

Sale begins this week.

The clearance sale begins on ...
and ends

There is a 20 % discount on all our
goods at the moment.

That's a very popular style.

I'm afraid we don't have this colour
in size 14.

This one fits much better.

Would you like to try it on in
another style / colour / size?

I'm afraid we haven't any green
blouses left.

Это, вероятно, подойдет вам.

Он (она, оно) сидит превосходно.

Вам очень подходит.

Юбка — очень удачная покупка.

Его (ее) можно стирать в машине.

Распродажа начинается на этой
неделе.

Тотальная распродажа в связи с
закрытием магазина начинается
... и заканчивается

Сейчас на все товары
20 % скидка.

Это очень модный стиль.

Боюсь, что такого цвета 14 размера
нет.

Это сидит гораздо лучше.

Не хотели бы вы примерить это
другого стиля / цвета / размера?

Боюсь, что у нас не осталось
зелёных блузок.

X. Before reading the text match the words and expressions in the left-hand column to their definition in the right-hand column.

1) a hypermarket ['haɪpə,mɑ:kɪt]

2) a supermarket ['su:pə,mɑ:kɪt]

3) an upmarket boutique
[ʌp'mɑ:kɪt bu:'ti:k]

a) a market where people sell things
they do not want from the back
of their car

b) a shop selling art and objects that
are made by hand

c) a very large shop that sells food
and other products for the home.
You go around the shop pushing
a trolley and putting things in it,
then you pay for your goods at
the checkout

- 4) an arts and crafts shop
[ɑ:ts... kra:fts...]
- 5) a millinery shop
[ˈmɪln(ə)ri...]
- 6) a car boot sale
- 7) a garage sale
[ˈgærɑ:ʒ/ˈgærɪdʒ...]
- 8) a bargain [ˈbɑ:ɡɪn]
- 9) a DIY superstore
[ˌdi: aɪ ˈwaɪ ˈsu:pəˌstɔ:]
- 10) a trolley [ˈtrɒli]
- 11) a checkout [ˈtʃekaut]
- d) a small fashionable shop, designed for people with a lot of money, especially one that sells clothes
- e) a very large supermarket, usually built outside a town, that sells a wide range of goods
- f) a large container with wheels that you push and use for carrying things in a supermarket
- g) something you buy that costs much less than normal
- h) a shop selling hats
- i) the place in a supermarket or other large shop where you pay for the goods chosen
- j) a do-it-yourself shop; a place where you can buy something for making or repairing things for your home instead of paying someone to do them for you
- k) an occasion when people sell furniture, clothes, books, toys, etc. that they do not want any more from their garage

A Great Choice of Shopping Places

Hypermarkets and supermarkets are very popular with customers from all walks of life because a wide choice of goods, both foodstuffs and consumer goods, can be found there. However it is convenient to go there if you need to buy a lot of items or some bulky things which can be loaded into your car. One of the attractions of these shopping centres is the system of discounts that makes it possible to buy products much cheaper. Choice of supermarket depends on several factors, such as prices, choice of goods, opening hours and for a large number of middle-aged middle-class customers on the size of a car park.

Alongside these shopping centres there exist a number of specialised shops designed both for wealthy people and middle-class representatives. These are upmarket boutiques, arts and crafts shops, millinery shops, second-hand shops, street markets. Street markets offer good value for money and a wide range of trendy teenage wear. And it is always nice for teenagers to be outside after being cooped up in school all week. Some people find it rather amusing visiting the local car boot or garage sales where they can really find some bargains if they look hard enough. If somebody in your family does home repairs, it is very convenient and profitable to buy necessary things at the DIY superstore.

Shopping habits generally depend on age group and financial situation, more than on any other factors.

XI. Answer the questions.

- 1.** Are you a shopaholic? **2.** Do you usually shop at the supermarket or do you prefer to use your local shop? **3.** Can discount cards stimulate your visiting certain shops? **4.** Where do you usually buy trendy articles of clothes? Have you ever bought a thing that you consider to be a bargain? **5.** Do you sometimes visit second-hand shops or street markets?

XII. Topics for discussion.

- 1.** My last visit to the hypermarket or supermarket.
- 2.** Buying a present for somebody's birthday.
- 3.** A bargain.

Short Dialogues

ASKING FOR CHANGE

Read the dialogues in pairs.

I

A: Excuse me. Could you oblige me with some change?

B: I'll see what I've got. What's it for?

A: I need some cigarettes from this vending machine.

B: I can let you have some tens, if that's any good.

II

A: Sorry to trouble you, but have you change for a 50?

B: I'll have a look. What do you want it for?

A: I have to get a book of stamps.

B: In that case you need silver.

III

A: Excuse me, but could I trouble you for some change?

B: Let me see. Do you want coppers or silvers?

A: I want to make a long-distance call.

B: You'd better have silver then.

IV

A: Excuse me. I wonder if you could change 50 pounds.

B: Let's see. Copper or silver?

A: It's for a long-distance call.

B: Will tens do?

I. Could you oblige me with some change? — Не могли бы вы разменять мне деньги?

if that's any good — если это вас устроит

III. a copper — медь (медная или бронзовая монета)

a silver — серебро (серебряная монета)

Situational Exercises to the Short Dialogues

I. Silent reading. First, read all phrases A 1, then B 1, etc.

II. You want to buy some things but you don't have any change.

1. Ask somebody to change your money.

Model: Excuse me, could you change a 10, please? (See phrases A 1.)

2. Say what you need the change for.

Model: I want to make a phone call. (See phrases A 2.)

III. Somebody is asking you for some change.

1. Respond to the request like this.

I'll have a look. What do you want it for? (See phrases B 1.)

2. Offer some change.

I can let you have some tens, if that's any good (See phrases B 2.)

IV. Reproduce the short dialogues "Asking for Change" in similar situations.

Grammar

THE SUBJUNCTIVE MOOD (СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ)

Сослагательное наклонение выражает предположительное или желательное действие и переводится на русский язык глаголом в форме, совпадающей с прошедшим временем, с частицей «бы»: пошел бы, сделал бы, узнал бы и т. д.

