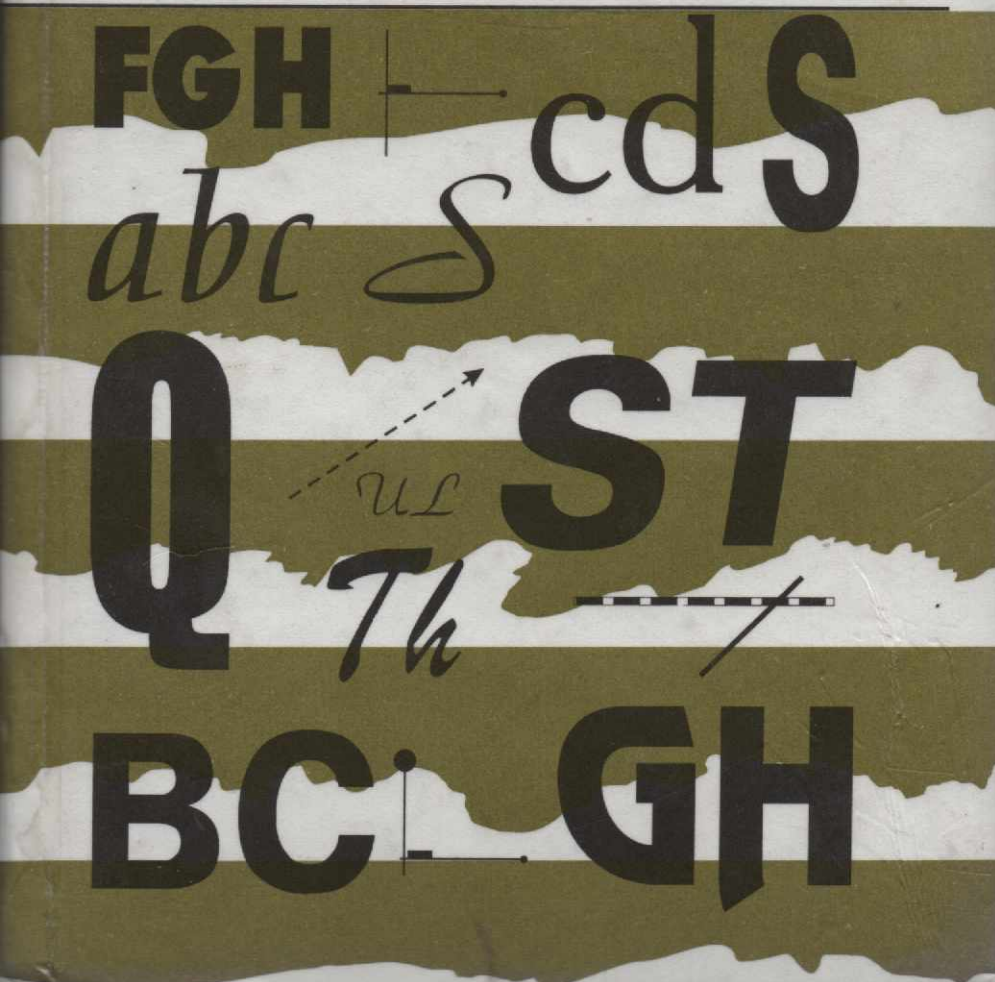


Н.А.БОНК
Н.А.ЛУКЬЯНОВА
Л.Г.ПАМУХИНА

②

УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА



Н. А. БОНК
Н. А. ЛУКЬЯНОВА
Л. Г. ПАМУХИНА

Учебник английского языка

ЧАСТЬ 2

Бишкек 2000

Учебник может быть использован на курсах иностранных языков, в кружках, лицами, самостоятельно изучающими английский язык, студентами вузов.

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Данный учебник представляет собой третье *, исправленное издание второй части Учебника английского языка Н. А. Бонк, Г. А. Котий и Н. А. Лукьяновой. Учебник рассчитан на 360—380 часов аудиторной и примерно такое же количество часов самостоятельной работы и может быть использован на курсах иностранных языков, в кружках, группах второго языка, учебниках, где целевой установкой обучения является активное овладение речью на английском языке, а также для самообразования.

