



ИНОСТРАННЫЙ ЯЗЫК : ШАГ ЗА ШАГОМ

К. Э. ЭККЕРСЛИ

# Самоучитель английского языка

Миллионы проданных  
экземпляров по всему миру



UK



USA



Canada



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# Самоучитель английского языка



**ЭКСМО**  
МОСКВА  
2011



**КНИГА ПЕРВАЯ**

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**Book One**

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# АНГЛИЙСКИЕ ЗВУКИ

## Фонетический

### символ

### Гласные

i:	me, tree, three, he, people, the <sup>1</sup>
ɪ	ship, it, ticket, this, king, shilling
e	bed, pen, egg, yes, men, well
æ	man, that, am, and, Paris, can, Spanish
a:	past, dark, arm, are, car, hard
ɒ	not, lot, wash, song, from, rock, coffee
ɔ:	all, small, ball, or, forty, morning
ʊ	pul, full, look, book
u:	who, move, noon, blue, do, too
ʌ	up, cup, much, sun, some, but
ɜ:	her, Thursday, burn, third, thirteen, worth, work
ə	a, the <sup>2</sup> , under, father, address, servant, Saturday

## Дифтонги

eɪ	say, baby, train, plate, table, waiter, Spain
əʊ	no, smoke, those, motor, only, Poland, hotel
aɪ	five, nine, ice, eye, my, side
aʊ	how, count, flower, cloud, hour, now
ɔɪ	boy, noise, boil, voice
ɪə	dear, clear, beer, really, ear
eə	where, there, their, chair, hair, care
ɔə <sup>3</sup>	four, door, your, more, floor
ʊə	sure, poor

## Фонетический

### символ

### Согласные

p	pen, pay, people, pull, open, inkpot, help
b	be, bath, boy, husband, bed, beef
t	train, tree, sit, tea, inkpot, table, hotel, stop
d	door, day, sad, kind, desk, Frieda, word
k	cold, back, clock, car, class, king
f	fine, far, safe, flower, fifteen, after
g	gold, bug, girl, dog, good, go, egg

<sup>1</sup> Сильная форма.

<sup>2</sup> Слабая форма.

<sup>3</sup> Во многих случаях в стандартном английском этот звук не употребляется. Вместо него употребляется звук [ɔ:].

v	very, save, vegetable, seven, never
θ	thank, thick, thin, nothing, think, twentieth
ð	then, that, there, weather, with, together
s	so, sit, sleep, thinks, place, cigarette
z	zero, has, knives, comes, plays, noise
ʃ	ship, sharp, fish, English, shilling, short
ʒ	pleasure, measure
tʃ	Charles, each, Richard, much
dʒ	John, judge, age, Japan, language
h	his, happy, here, help, unhappy
m	man, make, many, my, swim
n	name, near, then, finish
ŋ	sing, thing, working, English, king
r	red, around, very, rich, every, room
l	leave, long, full, pull, greatly, last
w	will, work, away, when, window, wash
j	yellow, year, you, young, yes, piano

## АНГЛИЙСКИЙ АЛФАВИТ

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>
<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>

## LESSON 1

---

### Number 1 (one)



Number 1 is a man.  
This is a man.



### Number 2 (two)



Number 2 is a woman.  
This is a woman.



### Number 3 (three)



This is a boy.  
*Question:* What is this?

**WHAT (что)**

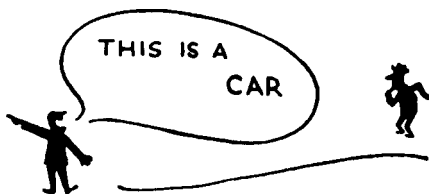
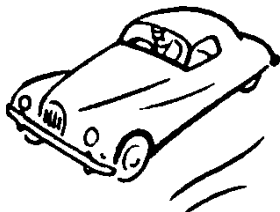
*Answer:* This is a boy.

### Number 4 (four)

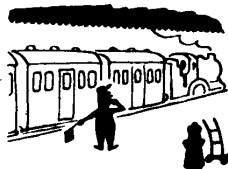


This is a girl.  
*Question:* What is this?  
*Answer:* This is a girl.

### Number 5 (five)



**Number 6 (six)**



*Question:* What is this?

**WHAT IS THIS? (Что это?)**

*Answer:* It is a train.

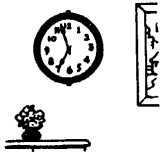
**Number 7 (seven)**



*Question:* What is number 7?

*Answer:* Number 7 is a mountain.

**Number 8 (eight)**



*Question:* What is number 8?

*Answer:* Number 8 is a clock.

**Number 9 (nine)**



*Question:* Is this a tree?

**YES (да)**

*Answer:* Yes, this is a tree.

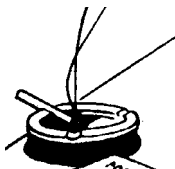
**Number 10 (ten)**



*Question:* Is this a ship?

*Answer:* Yes, it is.

**Number 11 (eleven)**



*Question:* Is this a ship?

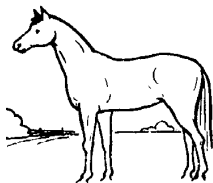
**NO (нет)**

*Answer:* No, it is not a ship;  
it is a cigarette.

**Number 12 (twelve)**

*Question:* Is this a cigarette?

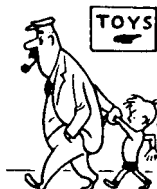
*Answer:* No, it is not a cigarette;  
it is a horse.



**Number 13 (thirteen)**

This is a man and a boy.

(успыуку)



**AND (и)**

**Number 14 (fourteen)**

*Question:* What is this?

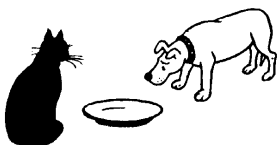
*Answer:* It is a woman and a baby



**Number 15 (fifteen)**

*Question:* Is this a woman and  
a baby?

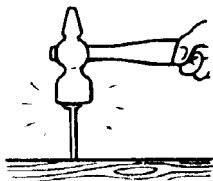
*Answer:* No, it is not;  
it is a cat and a dog.



**Number 16 (sixteen)**

*Question:* Is this a cat and  
a dog?

*Answer:* No, it is not;  
it is a hammer and a nail.







## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

### Гласные и дифтонги

[i:]	[ɪ]	[e]	[æ]	[ɑ:]
three	this	yes	man	car
fourteen	six	ten	cat	answer
tree	ship	eleven	hammer	
fifteen	is	seven		
thirteen	baby	question		
sixteen	mountain	twelve		
	eleven	cigarette		
	fifteen	lesson		
	in			
	sixteen			
	cigarette			
[ɒ]	[ɔ:]	[u]	[u:]	[ʌ]
not	four	woman	two	number
what	horse	put		one [wʌn]
dog	fourteen			
clock				
[ɜ:]	[ə]	[eɪ]	[oʊ]	[aɪ]
girl	a	train	no	five
word	woman	baby	motor	nine
thirteen	hammer	nail		write
first	motor	eight		
	answer			
	and			
[aʊ]	[ɔɪ]			
mountain	boy			
	toys			

### Согласные

[ð] (звонкий) this	[t] ten, tree, train, thirteen
[θ] (глухой) three, thirteen	[h] horse, hammer



### УПРАЖНЕНИЯ

I. Вставьте пропущенные слова:



Number 1 is a —



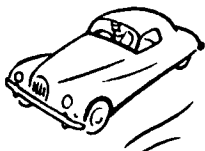
Number 2 is a —



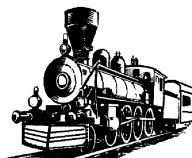
Number 3 is a ——



Number 4 is a ——



— 5 is a car



— 6 is ——



— 7 is ——



Number 8 ——



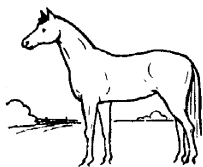
What is this?  
It is ——



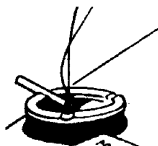
Is this a man and a boy?  
——



What is this? ——



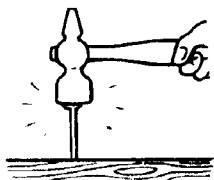
What is this? ——



Is this a cigarette? ——



Is this a cat and a dog? ——



Is this a cigarette?

No, \_\_\_\_\_

It is \_\_\_\_\_



Is this a cat and a dog?

\_\_\_\_\_

It is \_\_\_\_\_

## II. Напишите словами числа от 1 до 16:

1

one

2

...

two ...

## III. Ответьте на вопросы:

1. What is number 1?

2. What is number 2, etc.? (to number 16)

3. Is number 1 a man?

4. Is number 2 a woman?

5. Is number 3 a boy?

6. Is number 4 a train?

7. Is number 5 a mountain?

8. Is number 6 a woman?

9. Is number 7 a girl?

10. Is number 8 a clock?

11. Is number 9 a tree?

12. Is number 10 a cigarette?

13. Is number 11 a woman and a baby?

14. Is number 12 a hammer and a nail?

15. What number is a man? (Answer: Number one is a man.)

16. What number is a ship?

17. What number is a horse?

18. What number is a hammer and a nail?

19. Is number 12 a horse?

20. Is number 16 a cat and a dog?

## Диктант

Man, woman, boy, girl, car, train, mountain, clock, hammer, nail, first.

This is a cigarette. This is a cat and a dog.

## LESSON 2

---

### Number 17 (seventeen)



Number seventeen is an inkpot.

AN

### Number 18 (eighteen)



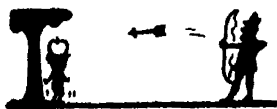
What is number eighteen?  
It is<sup>1</sup> an ice-cream (*or* an ice).

IT'S AN ICE

### Number 19 (nineteen)



Is number nineteen an apple?  
Yes, it is.



### Number 20 (twenty)



Is this an apple?  
Is it an ice?  
What is it?  
It is (it's) an eye.

### Number 21 (twenty-one)



Is this a ship?  
Is it a clock?  
What is it?  
It is (it's) a cat and an umbrella.

### Number 22 (twenty-two)



Is this an umbrella or an  
aeroplane?

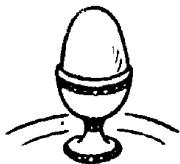
OR (или)

It is (it's) an aeroplane.

---

<sup>1</sup> Либо краткая форма *it's an ice*, которая обычно используется в устной речи.

### Number 23 (twenty-three)



Is this an egg or an apple?  
It is (it's) an egg.

### Number 24 (twenty-four)



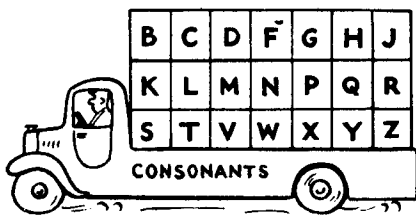
This is a bad egg.  
This egg is bad.  
Is this a good egg?  
Is this egg good?  
No, it is not.

**NO, IT ISN'T<sup>1</sup>**

It is (it's) a bad egg. It is bad.  
It is (it's) a bad one.  
It is not (it isn't) a good one.



(гласные)



(согласные)

**a** перед согласным звуком  
**an** перед гласным звуком

**IN (в)**

The egg is in the egg-cup.  
The boy is in the bed.  
The girl is in the classroom.  
The train is in the station.  
The aeroplane is in the sky.



<sup>1</sup> Эта краткая форма обычно используется в устной речи.

## WHERE (*где*)

### Questio

Where is<sup>1</sup> the egg?  
Where is the boy?  
Where is the girl?  
Where is the train?  
Where is the aeroplane?

### Answer

The egg is in the egg-cup.  
The boy is in the bed.  
(Ответьте на вопросы)

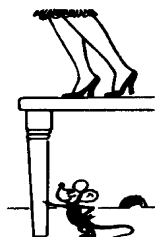
## ON (*на*)

The cigarette is on the table. The ship is on the sea.  
The clock is on the wall. The apple is on the plate.

## UNDER (*под*)



The cat is under the umbrella.  
The mouse is under the table.  
What is under the umbrella?  
The cat is.  
What is under the table?  
The mouse is.



Is the egg in the egg-cup?  
Yes, it is.  
Is the cat under the umbrella?  
Yes, it is.  
Is the train in the sky?  
No, it isn't.  
Is the dog under the umbrella?  
No, it is not (it isn't)



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]	[ɪ]	[e]	[æ]	[a:]
sea	it	egg	bad	class
seventeen	twenty	seventeen	apple	
eighteen	give	bed	grammar	
nineteen	ink	umbrella		
cream	before	twenty		
	the <sup>2</sup>	second		

<sup>1</sup> Краткая форма *where's*.

<sup>2</sup> Перед гласным звуком.

[ɒ] on pot consonant	[ɔ:] or wall before	[ʊ] good room	[ʌ] under cup umbrella	[ə] an the <sup>1</sup> umbrella under vowel second consonant aeroplane grammar
[eɪ] eighteen plate table aeroplane station	[aɪ] eye sky ice nineteen	[aʊ] vowel mouse	[eə] where aeroplane	

## УПРАЖНЕНИЯ

### I. Что изображено под №17, №18 и т. д.?



Number 17



Number 18



Number 19



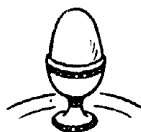
Number 20



Number 21



Number 22



Number 23



Number 24

### II. Поставьте *a* или *an* перед следующими словами:

- |              |              |               |              |
|--------------|--------------|---------------|--------------|
| 1. mountain  | 2. woman     | 3. egg        | 4. eye       |
| 5. inkpot    | 6. cigarette | 7. dog        | 8. mouse     |
| 9. aeroplane | 10. man      | 11. ice-cream | 12. umbrella |

<sup>1</sup> Перед согласным звуком.

### III. Вставьте пропущенные слова:

1. The aeroplane is in the —.
2. The ice-cream is on the —.
3. The egg is — the —.
4. The cat is — the —.
5. — — is in the classroom.
6. The cigarette is — — —.
7. The — is — the sea.
8. The mouse is — the —.
9. The clock is — the —.
10. — — is in the sky.
11. The ship is — — —.
12. — — — — the umbrella.

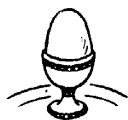
### IV. Ответьте на вопросы:

1. What is in the sky?
2. What is on the plate?
3. What is in the egg-cup?
4. What is in the station?
5. What is on the table?
6. What is on the sea?
7. What is on the wall?
8. What is under the table?
9. What is under the umbrella?
10. What is in the inkpot?

### V. Ответьте на вопросы:

1. Where is the aeroplane?
2. Where is the ice-cream?
3. Where is the egg?
4. Where is the cat?
5. Where is the apple?
6. Where is the boy?
7. Where is the girl?
8. Where is the train?
9. Where is the cigarette<sup>1</sup>?
10. Where is the ship?
11. "Where is the mouse?"
12. Where is the clock?

### Придумайте вопросы. Например:



**Question**  
 (1) Is this an egg?  
 Is it an apple?  
 (it isn't).  
 What is it?

#### Answer

Yes, it is.  
 No, it is not  
 It is (it's) an egg.



(2) — — — — ?  
 — — — — ?  
 — — — — ?

Yes it is.  
 No, it isn't.  
 It's an apple.



(3) — — — — ?  
 — — — — ?  
 — — — — ?

Yes, it is.  
 No, it isn't.  
 It's a boy.

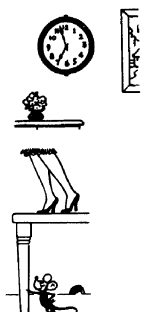


(4) — — — — ?  
 — — — — ?  
 — — — — ?

Yes, it is.  
 No, it isn't.  
 It's a ship.

<sup>1</sup> ...в пепельнице; на столе.





(5) — — — — ?  
 — — — — ?  
 — — — — ?

Yes, it is.  
 No, it isn't.  
 It's a clock.

(6) — — " — — — ?  
 — — — — — ?  
 — — — — — ?

Yes, it is.  
 No, it isn't.  
 The mouse is.



(7) Where — — — — ?  
 — — — — the table?  
 — — — — — ?

It is under  
 the umbrella.  
 No, it isn't.  
 The cat is.



(8) Where — — — — ?  
 — — — — the sea?  
 — — — — — ?

It is in the station.  
 No, it isn't.  
 The train is.

### Диктант

The boy is in the bed. The egg is in the egg-cup. Where is the clock? The clock is on the wall. Where's the apple? The apple is on the plate and the plate is on the table. The cat is under the umbrella. The dog isn't under the umbrella. The mouse is under the table.

## LESSON 3

### PLURALS. "THERE IS . . . THERE ARE. . ."



one boy



three boys



one tree



five trees



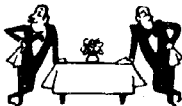
one shilling



two shilling



one waiter



two waiters



one man



two men



one woman



three women



one child



four children

THIS IS...



This is a football.

THESE ARE...



These are footballs.



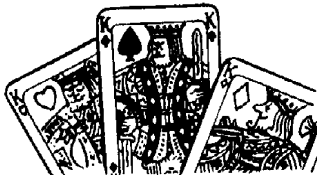
This is a shilling.



These are shillings.



This is a king.



These are kings.



This is a queen.



These are queens.



This is a child.



These are children.

What are these?

These are tea-cups.

These are cups and saucers.



What are these?

These are flowers.

Are these flowers?

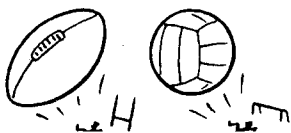
Yes, these are flowers.



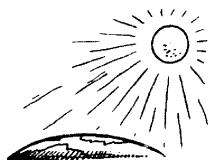
Are these women?

No, these are not women;  
these are children.





**THAT IS**



**That is the sun.**  
It is not near the earth;  
it is far away.

Are these tea-cups?  
No, these are not tea-cups;  
these are footballs.

**THOSE ARE**



**Those are stars.**  
The stars are not near the  
earth; the stars are far away.



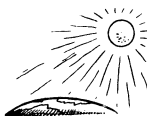
**That is the moon.**  
It is not near the earth;  
it is far away.



**That is a star.**



Is that the moon?  
Yes, that is the moon.



Is that the moon?  
No, that isn't the moon; that's the sun.

What is that?  
That is a mountain.



What are those?  
 Those are mountains.  
 Are the mountains near?  
 No, they are far away.  
 Is the moon near the earth?  
 No, it is far sway.



What is that? That is a star.