Наиболее употребительная форма сослагательного наклонения в разговорном английском языке — аналитическая форма *should (would)* + инфинитив. *Should* употребляется с первым лицом единственного и множественного числа, *would* — во всех остальных случаях. Следует отметить, что в современном английском разговорном языке форма *would* употребляется и с первым лицом единственного и множественного числа:

1. *I would help you with pleasure.* — Я бы помог вам с удовольствием.

2. *He would tell me the news.* — Он бы рассказал мне эту новость.

Exercises

I. Translate the Russian verbs given in brackets.

1. I (прочитал бы) this novel too, but I can't get it. 2. We (поехали бы) to the country with you. 3. Our students (примут участие) in the forthcoming conference. 4. I think he (посетил бы) this exhibition. 5. The delegation (прибудет) tomorrow. 6. We know this film (имел бы успех — to be a success) abroad. 7. The scientists (будут проводить испытание) together with the representatives of the plant. 8. I (связался бы с ним — to get in touch with him), but I am not sure if he has come back.

II. Say that you would do this too, but something prevents you from doing it.

St. 1: I want to see this film.

St. 2: I would see this film too, but I'll be busy the whole week.

1. He reads this journal in English. 2. My friend will take part in the conference in Moscow. 3. He will meet them at the airport. 4. They phone him very often. 5. He learns English successfully. 6. I regularly go in for sports. 7. She cooks breakfast every morning. 8. I have bought a new car. 9. She will go abroad for a month. 10. My friend works hard at his English.

Форма сослагательного наклонения *should (would) + simple infinitive* употребляется для выражения предполагаемого действия, относящегося к настоящему или будущему. Для передачи действия, относящегося к прошлому, в этой модели употребляется перфектный инфинитив:

I should (would) have gone to the country with you but I fell ill. — Я бы поехал с тобой за город, но я заболел.

Сравните предложения:

I should (would) come to see him. — Я бы навесител его. (Имеется в виду: если он пригласит или если будет время.)

I should (would) have come to see him. — Я бы навесител его. (Имеется в виду: если бы он пригласил. Но он не пригласил (или не было времени), и я не навесител его.)

Exercises

III. Answer the questions using the model:

T.: Imagine it is summer now. Where would you go for your rest?

St.: **In this case** I should (would) go (I'd go) to Spain.

A. Imagine you are at home now.

What would you do? Use the following expressions:

to watch a TV programme; to cook dinner; to do the flat; to receive friends; to surf the Internet; to have a rest; to play chess.

B. Imagine you have been invited to your friend's birthday party.
What present would you buy for him (her)? Use the following expressions.

to give something expensive; to buy a watch of the latest model; to present him (her) with some perfume; to buy red roses; to give a book on art as a present; to buy an article of clothes.

C. Imagine you have just left school.

1. What University would you get into? 2. Would you study English hard?
3. How would you spend your free time? 4. Would you take any course?
What course?

D. Imagine that yesterday your friend returned from Moscow but you did not know about his (her) arrival.

1. Would you have met him (her) at the railway station if you had known about his (her) arrival? 2. How would you have gone, by taxi or by bus?
3. Would you have helped him (her) with the heavy luggage?

Другой аналитической формой сослагательного наклонения является форма, состоящая из вспомогательного глагола *should* (для всех лиц единственного и множественного числа) и инфинитива. Этот вид сослагательного наклонения используется в следующих типах придаточных предложений:

1) в придаточном подлежащем предложении после главного, оформленного по типу *It is necessary*:

*It is desirable that they **should not be late** for classes. —*
*Желательно, чтобы они **не опаздывали** на занятия.*

2) в придаточном дополнительном после сказуемого в главном предложении, выраженного глаголами *to suggest, to demand, to order* и некоторыми другими:

*The doctor **demand**ed that the patient **should stay** in bed for some more days. —* Врач *потребовал*, чтобы больной *соблюдал* постельный режим еще в течение нескольких дней.

3) в придаточном предложении обстоятельства цели после союза *lest* (чтобы не):

*We had to take a taxi **lest** we **should be late** for the performance. —*
Мы взяли такси, *чтобы не опоздать* на спектакль.

IV. Read, translate and memorise.

A. **1.** It is (was) necessary that we should do it at once. **2.** It is (was) desirable that he should come. **3.** It is (was) important that he should make a report. **4.** It is (was) unusual that they should have forgotten to post the letter.

B. **1.** The teacher demands (demanded) that we should translate the text without a dictionary. **2.** The father orders (ordered) that Peter should stay at home. **3.** Tom insists (insisted) that we should go there together. **4.** The chief suggests (suggested) that they should start the experiment immediately.

REMEMBER!

После глагола *to suggest* употребляется придаточное предложение со сказуемым в сослагательном наклонении. Использование инфинитива в этом случае (в отличие от аналогичного русского предложения) недопустимо. Предложение «Он предлагает посмотреть новый спектакль» соответствует английскому *He suggests that we should see the new performance*.

В американском варианте английского языка, а также в официальном стиле после глаголов *to suggest*, *to demand* и т. д. мы находим другую форму сослагательного наклонения — синтетическую, совпадающую с настоящим простым временем за исключением того, что в III лице единственного числа отсутствует окончание *-s (-es)*, а глагол *to be* и *to have* во всех лицах имеет форму *be* и *have* соответственно. Эта форма сослагательного наклонения называется *present subjunctive*.

*They insisted that he **make a report** about the results of his investigation.*

V. Say that it is important (necessary, desirable) for somebody to do something.

Model: It is necessary that **he should do this at once**.

Use the following prompts in your situations: you — to come there early; they — to begin studying a foreign language; she — to consult a doctor; we — not to be late for the party; he — to be more careful; I — to know it in advance; you — to send him a message; he — to book a ticket for Monday; we — to update our computer programme.