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

В настоящем издании авторы сочли необходимым внести изменения в уроки 4, 5, и 18. Лексико-грамматический материал полностью сохранен, соответствующей реорганизации подвержены параграфы и система упражнений. Объем нового лексического материала составляет примерно 750—800 единиц, по сравнению с предыдущим изданием увеличилось число устойчивых словосочетаний и фраз.

Слова и словосочетания, которые авторы считают наиболее употребительными, перечислены в списках активной лексики, данных после каждого урока. Подробно разработаны в поурочных словарях. При подготовке к активному усвоению, авторы руководствовались М. М. Фалькович «Лексический минимум по английскому языку» (1972).

В основу трактовки грамматических явлений положены труды Л. С. Бархударова и Д. А. Исаева (1965).

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

Методические пояснения к основным разделам

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

* Второе издание учебника Н. А. Бонк, Н. А. Лукьяновой и Л. Г. Памухиной вышло в издательстве «Международная академия наук» в 1973 году.

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

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

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

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

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

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

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

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

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

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

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

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

драматизации, характеристики и пр. К последним — связанных текстов, данных на русском языке, различных с дополнительными английскими текстами, включающих словарь и грамматику основного текста урока, а также смежные темы.

Система упражнений урока второго типа (с текстом-диалогом). Основной целью урока такого типа является развитие речевой речи. Поэтому диалоги рекомендуется заучивать, а следующей драматизацией в классе, составляя на базе диалогов и т. п. При работе над диалогом особое внимание уделяется фонетике. С этой целью даются фонетическая работа и специальные упражнения для работы над фонетическими местами диалога.

Грамматические упражнения обзорного и систематического характера помещены в конце раздела Grammar Exercises, Grammar Revision. При их выполнении рекомендуется использовать обзорные грамматические таблицы (см. упр. 1, табл. 7, стр. 500). Лексические обзорные упражнения даются каждые 4—5 уроков и помещаются после раздела Speech Exercises, заголовком Revision.

Поурочные словари. В поурочных словарях даны слова, встречающиеся в текстах учебника. Лексические единицы активному усвоению, выделены жирным шрифтом, а примеры, не подлежащие активному усвоению, — светлым шрифтом и примерами не иллюстрируются.

В поурочных словарях показан объем значения каждого слова, его способность сочетаться с другими словами и употребление (предлоги, артикли и т. п.). Особое внимание уделяется систематизации некоторых лексических единиц (напр. с наречными частицами) и сравнению ложных синонимов, предупреждению типичных ошибок.

Грамматические таблицы (см. стр. 490) представляют собой грамматический материал. В них даны в виде примеров и схем основные грамматические конструкции английского языка, которые изучаются в учебнике.

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

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

Л. Г. Памухиной составлен словарь пособия, на котором дан текстовый материал (уроки 3, 6, 9, 12, 14, 17), к этим урокам, разработана система упражнений для закрепления лексики с опорой на текстовый материал (раздел Vocabulary Exercises, Stage I), а также система упражнений для суммирующей работы и контроля усвоения лексики (раздел Vocabulary Exercises, Stage II).

Фонетический раздел обеих частей пособия: вводный курс (часть I) и система фонетических и орфоэпических упражнений (часть II) разработаны Н. А. Бонк. Раздел «Словообразование» (часть I) и система упражнений части I разработаны Н. А. Лукьяновой.

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Lesson 10

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Lesson 11

§ 11. Сослагательное II

§ 12. Сослагательное наклонение в сложном предложении с придаточным условия

§ 13. Усилительная конструкция It is (was)

Lesson 13

§ 14. Инфинитив

§ 15. Сложное дополнение

Lesson 15

§ 16. Модальные глаголы

§ 17. Модальный глагол should

Lesson 16

§ 18. Модальный глагол may (might)

§ 19. Модальный глагол must

Lesson 18

§ 20. Модальный глагол can (could)

§ 21. Сослагательное II в придаточных дополнений после глагола wish

Lesson 20

§ 22. Придаточное цели с союзом so that

§ 23. Придаточное сравнения (сопоставления) с союзом as though

GRAMMAR REVISION TABLES

VOCABULARY INDEX

Text: John Reed's Biography (by *Albert Rhys Williams*)

Grammar: 1. Причастие I совершенное (Participle I Perfect) (§ 1, p. 463)

2. Притяжательный падеж с неодушевленными существительными (§ 2, p. 464)

Revision: Participle I (Simple), Participle II (Table 9, p. 502)

JOHN REED'S BIOGRAPHY

(by *Albert Rhys Williams*)

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

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

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

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

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

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

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

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

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

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

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

In the summer of 1917, John Reed went to Russia. During his stay there he realized that the victory of the working class was approaching. When the fight for the revolution began, John Reed was there with the revolutionary workers in the Smolny, attending meetings at which the revolution was discussed.