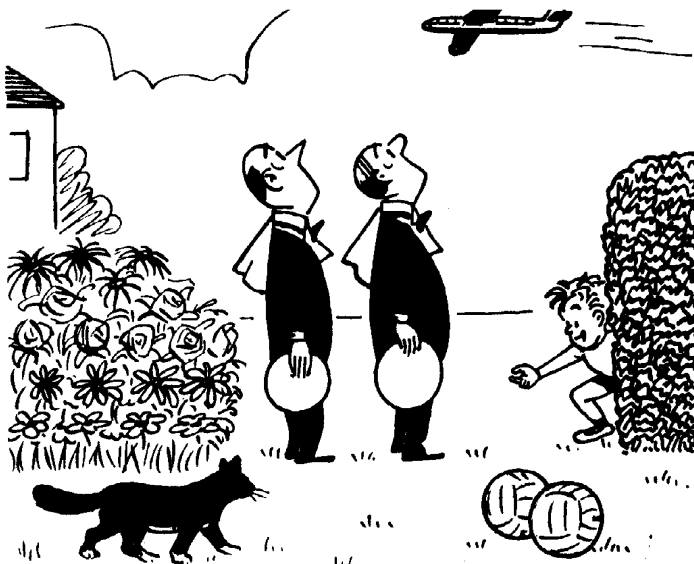
What are those?  
 Those are stars.  
 Are the stars near the earth?  
 No, they are far away.



**THERE IS  
 THERE ARE**

**IS THERE?  
 ARE THERE?**

There is a boy in this picture.  
 There is a cat in this picture.  
 There is an aeroplane in this picture.  
 Is there an aeroplane in this picture? Yes, there is.



Is there an aeroplane in this picture? Yes, there is.

Is there a train in this picture? No, there isn't.

There are footballs in this picture.

There are flowers in this picture.

Are there flowers in this picture? Yes, there are.

Are there cups and saucers in this picture? No, there are not.

There are two waiters in this picture.

Are there two waiters in this picture? Yes, there are.

Are there three waiters in this pictures? No, there are not three waiters; there are two.

This is a picture of a classroom. There is one teacher in the picture. That is the teacher. There are two boys in the picture. That is the door. Those are windows. There is one door and there are two windows. The door is closed. One window is open; the other window is closed. There is a clock on the wall. There is a table in the classroom. There are flowers on the table. There is an inkpot on the table. The teacher is near the table. One boy is near the teacher; the other boy is near the window. There are two pictures on the wall. One picture is near the door; the other picture is near the window.





## ГРАММАТИКА

### *Singular number*

#### **Ед. ч.**

(один, одна, одно)

a boy

a window

a tree

the boy

the window

the tree

a man

a woman

a child

the man

the woman

the child

### *Plural number*

#### **Мн. ч.**

(два, три, четыре)

boys

windows

trees

the boys

the windows

the trees

men

women

children

the men

the women

the children

Ед. ч. + s = Мн. ч.

### **Исключения**

#### **Ед. ч.**

man

woman

child

#### **Мн. ч.**

men

women

children

### **Утвердительные формы**

#### **Ед. ч.**

It is

This is

That is

There is

#### **Мн. ч.**

They are

These are

Those are

There are

### **Вопросительные формы**

Is it?

Is this?

Is that?

Is there?

Are they?

Are these?

Are those?

Are there?

### **Отрицательные формы**

It is not (it isn't)

This is not (this isn't)

That is not (that isn't)

There is not (there isn't)

They are not (they aren't)

These are not (these aren't)

Those are not (those aren't)

There are not (there aren't)



## ПРИМЕРЫ

### *Ед. ч.*

This is a cigarette.  
This is a man.  
That is a mountain.  
The man is a waiter.  
That is not a king.  
That is not a queen.  
Is this an aeroplane?  
Is this an egg?  
Is it a good egg?  
Is this a good cigarette?  
Is that egg good?  
The window is open.  
That egg is bad.  
This cigarette is good.  
That is an egg; it is in  
the egg-cup.  
This window is open.  
This door is closed.  
The picture is on the wall.

That boy is near the door.

This boy isn't near the  
window.

This isn't a mountain.

It isn't an aeroplane.

### *Утвердит. предложения*

This is a pencil.

This is a ship.

That is an umbrella.

Those are mountains.

It is a boy.

They are waiters.

It is a good egg.

They are good cigarettes.

This cigarette is good.

This egg is bad.

This window is open.

### *Мн. ч.*

These are cigarettes.

These are men.

Those are mountains.

The men are waiters.

Those are not kings.

Those are not queens.

Are these aeroplanes?

Are these eggs?

Are they good eggs?

Are those good cigarettes?

Are those eggs good?

The windows are open.

Those eggs are bad.

Those cigarettes are good.

Those are eggs; they are in  
the egg-cups.

These windows are open.

These doors are closed.

The pictures are on the wall  
(or walls).

Those boys are near the door  
(or doors).

These boys aren't near the  
window (or windows).

These aren't mountains.

They aren't aeroplanes.

### *Отрицат. предложения*

This is not (isn't) a pencil.

This is not (isn't) a ship.

That is not (isn't) an umbrella.

Those are not (are n't)  
mountains.

It is not (isn't) a boy.

They are not (aren't) waiters.

It is not (isn't) a good egg.

They are not (aren't) good  
cigarettes.

This cigarette is not (isn't) good.

This egg is not (isn't) bad.

This window is not (isn't) open.



The doors are closed.	The doors are not (aren't) closed.
There is a clock on the wall.	There isn't a clock on the wall.
There is an inkpot on the table.	There isn't an inkpot on the table.

### **Утвердит. предложения**

That is an aeroplane.  
This is a car.  
Those are tea-caps.  
These are flowers.  
It is a boy.  
They are kings.  
They are queens.  
That is a bad egg.  
That apple is bad.  
That door is closed.  
There is a clock on the wall.  
There are flowers on the table.

### **Вопросит. предложения**

Is that an aeroplane?  
Is this a car?  
Are those tea-cups?  
Are these flowers?  
Is it a boy?  
Are they kings?  
Are they queens?  
Is that a bad egg?  
Is that apple bad?  
Is that door closed?  
Is there a clock on the wall?  
Are there flowers on the table?



## **ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА**

	[ɪ]		[ə]	
shilling	singular	away	flower	
king	exception	affirmative	waiter	
picture	example	negative	singular	
window	interrogative	interrogative	children	
women	affirmative	teacher	plural	
children	negative	other	picture	
[i:]	[v]	[ɔ:]	[u:]	[və]
tea	foot	door	moon	plural
these	room	ball		
teacher	singular <sup>1</sup>	saucer		



## **УПРАЖНЕНИЯ**

### **I. Дайте форму множественного числа:**

1. a star. 2. a mountain. 3. a tree. 4. a shilling. 5. a king. 6. the waiter. 7. the queen. 8. a man. 9. the man. 10. a woman. 11. the woman. 12. an eye. 13. an inkpot. 14. a waiter. 15. an aeroplane.

### **II. Поставьте множественное число:**

1. this waiter. 2. this tea-cup. 3. this king. 4. this egg. 5. a king. 6. the waiter. 7. that mountain. 8. that window. 9. this man. 10. that woman.

<sup>1</sup> Этот звук произносится как [jv].

### III. Преобразуйте предложения по образцу:

*Ед.ч. — This is a king.*

*Мн. ч. — These are kings.*

1. This is a star. 2. This is a boy. 3. This is a shilling. 4. That is a saucer. 5. That is a flower. 6. That is a mountain. 7. Is this a moun-tain? 8. Is this a shilling? 9. Is this a man? 10. Is that a football? 11. Is that a train? 12. Is that an aeroplane? 13. Is the window open? 14. Is the door closed? 15. Is the boy near the window? 16. That is not a king. 17. That is not a queen. 18. That is not a mountain. 19. This isn't a mountain. 20. This isn't a star. 21. This isn't an aeroplane. 22. It is a star. 23. It is a cigarette. 24. It is a cat 25. It is not a dog. 26. It isn't a cat. 27. It isn't a train. 28. It is not a bad egg. 29. It is a good egg. 30. Is that a flower?

### IV. Поставьте предложения в отрицат. форме:

1. That is a king. 2. This is a car. 3. This is a cat. 4. That is a mountain. 5. That is a football. 6. That is a flower. 7. Those are kings. 8. Those are cars. 9. Those are cats. 10. These are mountains. 11. Those are footballs. 12. Those are flowers. 13. It is a cat. 14. It is a dog. 15. It is an umbrella. 10. They are cats. 17. They are dogs. 18. They are umbrellas. 19. That is a bad egg. 20. This is a good cigarette. 21. This is a good egg. 22. This egg is bad. 23. This cigarette is good. 24. This egg is good.

### V. Поставьте предложения в вопросит. форме:

1. That is a dog. 2. This is a train. 3. That is a door. 4. Those are aeroplanes. 5. This is a pencil. 6. That is a window. 7. That is a clock. 8. It is a cat. 9. They are waiters. 10. That is an umbrella. 11. That egg is bad. 12. The aeroplane is in the sky. 13. That is a bad egg. 14. The window is open. 15. The man is in the car. 16. This is an egg-cup. 17. The cat is under the umbrella. 18. The train is in the station. 19. The cigarette is on the table 20. The mouse is under the table. 21. The plate is on the table. 22. The apple is on the plate. 23. The dog is in the aeroplane. 24. The pencil is on the table. 25. The shilling is under the plate.

### Диктант

The teacher and the boys are in the classroom. There are two boys in the picture. The door is closed. One window is open, the other window is closed. One boy is near the teacher. The cloock is on the wall.

What is a question? These are questions. This is the answer.

## LESSON 4

---

### WHO (кто)

The boy is in the bed.

**Who** is in the bed? The boy is in the bed, *or* The boy is, *or* The boy.

### HE (он)

Is the boy in the bed? Yes, **he** is.

Where is the boy? He is in the bed.

The girl is in the classroom.

**Who** is in the classroom?

The girl is in the classroom, *or* The girl is, *or* The girl.

### SHE (она)

Is the girl in the classroom? Yes, **she** is.

Where is the girl? **She** is in the classroom.

The woman and the baby are on the chair.

**Who** are on the chair? The woman and the baby are on the chair, *or* The woman and the baby are, *or* The woman and the baby.

Is the woman on the chair? Yes, she is.

Is the girl on the chair? No, she isn't.

### THEY (они)

Are the woman and the baby on the chair?

Yes, **they** are.

Where are the woman and the baby? They are on the chair.

### WHAT (что)

The train is in the station.

**What** is in the station?

The train is in the station, *or* The train is, *or* The train.

### IT (это)

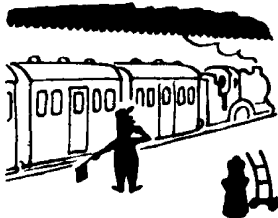
Is the train in the station?

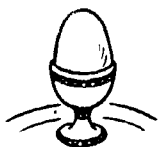
Yes, it is.

Is the ship in the station?

No, it isn't.

Where is the train? It is in the station.



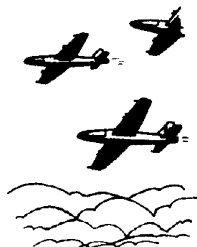


**What** is in the egg-cup?

An egg is in the egg-cup, *or* An egg is, *or* An egg.

Is the egg in the egg-cup? Yes, it is.

Where is the egg? It is in the egg-cup.



**What** are in the sky?

The aeroplanes are in the sky,

*or* The aeroplanes are,

*or* The aeroplanes.

Are the aeroplanes in the sky?

Yes, they are.

Where are the aeroplanes?

They are in the sky.



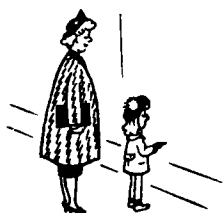
**What** is this?

This is a picture of a man, Mr.<sup>1</sup> Brown, and a boy, Richard Brown.

Mr. Brown is a father. Richard Brown is a son.

Who is the father of Richard Brown? Mr. Brown is.

Who is the son of Mr. Brown? Richard Brown is.



**What** is this?

This is a picture of a woman, Mrs. Brown<sup>2</sup>, and a girl, Mary Brown. Mrs. Brown is the wife of Mr. Brown. Mr. Brown is the husband of Mrs. Brown. Mrs. Brown is a mother. Mary Brown is a daughter.

Who is the mother of Mary Brown? Mrs. Brown is.

Who is the daughter of Mrs. Brown? Mary Brown is.

Mary Brown is the sister of Richard Brown.

Richard Brown is the brother of Mary Brown.

Mary Brown and Richard Brown are the children of Mr. and Mrs. Brown.

Mr. and Mrs. Brown

Richard

Mary

<sup>1</sup> Произносится ['mɪstə].

<sup>2</sup> Произносится ['mɪsɪz].



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]		[ɪ]		[ɔ:]		[ʌ]		[ə]
he	thing	finish	daughter	son	daughter			
she	masculine	Richard	fourth	brother	brother			
people	feminine	sister		mother	husband			
female	Mary			husband	Richard			
[u:]	[eə]	[aɪ]	[aʊ]	[eɪ]				
who	chair	wife	noun	name				
neuter <sup>1</sup>	Mary		Brown	female				
				male				



## УПРАЖНЕНИЯ

### I. Вставьте *who* или *what*:

1. — is the car? 2. — is on the chair? 3. — is in the egg-cup? 4. — is on the table? 5. — is in the bed? 6. — is on the wall? 7. — is in the sky? 8. — is in the class-room?

### II. Образуйте мн. ч.:

1. He is a waiter. 2. She is a woman. 3. He is a boy. 4. It is an aeroplane. 5. She is a queen.

### III. Вставьте *he, she, it, they*:

1. — is a father. 2. — is a husband. 3. — is a king. 4. — is a woman. 5. — is a picture. 6. — are in the classroom. 7. — are on the table. 8. — is on the table. 9. — is a waiter. 10. — are flowers. 11. — are kings. 12. — are queens. 13. — is queen. 14. — is a son. 15. — are sons. 16. — is a daughter. 17. — are daughters. 18. — are pictures. 19. — are things. 20. — are people. 21. — is a thing. 22. — are things. 23. — is a shilling. 24. — is a football. 25. — is a hammer. 26. — are nails.



## ГРАММАТИКА

*Boy, woman, this, what, a, are, they* и др. — все это слова.

Слова, обозначающие людей: *boy, woman, teacher, king, queen, baby* и др.

Вопросительное слово **who** относится к словам, обозначающим людей.

Вопросительное слово **what** относится к словам, обозначающим вещи. Однако обратите внимание: *Who is he?* Кто он? *He is Mr. X.* *What is he?* Кто он (по профессии)? *He is a teacher.*

<sup>1</sup> Здесь произносится как [ju:], [ˈnju:tə].

Слова, обозначающие мужчин (*boy, man, husband, son, king*), относятся к мужскому роду.

Слова, обозначающие женщин (*girl, woman, daughter, queen*), относятся к женскому роду.

Слова, обозначающие вещи (*table, chair, mountain, clock*), относятся к среднему роду.

Местоимение **he** (он) относится к муж. р.(ед. ч.): *he is a boy; he is a son; he is a king.*

Местоимение **she** (она) относится к жен. р.(ед. ч.): *she is a girl; she is a daughter; she is a queen.*

Местоимение **it** (это) относится к ср. р. (ед. ч.): *it is a train; it is a picture; it is an egg.*

Местоимение **they** (они) относится ко всем трем родам (мн. ч.): *they are boys, they are daughters, they are eggs.*

#### **IV. Замените на мужской род:**

1. She. 2. The girl. 3. The woman. 4. The mother. 5. The girl is on the mountain. 6. The woman is in the car. 7. The girl is in the picture. 8. This is a queen. 9. These are women. 10. Those are queens.

#### **V. Ответьте на вопросы:**

1. Who is in the car? 2. Who is in the bad? 3. Who is in the classroom? 4. What is in the egg-cup? 5. What is in the sky? 6. What is on the wall? 7. What is on the table? 8. Who are on the chair? 9. What is in the station? 10. Who is near the window?

#### **VI. Ответьте на данные вопросы утвердительно (Yes). Используйте местоимения *he, she, it, they*:**

1. Is this a pencil? 2. Is this a train? 3. Is that a window? 4. Is the teacher in the classroom? 5. Are the boys in the classroom? 6. Is the woman a mother? 7. Is the girl a daughter? 8. Is the boy a son? 9. Is the egg in the egg-cup? 10. Are the women in the train? 11. Is a table a thing? 12. Are men and women people?

#### **VII. Дайте отрицательные ответы (No). Используйте местоимения *he, she, it, they*:**

1. Is this a tree? 2. Are these trees? 3. Are the girls in the classroom? 4. Is the boy in the aeroplane? 5. Is the train in the station? 6. Are the men in the car? 7. Are the flowers on the table? 8. Is the window open? 9. Is the boy near the door? 10. Are the boys near the door? 11. Is a boy a thing? 12. Are tables people?

### **VIII. Закончите предложения:**

1. The boys — . 2. Are the flowers — ? 3. Is the boy — ? 4. Is the sun — ? 5. The stars — . 6. The teacher — . 7. Is the aeroplane — ? 8. The egg — . 9. Where is — ? 10. Who is — ? 11. What is — ? 12. Where are — ? 13. Who are — ? 14. What are — ? 15. — on the table. 16. — in the aeroplane? 17. — near the door. 18. — near the door? 19. — open. 20. — open? 21. — bad. 22. — bad? 23. — earth. 24. — earth? 25. — is a thing. 26. — are things. 27. — are people.

### **IX. Ответьте на вопросы:**

Who is (are): 1. the wife of Mr. Brown? 2. the son of Mr. Brown? 3. the daughter of Mr. Brown? 4. the brother of Mary Brown? 5. the sister of Richard Brown? 6. the husband of Mrs. Brown? 7. the father of Richard Brown? 8. the mother of Mary Brown? 9. the father of Mary Brown? 10. the mother of Richard Brown? 11. the children of Mr. and Mrs. Brown?

### **Диктант**

There is a picture in this book of Mr. and Mrs. Brown, Richard and Mary. Richard and Mary are children: he is a son; she is a daughter. Mrs. Brown is the wife of Mr. Brown and the mother of Richard and Mary. Mr. Brown is the husband of Mrs. Brown and the father of the two children. Richard and Mary are brother and sister.

### **Сочинение**

- 1. Напишите о м-ре и миссис Браун, Ричарде, Мери.**
- 2. Напишите рассказ по картинке на стр. 26.**

## LESSON 5

---

Teacher: I am the teacher. I am Mr. (Miss, Mrs.) —  
What are you?

Class: We are students.

Teacher: Are you a student, Mr. A.?

Mr. A.: Yes, I am a student.

Teacher: Are you a student, Miss B.?

Miss B.: Yes, I am.

Teacher: Are you in the classroom, Mr. C.?

Mr. C.: Yes, I am in the classroom.

Teacher: Are you a man, a woman, a boy, or a girl?

Student: I am a —.

Teacher: What are you, a man, a woman, a boy, or a girl?