VI. Tell your friend about someone's proposal.

Model: Let's go to a restaurant. (he) — He suggests (suggested) that we **should go** to a restaurant.

1. Come to see him tonight. (she) 2. Will you go to the country with me? (he) 3. Could you come to my place for a sherry party? (my friend) 4. Let's see this film together. (they) 5. We can stay in the hotel. (he) 6. What do you think of visiting the exhibition? (she) 7. Let's spend the summer at the seaside. (my parents) 8. How about going to the park on Sunday? (he)

VII. Translate into English.

1. Необходимо, чтобы вопрос был улажен немедленно. 2. Офицер приказал, чтобы солдаты остановились. 3. Мне предложили принять участие в конференции. 4. Руководитель настаивает, чтобы все было готово к трем часам. 5. Желательно было, чтобы она вышла замуж за серьезного, богатого человека. 6. Очень важно, чтобы вы встретились с ней заранее. 7. Надо было, чтобы об этом событии узнали все. 8. Люди требуют, чтобы законы соблюдались. 9. Родители предложили сыну остаться дома и присмотреть за маленькой сестрой. 10. Рекомендуются, чтобы каждый послушал эту лекцию.

VIII. Complete the sentences using the proper form of the subjunctive mood.

1. Put down my address lest (to forget). 2. Make haste lest (to miss the train). 3. Don't sit in the draught lest (to catch a cold). 4. I'll give you my alarm clock lest (to oversleep). 5. She did not buy expensive things lest (to spend much money). 6. He pretended to be ill lest (to participate in the conference).

IX. Translate into English.

1. Она вышла из дома рано, чтобы не опоздать на поезд. 2. Наденьте что-нибудь потеплее, чтобы не простудиться. 3. Им пришлось взять такси, чтобы не опоздать в аэропорт. 4. Она промолчала, чтобы не обидеть их. 5. Он включил радио, чтобы утром не проспать. 6. Принимай это лекарство три раза в день, чтобы не заболеть гриппом. 7. Она старалась не вспоминать об этом, чтобы не расстраиваться. 8. Приходите туда пораньше, чтобы не остаться без места. 9. Мы закрыли окно, чтобы в комнате не было холодно. 10. Положи деньги в кошелек, чтобы не потерять их.

Помимо аналитических форм сослагательного наклонения в английском языке есть три синтетических формы, которые называются по-английски (ввиду отсутствия соответствующих русских терминов) *present subjunctive*, *past subjunctive* и *perfect subjunctive*.

Первая форма (*present subjunctive*), о которой речь шла выше, редко используется в современном английском языке. Сфера ее употребления — поэзия, высокопарная проза и научный язык.

Past и *perfect subjunctive* употребляются в придаточных предложениях одних и тех же типов, но различаются соотносительностью с действием главного предложения. *Past subjunctive* обозначает действие, одновременное с действием глагола главного предложения, в то время как *perfect subjunctive* передает значение предшествования. Как вытекает из самих названий, глагол в *past subjunctive* совпадает по форме с прошедшим простым временем (*past simple*), за исключением того, что глагол *to be* имеет форму *were* во всех лицах единственного и множественного числа. Глагол в *perfect subjunctive* совпадает по форме с прошедшим совершенным временем (*past perfect*).

Обе формы сослагательного наклонения широко используются в современном английском языке и встречаются как в литературных текстах, так и в разговорной речи.

Они используются в следующих типах придаточных предложений:

1) в придаточном предложении сравнительном, вводимом союзами *as if* и *as though* (как будто, словно):

1. He speaks English *as if he were* a real Englishman. (Одновременное действие) — Он говорит по-английски так, *как будто* он настоящий англичанин.
2. He speaks English *as if he had lived* in England all his life. (Предшествующее действие) — Он говорит по-английски так, *словно* он **прожил** в Англии **всю свою жизнь**.

2) в придаточном предложении предикативном, вводимом союзами *as if* и *as though*, при глагольных связках *to be*, *to feel*, *to look*, *to seem* в главном предложении:

1. I feel *as if I were* a winner. (Одновременное действие) — У меня такое чувство, *словно* я победитель.
2. He looks *as if he had known* it *before*. (Предшествующее действие) — У него такой вид, *как будто* он **знал** об этом **раньше**.

3) в придаточном предложении дополнительном, употребленном после главного предложения со сказуемым, выраженным глаголом *to wish*:

1. I *wish* I **were** you. — Я *хотел бы быть* на твоём месте.

(Одновременное действие) (Я жалею, что я не на твоём месте.)

2. He *wished* he **had not said** these words. (Предшествующее действие) — Он *жалел*, что **сказал** это. (Он желал бы не произносить этих слов.)

Exercises

X. Complete the sentences using the proper form of the subjunctive mood.

1. We were going to the country and we wished the weather (to be fine).
2. I wish I (to understand) everything and everybody.
3. He behaved as if he (not to be familiar) with good manners.
4. I wish I (to know) this news in advance.
5. He feels as if he (to overeat).
6. He wished he (can make) a fresh start after that.
7. My friend speaks English so fluently and with such a nice accent as though he (to learn) the language at Oxford University.
8. She wished she (to join) her friends who had gone on excursion to that picturesque place.
9. I feel as if I (to be) ten years younger.
10. She behaves as if she (to know) all famous people.

XI. Translate into English.

1. Она взяла книгу и начала читать, как будто ничего не случилось.
2. Он выглядит так, как будто серьёзно болен.
3. Эта женщина вела себя так, словно она была хозяйкой дома и словно прожила здесь всю жизнь.
4. Мне очень жаль, что я не знала об их приезде заранее.
5. Мне хотелось бы, чтобы погода изменилась.
6. Он говорит так, как будто знаком с ней много лет.
7. Жаль, что вы не посетили такую интересную лекцию.
8. Она чувствует себя, как будто она виновата в том, что произошло.
9. Она рассуждает так, как будто она одна сделала всю работу, а остальные сидели сложа руки.
10. Я жалею, что мы не виделись с вами до этого.