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

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

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

NOTES

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

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

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

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

Сравните:

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

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

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

ACTIVE WORDS AND WORD COMBINATIONS

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

10 (See Vocabulary for Lesson 1, p. 370)

PROPER NAMES

John Reed ['dʒɒn 'ri:d] Джон Рид
 Albert Rhys Williams ['ælbət 'ri:s 'wɪljəmz] Альберт Рид
 Portland ['pɔ:tlənd] Портленд (город в США)
 Oregon ['ɔ:riən] Орегон (штат в США)
 Harvard ['hɑ:vəd] Гарвардский университет
 Paterson ['pætəsn] Патерсон (город в США)
 Colorado [kələ'reɪdɒ] Колорадо (штат в США)
 Turkey ['tʌki] Турция
 the Smolny [ðə 'smɒlni] Смольный
 the Kremlin [ðə 'kremlin] Кремль

GRAMMAR EXERCISES

I. Translate into Russian, analysing the Participle Gerunds (§ 1, p. 463).

a) 1. "You must write out correctly all the which you've made mistakes," said the teacher in the exercise-books. 2. Some people do not like to read novels as they believe that a novel made into a successful play. 3. Look at the girl sitting at the desk. She is our Institute skater. 4. "When crossing the street," said the policeman, "be very careful." 5. The student was writing his paper and couldn't stop worrying. 6. Hearing that Comrade Petrov was ill, we decided to go and see him.

b) 1. Having registered all the letters, the postman took them down to be posted. 2. Having won the match, the players realized that they had to play much harder to win the championship. 3. After his friend at home, I left a note for him. 4. On entering the room, he introduced himself to all those present. 5. Having received through the morning mail, the manager called the manager and dictated a few letters.

II. Change the construction of the sentences, using Participle Gerunds (§ 1, p. 463 and Table 9, p. 50).

1. After they had finished the translation, the teacher allowed to leave the room for a while. 2. As they had bought the tickets in advance, they had to go to the theatre before the show started. 3. After she had spent a week in the hospital, Ann looked almost fully recovered. 4. As I had to go to the library to get a book, I had to go to the library to get a book. 5. The boy was afraid that he would not be able to finish the work.

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

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

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

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

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

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

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

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

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

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

Model 5: The student who has just spoken to of mine. (См. ч. 1 § 82, прим. 3, с

1. Молодой человек, написавший эту комедия — автор (the author) нескольких интервю. 2. Я никогда не слышал об актрисе, сыгравшей роль в этом фильме. 3. Они собираются играть в театре, выигравшей первенство в прошлом году. 4. Знаю инженера, сделавшего вчера доклад в институте.

Model 6: I have never seen any plays produced

1. Информация, собранная во время экспедиции, послана в институт географии. 2. Мы хотели посмотреть картины, написанные этим молодым человеком.

IV. Put the verbs in brackets into the correct form possible, Participles or Gérunds.

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

V. Translate into English, using Participles

1. Преподаватель выписал все ошибки, сделанные студентами в последней контрольной работе, и составил несколько упражнений для тренировки забытых студентами грамматических правил. 2. Гуляя по парку, я очутился в совершенно новом месте. 3. Сдавая тетрадь, студент сказал, что он не сделал последнее упражнение, и обещал сделать его завтра. 4. Увидев, что собирается дождь, мать

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

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

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

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

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

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

Stage I

I. Practise the following.

[r]	[ə:]	[ð]
strike	journal	in those \ co
profit	works	at the ex \ p
cruel	turn	in the \ Wes

II. Pronounce correctly.

nature, natural, to close, close, congress, to demand, experience, to expose, guilty, participate

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

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

tame, sake, able, mat, sack, cottage, barn, parry, tarry, pass, mast, nasty, flash, scare, ray, bay, stairs, fair, tail, rail, balance, false

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

shaky, closely, striker, boyish, journalist, government, successful, endless

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

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

VII. Answer the following questions, using the material of the lesson.

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

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

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

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

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

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

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

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

Stage II

particularly

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

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

easy, amusing, upset, well, happy, disappointed, fond of, hard

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

a) *Answer these questions.*

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

b) *Translate.*

1. Не качайте стол. 2. Войдя в комнату, здоровался за руку. 3. Стол качается. Я не уверен.
4. Все были потрясены ее словами.