Student: I am a —.

Teacher: Who are you?

Student: I am Mr. D.

Teacher: How are you, Mr. D.?

Mr. D.: I am very well, thank you.

Teacher: Who are you?

Student: I am Miss E.

Teacher: How are you, Miss E.?

Miss E.: I am very well, thank you.

Teacher: What are you all?

Class: We are all students.

Teacher: Are you all men?

Students: Yes, we are.     }  
                  No, we are not.   }

Some of the students are men, some are women.

Some of the students are men, others are women.

Teacher: I count the students: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen.

There are fifteen students in the class. Mr. F., count the students, please.

Mr. F.: I count the students: one, two, three, etc.

**HOW MANY**  
(*сколько*)

**RIGHT**  
(*правильно*)

**WRONG**  
(*неверно*)

Teacher: How many students are there in the class, Mr. F.?

Mr. F.: There are fifteen.

Teacher: That is right; thank you, Mr. F.



Teacher: What are two and two?

Student: Four, sir.

**RIGHT**

Teacher: That is right. What are seven and three.

Student: Ten, sir.

Teacher: That's right. What is four from nine?

Student: Five, sir.

Teacher: That is right, too. What is five from twelve?

Student: Six, sir.

**WRONG**

Teacher: No, that is wrong; that is not right. The answer is seven, not six.

**HERE**

(здесь)

**THERE**

(там)

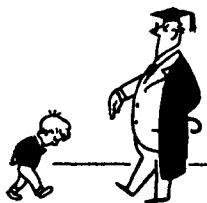
Teacher: Mr. K., come here, please, and bring the book here. Thank you. You are here and the book is here. Now take the book there, to the door, please. You are there and the book is there. Where are you, Mr. K.?

Mr. K.: I am here, near the door.

Teacher: That is right; and where am I?

Mr. K.: You are there, near the window.

Teacher: That is right.



COME HERE



GO THERE

**ANOTHER**

(другой)

**OTHERS**

(другие)

Teacher: Mr. F. is one student, Mr. G. is another, Miss. H. is another, Mr. K. is another, and there are eleven others; fifteen students altogether. Here is one shilling; here is another, number two; here is another, number three; and here two others; five shillings altogether.



There are a lot of books in this picture.



There are not many in this picture; there are only two.

There are a great many people in London. There are not many in this room. There are only sixteen. There are fifteen students in the classroom; there is only one teacher.



## ГРАММАТИКА

### Глагол to be (Настоящее время)

#### Утвердит.

##### форма

##### Ед. ч.

I am (I'm)  
you are (you're)  
he is (he's)  
she is (she's)  
it is (it's)

##### Мн. ч.

we are (we're)  
you are (you're)  
they are (they're)

#### Вопросит.

##### форма

##### Ед. ч.

am I?  
are you?  
he?  
is { she?  
it?

##### Мн. ч.

we?  
are { you?  
they?

#### Отрицат.

##### форма

##### Ед. ч.

I am (I'm) not  
you are (you're) not  
he is (he's) not<sup>1</sup>  
she is (she's) not<sup>1</sup>,  
it is (it's) not<sup>1</sup>

##### Мн. ч.

we are (we're) not  
you are (you're) not  
they are (they're) not

Местоимение **you** имеет форму как ед. ч. так и мн. ч., но глагол, относящийся к местоимению **you**, всегда стоит во множественном числе, например:

Are **you** a man? (ед. ч.)

Are **you** all students? (мн. ч.)

Местоимение **I** всегда пишется с заглавной буквы.

Заглавные буквы: A, B, C, D, E, F.

Строчные буквы: a, b, c, d, e, f.



## СЛОВСОЧЕТАНИЯ

A lot of

Thank you

Only one, only two...

How many?

A great many

How are you?

<sup>1</sup> Также he isn't, she isn't и т. д.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[e]	[ə]	[ʌ]	[ɜ:]	[eɪ]	[aʊ]
very	together	come	verb	take	count
well	another	another	sir <sup>1</sup>	phrase	how
letter	letter	London			
altogether	London	some			
many	always				
	capital				
	sir <sup>2</sup>				



## УПРАЖНЕНИЯ

### I. Вставьте пропущенные слова:

1. — a student. 2. You — a teacher. 3. Mr. A. — a man.  
 4. Mary — a girl. 5. The man — in the train. 6. We — students.  
 7. I — Mr. C. 8. What — you? 9. Who — he? 10. How — you?  
 11. What — Henri? 12. What — I? 13. Who — you? 14. Who — I?  
 15. — I a student? 16. — he a student? 17. — she a woman?  
 18. — they waiters? 19. — you all boys? 20. — I the teacher?  
 21. — you Mr. C.? 22. — you Mrs. H.? 23. — he Mr. K.? 24. There — one mountain in the picture. 25. — there two mountains in the picture? 26. There — three pencils on the table. 27. There — an egg in the egg-cup. 28. There — fifteen students in the class. 29. — there one mountain in the picture? 30. Yes, that — right; there is only one.

### II. Ответьте на вопросы:

1. Who are you? 2. How are you? 3. Are you a student?  
 4. Are you a man, a woman, a boy, or a girl? 5. What are you all?  
 6. Is that right? 7. How many students are there in the class?  
 8. How many books are there on the table? 9. How many windows are there in the room? 10. Is this right, "Six and four are nine"?

<sup>1</sup> Сильная форма.

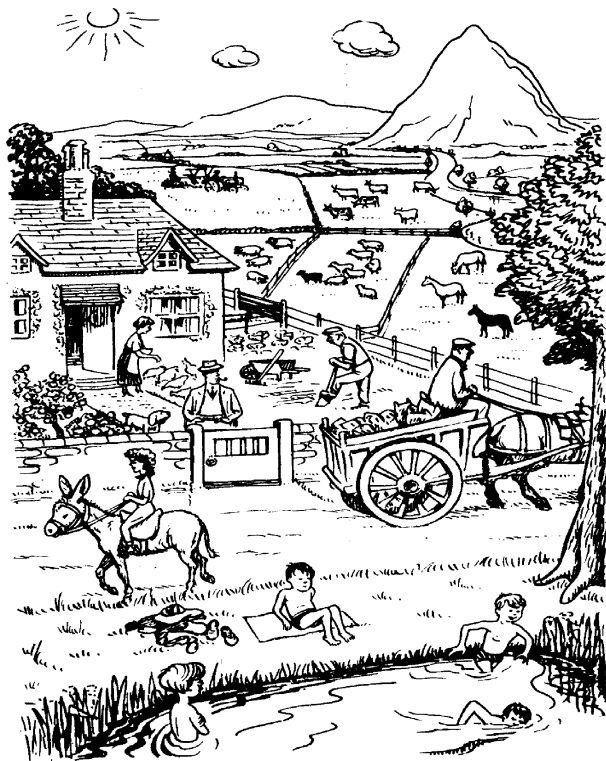
<sup>2</sup> Слабая форма.

## LESSON 6

---

### THE FARM

Now look at the picture on page 40. It is a picture of a farm. The farm is in the country; it is not in the town. It is a warm day; it is not a cold day. The sun is in the sky. There are some white clouds but they are small and the sky is very blue. There is a mountain on the right of the picture, and not far from the mountain there is a river. There are a few boys in the picture. All the boys are in the river except one. He is on the green grass. There are one or two big trees and some small trees in the picture. The small trees are apple-trees. They are on the left of the picture. There are red apples on the apple-trees. These apple-trees are in the garden of the farm-house. There are a lot of apples on the trees. There are flowers round the door and windows of the farm-house. There are a lot of ani-



imals on this farm. There are horses in the field near the river. One of the horses is black, the others are brown. In the next field there are some sheep; in the next one there are some pigs; and near to the pigs there are some cows. Some of the cows are brown, others are black and white. All the sheep are white except one. It is black. There is a horse and cart in the picture. There are cabbages and potatoes in the cart. There is a field of yellow corn behind the farm-house.

A man is digging in the garden. There are some cabbages in the garden. The man near the gate is the farmer. There is a dog behind the farmer; that is the farmer's dog. There is a woman near the door of the farm-house; that is the farmer's wife. The farmer's wife is feeding the chickens.

### Животные

*horses, cows, sheep, pigs, cats, dogs, chickens*

У существительного «овца» форма мн. числа совпадает с формой ед. числа: *sheep — sheep* («овца» — «овцы»).

### Цвета

*red, green, black, white, blue, brown, yellow*

### Примечание:

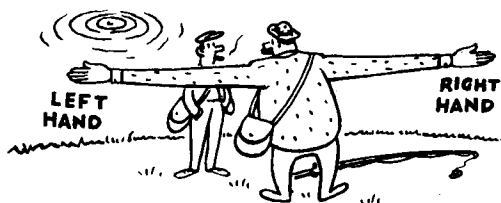
The farmer's wife = жена фермера.

The farmer's dog = собака фермера.



### Антонимы

right (hand)	left (hand)
right (answer)	wrong (answer)
good	bad
big	small
open	closed
black	white
hot	cold
warm	cool
far	near
here	there
come	go
country	town





## СЛОВСОЧЕТАНИЯ

On the right . . . Not far from . . . In the country . . .  
 In the town . . . All except one . . . Round the door . . .  
 A lot of . . . A few . . . Near the river . . .  
 Some are . . . Others are . . . One or two . . .



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]	[ɪ]	[æ]	[a:]	[ɔ:]	[ə]
sheep	big	thank	grass	all	river
green	river	cabbage	cart	small	potato
field	except	black	garden	corn	colour
please	behind	animal		always	animal
	cabbage	capital		warm	sentence
[u:]	[ʌ]	[eɪ]	[ov]	[aɪ]	[aʊ]
blue	some	page	cold	I	cow
you	country	day	go	right	brown
student <sup>1</sup>	colour	take	potato	kind	house
		phrase	yellow	white	cloud
		potato		behind	round



## УПРАЖНЕНИЯ

### I. Ответьте на вопросы:

1. Is the picture on page 40 a picture of the town?
2. Is it a warm day or a cold day?
3. Where is the sun?
4. What colour are the clouds?
5. Are the clouds big or small?
6. What colour is the sky?
7. Where is the mountain in the picture?
8. What is near the mountain?
9. Who are in the river?
10. How many boys are in the river?
11. How many clouds are there in the sky?
12. How many suns are there?
13. Where are the boys?
14. What colour is the grass?
15. Where is one big tree?
16. Where are the small trees?
17. What are on the trees?
18. What colour are the apples?

<sup>1</sup> "u" произносится как [ju:] — ['stju:dənt].

19. Are the apple-trees on the right of the picture?
20. What are in the field near the river?
21. What colour are the horses?
22. How many brown horses are there in the field?
23. How many black horses are there in the field?
24. Is there a cart in the picture?
25. What is in the cart?
26. What colour are cabbages?
27. Where are the apple-trees?
28. What are round the doors and windows of the farm-house?
29. Where are the flowers?
30. What are in the field next to the horses?
31. How many sheep are there?
32. What colour are the sheep?
33. Where are the pigs?
34. Where are the cows?
35. How many cows are there?
36. How many cows are black and white?
37. How many sheep are white?
38. How many sheep are black?
39. Where is the field of corn?
40. What colour is the corn?
41. Where is the farmer's dog?
42. Who is feeding the chickens?
43. Who is digging in the garden?

## II. Вставьте пропущенные слова:

1. This is a picture of a — .
2. The farm is ———; it is not ———.
3. It is a — day; it is not a — day.
4. The sky is very —.
5. There is a mountain — right — the picture.
6. Not — the mountain there is a river.
7. — boys are in the river — one.
8. He is — the — grass.
9. There are ——— big trees and — trees in the picture.
10. The small trees are —.
11. These apple-trees are — the garden — the farm-house.
12. There are ——— animals on this farm.
13. In the — field there are some sheep and in the next — there are some cows.
14. All the sheep are white — one.
15. There is a field of — corn — the house.

**III. Напишите словами следующие числа:**

13, 14, 15, 16, 17, 18, 19, 20.

**IV. Образуйте вопросительную форму:**

1. I am a teacher.
2. You are in the classroom.
3. We are all students.
4. Some of the students are boys.
5. Two and two are four.
6. That answer is right.
7. They are here.
8. He is near the window.
9. There are only two books in the picture.
10. There are a great many people in London.
11. There is a book on the table.
12. There is a train in the station.

**V. Измените форму ед. ч. на форму мн. ч.**

1. The books are on the table. 2. The stars are in the sky.  
3. Are the men in the classroom? 4. Are there trains in the station? 5. There are some books on the table. 6. Those are mountains. 7. Those are stars. 8. These are flowers. 9. These are queens. 10. They are kings.

**VI. Найдите антонимы к следующим словам:**

good, big, cold, there, wrong, near, left, country, come, open, white.

**VII. Назовите 7 цветов, выберите к каждому цвету соответствующее существительное. Например:**

Цвет — green. Существительное — grass.

**VIII. Придумайте предложения со следующими словосочетаниями:**

1) on the right. 2) not far from. 3) on the left. 4) in the country. 5) in the town. 6) round the door. 7) a lot of. 8) near the river. 9) all . . . except one. 10) some . . . , others. . .  
11) a few. 12) one or two.

**Диктант**

The farm in the picture is in the country. There is a farmhouse with flowers round the door and windows. There are a lot of animals on the farm. There are horses, cows, sheep and pigs. The man near the gate is the farmer. A man is digging in the garden. That is not the farmer. A woman is feeding the chickens. That is the farmer's wife.

**Сочинение**

Дайте письменное описание картинки на стр. 40.



## LESSON 7

England is a country; France is a country; Norway is another country; Turkey is another country; Egypt, Italy, Poland are other countries<sup>1</sup>.

The people of England are English. They speak English.

The people of Germany are German. They speak German.

The people of Norway are Norwegian. They speak Norwegian.

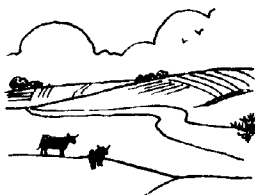
Существуют два значения слова **country** в английском языке. Например:

1. England is a country; Spain is another *country*.

2 The house is in the *country*, it is not in the town.



TOWN



COUNTRY

There are a lot of people in the town; there are not many in the country.

There are a lot of cows and sheep in the country; there are not many in the town.

Посмотрите, как оба значения слова **country** обыгрываются в шутке:

Lady<sup>2</sup>: Are these eggs good?

Shopkeeper: Oh yes, they are just in from the country.

Lady: Yes, but what country?

Mr. Priestley is English; he is an Englishman. He speaks English, his language is English.

Teacher: What country are you from, Mr. A., and what is your language?

Mr. A.: I am from Poland; I speak Polish, I am a Pole, my language is Polish.



<sup>1</sup> Ед ч. — country, мн. ч. — countries.

<sup>2</sup> Ед ч. — lady, мн. ч. — ladies.

Teacher: What country are you from, Mr. B.?

Mr. B.: I am from Italy; I speak Italian.

Teacher: What country are you from, Miss C.?

Miss C.: I come from Mexico; I speak Spanish.

Teacher: What are you, Mr. D.? Are you Spanish?

Mr. D.: No, I am not a Spaniard; I am a Portuguese.

Teacher: Are you Swedish, Miss E.?

Miss E.: No, I am not Swedish; I come from Denmark; I am a Dane; my language is Danish.

Teacher: Where are you from, Mr. F.?

Mr. F.: I come from Holland; I am a Dutchman. I speak Dutch; my language is Dutch.

Miss G.: I come from France, from Paris. I am French, a Parisian. My language is French. My friend Olga comes from Finland; she is Finnish. She speaks Finnish; her language is Finnish.

Mr. H.: My brother and I come from Greece; our country is Greece. We both speak the same language — Greek; our language is Greek.

Teacher: Mr. H. and his brother come from Greece; their country is Greece. They both speak the same language — Greek; their language is Greek.



## ГРАММАТИКА

**I** и **we** — местоимения 1-го лица, обозначающие лица, которые ведут речь.

**You** — местоимение 2-го лица, обозначающее лицо, к которому обращена речь.

**He, she, it, they** — местоимения 3-го лица, обозначающие лица или предметы, о которых идет речь.

### 1-е лицо

I come

I speak

I answer

I count

I thank

### 3-е лицо

he, she comes

he, she speaks

he, she answers

he, she counts

he, she thanks

**ВНИМАНИЕ:** в 3-м лице ед. ч. глагол приобретает окончание "s".

### Исключения

I teach

I go

I do

he, she teaches<sup>1</sup>

he, she goes<sup>2</sup>

he, she does<sup>3</sup>

Произносится <sup>1</sup>[ˈti:tʃɪz], <sup>2</sup>[gəʊz], <sup>3</sup>[dʌz].



## THE SIMPLE PRESENT TENSE

(Простое настоящее время)

### Глагол to speak (говорить)

First Person: I **speak** English. we **speak** English.  
Second Person: you **speak** English. you **speak** English.  
Third Person: he, she **speaks** English they **speak** English.

### Глагол to do (делать)

I **do** the work. we **do** the work.  
you **do** the work. you **do** the work.  
he, she, it **does** the work. they **do** the work.

*boy, girl, book, Mary, London, horses, etc.*, — существительные.  
Существительные — это названия лиц или вещей.

*I, you, he, she, it, we, they, etc.*, — местоимения.

Местоимения — это слова, заменяющие существительные, например:

The boy comes to the class or He comes to the class.  
The girl is in the classroom or She is in the classroom.  
The horses are in the field or They are in the field.

Местоимения *I, he, she, it, you, we, they* имеют еще одну форму: *my, his, her, its, your, our, their*.

Они называются формой притяжательного падежа:

I speak French; **my** language is French.  
**you** speak English; **your** language is English.  
**he** speaks Spanish; **his** language is Spanish.  
**she** speaks Norwegian; **her** language is Norwegian.  
Where is the dog? **It** is in **its** bed under the table.  
**we** speak Greek; **our** language is Greek.  
**they** speak Turkish; **their** language is Turkish.



(Фонетические упражнения к этому уроку см. на стр. 51)



### УПРАЖНЕНИЯ

I. Вставьте пропущенные глаголы и формы притяжательного местоимения:

<i>Pronoun</i>	<i>Verb</i>	<i>Possessive</i>
1. I	come from France;	— language is French.