Unit

NINETEEN

Conversation: Shopping (At the Supermarket)

Grammar: The Subjunctive Mood in Conditional Sentences

Text

Read the text.

Shopping (at the Supermarket)

People buy foodstuffs at the food stores, at the markets and at the supermarkets or hypermarkets. It is more convenient to do the shopping at the supermarket or hypermarket: you can find there everything you need. More and more people nowadays prefer to provide themselves with foodstuffs for a long period. As they buy in quantity, which is cheaper, they go to the supermarket by car and after having done the shopping they load their bags and packets into the car boot.

Let us visit one of the supermarkets in the city. It is a one-storeyed building, spacious and light, with large shop windows. Inside we can see some signs: Dairy produce, Dry groceries, Vegetables and Fruit, Meat and Fowl, Fish, Bakery Goods, Confectionery and Pastry, Wine.

The dairy products counter is well stocked with fresh milk foodstuffs. What can be found there? Butter, cheese, curd, cream, sour cream, milk, fruit yoghurt, eggs, margarine, mayonnaise.

Everything is sold ready-packed. Next to this is the bakery counter where everybody can choose whatever they like — white and brown bread, buns, rolls, rings, rusks, pies, cheese cakes and so on.

In the dry groceries counter there is also a great choice of products. You can buy flour, groats, spices, tea, sugar (lump, cube, granulated) there. Besides, customers can find there various packets filled with dry soup, noodles or chips. They are easy to cook within three minutes, that is why they are called instant.

The meat and fowl counter looks very attractive too. Chicken, ham, pork, bacon, beef, veal and mutton are at your disposal there. You will find

a variety of sausages in this section too. A special counter handles frozen and fresh fish; smoked and dry fish is also offered to the customers. Besides, the counter is full of sea products, quite exotic and unseen before. There are crabs, shrimps, crawfish, lobsters, oysters. A large space is occupied with tinned fish.

The section where fruit and vegetables are sold is called a greengrocery. It always attracts a lot of customers because irrespective of the season the counters are full of fresh fruit and vegetables grown in Russia or brought from other countries. Apples and pears, oranges, lemons and tangerines, apricots and peaches, bananas and grapes are available practically all the year round. For those who like berries there are strawberries, raspberries, cherries, cranberries and red bilberries nicely packed in small baskets. If you want to buy vegetables, you will find everything you need: potatoes, carrots, cucumbers, tomatoes, cabbage, beetroot, onion, garlic.

When doing the shopping at the supermarket don't forget to look at the expiry date printed on the packet. You are recommended to use the foodstuff before this date.

Choosing products customers put them into a special basket or a trolley and go to the checkout. The cashier calls the price and gives them a receipt.

Visiting a supermarket you save your time considerably.

Words and Expressions

a food store [... stɔ:] — продуктовый магазин

to provide oneself with smth. [prə'vaɪd ...] — обеспечивать себя чем-л.

in quantity [... 'kwɒntəti] — в большом количестве

spacious ['speɪʃəs] — просторный

a shop window — витрина

dairy products ['deəri 'prɒdʌkts] — молочная продукция

a grocery ['grəʊsəri] — бакалея

fowl [faʊl] — дичь

bakery goods ['beɪkəri...] — хлебобулочные изделия

a confectionery [kən'fekʃnəri] — кондитерский отдел

to be well stocked with smth. [... stɒkt ...] — иметь в продаже широкий

ассортимент

curd [kɜ:d] — творог

sour cream [ˌsaʊə 'kri:m] — сметана

yogurt (yoghurt) [ˈjɒɡət] — йогурт
 margarine [ˌmɑːdʒəˈriːn] — маргарин
 mayonnaise [ˌmeɪəˈneɪz] — майонез
 a ring [rɪŋ] — бублик, баранка
 a rusk [rʌsk] — сухарь
 flour [ˈflaʊə] — мука
 groats [grəʊts] — крупа
 a spice [spaɪs] — специя, пряность
 granulated sugar [ˈgrænjʊleɪtɪd ˈʊɡə] — сахарный песок
 instant [ˈɪnstənt] — моментальный, *зд.*: быстрого приготовления
 to be at one's disposal [... dɪˈspəʊzəl] — быть в чьем-л. распоряжении
 frozen fish [ˈfrəʊzn ˈfɪʃ] — замороженная рыба
 smoked fish [sməʊkt ...] — копченая рыба
 a shrimp [ˈrɪmp] — креветка
 a crawfish [ˈkrɔːfɪʃ] — рак (речной, морской)
 a lobster [ˈlɒbstə] — омар
 an oyster [ˈɔɪstə] — устрица
 tinned fish [tɪnd ...] — рыбные консервы
 a greengrocery [ˈɡriːn,grəʊsəri] — овощной отдел
 irrespective of smth. [ˌɪrɪˈspektɪv] — независимо от чего-л.
 a pear [peə] — груша
 a tangerine [ˌtændʒəˈriːn] — мандарин
 an apricot [ˈeɪprɪ,kɒt] — абрикос
 a peach [piːtʃ] — персик
 grapes (*обыкн.* мн. число) [greɪps] — виноград
 a berry [ˈberi] — ягода
 a strawberry [ˈstrɔːb(ə)ri] — клубника
 a raspberry [ˈrɑːzb(ə)ri] — малина
 a cherry [ˈtʃeri] — вишня
 a cranberry [ˈkrænb(ə)ri] — клюква
 a red bilberry [... ˈbɪlbəri] — брусника
 a carrot [ˈkærət] — морковь
 a cucumber [ˈkjuː,kʌmbə] — огурец
 cabbage [ˈkæbɪdʒ] — капуста
 beetroot [ˈbiːtruːt] — свекла
 onion [ˈʌnjən] — лук
 garlic [ˈɡɑːlɪk] — чеснок
 an expiry date [ɪkˈspaɪəri ,deɪt] — дата истечения срока (хранения)

a cashier [kæ'ʃɪə] — кассир
a receipt [rɪ'si:t] — чек

Exercises

I. A. Answer the questions.

1. What is the most popular supermarket or hypermarket in your district? What counters look attractive there? 2. How often do you visit the supermarket? Do you buy in quantity? Do you go there by car? 3. Do you always look at the expiry date when buying dairy or meat foodstuffs? 4. What products do you buy if you want to cook a holiday dinner? 5. Do you like exotic foodstuffs? Which of them did you have to buy? 6. Is the price of foodstuffs at the supermarket higher than that in small shops or in the markets? 7. How much do you spend on foodstuffs a week? Can you afford to buy foodstuffs in quantity?