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

a) *Complete.*

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

b) *Translate.*

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

to take after — to look like

a) *Answer these questions.*

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

b) *Translate.*

1. В кого он пошел? 2. На кого похож твой брат?
3. Кто похож на твоего деда? 4. Интересно, в кого ты пошел?

good (ill)-natured, by nature, naturally

a) *Answer these questions.*

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

b) *Translate.*

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

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

a) *Answer these questions.*

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

b) *Paraphrase.*

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

c) *Translate.*

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

experience, experienced, inexperienced, skilled

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

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

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

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

c) *Translate.*

1. Проработав в больнице более десяти лет опытным врачом. 2. Я знаю по опыту, что можно обучить ребенка иностранному языку. 3. У него опыта, чтобы работать здесь? 4. Директор — человек с большим жизненным опытом. 5. Лет тому назад он был неопытным преподавателем. 6. Опытный глаз сразу заметил ошибку.

to gain

a) *Translate.*

1. If a young man works at a factory before going to an institute, he will gain a lot. 2. Having spent several years among the artists, he has gained a wide knowledge of their work. 3. He gained two kilograms in the holidays.

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

- to gain information, to gain time, to gain popularity

c) *Translate.*

1. Вы очень много приобретете, если будете читать эту книгу. 2. За последнее время он приобрел много опыта в работе. 3. Я советую вам посетить эту выставку, чтобы приобрести что-нибудь интересное.

close, close to, closely

a) *Use a synonym.*

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

b) *Translate.*

1. Кто из них ваш самый близкий друг? 2. За кем он так пристально наблюдает? 3. Проверив чертеж (the drawing) был принят.

to get to know

a) *Use a synonymous expression.*

1. Having worked together for two years, they got to know each other. 2. I am sure you will get to know him when you have spent more time with him.

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

a strike, to go (be) on strike

a) *Translate.*

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

b) *Translate.*

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

an area

a) *Answer these questions.*

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

b) *Make up sentences of your own.*

an industrial area, a farming area, a textile area

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

a) *Translate and complete these sentences.*

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

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

to expose

a) *Translate.*

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

to increase

a) *Translate.*

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

b) *Translate and complete these sentences.*

1. Его опыт возрос, после того как... 2. ...растет, если больной... 3. Увеличатся ли т...

profit(s)

a) *Answer these questions.*

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

b) *Translate.*

увеличивать прибыли, наживаться (получать) большие прибыли

expense, expenses, at the expense of

a) *Answer these questions.*

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

b) *Translate.*

1. За последнее время расходы Симпсона и К° возросли. 2. Нельзя заниматься спортом в ущерб здоровья. 3. Путевые издержки составили 30 рублей.

to impress, to be impressed

a) *Answer these questions.*

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

b) *Translate, giving three versions.*

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

guilty (of something)

a) Translate.

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

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

a) Translate.

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

b) Translate.

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

an event

a) Answer these questions.

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

b) Translate.

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

a work of art, the works of

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

произведение искусства, произведения Пушкина, произведения Диккенса

forward

a) Make up sentences.

Model: He was the first to go forward.

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

Stage III

I. Fill in the blanks with prepositions or where necessary.

1. When Mary opened a meeting... the life, her voice shook ... nervousness. 2. T shook hands ... his friends, who had come see him 3. I wonder why Bob is such a. It's a pity he only takes ... his mother ... to join ... our party. She looks serious, very jolly ... nature and is fond ... sin. 5. Since more and more people are going to-day, skis are usually ... great demand approaches. There is also a great demand ... s my own experience that to gain a good knowledge of a language one must work hard ... it every experience ... teaching little children, Com at other teachers' classes before he himself. 8. ... spite ... the fact that he made a few n liked his talk. 9. I don't advise you to al ... the cinema very often. I am sure he do ... his studies. 10. ... which year did t gain the victory ... Napoleon [nə'pouliən] ... Jack London have you read ... the origin ... the factory went ... strike and the n all over the place. 13. Many African patriot ... spite ... the fact that they are not g 14. He's only come ... a short stay, but the spread in no time.