- |          |                     |                           |
|----------|---------------------|---------------------------|
| 2. He    | — from Turkey;      | — language is Turkish.    |
| 3. You   | come from Spain;    | — language is Spanish.    |
| 4. They  | — from China;       | — language is Chinese.    |
| 5. We    | come from Denmark;  | — language is Danish.     |
| 6. I     | come from Greece;   | — language is Greek.      |
| 7. He    | — from Hungary;     | — language is Hungarian.  |
| 8. She   | — from Germany;     | — language is German.     |
| 9. They  | come from Persia;   | — language is Persian.    |
| 10. We   | — from Italy;       | — language is Italian.    |
| 11. He   | — from Japan;       | — language is Japanese.   |
| 12. We   | come from Portugal; | — language is Portuguese. |
| 13. I    | come from England;  | — language is English.    |
| 14. You  | come from Rumania;  | — language is Rumanian.   |
| 15. They | come from Russia;   | — language is Russian.    |
| 16. He   | — from Holland;     | — language is Dutch.      |
| 17. You  | come from Norway;   | — language is Norwegian.  |
| 18. We   | come from Wales;    | — language is Welsh.      |
| 19. He   | — from Finland;     | — language is Finnish.    |
| 20. She  | — from Sweden;      | — language is Swedish.    |

**II. Поставьте в 3-е лицо ед. ч. (а) мужского рода, (б) женского рода:**

- |                          |                         |
|--------------------------|-------------------------|
| 1. I am in my classroom. | 4. I teach my students. |
| 2. I answer my question. | 5. I do my work.        |
| 3. I go for my lesson.   | 6. I count my students. |

**III. Сгруппируйте слова в колонки в соответствии с их принадлежностью к частям речи:**

boy, go, speak, he, my, be, they, cow, your, London, Henry, his, she, their, come, do, her, count, country, Italy, we, teach, I, answer, look, you.

Существительное	Глагол	Местоимение	Притяжательное местоимение
-----------------	--------	-------------	----------------------------

**IV. Напишите формы простого настоящего времени глаголов:**

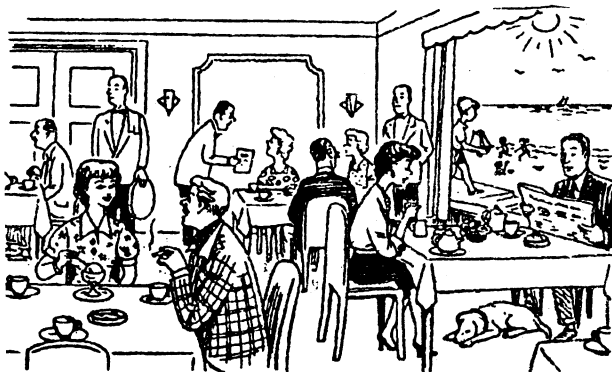
to do, to go, to come, to teach.

**Диктант**

Some people come from one country, some from another. People speak the language of their country. Welsh people come from Wales and they speak Welsh. Dutch people come from Holland they speak Dutch. The people of the Argentina and those of Peru both speak Spanish. The people of France speak their language there. Hans comes from Denmark. He speaks Danish, Swedish and Norwegian too. He speaks Danish and two other languages.

## LESSON 8

### THE PRESENT CONTINUOUS TENSE



This is a hotel in England, at the seaside.

The people in the picture are staying at 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.

The waiters are not smoking cigarettes. They are 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.



## ГРАММАТИКА

Многие глаголы в этом уроке стоят в настоящем продолженном времени. Например:

He *is drinking*; she *is eating*; they *are staying*; the dog *is sleeping*; birds *are flying*; the children *are playing*; *is it eating?* *are the waiters eating?* the waiters *are not smoking*, etc.

Вот, например, формы настоящего продолженного времени глагола **to eat** (есть):

### Утвердительные (Affirmative)

I am eating.

You are eating.

He, she, it is eating.

We, you, they are eating.

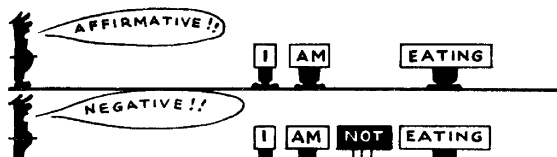
### Отрицательные (Negative)

I am not eating.

You are not eating.

He, she, it is not eating.

We, you, they are not eating.



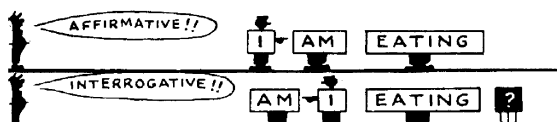
### Вопросительные (Interrogative)

Am I eating?

Are you eating?

Is he, she, it eating?

Are we, you, they eating?



Обратите внимание на форму **doing** (для обозначения любого действия) в вопросах:

What is the man doing?

He is reading a newspaper.

What is the dog doing?

It is sleeping.

What are the children doing?

They are playing on the sands.

## SOME

1. *Some* часто используется для выражения множественности:

**Ед. ч.**

There is *a* cup on the table.

There is *a* waiter in the picture.

**Мн. ч.**

There are *some* cups on the table.

There are *some* waiters in the picture.

A bird is flying over the sea. *Some* birds are flying over the sea.

2. *Some* (в сочетании с предлогом *of* обычно, но не всегда) означает «не все», «часть». Например:

*Some* of the men are standing; some are sitting.

*Some* of the people are drinking tea; some are drinking coffee.

*Some* of the children are playing on the sand; *some* are looking at the birds.

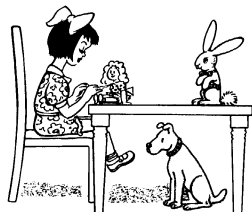
## PEOPLE

Слово *people* «люди» используется только во мн. ч. Мы говорим **people are** и никогда **people is**.



### Словосочетания

<i>at</i>	<i>of</i>	<i>to</i>
at the seaside	a cup of tea	speaking to the waiter
sitting at the table	one of the men	walking to the sands
looking at the sea	some of the men	going to London



### ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

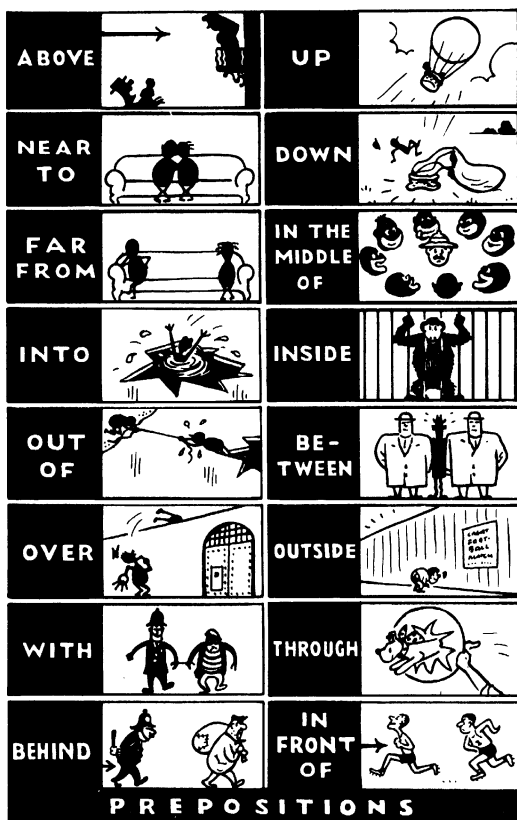
(к урокам 7 и 8)

[i:]	[ɪ]	[æ]	[a:]	[ɒ] <sup>2</sup>	[e]
speak	sit	at <sup>1</sup>	example	of <sup>2</sup>	tense
mean	lady	language	France	shop	present
eat	coffee	stand	Denmark	coffee	hotel
sleep	language	Paris		Holland	friend
read					
[u:]	[ɜ:]	[eɪ]	[əʊ]	[aɪ]	[aʊ]
to <sup>3</sup>	her	lady	joke	my	our
use [ju:s]	person	same	both	shine	town
[ju:z]	bird	stay	smoke	side	noun
do	work	place	hotel	fly	brown

<sup>1</sup> [æt] (сильная форма); [ət] (слабая форма).

<sup>2</sup> [ɒ] (сильная форма); [əʊ] (слабая форма).

<sup>3</sup> [tu:] (сильная форма); [tʊ] (слабая форма).



## УПРАЖНЕНИЯ

### I. Что делают люди на стр. 49?

1. the waiters.
2. the women.
3. the men.
4. one of the men.
5. the children.

What is the dog doing?

What is the sun doing?

### II. Ответьте на следующие вопросы:

1. Where is the hotel?
2. How many people are there in the picture?
3. How many men are there? How many women?
4. Where is the dog?
5. What is one woman doing?
6. What are they drinking?
7. What things are on the table?



8. What is one man smoking?
9. Are the waiters drinking tea or coffee?
10. Are the women smoking cigarettes?
11. What is one man reading?
12. Is the dog looking at the boys and girls?
13. What is shining in the sky?
14. Is there bird in the picture?
15. Where are the children playing?

**III. Что находится:**

(a) on the table? (b) in the hotel? (c) on the sands?

**IV. Вставьте пропущенные слова:**

1. The sun is —.
2. The people — at the hotel.
3. The waiters —. The men and women —.
4. One woman — an ice.
5. One of the men — a cigarette.
6. The women — cigarettes.
7. — of the men and women are looking at the boys and girls.
8. The dog — under the table.
9. The waiters — not — cigarettes.
10. There are — and — on the table.

**V. Сделайте из утвердительных предложений отрицательные:**

*Например: 1. The sun isn't shining.*

1. The sun is shining.
2. The men and women are standing.
3. The waiters are drinking cups of tea.
4. The dog is sleeping.
5. The children are playing on the sands.
6. I am staying at the hotel.
7. She is looking at the boys and girls.
8. The birds are flying over the sea.
9. There are a lot of clouds in the sky.
10. The man is reading a newspaper.

**VI. Поставьте предложения из упражнения V в вопросительную форму:**

*Например: 1. Is the sun shining?*

**Диктант**

There are a lot of people staying at the hotel at the seaside. Some of the people are sitting, eating ices, reading newspapers or drinking cups of tea and coffee, and looking at the boys and girls on the sands. It is a fine day and the sun is shining. There is a dog in the picture; it is sleeping under the table.

## LESSON 9

---

### THE VERBS “HAVE” AND “CAN”

*People in the Lesson:* Teacher, Mr. A., Mr. B., Mr. C.,  
Miss. D., Miss E., Miss F.

Teacher: I have a book; here it is. Has your friend a book, Miss D.?

Miss D.: Yes, she has one.

Teacher: Has the student on your left a book, Mr. B.?

Mr. B.: Yes, he has.

Teacher: Has the student on your right a book, Mr. C.?

Mr. C.: No, he hasn't<sup>1</sup>.

Teacher: Have I book, Miss E.?

Miss E.: Oh, yes, you have one. I can see it in your hand.

Teacher: Have you a book, Miss F.?

Miss P.: No, I haven't. I'm sorry.

Teacher: All right. You can look at the book of the student next to you. Mr. A. and Mr. B., have you both reading books?

Mr. A. and Mr. B.: Yes, we have reading books. You can see them on our desks; but we haven't exercise books.

Teacher: All right. I can give you a piece of paper to write on. Have you an exercise book, Miss F.?

Miss F.: Yes. I haven't a reading book, but I have an exercise book.

Teacher: Can you read English, Mr. C.?

Mr. C.: Yes, I can read English a little, but not very much.

Teacher: Can you read English, Miss D.?

Miss D.: Yes, I can read English a little too, but I cannot speak it very well. I pronounce it badly.

Miss E.: I cannot speak English very well. I too have a bad pronunciation.

Teacher: Have you difficulty with the pronunciation, Mr. A.?

Mr. A.: No, I have not much difficulty with the pronunciation; I can pronounce English quite well, but I cannot spell it.

Mr. B.: What is the meaning of “spell”, please?

Teacher: Mr. C., can you spell “book”?

Mr. C.: Oh, yes, B-O-O-K.

Teacher: That's<sup>2</sup> right. Now, Miss D., can you spell “essential”?

---

<sup>1</sup> hasn't, haven't — краткие формы от *has not*, *have not*.

<sup>2</sup> That's — краткая форма от *that is*.

Miss D.: No, I cannot. I'm sorry. My spelling is very bad.

Teacher: Can you spell "essential", Miss E.?

Miss E.: Yes, I think so. E-S-E-N-T-I-A-L.

Teacher: No, that is not quite right. What is wrong with her spelling of "essential", Miss F.?

Miss F.: There are two s's in "essential". You cannot spell it with only one s.

Teacher: That's right, Miss F. Mr. B., can you now understand the meaning of "spell"?

Mr. B.: Oh, yes. I understand it very well now.



## ГРАММАТИКА

Глагол **to have** (*иметь*) (настоящее время)

**Утвердительная**

I have.

He, she, it has.

We, you, they have.

**Вопросительная**

Have I?

Has he, she, it?

Have we, you, they?

**Отрицательная**

I have not (haven't).

He, she, it has not (hasn't).

We, you, they have not (haven't).



Глагол **can** (*мочь*)

**Утвердительная**

I

You

He, she, it

We

They

can.

Can

I?

you?

he, she, it?

we?

they?

I

You

He, she, it

We

They

cannot<sup>1</sup>



## АНТОНИМЫ



good  
well  
little

HE CAN EAT

bad  
badly  
much



HE CAN'T EAT

<sup>1</sup> В разговоре мы обычно сокращаем *cannot* до *can't* [ka:nt].



## СЛОВСОЧЕТАНИЯ



A little, but not very much.  
On your left, on your right.  
I'm sorry.  
All right.  
What is wrong with...?  
I think so. Quite well. Very well.  
That's right... That's not quite  
right.



## УПРАЖНЕНИЯ

### I. Поставьте предложения в вопросительную и отрицательную формы:

1. I have a book.
2. You have an exercise book.
3. Mr. A. has a book.
4. The student on my left has a book.
5. Miss F. has a reading book.
6. Miss E. has a bad pronunciation.
7. I have a bad pronunciation.
8. You have a lot of difficulty with spelling.
9. We have a bad pronunciation.
10. They have difficulty with spelling.

### II. Поставьте предложения в вопросительную и отрицательную формы:

1. You can read English very well.
2. I can answer that question.
3. He can speak English quite well.
4. She can spell "book".
5. You can spell that word with one s.
6. She can understand the meaning now.
7. They can understand the meaning now.
8. We can pronounce English well.
9. I can look at the book of the student on my right.

### III. Придумайте предложения, используя следующие словосочетания:

1. On our left.
2. All right.
3. A little.
4. Not very much.
5. On our right.
6. I'm sorry.

7. What is wrong with?
8. I think so.
9. Next to you.
10. Have a lot of difficulty with.

**IV. Напишите краткие формы:**

1. it is
2. it is not<sup>1</sup>
3. that is
4. that is not<sup>1</sup>
5. they are not<sup>1</sup>
6. I am
7. he is
8. he is not
9. we have not
10. I cannot
11. I have not
12. they cannot
13. she is not<sup>1</sup>
14. we are not<sup>1</sup>
15. he is not<sup>1</sup>
16. you are not<sup>1</sup>

---

<sup>1</sup> Дайте два варианта кратких форм.

## LESSON 10

---

### READING LESSON: "THE SEASIDE"

Here we have another picture of the hotel at the seaside. Mr. and Mrs. Smith and their children, Charles, Henry, Mary and Jane, are staying at the hotel.

The hotel has the words *Devon Hotel* below the two open windows. Just below the words under the windows there is a black and white striped canvas.

It is very warm day; the sun is shining brightly. The windows are all open, and people are sitting outside under the canvas and under the big umbrella to get shade from the sun.

Mrs. Smith is wearing a red and white striped dress. All the women are wearing thin dresses because it is a hot day.

One of the boys has a big ball under one arm and a towel under the other. That is Henry Smith. He is running quickly down the steps; he is about halfway down. He is wearing a red bathing suit. The boys can play football on the sand.

Some children are playing on the yellow sand or bathing in the blue water. Charles Smith is swimming to a big, black rock. You can see his arm just coming out of the water. He can swim very well; he is a good swimmer.

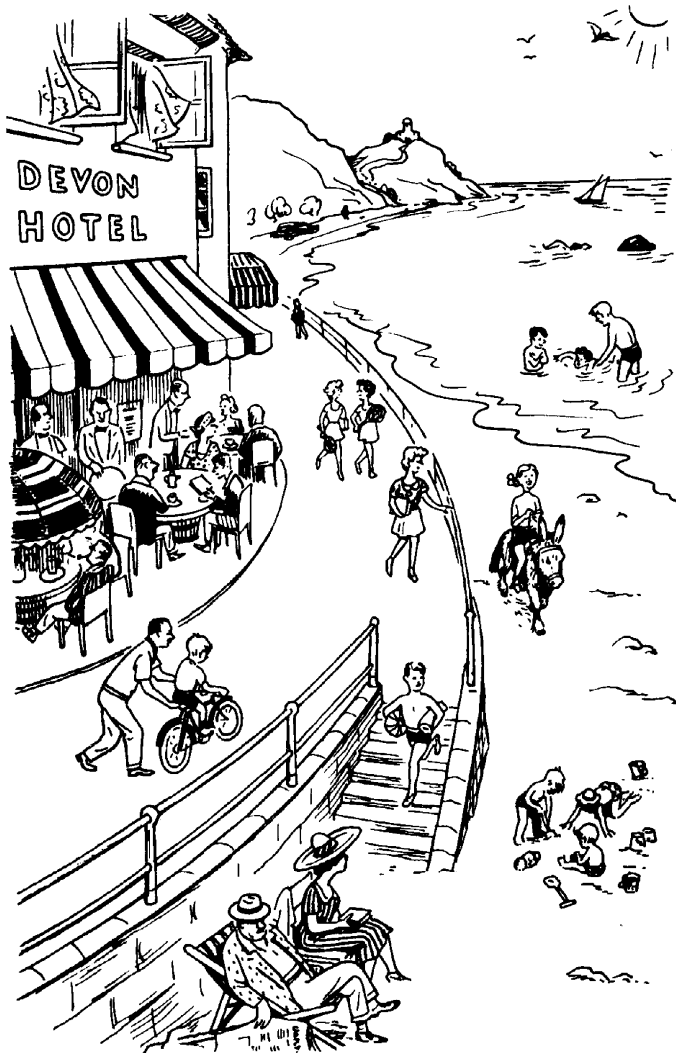
There are some other boys and girls in the water but they cannot swim very well; they are swimming badly; they are not good swimmers; they are just learning. They want to learn. A young man is teaching these children to swim. His name is John Priestley. He is a very good swimmer.

Two of the girls have tennis rackets in their hands and are wearing short white dresses. One of the girls is Mary Smith. She plays tennis well; she is a very good player. The other girl is Jane Smith; she can't play very well. Mary is teaching Jane to play tennis. They play tennis on the grass behind the hotel.

A big girl is walking slowly to the sea. She is carrying a book in her hand. She wants to sit down and read her book. She is looking for a place in the shade.

There are three or four little boys and girls on the right of the picture. They are digging in the sand. They have buckets and spades and are looking for shells. They have some shells in their buckets.