B. On the basis of the questions given above ask indirect questions beginning with the words *He asked, He wanted to know*. Don't forget to use the sequence of tenses rule.

REMEMBER!

We buy:

bread at a bakery (at a baker's)
vegetables and fruit at a greengrocery (at a greengrocer's)
flour and sugar at a grocery (at a grocer's)
meat at a butcher's
fish at a fishmonger's
butter and milk at a dairy.

II. Name as many things as possible that you can buy:

at the dairy
at the bakery (at the baker's)
at the fishmonger's
at the grocery (at the grocer's)
at the greengrocery (at the greengrocer's)
at the butcher's

Use the model: At the ... one can buy

The following products can be bought at the

III. Say to what counter of the supermarket you go if you want to buy:

granulated sugar, tea and spices
cheese, sour cream and butter
chicken, turkey and frankfurters
trout, shrimps and caviar
a pastry, a bun and a cake
a bottle of brandy, a tin of beer and a bottle of champagne
veal, ham and beef
eggs, margarine and mayonnaise
herring, tinned fish and cod

Use the model: If I need ... , I go to the...

REMEMBER!

We buy foodstuffs:

in packets

in jars

in tins

in bottles

or

customers may have products weighed.

Text

Read the dialogue.

At the Supermarket

- Let's go to the meat counter.
- OK. I think we need some veal, ham and a chicken.
- ... and a turkey. Don't forget about the Christmas holiday.
- We also need half a pound of butter, a packet of sour cream and a dozen eggs. Dairy products are in aisle 3.
- How about fruit and vegetables? There are no apples in our fridge and not many vegetables. Let's find this counter.
- Oh, fruit is in aisle 8, and vegetables are next to this.
- I wonder what apples and tangerines cost now.
- They are cheap now, I suppose.
- We'll take three pounds of apples and two pounds of tangerines. And I want to buy half a pound of berries ... strawberries or bilberries. I'm going to make a pie.

— That's all right. And now let's go to the wine counter and choose good drinks. Oh, look here, we need two bottles of champagne, a bottle of brandy and martini ... and orange juice for the children... and maybe some tins of beer?

— OK. Our trolley is full. Let's go to the checkout.

a turkey ['tɜ:kɪ] — индейка

a dozen ['dʌzn] — дюжина

an aisle [aɪl] — проход, ряд (в универсаме)

Exercises

IV. Enumerate all foodstuffs that the two customers intend to buy at the supermarket and in what quantity.

V. Act out the dialogue.

VI. Make up dialogues according to the model:

Shop assistant: What can I do for you?

Customer: I want *a cheese cake, a loaf of brown bread, a box of biscuits ...*

Shop assistant: Anything else?

Customer: No, thank you. How much is it?

Shop assistant: One hundred and ten roubles.

Customer: Here you are.

Shop assistant: Here is your change. Thank you.

You are buying:

- pears, a kilo and a haft of cucumbers, half a kilo of plums;
- a packet of frankfurters, a chicken, half a kilo of ham;
- a tin of soft caviar, half a kilo of salmon, two tins of salted sprats;
- some spices and seasoning;
- a jar of horse radish, a packet of pepper, a bottle of vinegar.

Dialogue

Read the dialogue.

A Talk with a Friend

A: Do you do all your shopping at the supermarket?

B: No, I prefer to buy my vegetables and fruit at the greengrocer's and meat at the butcher's.

A: So do I. The vegetables and fruit are much better there than at the supermarket and the butcher's meat is always very fresh.

B: And I always buy my bread at the little bakery in the High Street.

A: Do you know any good wine seller around? I need some good wine to celebrate my parents wedding anniversary.

B: I know one good store that sells French wines. It is at the end of Downing Street. A fine claret, my favourite wine, is always available there and it is reasonably priced.

B: Thank you for your advice, I'll drop in the store tomorrow.

VII. Say whether you always ask for somebody's advice when you want to buy something special.

VIII. This is what you can ask or say when doing the shopping. Memorise the phrases.

Could you tell me where the nearest florist's is please?	Не скажете, где ближайший цветочный магазин?
--	--

Is there a bakery near here?	Есть ли поблизости булочная?
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Could I have a loaf of white / brown bread, please?	Можно мне буханку белого / черного хлеба?
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Do you sell sliced bread?	У вас продается хлеб в нарезке?
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I'd like three rolls, please.	Мне нужно три булочки.
-------------------------------	------------------------

Could you please give me a bottle of milk and half a kilo of sour cream?	Дайте мне, пожалуйста, бутылку молока и полкило сметаны.
--	--

And I also need a packet of unsalted butter.	И мне нужно еще пачку несоленого масла.
--	---

I can't seem to find any French cheeses on the shelf.	Я не могу найти на полке французского сыра.
---	---

How much is that altogether?	Сколько это все стоит?
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I'm sorry, but I think you've short-changed me.	Простите, но, по-моему, вы мне неправильно дали сдачу.
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IX. This is what you can hear when doing the shopping. Memorise the phrases.