II. Choose the correct word.

1. When I saw that actress on the stage she (to look like, to take after) a small girl. I learnt that she (to look like, to take after) who had been a great actress, too. 2. I met the man! When you (to get to know, to recognize) him better you will find him a different person. 3. I am afraid I don't know what she begins tomorrow. Can you (to get to know, to find out, to recognize) it for me? 4. After a month he lost ten kilos, and we hardly (to get to know, to find out, to recognize) him on his return. 5. He is going to be on duty tomorrow. 6. You'll (to get to know, to find out, to recognize) find out useful knowledge if you go to these lectures.

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

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

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

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

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

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

IV. Make up situations, using the following combinations.

1. to take alter, good-natured, in spite of, to become close friends;
2. to travel, to gain experience, to be tired, to spread, the works of, in great demand;
3. to increase, profits, at the expense of, to introduce, to seem, cruel by nature, better, good-natured;
5. the sad news, to spread, to impress, to shake, to calm down;
6. to go skiing and skating, to come, to take part (in), sporting events, to be, to come

V. Make a written translation, using the key words of the lesson.

1. Прочитав все рассказы, опубликованные за последнее время, я нашел, что особенно интересны. 2. Обменявшись рукописями с моим другом, журналист спросил меня ответить на несколько вопросов. 3. Чтобы он пошел в отца, — сказала мать на спящего ребенка. — Мой муж по натуре и веселый человек. 4. Будучи в командировке, пошел в местный театр и получил большое удовольствие от спектакля. Меня особенно поразила игравшего главную роль. 5. Проработав несколько лет, Петр накопил большой опыт. 6. Несмотря на то, что поэт не получил специального (professio-), почти все его книги пользуются большим успехом. 7. В двухмесячного пребывания в пионерском лагере поправился на два килограмма. 8. Узнав, что в Патерсоне забастовали рабочие-текстильщики, американский журналист Джон Рид немедленно поехал туда. 9. В своих статьях Джон Рид разоблачал тех, развязавших войну для того, чтобы они были.

SPEECH EXERCISES

I. Retell the text.

II. Tell the biographies of Robert Burns and William Shakespeare using the key words and expressions given.

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

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

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

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

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

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

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

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

дившие 17 октября, были лишь началом. Браун намеревался раздать оружие (guns), захваченное у негров Виргинии и с их помощью провозгласить В своем проекте конституции (a draft constitution) свободного государства Джон Браун рассматривал войну в США как самую жестокую войну одной расы против другой.

Джон Браун предстал перед судом. Он был признан виновным и казнен (to be executed). Смерть о его смерти быстро облетела всю страну (it spread all over the country) и потрясла всех. Многие американцы поднялись на борьбу с рабством. Армия шла вперед с песней о Джоне Брауне. Джон Браун особенно дорог тем, кто борется против расовой дискриминации.

IV. Write or tell the biography of a well-known person, mentioning the happiness of his people.

Text: Mistaken Identity (by Mark Twain)

Grammar: Времена группы Continuous страдательного залога (Continuous Tense-forms, Passive Voice) (§ 3, p. 465)

Revision: Indefinite and Perfect Tense-forms, Passive Voice (Table 7, p. 500)

MISTAKEN IDENTITY

(by Mark Twain)

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

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

As a writer he was successful from the very start.

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

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

Mark Twain died in 1910.

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

* В русском переводе «Прыгающая лягушка».

"Don't talk such nonsense, we'll have to," he said, "if they knew who you were, do help you to get a vacant seat¹ in a train's seats in it?"

This did not improve my condition at all. I noticed that the porter of a sleeping-car I saw the expression of his face suddenly change to the uniformed conductor, pointing to I was being talked about. Then the conductor's face all politeness.

"Can I be of any service to you?"² he asked, "a place in a sleeping-car?"

"Yes," I said, "I'll be grateful to you in any place, anything will do."