A girl is riding a donkey. She is Margaret Priestley. She is the sister of John Priestley. John Priestley is her brother. She rides very well. Her brother is a good rider too. A little boy is



riding a bicycle. He can't ride very well. He is just learning; his father is holding bicycle. He is teaching his son to ride a bicycle.

The waiters are standing quietly under the canvas near the big window. They are wearing white suits. One of the waiters has a tray in his hand.

Mrs. Smith is looking at the children. She has a book in her hand, but she isn't reading. Mr. Smith has a newspaper, but he

isn't reading, he isn't looking at the swimmers, he isn't looking at the riders, he isn't looking at the children. What is he doing? He is sleeping.



## ГРАММАТИКА

### ADJECTIVES AND ADVERBS

#### Прилагательные и наречия

В следующих предложениях

1. This is an egg. This is a *bad* egg.
2. She is wearing a dress. She is wearing a *short white* dress.
3. The children are playing on the *yellow* sand or bathing in the *blue* water.

слова *bad, short, white, yellow, blue* характеризуют существительные *egg, dress, sand, water*.

Слова *bad, short, white, yellow, blue* называются **прилагательными**.

В предложениях:

He is running *quickly*. They are swimming *badly*. A big girl is walking *slowly*

слова *quickly, badly, slowly* характеризуют глаголы *is running, are swimming, is walking*.

Эти слова называются **наречиями**.

Итак, слова, характеризующие существительные, называются прилагательными, а слова, характеризующие глаголы, называются наречиями.

Наречия часто образуются путем прибавления к прилагательным суффикса *-ly*. Например:

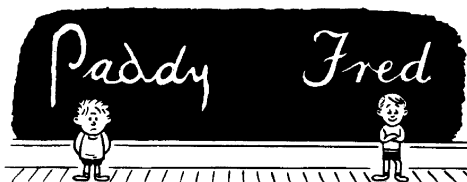
*bad, badly; slow, slowly; bright, brightly*.

Однако обратите внимание на прилагательное *good*. Соответствующее ему наречие *well* имеет другой корень.

Например:

He is a *good* swimmer. He swims *well*.

Mr. A. pronounces English *badly*. Mr. B. pronounces English *well*.



PADDY WRITES BADLY.

FRED WRITES WELL.



## WHY? . . . BECAUSE. . . WANT

Why are the women wearing summer dresses? Because the day is warm.

Why is the girl walking to the water? Because she wants to bathe.

Why is the man speaking to the waiter? Because he wants a drink.

Why have the girls tennis rackets in their hands? Because they want to play tennis.



### ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

(к урокам 9 и 10)

[i:]	[ɪ]	[æ]	[a:]	[ɒ]	[ʌ]
see	swim	have	half	rock	much
piece	tennis	can	arm	sorry	understand
read	because	canvas	can't	follow	bucket
	adjective	racket		want	pronunciation
	below	carry		conversation	
[ɜ:]	[ə]	[eɪ]	[əʊ]	[aʊ]	
learn	over	shade	below	down	
adverb	towel	way	over	about	
Turkey	difficulty	tray	so	towel	
German	paper	bathe	hold	now	
	about	Jane	Poland	pronounce	
			hotel	outside	



### УПРАЖНЕНИЯ

I. Ответьте на вопросы. В ответах используйте свои собственные предложения.

1. Who are staying at the Devon Hotel?
2. Who are with the boys and girls?
3. Where are the words DEVON HOTEL?
4. What is there just below these words?
5. What kind of day is it?
6. Where are the people sitting?
7. Why are they sitting under the striped canvas?
8. What kind of dresses are the women wearing?
9. What are the names of Mr. and Mrs. Smith's children?
10. What colour is Mrs. Smith's dress?
11. What is the boy on the steps carrying?
12. What has he under his arm?
13. Where is he on the steps?

14. What is one boy in the water doing?
15. What are others boys and girls doing?
16. Can these boys and girls swim well?
17. Why can't they swim well?
18. What kind of dresses are the girls with tennis rackets wearing?
19. What is the difference in colour between the canvas and the bathing suit of the boy on the steps?
20. What are some little boys and girls doing?
21. Can some of the boys swim well?
22. What kind of suits are the waiters wearing?
23. Where can the boys play football?
24. Where can the girls play tennis?
25. What has one of the waiters in his hand?
26. Where are the waiters standing?
27. What colour is (a) the send, (b) the sky, (c) the bathing suit of the boy on the steps?

**II. Вставьте необходимое по значению слово:**

1. He swims — (**good, well**).
2. That is a — apple (**well, good**).
3. Henry writes — (**badly, bad**).
4. He speaks English — (**good, well**).
5. He speaks — English (**good, well**).

**III. В чем разница между:**

“bad” и “badly”, “slow” и “slowly”, “good” и “well”?

Придумайте предложения на каждое слово.

**IV. Образуйте существительные от каждого из следующих глаголов:**

1. teach. 2. climb. 3. read. 4. drink. 5. sleep. 6. bathe.
  7. smoke. 8. wright. 9. play. 10. work. 11. swim. 12. run.
- (для образования существительного от глагола к нему часто прибавляется суффикс *-er*, который указывает на исполнителя действия, выраженного глаголом. В глаголах под №№11—12 последняя буква удваивается).

**V. Образуйте десять вопросов, используя вопросительные слова:**

Who? What? Where? Why? How many? What kind of? What is the difference? Is there? Are there? Can you?

**VI. Вставьте притяжательные местоимения в соответствии с числом, лицом и родом подлежащего.**

***Subject***

1. The boy is playing with — football.
2. The boys are playing with — football.

- |                   |  |
|-------------------|--|
| 3. The girl       | has a tennis racket in — hand.                     |
| 4. The girls      | have tennis rackets in — hands.                    |
| 5. I              | am staying at — hotel with — boy.                  |
| 6. He             | is staying at — hotel with — boy.                  |
| 7. He             | is staying at — hotel with — daughter.             |
| 8. He             | is staying at — hotel with — boys<br>and girls.    |
| 9. She            | is sitting at — table eating — ice.                |
| 10. I             | am sitting at — table eating — ice.                |
| 11. We            | are sitting at — table eating — ice.               |
| 12. You           | have — football under — arm.                       |
| 13. He            | has — football under — arm.                        |
| 14. I             | have — football under — arm.                       |
| 15. They          | are staying at the hotel with — father.            |
| 16. We            | are staying at the hotel with — father.            |
| 17. The mountain  | has trees on — sides.                              |
| 18. The mountains | have trees on — sides.                             |
| 19. The inkpot    | is on — side.                                      |
| 20. We            | have many trees and mountains in —<br>country.     |
| 21. The teacher   | is in — classroom, teaching — class <sup>1</sup> . |

### Сочинение

**Закройте книгу и дайте письменное описание картинки на стр. 59.**

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<sup>1</sup> Здесь возможны два варианта ответа.

## LESSON 11

### TIME. DAYS, MONTHS, SEASONS

On this page there is a picture of a clock. It has a round face with figures on it, and two hands, a long hand and a short hand.

The short hand points to the hours, the long hand points to the minutes. Some clocks have three hands, a long hand, a short hand and a very short one to point to the seconds.

We can tell the time by a clock or watch. A clock is big; it is generally on the wall, or it stands on the table or over the fire. A watch is small; we can put one in our pocket or wear it on the wrist.

Some clocks are very big; for example, Big Ben, the clock<sup>1</sup> on the Houses of Parliament in London. The minute hand of Big Ben is fourteen feet long, and the hour hand is nine feet long. You can hear Big Ben every night on the wireless at nine o'clock. At that hour its sound goes out all over the world.


Teacher: Look at the picture of a clock on page 64. Can you tell the time, Mr. A?

Mr. A.: Yes, I can tell the time.

Teacher: What time is it by this clock?

Mr. A.: It is one o'clock.

Teacher: The minute hand moves to 1. What time is it then, Mr. A?

to	one o'clock	past
5 (minutes) to 2 [1. 55]		5 (minutes) past 1 [1. 5]
10 (minutes) to 2 [1. 50]		10 (minutes) past 1 [1. 10]
a quarter to 2 [1. 45]		a quarter past 1 [1. 15]
20 (minutes) to 2 [1. 40]		20 (minutes) past 1 [1. 20]
25 (minutes) to 2 [1. 35]		25 (minutes) past 1 [1. 25]
	half past 1 [1. 30]	

Mr. A.: It is five minutes past one (or five past one).

Teacher: Quite right. Now the minute hand moves to II. What time is it then, Mr. B?

Mr. B.: Ten minutes past one (or ten past one).

Teacher: Very good. Now the minute hand move again, this time to III.

Mr. C.: It is then a quarter past one.

Teacher: Correct.

Miss D.: Can I say it is one-fifteen?

<sup>1</sup> «Биг Бен» в действительности название колокола, а не часов.

Teacher: Yes, you can say “one-fifteen”, “one-thirty”, or “one-forty-five” instead of a “quarter past”, “half past”, or “a quarter to”. We generally say that for the times of trains or aeroplanes, e. g. I come on the nine-fifteen train every morning. It gets into London at nine-forty-five.

Miss E.: When can I say “past” and when can I say “to”?

Teacher: Who knows the answer to that?

Miss F.: I can answer that, I think.

Teacher: Very well, Miss F., what is the answer?

Miss F.: We say “past” at I, II, III, IV, V, and VI. We say “to” at VII, VIII, IX, X, and XI.

Teacher: That is quite correct, Miss F.

Mr. A.: How can you show the difference between twelve o'clock in the day and twelve o'clock at night?

Teacher: Who can give the answer to that?

Mr. B.: I can. Twelve o'clock at night is “midnight”; after that we use the letters A. M., e. g. 12. 10 A. M.

Mr. C.: What is the meaning of A. M., please?

Teacher: Miss D., can you tell Mr. C.?

Miss D.: Yes, A. M. is a short form of the Latin words *ante meridiem*, meaning “before noon”.

Teacher: That's very good, Miss D. Now what is twelve o'clock in the daytime, Miss E.?

Miss E.: Twelve o'clock in the daytime is “noon” (or “mid-day”). After that we use the letters P. M.; for example, 1. 45 P. M.

Teacher: That is quite correct. Now, Miss F., what is the meaning of P. M.?

Miss F.: P. M. is a short form of the Latin words *post meridiem*, meaning “after noon”.

Teacher: That is very good. Now look at these three clocks. The right time is four o'clock. What can you say about the middle clock, Mr. A.?



Mr. A.: The clock in the middle is right. It is telling the correct time.

Teacher: Good. Now, Mr. B., you speak about the clock on the left.

Mr. B.: The clock on the left is not right. It is not telling the correct time. It is five minutes slow.



There are twelve months in the year. The names of the months are: January<sup>1</sup>, February, March, April, May, June, July, August, September, October, November, December.

The seasons in England are: Spring (March, April, May); Summer (June, July, August); Autumn (September, October, November); Winter (December, January, February).



## ГРАММАТИКА

Формы *Mr. A.'s watch*, *John's book*, *the boy's football*, являются примерами притяжательного падежа.

В том случае, если существительное стоит в ед. ч., мы прибавляем апостроф (') и *s*. Если существительное стоит во мн. ч. и имеет окончание *-s*, мы добавляем только апостроф.

### Ед. ч.

The boy's football = the football of the boy.

The girl's dress = the dress of the girl.

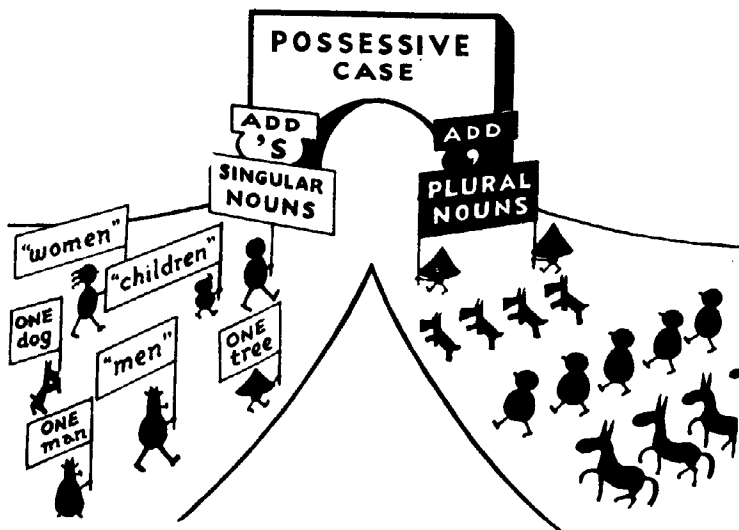
The king's son = the son of the king.

### Мн. ч.

The boys' football = the football of the boys.

The girls' dresses = the dresses of the girls.

The kings' sons = the sons of the kings.



<sup>1</sup> May, June, July всегда пишутся полностью. Остальные же названия имеют следующие сокращения: Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.

Если существительное во мн. ч. не имеет окончания *s*, мы добавляем (') и *s*. Существует только несколько существительных, у которых во мн. ч. отсутствует окончание *s*. Например:

Ед. ч.	Мн. ч.
The man's suit.	The men's suits.
The woman's dress.	The women's dresses.
The child's bucket and spade.	The children's buckets and spades.



## СЛОВСОЧЕТАНИЯ

To tell the time.	Fourteen feet long.
What time is it?	All over the world.
For example.	Show the difference between.
Five minutes fast.	Quite right, quite correct.
Five minutes slow.	Very good.
What is the meaning of?	Instead of.
On the right; in the middle.	

## ROUND

**Внимание:** два значения слова *round*:

1. There are *flowers round* the door (p. 40). Go *round* the clock (p. 66).
  2. The clock has a *round* face (p. 64).
- В (1) это предлог; во (2) это прилагательное.

## FEET

*feet* — мн. ч. существительного *foot*. Слово *foot* имеет два значения, например:

1. The boy kicks the ball with his *foot*. It is a *football*.
2. The piece of paper is *foot* long. (фут = 12 дюймов = 30,48 см).

## SECOND

**Внимание:** два значения слова *second*:

1. This is the *second* lesson.
2. There are sixty *seconds* in a minute.



## РАБОТА СО СЛОВАМИ

Количественные числительные	Порядковые числительные	Дроби
one	1 first	1st
two	2 second	2nd a half
twenty	20 twentieth	20th a twentieth
three	3 third	3rd a third
		1/2
		1/20
		1/3



<b>Количественные числительные</b>		<b>Порядковые числительные</b>		<b>Дроби</b>	
thirteen	13	thirteenth	13th	a thirteenth	1/13
thirty	30	thirtieth	30th	a thirtieth	1/30
four	4	fourth	4th	a quarter, a fourth	1/4
fourteen	14	fourteenth	14th	a fourteenth	1/14
forty	40	fortieth	40th	a fortieth	1/40
five	5	fifth	5th	a fifth	1/5
fifteen	15	fifteenth	15th	a fifteenth	1/15
fifty	50	fiftieth	50th	a fiftieth	1/50
six	6	sixth	6th	a sixth	1/6
sixteen	16	sixteenth	16th	a sixteenth	1/16
sixty	60	sixtieth	60th	a sixtieth	1/60
seven	7	seventh	7th	a seventh	1/7
seventeen	17	seventeenth	17th	a seventeenth	1/17
seventy	70	seventieth	70th	a seventieth	1/70
eight	8	eighth	8th	an eighth	1/8
eighteen	18	eighteenth	18th	an eighteenth	1/18
eighty	80	eightieth	80th	an eightieth	1/80
nine	9	ninth	9th	a ninth	1/9
nineteen	19	nineteenth	19th	a nineteenth	1/19
ninety	90	ninetieth	90th	a ninetieth	1/90
ten	10	tenth	10th	a tenth	1/10
a hundred	100	hundredth	100th	a hundredth	1/100
a thousand	1. 000	thousandth	1. 000th	a thousandth	1/1000



## ПРОИЗНОШЕНИЕ

Будьте внимательны, произносятся следующие слова:

[ə]	[ɪ]
again [ə'geɪn] or [ə'gen]	between
o'clock	wrist [rɪst]
parliament ['pɑ:ləmənt]	minute ['mɪnɪt]
difference	difference
correct	

[ɔ:]	[ɒ]
quarter	watch
daughter	o'clock
before	pocket
morning	apostrophe
forty	long



## УПРАЖНЕНИЯ

I. Скажите время словами:

- 1) 1.5; 2) 2.10; 3) 2.15; 4) 3.20; 5) 5.25; 6) 7.30; 7) 9.40;  
8) 10.35; 9) 11.45; 10) 12.55; 11) 6.50.

## II. Напишите время цифрами:

1. a quarter past three.
2. half past five.
3. a quarter to six.
4. twenty-five to nine.
5. twenty to eleven.
6. ten to four.
7. five to nine.
8. twenty to six.
9. twenty-five to two.

## III. Ответьте на следующие вопросы:

1. Can you tell the time?
2. What time is it?
3. Is it the day or the night?
4. When is it "past" the hour and when is it "to" the hour?
5. When is it midnight?
6. When is it noon?
7. What kind of a face has a clock?
8. How many hands has a clock? What are they?
9. What is the difference between a clock and a watch?
10. Where is your watch?
11. Can you give the name of a big clock?
12. How long are the hands of Big Ben?
13. Where is Big Ben?
14. When can you hear its sound?
15. What is the meaning of A. M. and P. M.?
16. The right time is seven o'clock; my clock says a quarter to seven. What can you say about it?
17. The right time is seven o'clock; Henry's watch says ten minutes past seven. What can you say about it?
18. What are the two meanings of *round*? Make sentences to show the meanings.
19. What are the two meanings of *feet*? Make sentences to show the meanings?
20. What is a foot in centimetres?
21. Give the names of (a) the days of the week,  
(b) the months, (c) the seasons.

## IV. Видоизмените сочетания, используя две формы притяжательного падежа:

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. The watch of Mr. C.         | 2. The cigarette of the man.     |
| 3. The aeroplane of the king.  | 4. The umbrella of the girl.     |
| 5. The room of the girl.       | 6. The room of the girls.        |
| 7. The suit of the waiter.     | 8. The suits of the waiters.     |
| 9. The football of the boy.    | 10. The football of the boys.    |
| 11. The shilling of my mother. | 12. The car of John.             |
| 13. The room of the man.       | 14. The room of the men.         |
| 15. The dress of the woman.    | 16. The dresses of the women.    |
| 17. The bucket of the child.   | 18. The buckets of the children. |

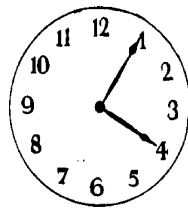
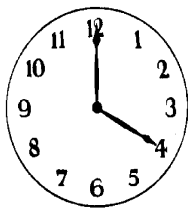
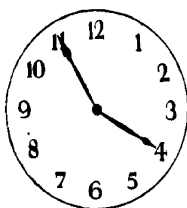
**V. Напишите словами:**

13, 14, 40, 80, 90, 2nd, 3rd, 4th, 40th, 8th, 100th,  $1/2$ ,  $1/4$ ,  $1/8$ ,  $1/80$ ,  $1/1000000$ .