The greengrocer's round the corner is very good / quite cheap.	Овощной магазин за углом очень хороший / довольно дешёвый.
--	--

Don't go to the store. The food isn't fresh there, and it is very overpriced.	Не ходи в этот магазин. Продукты там несвежие, а цены завышены.
The baking ingredients are in the second aisle.	Всё необходимое для выпечки вы найдёте во втором ряду (проходе).
The vegetables here are much better than at the supermarket.	Овощи здесь намного лучше, чем в супермаркете.
This is the best bakery around here.	Это лучшая булочная из тех, какие можно найти поблизости.
You can choose and weigh the vegetables and fruit yourself.	Вы можете выбирать и взвешивать овощи и фрукты самостоятельно.
We are sold out of watermelons.	Мы распродали все арбузы.
What else would you like?	Что ещё вы хотите?
Anything else?	Ещё что-нибудь?
The wine is delicious but reasonably priced.	Вино изысканное, но цена приемлемая.
This will cost you 350 roubles.	С вас 350 рублей. (досл. Это будет стоить вам... .)

X. You are going to make a cake for the tea party. Enumerate all food ingredients and the quantity of each that are necessary to do this.

XI. Write a recipe of your favourite fruit or vegetable salad.

XII. Translate into English.

1. Мне нужно полкило сухарей. Сколько это стоит? **2.** Я куплю баранину, если она не очень жирная, немного ветчины и сосисок. **3.** В рыбном отделе можно купить свежую и замороженную рыбу; там также продается икра и рыбные консервы. **4.** Где можно купить специи? — В том же отделе, где продается мука. **5.** У вас есть в продаже сметана и творог? Когда истекает их срок хранения? **6.** Цены на овощи в этом магазине вполне приемлемые, а вот фрукты стоят дорого. **7.** Дайте мне, пожалуйста, полкило копченой рыбы, килограмм свежей трески и баночку красной икры. **8.** По дороге домой мне нужно зайти в универсам и купить пачку индийского чая, раствори-

мый кофе и буханку белого и черного хлеба. **9.** В этом магазине большой выбор сухих вин из Чили и Франции. **10.** В этом супермаркете продаются экзотические фрукты и овощи. Вы найдете их в шестом ряду.

XIII. Topics for discussion.

1. Shopping for foodstuffs.
2. Your local supermarket.
3. Buying foodstuffs for a birthday party.

Grammar

THE SUBJUNCTIVE MOOD IN CONDITIONAL SENTENCES (СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ В УСЛОВНЫХ ПРЕДЛОЖЕНИЯХ)

В сложноподчиненных предложениях с придаточным условным сослагательное наклонение используется для выражения предположительного, или нереального, условия в придаточном предложении и нереального следствия в главном предложении. Здесь присутствуют обе формы сослагательного наклонения: аналитическая — в главной части и синтетическая — в зависимой части сложноподчинённого предложения.

Нереальное условие и следствие могут относиться к настоящему и будущему или к прошедшему времени. В первом случае употребляются неперфектные формы глагола, во втором — перфектные. Временной план может быть обозначен соответствующим обстоятельством времени либо определяться ситуацией, позволяющей вполне однозначно трактовать время. Если условие и следствие относятся к настоящему или будущему времени, то в главном предложении употребляется аналитическая форма сослагательного наклонения, состоящая из вспомогательного глагола *should / would* и неперфектного инфинитива смыслового глагола, а в придаточном синтетическая форма *past subjunctive*. Следует помнить о тенденции замены глагола *should* в I лице единственного и множественного числа глаголом *would*.

If every pedestrian and driver *followed* the traffic signs, there *wouldn't be* so many street accidents. (Perhaps they will follow the traffic signs ...) —

Если условие и следствие относятся к прошедшему времени, то в главном предложении употребляется аналитическая форма, состоящая из вспомогательного глагола *should / would* и перфектного инфинитива смыслового глагола, а в придаточном — синтетическая форма *perfect subjunctive*.

Формы сослагательного наклонения в условном предложении

	Главное предложение	Придаточное предложение условия
Настоящее или будущее время	(should) } + неперфектный would } инфинитив	Все глаголы во II форме. Глагол <i>to be</i> в форме were во всех лицах единственного и множественного числа
Прошедшее время	(should) } + перфектный would } инфинитив	Форма всех глаголов совпадает с формой прошедшего совершенного времени (<i>past perfect</i>)

1. Do the exercise in accordance with the model. Memorise the expression *If I were you* (Если бы я был на вашем месте).

St. 2: If I were you, **I would take** (I'd take) exercise regularly.

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the exam. **8.** I forgot to inform him about this. **9.** I get up very late in the morning and go to sleep very late too. **10.** Yesterday I bought a very expensive suit to wear in the office of the company for which I work.

II. Complete the sentences using the Russian variant.

If I were you ...

- 1)** я бы занимался английским языком более усердно.
- 2)** я бы не тратил деньги на пустяки.
- 3)** я бы искал другую работу.
- 4)** я бы ездил на выходные за город.
- 5)** я бы бросил курить.
- 6)** я бы купил себе «Вольво».
- 7)** я бы не отказался от его помощи.

III. Read and analyse the forms of the subjunctive mood in conditional sentences. Translate the sentences into Russian.

1. He would have participated in the conference if he had not fallen ill. **2.** If I finished school this year, I would get into the physics department of the University. **3.** He would translate this paper without any difficulty if you gave him a dictionary. **4.** She would be glad if you called her tomorrow. **5.** If I had not been busy, I would have visited the exhibition. **6.** I would have called you as I promised to do, if I had not lost your visiting card with your telephone number. **7.** If he had a lot of money, he would buy a Mercedes. **8.** If I had much money, I would move into a larger flat. **9.** If you had not been late for the lecture, you would have heard this information. **10.** If the weather were fine, they would go to the forest for mushrooms next weekend.