"We have nothing left except the big far," he continued, "with two berths and a corner in it, but it is entirely at your disposal. Here are your suitcases aboard!"

Then he touched his hat, and we moved on. I said a few words to my companion, and he said, "The porter made us comfortable in mind. The porter made us comfortable in mind and then said, with many bows and smiles."

"Now, is there anything you want, sir?" he asked, "have just anything you want?"

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

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

"Good! Now, that lamp is hung too high," he said, "Can I have a better lamp fixed⁴ just below the luggage rack, so that it is handy?"

"Yes, sir. The lamp you want is just in the next compartment. I'll get it from there," he said, "burn all night. Yes, sir, you can ask for the whole railroad will be turned inside out. And he disappeared."

I smiled at my companion, and said,

"Well, what do you say now? Didn't they know the moment they understood I was Mark Twain, the result, don't you?" My companion did not answer. He added, "Don't you like the way you are treated all for the same fare?"

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

"Oh, sir, I recognized you the minute you got on. I told the conductor so."

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

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

NOTES

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

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

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

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

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

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

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

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

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

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

Часто в сочетании глагола с наречной (физическое) значение частицы теряется, воспринимается как новая единица с самозначением, например:

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

How are you getting on? Как вы поживаете?
Where did you put up? Где вы остановились?)

Подобные сочетания характерны для английского языка.

4. Can I have a better lamp fixed just above my bed...? Вы можете повесить более яркую лампу над головой...? В этом предложении fixed является сложным дополнением, которое выражена причастием II. Сложное дополнение употребляется после to have, причем причастие обозначает действие, выполняемое не подлежащим, а каким-либо другим лицом.

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

ACTIVE WORDS AND WORD COMBINATIONS

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

a couple
at one's
to move a
to make s
to hang
to fix
luggage
to coll
to hav
(regist
a lugg
a left-
luggage
one's att
a result
as a r
fare
to pay

(See Vocabulary for Lesson 2)

PROPER NAMES

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

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

Word-building

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

GRAMMAR EXERCISES

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

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

II. Practise aloud.

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

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

An exercise	} is	was	}	still being	}	discussing
His story						
An article						
The letter						
The telegram	} are	were	}	still being	}	discussing
The sentences						
New words						
The articles						
Exercises						
The stories						

IV. Answer the following questions, using words from the table.

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

What's going on in the room now?	to explain a new film
What was happening in the room when you went in (at three o'clock yesterday, at that time)?	to pack one's trunk
	to speak of the interesting events
	to discuss the matter
	this kind of

GRAMMAR REVISION

I. Put the verbs in brackets into the correct voice and form (Table 7, p. 500).

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

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

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

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

VOCABULARY EXERCISES

Stage I

I. Pronounce correctly.

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

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

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

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

nonsense, improvement, misunderstanding, over, unimportant, entirely, conductor, humorist, disagree, life, funny, weaken, famous, discrimination, unclear

IV. Answer the following questions, using the active forms of the verbs of the lesson.

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

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

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

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

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

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

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

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

VIII. Correct the following statements. Begin with:

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

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

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

a) The children ran

in when it started
out when the rain
on and on though
already tired.
about in the garden
up to their father
him.
back when they
mother calling

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

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

1. Мария читает в саду. Попроси ее зайди. Нина? — Не знаю, наверное, она уже сошла вниз. Ждите меня здесь, я поднимусь в номер и возьму денег. Потом мы вернемся (пойдем назад) в парк. Погуляем по городу. В нашем распоряжении 5 часов. 5. «Кто завтра дежурит?» — спросил учитель. Сказал один из мальчиков, выступая вперед. 6. «Я чувствую эти расходы», — сказал Джон, доставая деньги.