**VI. Употребите следующие словосочетания в придуманных вами предложениях:**

1. tell the time. 2. on the right. 3. in the middle. 4. instead of. 5. quite right. 6. all over the world. 7. for example. 8. ten minutes slow. 9. a quarter of an hour fast. 10. the difference between.

**VII. Напишите об этих часах:**



**Диктант**

I can tell the time by the clock. I can tell the hours and the minutes. I can tell when a watch or a clock is slow, or when it is fast. The school clock is at four o'clock; my watch says five to four. My watch is five minutes slow. Henry's watch says eight minutes past four; his watch is eight minutes fast. Twelve o'clock in the daytime is noon; twelve o'clock at night is midnight.

## LESSON 12

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### THE PAST TENSE “TO BE”, “HAVE”, CAN”

Teacher and Mr. A.

#### WAS, WERE

Teacher: Where were you this time last year, Mr. A.?

Mr. A.: A year ago I was in Turkey. I was at a school there.

Teacher: Were you studying English then?

Mr. A.: Yes, I was studying a little but not very much. I was at a school in Ankara. My brother was there too. It was a very good school. All the teachers were good; the teacher for my class was very good. But my brother and I were only at school for a few weeks before coming to England, so our knowledge of the language was, of course, very small.

Teacher and Mr. B.

#### COULD

Teacher: You can speak English a little now, Mr. B., can't you?

Mr. B.: Yes, I can speak a little; not quite as much as my friend, Mr. A.

Teacher: Could you speak English a year ago?

Mr. B.: This time last year I could speak only a few words; I could not speak English well. It was very difficult to learn English.

Teacher: How was that?

Mr. B.: Well, I was not as lucky as Mr. A. He could get a good teacher; I could not. There were no English people in my town, a very small town in Egypt, and it was difficult to find a good teacher. There were one or two teachers, but they were not English. They could not speak English well and couldn't<sup>1</sup> explain the grammar to their students; so I was very glad to come to England to learn English well.

Teacher and Mr. D.

#### HAD

Teacher: What about you, Miss D.; could you speak English a year ago?

Miss D.: No, a year ago I couldn't speak a word. I wasn't thinking about English or England. I had no time; we had a big farm and I had a lot of work to do on it. I had to work hard.

---

<sup>1</sup> В разговоре обычно используется эта краткая форма от *could not*.

Teacher: Had you? That is very interesting.

Miss D.: Yes. I am fond of the country, and I was very fond of the work, but I couldn't do all that work and learn English, too. I hadn't a minute for study from morning till night.

Teacher: What animals had you on the farm?

Miss D.: Oh, we had horses and cows, sheep and pigs.

Teacher: And were they a lot of work for you?

Miss D.: Well, there were fifteen men working on the farm. They were all big eaters and I had to feed all these men. It was nearly a full day's work cooking their food. I couldn't cook enough, they could always eat everything on the table. Oh, yes, it was hard work, and I couldn't find time for study, but I had a happy time on the farm and I was very sorry to come away.



## ГРАММАТИКА

### ПРОШЕДШЕЕ ВРЕМЯ: *to be, to have, can.*

Формы прошедшего времени этих глаголов очень просты. Глагол *to be* имеет в прошедшем времени всего две формы: *was* (ед. ч.) и *were* (мн. ч.); глагол *to have* — всего одну форму *had*; глагол *can* так же одну форму *could*.

Ниже представлены все формы прошедшего времени этих глаголов.

#### *to be (быть)*

**Утвердительная**  
I, he, she, it **was**  
we, you, they **were**

**Вопросительная**  
**was** I, he, she, it?  
**were** we, you, they?

**Отрицательная**  
I, he, she, it **was not**<sup>1</sup>  
we, you, they **were not**<sup>2</sup>

#### *to have (иметь)*

**Утвердительная**  
I, he, she, it } **had**  
we, you, they }

**Вопросительная**  
I, he, she, it? } **had**  
we, you, they? }

**Отрицательная**  
I, he, she, it } **had**  
we, you, they } **not**<sup>3</sup>

#### *can (мочь)*

**Утвердительная**  
I, he, she, it } **could**  
we, you, they } **could**

**Вопросительная**  
I, he, she, it? } **could**  
we, you, they? }

**Отрицательная**  
I, he, she, it } **could**  
we, you, they } **not**<sup>4</sup>

<sup>1</sup> Краткая форма *wasn't*.

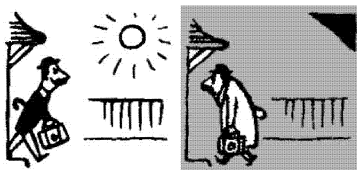
<sup>2</sup> Краткая форма *weren't*.

<sup>3</sup> Краткая форма *hadn't*.

<sup>4</sup> Краткая форма *couldn't*.



## СЛОВСОЧЕТАНИЯ



FROM MORNING TILL NIGHT.

This time last year, this time last week...

A year ago, a week ago, two days ago...

As much as. . .

As lucky as. . .

From morning till night...

To find time for. . .

## ( ) РАБОТА СО СЛОВАМИ ОДНОКОРЕННЫЕ СЛОВА

*know* — *knowledge*.

He **knows** English well.

He has a good **knowledge** of English.

*feed* — *food*.

She **feeds** the animals on the farm.

She gives the animals their **food**.

*day* — *daytime* — *daily*

He works every **day** in the **daytime**; not at night.

We have a **daily** newspaper.

*friend* — *friendly* — *friendship* — *unfriendly*.

He is a very good **friend**.

Some of the people were very **friendly** to him; others were **unfriendly**.

I am very pleased to have your **friendship**.



## УПРАЖНЕНИЯ

### I. Заменить настоящее время прошедшим:

1. It is a nice day.
2. I am staying at the hotel for three weeks.
3. Richard Brown is my friend.
4. She is coming to London to see her father.
5. We are in the classroom.
6. You are the students in my class.
7. They are reading their books.
8. My hotel in Scotland is very nice.
9. I have a big dog.
10. She has a brown dog.
11. He has some cigarettes on the table.
12. Lucille has a new car.
13. Has Lucille a new car?

14. Have you an answer to the question?
15. They have a farm in Czech Republic.
16. What time is the lesson?
17. I can't sleep because I am cold.
18. Hob can sleep all day.
19. Hob can't swim, but Jan can swim very well.
20. It is raining very hard. You can't see the mountains.

**II. Вставьте пропущенные слова:**

1. Where were you this t—l— year?
2. Could you speak English a year —?
3. I was not so l— as Mr. A.
4. Our — of the language was very small.
5. We had a big f— and I had a l— of work to do on it.
6. That is very i—.
7. I was very f— of the work.
8. I hadn't a minute for study from morning — night.
9. What a — had you on the farm?
10. I had to c— the food to f—the men. I couldn't cook—.

**III. Придумайте предложение с каждым из этих слов:**

1. ago. 2. knowledge. 3. lucky. 4. farm. 5. interesting. 6. fond.
7. till. 8. food. 9. feed. 10. enough.

**IV. Напишите краткие формы:**

1. I was not. 2. I had not. 3. I could not. 4. I am not.
5. I have not. 6. they cannot. 7. they could not. 8. we were not.
9. they had not. 10. we could not.

**V. В приведенном ниже диктанте замените настоящее время прошедшим. (Прош. время глагола *to cook* — *cooked*)**

**Диктант**

We have a farm, and it is a very interesting place. There are animals on it, sheep and cows, horses and pigs. In the fields near the farm there are potatoes, cabbages, and corn. I am very fond of the farm and we are lucky to have it, but there is a lot of work to do on it.

My sister has a lot of work to do on the farm. She has the cooking of all the food for the fifteen men there. The cooking is nearly a full day's work for my sister. The men can always eat all the food on the table, and she always cooks a lot of food for all these men. That is why she cannot find time to learn English; she hasn't a minute for study from morning till night. She can't do both things — cook and learn English. She is happy doing one thing well, cooking, and is always sorry to go away from the farm.

## LESSON 13

---

### THE CHARACTERS IN THE ESSENTIAL ENGLISH BOOK (I)

#### MR. PRIESTLEY



This is Mr. Priestley, the teacher. He teaches English and he knows English, French and German, and he speaks and reads and writes these languages very well.

He is not a young man, but he is not old. He is about forty-four or forty-five years old. He is a good-looking man, tall, handsome, rather thin, with dark-brown hair just beginning to go grey. He is always very well-dressed, but quietly, in good taste. He usually wears suits of dark brown, dark blue or dark grey.

He speaks quietly and pleasantly, but there is strength under his quietness, and every student in his class knows this. He is quiet and pleasant because he is strong. Strength is generally quiet; weakness often is not.

He reads a great many books, and he writes books for his students. In the picture you can see him sitting in his study, in a big armchair by the fire.

A bright fire is burning in the fireplace. It burns all day in cold weather. Another armchair is on the opposite side of the fire. On his left there is a tray with a coffee-pot and a coffee-cup on it, and near to it you can see his pipe and tobacco.



A cat is sitting on the arm of his chair. That is Mr. Priestley's cat, Sally. She often sits there or on his desk when he is writing and watches him.

He has a book in his hand and he is reading it. There are books on the shelves all round the walls of his study. More books are on his desk, and some others are on the floor.

His desk is in the middle of the room. Pens, pencils, an inkpot and paper are on the desk. The telephone is on the left, and a tray for letters is on the right. Just behind the telephone there is a reading lamp. He works here at his books for three or four hours every evening.

You can see his typewriter on a little table in a corner of the room. But he can't type very well. He types with only two fingers and a thumb!

It is almost eleven o'clock by the clock on the wall, but Mr. Priestley is still working. He works very late, sometimes till two or three o'clock in the morning, but generally he goes to bed about twelve or one o'clock.

He often teaches his students in the room. He hasn't many students, generally about six. They come here for their lessons every day except Saturday and Sunday. Saturday and Sunday are holidays.

## ЧАСТИ ДНЯ

morning (утро)      day (день)      evening (вечер)

## СУЩЕСТВИТЕЛЬНЫЕ И ПРИЛАГАТЕЛЬНЫЕ

Многие существительные образуются от прилагательных путем прибавления суффикса *-ness*. Например:

<i>Прилагат.</i>	<i>Существит.</i>	<i>Прилагат.</i>	<i>Существит.</i>
weak	weakness	bad	badness
good	goodness	quiet	quietness
big	bigness	small	smallness
red	redness	black	blackness
green	greenness	white	whiteness
<i>(и все остальные цвета)</i>			
bright	brightness	dark	darkness
pretty	prettiness <sup>1</sup>	happy	happiness

Обратите внимание на **исключения**:

<sup>1</sup> Обратите внимание на орфографию: у меняется на *i*.

<i>Прилагат.</i>	<i>Существит.</i>	<i>Прилагат.</i>	<i>Существит.</i>
strong	strength	difficult	difficulty
long	length	beautiful	beauty

В этом уроке вам встретилось слово *reading-lamp*. Оно означает *a lamp for reading* (лампа для чтения). Например:

a sewing-machine	— a machine for sewing.
a walking-stick	— a stick for walking.
a writing-desk	— a desk for writing or a desk where we write.
a sitting-room	— a room where we sit.
a dressing-room	— a room where we dress.
a dining-room	— a room where we dine, i.e. have dinner and other meals.
a swimming-bath	— a bath where we can swim.

Обратите внимание на еще одну конструкцию с окончанием *-ing*. В уроке 13 она встречается три раза:

Mr. Priestley is rather thin, with dark brown hair *beginning to go grey*.

In the picture you can see Mr. Priestley *sitting in his study*.  
There is a bright fire *burning in the fireplace*.

Эти словосочетания, подобно прилагательным, характеризуют существительные.

<i>Существительное</i>	<i>Словосочетание с -ing.</i>
hair	beginning to go grey
Mr. Priestley	sitting in his study
fire	burning in the fireplace

**Внимание:** два значения слова *study*:

1. **глагол** — учить, изучать.

We *study* English every day.

2. **существительное** — комната для занятий; кабинет.

Mr. Priestley is sitting in his *study*.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]	[ɪ]	[e]	[ju:]	[ʌ]	[əʊ]
week	begin	letter	Tuesday	luck	show
weak	eleven	shelf	student	thumb	old
each	telephone	strength	beauty	Sunday	sew
evening	happy	weather	beautiful	Monday	telephone
	pretty	pleasant		enough	tobacco
	Sunday				
	Monday <sup>1</sup>				

<sup>1</sup> А также: *Tuesday, Wednesday, Thursday, Friday, Saturday*.



## УПРАЖНЕНИЯ

### I. Ответьте на следующие вопросы:

1. Who is the man the picture?
2. Is he young or old? How old is he?
3. What is he?
4. What languages can he speak and read, and write?
5. What colour is his hair?
6. What can you say about his clothes?
7. Where is he sitting? Are there any other chairs in the room?
8. What has he in his hand?
9. What is he doing?
10. Where are the books in the room?
11. When is there a fire in the room?
12. Where is the desk?
13. What is on Mr. Priestley's left?
14. What things are on the desk?
15. What time is it by the clock in the study?
16. Where is his reading-lamp?
18. Where is his typewriter?
19. Has he many students?
20. Which days are "week-days"?

### II. Закройте книгу и опишите:

1. м-ра Пристли
2. его кабинет

### Диктант

Mr. Priestley is a teacher of English. He is not a very young man, but he is not old. He knows three or four languages and reads, and speaks, and writes them well. He reads many books and writes some.

It is almost eleven by the study clock, but he works late, sometimes till one o'clock in the morning.

His big desk is in the middle of the room. On the floor by the desk there are a number of books.

His students come to his study for their lessons. They come every day except Saturday and Sunday.

## LESSON 14

### THE SIMPLE PRESENT TENSE

Обратите внимание на следующие предложения:

**A**

He is reading a book.

He is still working.

A fire is burning  
in the fireplace.

Sally is sitting on the arm

**B**

He reads meny book.

He works every evening.

A fire burns all day in the  
cold weather.

She often sits there.  
of his chair.

В предложениях левой колонки (A) действие происходит в данный момент. Оно не завершено. Мистер Пристли читает в данный момент, в камине все еще горит огонь, работа не закончена.

Глаголы в этих предложениях стоят в настоящем продолженном времени.

В предложениях правой колонки (B) действие является обычным или повторяющимся. Мистер Пристли читает сегодня, будет читать завтра, послезавтра и после-послезавтра, т. е. не один день. Он работает *каждый* вечер, камин горит *всегда*, когда холодно, т. е. *часто*. Кошка *часто* сидит на его кресле, студенты приходят *каждый день* (за исключением субботы и воскресенья); действие пять раз в неделю.

Глаголы в этих предложениях стоят в простом настоящем времени.

Продолженное настоящее время используется тогда, когда мы хотим подчеркнуть, что действие происходит в данный момент.

Простое настоящее время используется при передаче обычного, повторяющегося действия.



I am riding.

Настоящее продолженное.



I ride every day.

Настоящее простое.

В предложениях, где используется настоящее простое время, часто можно встретить слова: *every day* (каждый день), *always* (всегда), *often* (часто), *sometimes* (иногда), *never* (никогда):

The students come here *every day*.

He *always* teaches in this room.

She *often* sits there.

He *sometimes* works until two o'clock.

He *never* goes to bed before twelve o'clock.



## УПРАЖНЕНИЯ

Поставьте глаголы в нужном времени (настоящем продолженном или простом настоящем):

1. Mr. Priestley always (*to wear*) a dark suit.
2. Today he (*to wear*) a dark brown one.
3. In the picture Mr. Priestley (*to sit*) in an armchair.
4. He generally (*to sit*) in that chair in the evening.
5. I never (*to go*) to bed before eleven o'clock at night.
6. It is twelve o'clock so I (*to go*) to bed now.
7. The sun (*to shine*) just now and the sky is blue.
8. The sun (*to shine*) all day in summer.
9. The earth (*to move*) round the sun.
10. The children in the picture (*to play*) on the sands.

## THE SIMPLE PRESENT TENSE INTERROGATIVE

### *Вопросительные предложения в простом настоящем времени*

Для образования простых предложений в простом настоящем времени мы используем глагол *to do* с инфинитивом другого глагола (исключение составляют *to be*, *to have*, *can* и др.<sup>1</sup>).

#### *Утвердительное (Affirmative)*

I teach.

You come.

He teaches.

They work.

It moves.

Например:

#### *Вопросительное (Interrogative)*

Do I teach?

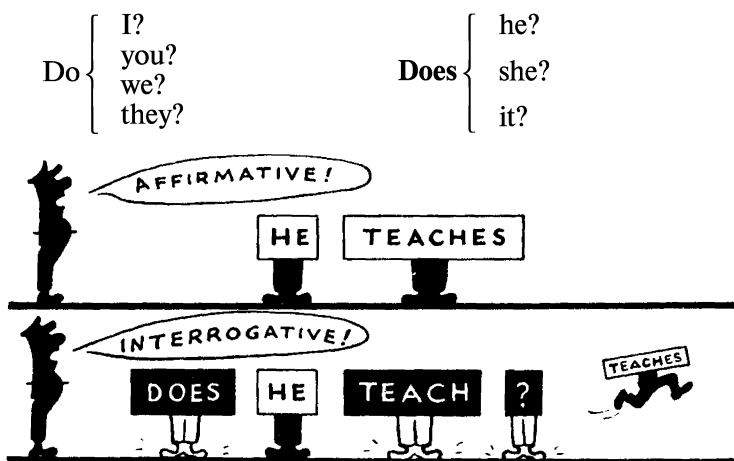
Do you come?

Does he teach?

Do they work?

Does it move?

<sup>1</sup> А именно: *shall (should)*, *will (would)*, *may (might)*, *must*, *ought* и иногда *have*, *do*, *need*, *dare*.



Вот еще несколько примеров вопросов и ответов:

**Вопрос**

Does he teach English?

Does Mr. Priestley teach his students?

Does he read many books?

Does he go to bed late?

Do the students come here for lessons?

Do they work well?

Does Sally sit on Mr. Priestley's desks?

Do I speak English well?

Do you understand this lesson now?

**Ответ**

Yes, he does.

Yes, he does.

Yes, he does.

Yes, he does.

Yes, they do.

Yes, they do.

Yes, she does.

Yes, you do.

Yes, I do.

**Обратите внимание:**

He is a teacher.

He can speak French.