IV. Put the verbs in brackets in the proper form of the subjunctive mood.

1. If I (to be) you, I (to listen) to some good advice. **2.** I (to read) the book long ago if I (to borrow) it from the library, but the book was not available. **3.** If the weather (to be) fine, she (to join) us and (to go) to the country next Sunday. **4.** Why didn't you come to the railway station to see him off? — I did not know about his leaving for Moscow. If I (to know), I (to come). **5.** The experiment (to give) good results if we (not to use) the old method of testing. Next time, let us carry out it again under different conditions. **6.** I (to come) to the party if I (to be informed) about it in advance. But nobody told me about it. **7.** David is overweight. If he (not to

eat) too much for his supper, he (not to gain) his weight. **8.** I cannot call him so often. If I (to be acquainted) with him, I (not to feel) awkward about doing it. **9.** He (to have a rest) in Florida if he (to buy) a cottage on Miami Beach. We'll live and see, maybe he will buy a house there. **10.** If I (to have) a car, I (to drive) it carefully.

Grammar

Miscellaneous Types of Conditional Sentences (Смешанные типы условных предложений)

Существуют два смешанных типа предложений с нереальным условием. В первом случае условие относится к прошлому, а следствие — к настоящему или будущему. Во втором случае зависимость обратная. Это получает отражение в соответствующих формах сослагательного наклонения.

1. You *would be* well now if you *had taken* the medicine yesterday.
2. If she *were* not so lazy, she *would not have failed* in the exam.

Exercises

V. David is going to marry Margaret, but there is something that prevents him from doing it. Write in what cases he would marry Margaret.

Model: T.: Margaret likes money and spends it on trifles.
St.: If Margaret **did not like** money and **spend** it on trifles, David **would marry** her.

1. Margaret cannot cook and do the washing. **2.** She is not thrifty and cannot be a good housewife. **3.** Margaret never washes the dishes after the meals. **4.** Margaret thinks of herself only. **5.** She is accustomed to luxury. **6.** She is rather talkative and speaks on the telephone for hours. **7.** She does not want to get higher education. **8.** Margaret never keeps her promises. **9.** She sometimes tells lies. **10.** Margaret does not love David.

VI. The driver met with an accident. Write in what cases he would have avoided the accident.

Model: T.: The driver did not follow the traffic signs.
St.: The driver (he) **wouldn't have met** with an accident if he **had followed** the traffic signs.

1. The driver did not drive carefully. 2. He did not notice the traffic lights. 3. He broke the traffic rule. 4. The driver overtook the front-moving car. 5. He tried to cross the street under the yellow light. 6. A pedestrian appeared in front of the car quite unexpectedly. 7. The road was slippery and the driver could not brake instantly. 8. He fell asleep for a moment when driving. 9. The traffic lights were off. 10. The driver drank too much beer before this trip.

VII. Translate into English.

1. Если бы вы не тратили так много денег на пустяки, вы бы уже давно купили себе машину. 2. Если бы эта женщина согласилась выйти за тебя замуж, я думаю, она была бы хорошей женой. 3. В прошлое воскресенье профессор В. читал очень интересную лекцию о новейших компьютерных технологиях. Если бы мне сказали об этом, я бы непременно посетил лекцию. 4. У ребенка болит горло. Если бы он не съел так много мороженого, он бы не заболел. 5. Ты бы чувствовала себя лучше и не выглядела бы такой усталой, если бы не засиживалась допоздна за письменным столом. 6. Если бы я был на вашем месте, я бы уделял больше внимания своему образованию. 7. Если бы я водил машину, я бы никогда не нарушал дорожные правила. 8. Ты бы значительно уменьшил свой вес, если бы ходил на работу пешком, не пил бы так много пива и не ел бы перед сном. 9. Если бы не твоя помощь, я бы не сделал работу вовремя и вряд ли бы поехал с вами за город. 10. Многие люди не чувствовали бы себя такими несчастными, если бы постоянно не сравнивали себя с другими.

Revision Test 6

- I. Choose the right variant *a*, *b* or *c* to complete each sentence.
- Experts believe that most ... are seriously in debt, and the condition has led to depression, family breakups, and in some cases to homelessness.
a) customers **b)** shoppers **c)** shopaholics
 - I'd like to send a parcel to Paris. What's the ... on it?
a) stamp **b)** postage **c)** post
 - The windows of our hotel room overlook ... the main city square.
a) — **b)** to **c)** on
 - There are very many stores that sell foodstuffs around here: a bakery, a grocery, a greengrocery and a
a) meat shop **b)** butchery **c)** butcher's
 - Staying in a hotel every visitor has to fill in an ... form.
a) arrival's ... **b)** application **c)** official
 - My sister is having a wedding ceremony next Saturday. It will be a huge white wedding where everybody is supposed to wear white clothes. So my Mother and I are off to the dressmaker's and the ... to choose our outfits.
a) millinery shop **b)** hat store **c)** bonnet shop
 - A plastic card that allows customers to buy goods or services at a reduced price is called a ... card.
a) reduced charge **b)** discount **c)** lower price
 - If you want your letter or parcel to be delivered safely you should sent it ... paying a small insurance charge.
a) ordered **b)** recorded **c)** registered
 - After Joe has chosen a pair of jeans, he went into the ... to try them on.
a) fitting room **b)** trying booth **c)** suiting room

10. If you have decided to stay in a hotel, you have to reserve a room ... to avoid no vacancies situation.

- a)** before the time **b)** in advance **c)** forward

II. Choose the proper grammatical form out of the given variants.

1. If I ... that you were coming to London, I would have picked you at the airport.

- a)** knew **b)** had known **c)** would know

2. They spoke quietly lest they ... the children.

- a)** should wake up **b)** shouldn't wake up **c)** would wake up

3. Anna practised playing the piano daily, but she seemed ... little progress.

- a)** make **b)** making **c)** to make

4. He tried to recall but could not remember ... her before.

- a)** meeting **b)** to meet **c)** to have met

5. They hardly expect him ... consciousness; it was a terrible knock.

- a)** to recover **b)** recover **c)** recovering

6. If he ... less impulsive and more patient, he wouldn't have spoken to his supervisor like that.

- a)** had been **b)** was **c)** were

7. I wonder if you remembered ... the final report to our foreign partners.

- a)** to have faxed **b)** faxing **c)** to fax

8. He wished he ... younger and could make a fresh start.

- a)** had been **b)** was **c)** were

9. He felt lonesome the minute he left Bert and heard the door ... behind him.

- a)** slam **b)** to slam **c)** to have slammed

10. They both seemed ... there with an extraordinary innocence as though a series of pure accidents had driven them together.