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

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

off
forward
back

about

walk, take, turn
go, come, run
go, come, look, run, give,
turn, take
walk, run

Stage II

to hurt, to feel hurt

a) *Translate.*

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

b) *Complete.*

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

c) *Translate.*

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

to put up with

a) *Practise aloud.*

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

b) *Complete.*

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

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

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

a) *Translate.*

to improve

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

b) *Answer these questions.*

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

c) *Translate.*

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

a condition, in ... condition(s)

a) *Translate.*

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

b) *Make up sentences of your own.*

to gain a lot — in favourable conditions; in ...
in good condition; to be in bad condition — to ...
head; to be worried — the condition of the sick

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

a) *Translate.*

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

b) *Translate.*

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

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

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

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

a) *Translate.* to serve, service

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

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

b) *Answer these questions.*

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

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

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

d) *Translate.*

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

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

a) *Use a synonymous expression.*

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

a couple, a pair

a) *Give all possible combinations.*

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

at one's disposal

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

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

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

to move in, to move out, to move about, to move on

a) *Translate.*

1. My friend was given a new flat last week. He moved out of his old one yet. 2. Will you move your chair up to the window; there's more light there. 3. Then Comrade Petrov can put his chair here. 4. Move about or you'll get cold. 5. The conductor asks the passengers to move along.

b) *Translate.*

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

to hang, to hang up

a) *Translate.*

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

b) *Translate.*

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

to fix

a) *Translate.*

1. I can't fix this table, it still shakes. 2. I can't fix their names in my mind, I always forget them.

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

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

Model: I must have my motor-cycle fixed.

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

c) *Make up sentences of your own.*

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

d) *Translate.*

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

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

a) *Answer these questions.*

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

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

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

c) *Translate.*

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

attitude to (towards)

a) *Translate.*

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

the result, as a result

a) *Think of a beginning.*

1. ... As a result Mr Winkle fell on the ice trying to smile. 2. ... As a result the news spread quickly. 3. ... As a result he had to put up with the cold. 4. ... As a result she only came over for a short time.

fare, to pay the fare(s)

a) *Answer these questions.*

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

b) *Translate.*

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

Stage III

I. *Answer the following questions, using the Past Tense and the word combinations in brackets.*

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

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

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

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

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

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

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

следующей станции. 12. Проводник спросил: хожу ли я на следующей остановке. 13. Царской (tsarist) армии много лет, русский принц познакомился с жизнью офицеров и солдатов, он в дальнейшем (later) описал в своих произведениях

SPEECH EXERCISES

1. *Answer the following questions.*

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

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

III. *Describe the following scenes.*

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

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

1. *Mark Twain at the Booking-office.*

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

2. *Mark Twain Speaking to the Railway Officials.*

I am sorry, to trouble, some poor little corner office, to be sold out, every corner is full, to be

3. *Mark Twain Speaking to his Companion.*

to be hurt, to talk nonsense, it's impossible to be popular, to put up with the attitude,

4. Mark Twain Being Given a Whole Compartment

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

5. In the Carriage

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

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

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

What a Language!

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

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

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

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

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

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

Ted. I say! Where's my ticket?

Jack. You had it a minute ago.

Ted. I know. But where is it now?

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

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

Ted. What shall I do?

Jack. I have a good idea.

Ted. What is it?

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

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

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

Insp. Whose ticket is this one?

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

Insp. Where's he gone?

Jack. Nowhere. He's under the seat.

Insp. But what's he doing there?

Jack. Oh, he's fond of travelling under the seat, Ted?

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

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

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

DIALOGUES

In 'Front of a Ho'tel

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

In the ↘ Hall

(At the re ↘ ception desk)

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

NOTES

1. the first floor соответствует второму этажу в Англии, первый этаж называется the ground floor.
2. 15 февраля 1971 года Англия перешла на новую, десятичную денежную систему, в основе которой остается прежняя единица — фунт стерлингов (сокращенное обо-

значение — £), содержащая 100 пенсов (£1)
 Минимальная денежная единица — пенни (a
 2,4 прежней минимальной единицы.

ACTIVE WORDS AND WORD COMBINATIONS

to book (a room, a ticket, a seat)	a signature
a single (double) room	to sign
a single (return) ticket	to show smb. In
a through train	of), to, up, r
a date	

(See Vocabulary for Lesson 3, p. 38)

EXERCISES

I. Practise the sound combinations given below
 dialogue carefully.

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

II. Find English equivalents for the following

это гостиница, в которой мы остановимся;
 забочусь о номерах; мне нужны два одина
 у нас почти нет свободных номеров; мы пробуд
 недели; вы можете получить один двойной н
 вильно?; мальчик проводит вас в вашу ком
 ваш багаж

III. Retell the dialogues in indirect speech.

IV. Activate the following words and word combinations

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

a) Answer these questions.

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