Is he a teacher? (~~he~~ Does he be...)

Can he speak French?

(~~he~~ Does he can<sup>1</sup> ...)

**( ) РАБОТА СО СЛОВАМИ**

**ОДНОКОРЕННЫЕ СЛОВА**

*begin — beginning — beginner*

Begin at the beginning of the book.

He can't speak English well. He is only a beginner.

*interest — interesting — uninteresting*

He takes an interest in his work.

That is an interesting book.

That story is very uninteresting.

<sup>1</sup> *is* и *can* являются «особыми» глаголами.

*new — newly — news — newspaper*

This is a new book; it is newly out.

I read the newspaper every morning to get the news.



## УПРАЖНЕНИЯ

### УСТНЫЕ

#### I. Образуйте вопросительные предложения: (всего 49 предложений).

Mr. Priestley	}	}	teach(es) English.
Mary			know(s) French.
you			speak(s) Spanish.
they			write(s) Polish.
Paddy			work(s) late.
I			go(es) to the class.
the little boys			do(es) much work <sup>1</sup> .

#### II. Вставьте пропущенные слова:

I come for my lesson every day.

He — for — lesson every day.

She — for — lesson every day.

We — for — lesson every day.

You — for — lesson every day.

They — for — lesson every day.

### УСТНЫЕ ИЛИ ПИСЬМЕННЫЕ УПРАЖНЕНИЯ

#### III. Ответьте на вопросы:

1. Does Mr. Priestley know French?
2. Do the students come to this room?
3. Does the boy play football?
4. Does the girl play tennis?
5. Do the men smoke cigarettes?
6. Does the dog sleep under the table?
7. Do you speak a little English?
8. Can you speak a little English?
9. Does Mr. Priestley sit in his study?
10. Is Mr. Priestley sitting in his study?

#### IV. Преобразуйте следующие предложения в вопросительные:

1. He teaches English to his students.
2. He knows French and German.
3. Mr. Priestley speaks these languages well.
4. Mr. Priestley can write these languages well.

(Здесь другая модель.)

<sup>1</sup> “A lot of” обычно для утвердительных предложений; “much” для отрицательных и вопросительных.

5. He works at his desk.
6. He is sitting by the fire. (*Здесь другая модель.*)
7. The students come to this room.
8. The students sit in this room.
9. The boys and girls stay with their father at the seaside.
10. This boy plays football.
11. English people stay at this hotel.
12. The boy swims to the big rock every day.
13. The woman eats ices.
14. The men drink tea and coffee.
15. They often swim in the afternoon.
16. You can see the train. (*Будьте внимательны!*)
17. The waiter smokes cigarettes.
18. The waiters smoke cigarettes.
19. The dog sleeps under the table.
20. The boys bathe in the sea.
21. Mr. Priestley is well-dressed.
22. He generally wears a brown suit.
23. The earth moves round the sun.
24. The stars are a long way from the earth.
25. The telephone is on the desk.
26. The telephone stands on the desk.
27. The windows are open.
28. The windows stand open.
29. He can open the windows.
30. He opens the windows.

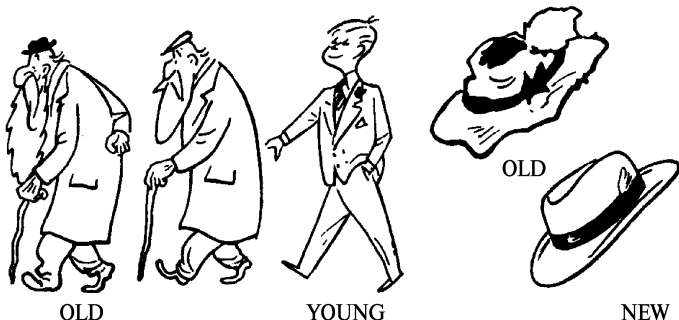


## LESSON 15

### DISCUSSION OF LESSON 13. SIMPLE PRESENT TENSE NEGATIVE

Teacher: There are one or two things to notice about Lesson 13. It says "Mr. Priestley is not a young man, but he is not old". So the opposite of *old* is *young*. But isn't there another opposite of old?

Mr. A: Yes, there is new, isn't there? The opposite of "an old book" is not "a young book", but "a new book".



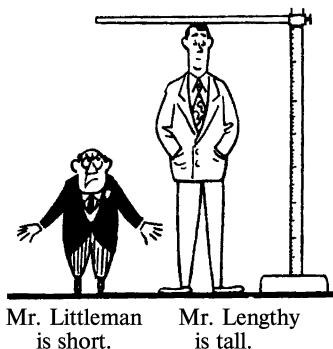
Teacher: That is quite right. Notice, too, the two uses of old:  
1. He is an *old* man.                      2. The boy is five years *old*.

Mr. B.: It says, "Mr. Priestley is tall". What is the opposite of *tall*, please?

Teacher: The opposite of tall is short. Here is a tall man and a short man.

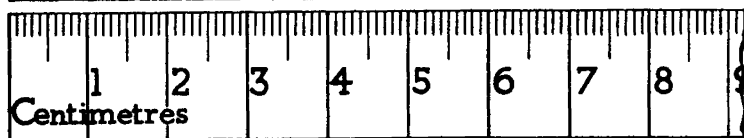
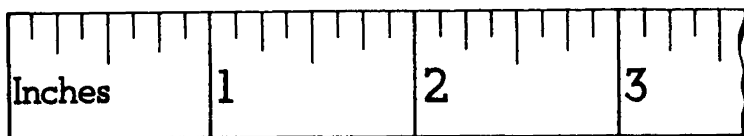
Mr. C.: Do you say, "Mr. Lengthy has 77 inches", or "Mr. Littleman has only 62 inches?"

Teacher: No, we don't say that; we say, "Mr. Lengthy is six foot<sup>1</sup> five inches tall", or "Mr. Littleman is only five foot two"<sup>2</sup>, or "Mr. Priestly is six feet". And speaking of a person's age we say "Mr. Priestley is forty-four years old", and not "Mr. Priestley has forty-four years".



<sup>1</sup> Или *six feet five*.

<sup>2</sup> Мы часто опускаем слово *inches* (дюймы).



1 дюйм = 2,540 см

1 см = 0,394 дюймам

Miss D.: Isn't there another opposite of *short*? The opposite of "a *short* stick" isn't "a *tall* stick, is it?"

Teacher: No, you are quite right. The opposite of "a *short* person" is "a *tall* person;" the opposite of "a *short* thing" is "a *long* thing". For example:

A short stick.

A long stick.

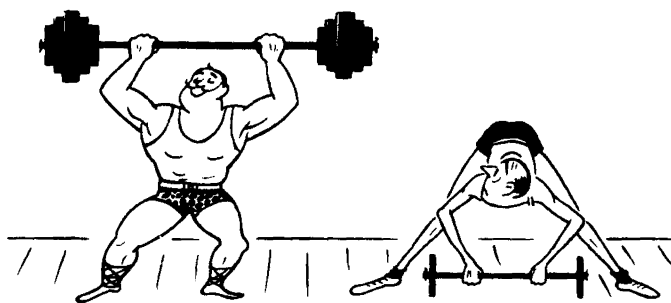
I am going for a short walk. My friend is going for a long one.

Miss D.: Mr. Priestley works very late, too late, I think. Perhaps he doesn't know the saying: "Early<sup>3</sup> to bed, early to rise, Makes a man healthy, wealthy, and wise".

Teacher: Oh, yes, he knows it, but he doesn't believe it. Do you, Miss D?

Miss D.: No, I don't believe it. I go to bed early and rise early. I am healthy, but I am not wealthy and not very wise.

Miss E.: The lesson speaks about Mr. Priestley being strong, meaning "with a strong character". Do you use the same word for a man with a strong body?



MR. ARMSTRONG

MR. FEEBLE

<sup>3</sup> Early является антонимом к слову *late*.

Teacher: Oh, yes. Here you are:

Mr. Armstrong has strong arms. He is a very strong man. Mr. Feeble is not strong. His arms are very weak. He is a weak man.

Miss F.: Can you speak of strong tea or strong coffee?

Teacher: Oh, yes; and strong drink and strong language.

Miss F.: Mr. Armstrong is a tall, strong man. Is he, then, a big man or a great man?

Teacher: A big one, not a great one.

Miss F. What is the difference, please?

Teacher: Well, it is rather difficult to put into a few words; but, in short, one is of the body, the other is of the spirit and character of a man. Bigness is a bodily thing; greatness is a spiritual one. A great man can have, like Lord Nelson, a weak body; but he has a strong spirit. A big man can have bodily strength, but spiritual weakness.

Miss F.: Thank you; I quite see the difference now.

Mr. H.: In the lesson we read about Mr. Priestley's dark brown hair and dark blue suit. What is the opposite of "dark" brown and "dark" blue?

Teacher: "Light" brown and "light" blue.

Mr. H.: "Mr. Priestley is always well-dressed". Another man is not well-dressed. He is — what?

Teacher: Well, what do you think?

Mr. H.: I think "badly-dressed".

Teacher: And that is quite right. Next question, please?

Miss D.: Mr. Priestley is "rather thin". What is the opposite "of thin", please?

Teacher: Well, it depends on the sentence. The opposite of "a *thin* man" is "a *fat* man", of "a *thin* cow" is "a *fat* cow"; but the opposite of "a *thin* book" is "a *thick* book". So we could say: "One stick is *short* and *thick*; another one is *long* and *thin*".

Miss D.: "Mr. Priestley is good-looking and handsome". Can you use those words to describe girls or women, as well as men?

Teacher: Yes, you can. But generally we speak of girls as "pretty" or "beautiful".

Miss E.: But do you speak of men as "pretty" or "beautiful"?

Teacher: Oh, no never.

Mr. B.: Is there a difference between "The girl is pretty" and "The girl is beautiful"?

Teacher: Yes, I think so. "Pretty" is pleasant to the eye or ear. Some new dance-music is pretty, but the music of Beethoven or Handel or Tchaikovsky is beautiful.

Miss F.: Yes. The pictures in a newspaper can be pretty, but the pictures of Raphael and El Greco, Rembrandt or Turner, are beautiful.

Teacher: Quite right. Beauty is rather like greatness: it is a spiritual thing. It is in the spirit of a man, and it comes out in his work, or it is in the character of a woman, and it comes out in her face. Do you understand the difference now, Mr. B.?

Mr. B.: Oh, yes, I know the difference now. Nearly all girls are good-looking; some are pretty; a few, a very few, are beautiful.



## ГРАММАТИКА

### THE SIMPLE PRESENT TENSE NEGATIVE

#### *Отрицательные предложения в простом настоящем времени*

Для образования отрицательных предложений в простом настоящем времени для всех глаголов, (за исключением глаголов *to be*, *can* и некоторых других) мы употребляем глагол *do* с отрицательной частицей *not* и инфинитив глагола. Например:

#### *Утвердит. форма*

I teach  
you come  
he teaches  
they work  
it moves

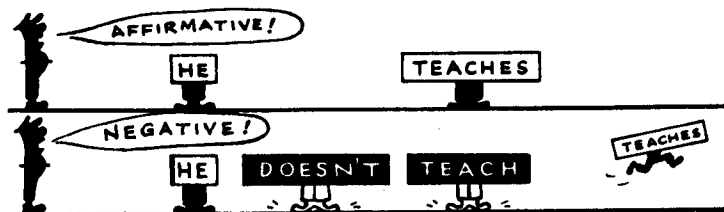
#### *Отрицат. форма*

I do not teach  
you do not come  
he does not teach  
they do not work  
it does not move

В разговоре мы часто сокращаем *do not* до *don't* и *does not* до *doesn't*.

#### *Отрицательная форма*

I	} <b>do not</b> (don't)	teach	he	} <b>does not</b> (doesn't)	teach
you		know	she		know
we		speak	it		speak
they		write			write
		work			work



Вот еще ряд примеров (с двумя формами — полной и краткой разговорной):

We do not (don't) say that (p. 85).

Perhaps he does not (doesn't) know the saying (p. 86).

He knows it but he does not (doesn't) believe it (p. 86)

I do not (don't) believe it (p. 86).

John does not (doesn't) do his work every day.

The students do not (don't) do their work every day.

Do not (don't) open the window, please.

Please do not (don't) open the window.



## ТРЕНИРОВКА

Образуйте возможные комбинации (всего 45):

I	{	<b>don't</b> <b>doesn't</b>	{	make coffee
you				swim
Mr Priestley				smoke cigarettes
we				work late at night
the dog				believe the saying
				climb mountains
				eat ices
				drink tea
				answer the question

Вот еще примеры отрицательных ответов:

### *Question*

Does Mr. Priestley speak Chinese?

Does he live in Liverpool?

Do the students come to the class

every day?

Do you speak English very well?

Does John do his work well?

### *Answer*

No, he doesn't.

No, he doesn't.

No, they don't.

No, I don't.

No, he doesn't.

## ТОО (*тоже, также, слишком*)

**ВНИМАНИЕ:** различное употребление слова *too*.

1. I come to the class; my friend comes too.

There are English boys at the hotel, and Norwegian boys too.

He speaks English and French, and Spanish too.

2. Mr. Priestley works late, too late, I think.

That work is too difficult for a young boy.

You are never too old to learn.



## СЛОВСОЧЕТАНИЯ

In short, . . .

You are quite right.

It depends on. . .  
What do you think?

Put it into a few words.  
A few.



## РАБОТА СО СЛОВАМИ

Слово *dance* может быть

**(1) существительным**

I am going to a dance.

This is one of the new dances.

**(2) глаголом**

They dance very well together.

Can you dance?

**(3) прилагательным**

Some new dance-music is pretty.

Henry plays in a dance-band.



## СУЩЕСТВИТЕЛЬНЫЕ И ПРИЛАГАТЕЛЬНЫЕ

**Прилаг.**

healthy

wealthy

great

**Сущест.**

health

wealth

greatness

**Прилаг.**

bodily

spiritual

wise

**Сущест.**

body

spirit

wisdom



## ОДНОКОРЕННЫЕ СЛОВА

*believe* — *believer* — *belief* — *disbelieve*

I *believe* he is a good teacher.

I am a *believer* in getting up early.

The earth goes round the sun. That is the general *belief*.

It is difficult to *believe* his story, but I do not want to *disbelieve* him.

*use*<sup>1</sup> (v.) — *use* (n.) — *useful* — *usefully* — *useless*

You can *use* my pen.

It is no *use* trying to write without ink.

That is a *useful* book.

He lives *usefully* and happily.

He does a lot of *useless* work.

*thank* (v.) — *thanks* (n.) — *thankful* — *thankfulness*

*Thank* you for the use of your pen.

Give your friend my *thanks* for the use of his book.

I am very *thankful* to be well again.

I am full of *thankfulness* at being well again.

<sup>1</sup> Обратите внимание на разницу в произношении. *Use* может быть именем существительным (произносится [ju:s]), а также глаголом (произносится [ju:z]). В словах *useful* (ly), *useless* согласный *s* глухой.



## УПРАЖНЕНИЯ

### УСТНОЕ УПРАЖНЕНИЕ

I. Ответьте на следующие вопросы (а) утвердительно (начиная с “Yes ...”), (б) отрицательно (начиная с “No...”), используя краткие формы:

1. Does the man work in the field?
2. Do the men work in the fields?
3. Does she make good coffee?
4. Do they make good coffee?
5. Do you make good coffee?
6. Is the man very handsome?
7. Does he read many books?
8. Is he reading a book now?
9. Does he speak English?
10. Do they speak English?
11. Can she speak English?
12. Can they speak English?
13. Do you go to bed early?
14. Does he go to bed early?

II. Образуйте отрицательные предложения, используя краткую форму.

Mr. Pristley	}	{	teach(es) English.
Mary			know(s) French.
you			speak(s) Spanish.
they			write(s) Polish.
Paddy			work(s) late.
I			go(es) to the class.
the little boys			do(es) much work.

*Пример:*

Mr. Pristley doesn't speak Spanish.

They don't work late, etc. (всего 49 предложений).

III. Образуйте отрицательные предложения:

1. The man works in the field.
2. She makes very good coffee.
3. They make very good tea.
4. Please close the door.
5. The man is very handsome. (*Здесь отрицание образуется по другой модели. Будьте внимательны в предложениях 8, 10, 14, 19.*)
6. He reads many book.
7. The waiters do their work well.
8. He can speak English very well.

9. She writes a letter every day.
10. The students have new books.
11. I go to bed very early.
12. The boy swims to the big rock.
13. The boys swim to the big rock.
14. The girls are playing tennis with their fathers.
15. The girls play tennis with their fathers.
16. The dog sleeps all day in the hotel.
17. I climb big mountains.
18. Harry climbs big mountains.
19. Harry is climbing the big mountain.
20. I know all about the negative of verbs.

**IV. Назовите пять цветов и используйте эти слова в придуманных Вами предложениях.**

**V. Назовите две хорошие вещи и две вещи просто великолепные. Используйте каждое из слов в собственных предложениях.**

**VI. Дайте антонимы к следующим словам: *strong, tall, late, thick, dark, young, right, warm, big, far, short, good, high, new.* Придумайте предложения с этими словами.**

### Диктант

Strong men are not always tall; small people are not always weak; it depends on the person. A man may be weak in body but strong in character. He can have spiritual strength with bodily weakness.

Beauty is rather like greatness. It, too, is in the character of a man or a woman and this spirit in men and women gives the world its great music, books, and pictures.

### Сочинение

**Опишите эту картинку:**





## LESSON 16

### SUBJECTS AND OBJECTS

У ряда местоимений существуют две формы: одна, когда местоимение выступает в качестве субъекта (подлежащего) к глаголу и вторая, когда оно является объектом (дополнением) глагола.

Вот несколько очень простых предложений. В первой колонке находятся субъекты глагола. В четвертой колонке находятся объекты глагола. Каждому существительному, являющемуся субъектом или объектом, соответствует свое местоимение (данное в скобках):

<i>Субъект</i>	<i>Мест.</i>	<i>Глагол</i>	<i>Объект</i>	<i>Мест.</i>
The teacher	(I)	sees (see)	the boy	(him)
The boy	(he)	sees	the teacher	(me)
The girl	(she)	sees	the teacher	(me)
The teacher	(I)	sees (see)	the girl	(her)
The boys	(they)	see	teachers	(us)
The teachers	(we)	see	the boys	(them)

Местоимение, замещающее субъект (или подлежащее), стоит в ИМЕНИТЕЛЬНОМ падеже (имеет номинативную форму) (nominative).

Местоимение, замещающее объект (или дополнение), стоит в ОБЪЕКТНОМ падеже (имеет объектную форму) (objective).

После предлога местоимение всегда стоит в объектном падеже.