- a)** have arrived **b)** having arrived **c)** to have arrived

III. Read the text and answer the questions given below.

Groceries on the Web

Shopping for a family can be a nightmare. Going to the supermarket with a small child is a race against the clock; you have to be quick, before he gets bored and throws a tantrum. Then, when you have all the shopping you will need for the next week, you are confronted with several queues to choose from — and believe me, you will make the wrong choice. And the grief does not stop there; the miserable checkout staff, the struggle home with cheap bags and swollen fingers — the list goes on and on.

Shopping on line, however, can be a lifesaver. You choose all your groceries online, and the store picks them out for you and delivers them to your door. Some supermarkets offer a selection of delivery dates and a choice of two-hour periods on certain dates. Another plus point is that, when shopping online, you tend to stick to a list, and so avoid those superfluous items that you convince yourself you absolutely have to have when you are there in person. Not being able to see what you are buying is a disadvantage, unless the descriptions are good, and after a million trips you know what everything looks like anyway.

1. What disadvantages of buying products at the supermarket are enumerated in the text? Can you add any other minuses?
2. Have you ever bought food and other goods for home online? Was your purchase successful?
3. Could you describe the procedure?
4. What is the advantage of online shopping over ordinary shopping?

Приложение

Основные формы неправильных глаголов, встречающихся в учебном пособии

Инфинитив	Прошедшее простое время	Причастие II	Перевод инфинитива
be	was / were	been	быть, находиться
beat	beat	beat / beaten	бить, ударять
become	became	become	становиться
begin	began	begun	начинать(ся)
break	broke	broken	ломать(ся)
bring	brought	brought	приносить
buy	bought	bought	покупать
catch	caught	caught	ловить, поймать
choose	chose	chosen	выбирать
come	came	come	приходить, приезжать
cost	cost	cost	стоить
cut	cut	cut	резать, стричь
do	did	done	делать
drink	drank	drunk	пить
drive	drove	driven	управлять (машиной)
eat	ate	eaten	есть, кушать
fall	fell	fallen	падать
feel	felt	felt	чувствовать
find	found	found	находить
fly	flew	flown	летать

Инфинитив	Прошедшее простое время	Причастие II	Перевод инфинитива
forget	forgot	forgotten	забывать
get	got	got	получать, доставать
give	gave	given	давать
go	went	gone	ходить, ездить
grow	grew	grown	расти, выращивать
hang	hung	hung	висеть, вешать
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hidden	прятать(ся), скрывать(ся)
hold	held	held	держать
hurt	hurt	hurt	причинять боль
keep	kept	kept	держать(ся), хранить
know	knew	known	знать
lay	laid	laid	класть, положить
lead	led	led	вести, руководить
learn	learnt learned	learnt learned	учить(ся), узнавать
leave	left	left	покидать, оставлять
let	let	let	позволять
lie	lay	lain	лежать
lose	lost	lost	терять
make	made	made	делать; заставлять
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть, ставить
read	read	read	читать

Инфинитив	Прошедшее простое время	Причастие II	Перевод инфинитива
ring	rang	rung	звонить
rise	rose	risen	подниматься, вставать
run	ran	run	бежать
say	said	said	говорить, сказать
see	saw	seen	видеть
sell	sold	sold	продавать
send	sent	sent	посылать
set	set	set	садиться, заходить (о солнце, луне и т. д.)
shine	shone	shone	светить, сиять
show	showed	shown	показывать
sit	sat	sat	сидеть
sleep	slept	slept	спать
speak	spoke	spoken	говорить, разговаривать
spend	spent	spent	тратить, проводить (вре- мя)
stand	stood	stood	стоять
stick	stuck	stuck	приклеивать (марку)
strike	struck	struck	ударять, производить впечатление
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	учить, преподавать
tell	told	told	говорить, сказать
think	thought	thought	думать
throw	threw	thrown	бросать
understand	understood	understood	понимать

Инфинитив	Прошедшее простое время	Причастие II	Перевод инфинитива
wake	woke	woken	просыпаться, будить
wear	wore	worn	носить (одежду)
write	wrote	written	писать

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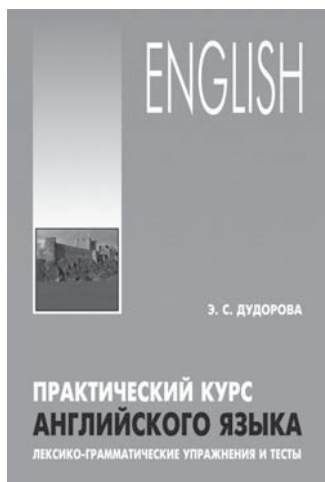
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ПРАКТИЧЕСКИЙ КУРС АНГЛИЙСКОГО ЯЗЫКА. ЛЕКСИКО-ГРАММАТИЧЕСКИЕ УПРАЖНЕНИЯ И ТЕСТЫ



Предлагаемое учебное пособие содержит теоретический и практический материал по основным разделам грамматики (морфологии) английского языка. Каждый из 19 разделов пособия включает в себя лексико-грамматические упражнения и тесты, а также оригинальные тексты научно-популярного, публицистического и социально-общественного характера, понимание которых проверяется последующими тестовыми заданиями. Все упражнения снабжены ключом.

Теоретические положения, предваряющие практические задания, изложены простым и доступным языком, что создает благоприятные условия для самостоятельного изучения или повторения материала.

Курс нацелен на систематизацию грамматических навыков и навыков правильного употребления лексических единиц в определенных речевых ситуациях. Может быть использован при подготовке к ЕГЭ.

Книга рассчитана на учащихся старших классов школ и гимназий, а также на студентов высших учебных заведений, желающих усовершенствовать свои знания английского языка.