Вот таблица двух форм (падежей) местоимений:

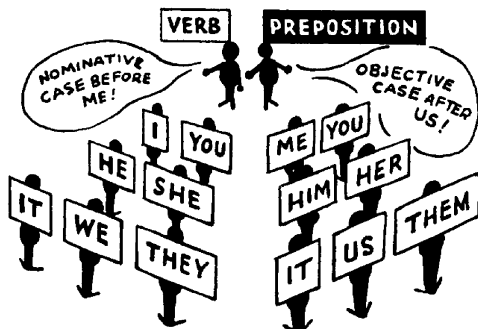
<i>Nominative</i>	<i>Objective</i>	<i>Nominative</i>	<i>Objective</i>
<i>(именительный)</i>	<i>(объектный)</i>	<i>(именительный)</i>	<i>(объектный)</i>
I	me	it	it
you	you	we	us
he	him	they	them
she	her		

Местоимения стоят в именительном падеже, когда они являются субъектами глагола (или подлежащими). Местоимения стоят в объектном падеже (1), когда они являются объектами (дополнениями) глагола; (2) — после предлога.

<i>Именит.</i>	<i>Глагол.</i>	<i>Объект.</i>	<i>Предлог</i>	<i>Объект.</i>
I	know	him	and I write	to him
You	know	me	and you write	to me

He	knows	her	and he writes	to	her
She	knows	us	and she writes	to	us
We	know	them	and we write	to	them
They	know	you	and they write	to	you

Глаголы

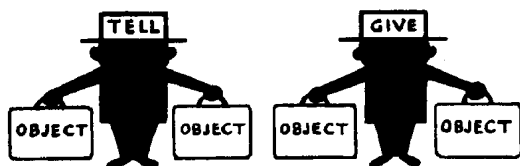


Предлоги

## ОБЪЕКТЫ (ДОПОЛНЕНИЯ)

Некоторые глаголы, подобно глаголам *tell*, *give*, часто имеют при себе два объекта (objects). Как правило, один из них является лицом, а другой — предметом. Например:

Субъект	Глагол	Объект <sup>1</sup> (дополнение)	
		(1)	(2)
I	am giving	the student	a lesson
He	can tell	you	the answer



WE HAVE TWO OBJECTS



## УПРАЖНЕНИЯ

I. Укажите, где в следующих предложениях субъекты (подлежащие) и где объекты (дополнения):

1. Mr. Priestley is reading a book.
2. He teaches French and German.
3. You can see him in the picture.

<sup>1</sup> ВНИМАНИЕ: на первом месте стоит косвенное дополнение (личный объект); на втором — прямое дополнение (безличный объект)!

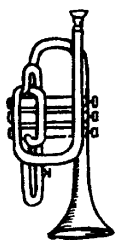


[i:]	[ɜ:]	[e]	[ʌ]	[ɪə]	[k]
believe	burn	healthy	money	year <sup>1</sup>	column
repeat	work	wealthy		nearly	character
	early	instead			



## РАССКАЗ БЕЗ СЛОВ

Теперь, после такого количества трудного грамматического материала, давайте займемся чем-нибудь другим, более приятным.



CORNET

It is a story in pictures about a poor man, Mr. Needy, and a rich man, Mr. Wealthy. Mr. Wealthy has a lot of money, a big house, and a manservant; Mr. Needy hasn't much money, but he has a cornet in the street outside.

Look at the pictures on page 97, then answer these questions about them.

Use these words in your answers:

*play, cornet, ear, pound-note.*

*Picture 1.* What is Mr. Needy doing? Where is he playing his cornet?

*Picture 2.* Does Mr. Wealthy like the noise? Where is he putting his fingers? Why is he doing this?

*Picture 3.* Where is Mr. Wealthy now? What is he doing.

*Picture 4.* Who are the people in this picture? What is Mr. Wealthy holding in his hand? In which hand is he holding the pound-notes? How many pound-notes are there in his hand? What is he saying to the manservant?

*Picture 5.* Who has the pound-notes now? Which hand is he holding them in? Does he look happy? What is the manservant doing with the cornet? In which hand is his carrying the cornet?

*Picture 6.* What is Mr. Wealthy doing now? Who is showing him the cornet?

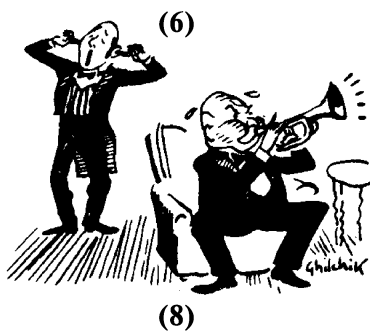
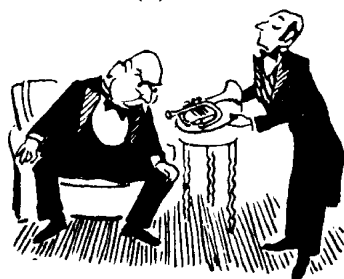
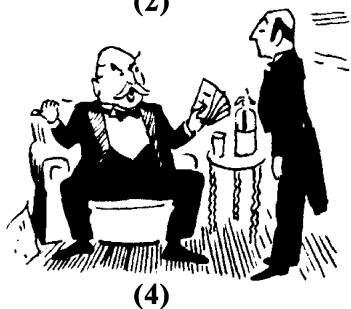
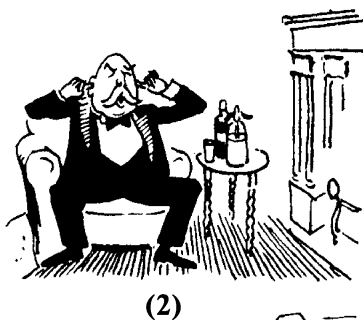
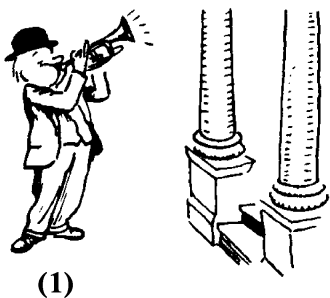
*Picture 7.* What is the cornet now?

*Picture 8.* What is Mr. Wealthy doing now? What colour do you think his face is? Who is putting his fingers in his ears now?

## Сочинение

Напишите рассказ о богаче и трубаче (стр. 97).

<sup>1</sup> Также со звуком [ə], например [jə].



## LESSON 17

### THE CHARACTERS IN THE ESSENTIAL ENGLISH BOOKS (2)

#### MRS. PRIESTLEY AND SOME OTHERS



MRS. PRIESTLEY  
IS SEWING

You already know Mr. Priestley, the teacher and writer. In this lesson you will hear about his wife, Mrs. Priestley, the Priestleys' house, and some of the people in the house. Mrs. Priestley knows all about the house; she does the work in it every day, and today she will tell you a little about it<sup>1</sup>.

Mrs. Priestley is a pleasant-looking woman of about forty, with warm brown hair and soft dark-brown eyes. She is kind and gentle, but she manages her house (and, in her quiet way,

her husband) very well. He is, of course, a clever man, but a little impractical, and he needs Mrs. Priestley to look after him. Mrs. Priestley, on the other hand, is very practical and full of common sense<sup>2</sup>.

The Priestleys have two children, John and Margaret. John is eighteen, six foot tall, and a fine manly fellow. He is at the university and is studying to be a doctor. He is a clever, hard-working student, a first-class footballer, boxer, and runner. He is strong both in body and character, and quiet and thoughtful like his father. He will make a good doctor.

Margaret is only eleven. She is lovely little girl with golden hair and dark blue eyes and a spirit that is always bright and happy, full of joy and gaiety. She isn't fond of study of any kind, but she loves music and dancing and she sings very prettily. She is like a ray of sunshine in the house. Mr. Priestley is very fond of his son John and very proud of him; and Margaret is the apple of his eye<sup>3</sup>.

But here comes Mrs. Priestley. "Good morning, Mrs. Priestley; how are you?"

<sup>1</sup> Об этом см. в Книге II.

<sup>2</sup> *Common sense* — здравый смысл.

<sup>3</sup> To be the apple of one's eye — быть очень дорогим, горячо любимым кем-либо.

Mrs. Priestley: Good morning, everyone. I'm very well, thank you. You want to know about my house. Well, I am very pleased to be here and I will gladly tell you something about it.

The house is rather big, and there is a lot of work in it, so I can't do everything alone. I have Susan and Lizzie to help me with the work.

Lizzie is our cook, and she is a very good cook, but she is no good at all at housework. Now, Susan is very good at housework, but she can't cook at all — she can't even boil an egg.

But that is all right, for Lizzie gets on with her cooking, and Susan and I do the housework — and, believe me, we all work very hard.

Susan and Lizzie get up at a quarter to seven, and make the fires and open the windows. I get up at half past seven, and so does my husband, in time for breakfast at eight o'clock. We have breakfast in the breakfast-room. I like to begin the day well, so our breakfast is always a good one. My husband reads his newspaper and smokes a cigarette with his last cup of tea, before he begins his work at nine o'clock.

Then Lizzie and Susan begin to clean the house, wash up, make the beds, and get the vegetables ready for lunch. We have lunch at one o'clock.

After that I do some sewing, or go out for a walk, or go to see people.

We have afternoon tea about five o'clock, but for that we don't go into the dining-room. We go to the sitting-room, and Susan brings in the tea with plates of bread and butter and small cakes.

After tea we sit and talk or listen to the wireless or read. Sometimes we go to the cinema or the theatre. About seven or eight o'clock we have dinner or supper, and at eleven o'clock I generally go to bed, but my husband likes to sit up late and read or write in his study. Well, that is all for the present. I will tell you more about the house some other time.



SUSAN WASHES UP



## УПРАЖНЕНИЯ

### I. Вставьте пропущенные слова:

1. You — know Mr. Priestley the teacher and writer.
2. In this lesson you — hear about his wife.

3. Today she — tell you — — about it.
4. Mrs. Priestley is a — looking woman of — forty.
5. She is kind and — but she — her house very well.
6. He is, of —, a clever man but rather —.
7. The Priestleys have two —, John and Margaret.
8. John is a fine — fellow. He is at the —.
9. Margaret is a — little girl with — hair.
10. She is always happy and full of —.
11. She isn't — of study of any kind.
12. She is like a — of sunshine in the house.
13. Margaret is the — of his eye.
14. I am very — to be here.
15. The house is big and there is a — of work in it, so I can't do everything —.
16. Susan can't even — an egg.
17. Lizzie and Susan get the — ready for lunch.
18. After lunch I do some — or go out for a walk.
19. After tea we sit and talk or listen to the — .
20. Well, that is all for the —.

**II. Ответьте на следующие вопросы. В ответах используйте свои собственные предложения:**

1. Who will tell you about the Priestleys' house?
2. How old is Mrs. Priestley?
3. What colour are her eyes and her hair?
4. What does she manage very well?
5. How many children have the Priestleys?
6. What are their names?
7. How old is John and where is he?
8. What is he studying to be?
9. What is he fond of?
10. What colour is Margaret's hair?
11. What does she do?
12. Is Mr. Priestley fond of her?
13. Who does the cooking in the Priestleys' house?
14. What time does Lizzie get up?
15. What time do you generally go to bed?
16. Do the Priestleys have an early breakfast?
17. Where do they have breakfast?
18. What does Mrs. Priestley do after lunch?
19. What do they have for tea?
20. When will Mrs. Priestley tell you more about the house?



## ИДИОМАТИЧЕСКИЕ ВЫРАЖЕНИЯ

III. В этом уроке вам встретилось много идиоматических выражений, т. е. таких выражений, которые англичане употребляют в повседневной речи. Выучите их, а затем придумайте на каждое из них предложение:

1. a *pleasant-looking* woman.
2. a *hard-working* student.
3. a *first-class* footballer.
4. of course.
5. to *look after* him.
6. common sense.
7. He will make a good doctor.
8. of any kind.
9. on the other hand.
10. Susan is *very good* at housework.
11. Lizzie is *no good* at all at house work.
12. That is *all right*.
13. Lizzie *gets on with* the cooking.
14. I *get up* at seven o'clock.
15. We *get* the vegetables *ready*.
16. We *wash up* and *make the beds*.
17. I go out *for a walk*.
18. Susan *brings in* the tea.
19. My husband likes to *sit up late*.
20. That is all *for the present*.

IV. Придумайте одно-два предложения на следующие темы:

1. Mrs. Priestley.
2. John Priestley.
3. Margaret.
4. Lizzie.
5. Susan.
6. The Priestleys' house.
7. Their breakfast.
8. Their tea.
9. Their evening.

### Диктант

Mrs. Priestley is coming to tell us all about her house. It is rather big and there is a lot of work in it, so she has Lizzie and Susan to help her. Susan does the housework and keeps the house clean. Lizzie cooks the breakfast, lunch and dinner.

After breakfast Lizzie and Susan wash up, clean the house, make the beds and get the vegetables ready for lunch.

Mrs. Priestley has lunch, does some sewing or goes to see people. In the evening, after tea, they all talk or read, listen to music or the wireless, or sometimes they go to the cinema or the theatre.

## LESSON 18

### THE FUTURE TENSE

В следующих предложениях даны примеры будущего времени:

You *will hear* about Mrs. Priestley.

She *will tell* you about her house.

I *will* gladly tell you about it.

You *will hear* more about it in Book II.

Вот еще несколько примеров:

Richard Brown *will* be fourteen years old tomorrow.

He *will* be up early tomorrow morning.

His father *will* give him a new bicycle for his birthday.

His sister Mary said to him, "You *will* be fourteen tomorrow; I *shall* be ten next June".

Для образования будущего времени мы используем глагол *will* с неопределенной формой (инфинитивом — *infinitive*) основного глагола, например:

You *will hear* (*infinitive*) about Mrs. Priestley.

She *will tell* (*infinitive*) you about her house.

Richard *will* be (*infinitive*) ten next June.

Однако с местоимениями I лица (*I, we*) мы иногда используем глагол *shall*, а иногда — *will*<sup>1</sup>.

В разговоре глаголы *will, shall* часто сокращаются до "*ll*".

You'*ll* hear about Mrs. Priestley's house.

He'*ll* be up early tomorrow morning.

Richard'*ll* be fourteen tomorrow.

I'*ll* be ten next June.

Отрицательная форма образуется путем прибавления отрицательной частицы *not*.

Mrs. Priestley *will not* tell you about her house.

Richard *will not* be fourteen until tomorrow.

His father *will not* give him a bicycle.



AFFIRMATIVE



NEGATIVE

<sup>1</sup> Это всего лишь краткое объяснение. Более полно будущее время рассматривается в Книге II.

I shall *not* be ten until June.

*Will not* в разговоре обычно сокращается до *won't*:

She *won't* tell you about her house.

Richard *won't* be fourteen until tomorrow.

His father *won't* give him a bicycle.

При образовании вопросительной формы в будущем времени глаголы "*will*", "*shall*" ставятся перед подлежащим:

*Will Mrs. Priestley* tell us about her house?

*Will you* please tell us about your house?

*Will Richard* be fourteen tomorrow?

*Shall I*<sup>1</sup> help you with your work?

Mrs. Priestley: You say the students want to hear about my house, Mr. Eckersley. *Shall I* tell them about it now?



### Образование вопросительной формы

Иногда мы выражаем значение будущности, используя настоящее продолженное время, часто со словами или словосочетаниями вроде *tomorrow*, *next week*, что уже подразумевает идею будущности, например:

*I am going* to London tomorrow.

Henry *is playing* football on Tuesday.

Mary *is coming* here next week.

We *are going* to Paris next year.



### РАБОТА СО СЛОВАМИ

Многие английские слова являются одновременно и существительными (nouns) и глаголами (verbs). Вот некото-

<sup>1</sup> Мы не часто говорим "*Will I?*", "*Will we?*", обычно мы говорим: "*Shall I?*", "*Shall we?*"

рые из слов, встретившихся в уроках 1—18 с примерами их употребления:

answer	(verb)	I can answer, that question.
	(noun)	Give the answer to the question.
number	(verb)	Please number the pictures in the book.
	(noun)	Put a number under the pictures.
hammer	(verb)	Hammer the nails in well.
	(noun)	Use the big hammer for those nails.
mail	(verb)	Nail the picture on the wall.
	(noun)	Use small nails to do it.
name	(verb)	Can you name all the things in the picture?
	(noun)	What is your name?
stay	(verb)	The people are staying at the Devon Hotel.
	(noun)	We are not making a long stay there.
drink	(verb)	We drink tea from tea-cups.
	(noun)	I am going to have a drink with George.
smoke	(verb)	Some of the men are smoking cigarettes.
	(noun)	Look at the smoke from the engine.
sleep	(verb)	The dog is sleeping under the table.
	(noun)	The dog is having a sleep under the table.
shade	(verb)	The canvas shades the people from the sun.
	(noun)	The canvas gives shade from the sun.
dress	(verb)	The lady dresses very well.
	(noun)	She is wearing a white dress.
swim	(verb)	One of the boys is swimming to the rock.
	(noun)	Come and have a swim in the sea.
cook	(verb)	Lizzie cooks the meals.
	(noun)	She is a good cook.
bathe	(verb)	We bathe at the sea-side.
	(noun)	He goes for a bathe in the sea.
bath	(verb)	The mother bathes the baby every day.
	(noun)	You can see the baby's bath in the picture.
walk	(verb)	One of the girls is walking to the sea.
	(noun)	Come for a walk in the fields.
climb	(verb)	The man is climbing the mountain.
	(noun)	It is a difficult climb to the top of the mountain.
step	(verb)	You can step out of the car now.
	(noun)	The boy is walking down the steps.
work	(verb)	The man works in the field.
	(noun)	This work is bad.

use (verb) You can use all these words now.  
(noun) Can you understand the use of these words now?

## ( ) ОДНОКОРЕННЫЕ СЛОВА

***pleased* — *pleasant*.**

I am *pleased* to be here. This is very *pleasant* work.

***man* — *manly*.**

He is not a *man* yet, but he speaks in a *manly* way.

***proud* — *pride*.**

Mr. Priestley is *proud* of his son. He looks at him with *pride*.

***gay* — *gaiety*.**

Margaret is *gay* and happy. Mr. Priestley loves her *gaiety*.

***gold* — *golden*.**

My watch is made of *gold*; it is a *gold*<sup>1</sup> watch. Her hair is *golden*, like *golden*<sup>1</sup> corn,

***dinner* — *dine* — *dining-room*.**

We *dine* at seven o'clock. We have *dinner* then in the *dining-room*.

***every* — *everyone* (*everybody*<sup>2</sup>) — *everything*<sup>3</sup> — *everywhere* — *everyday*.**

Good morning, *everybody* (*everyone*).

*Everything* in the house is clean and good.

He never goes by train; he goes *everywhere* by aeroplane.

These phrases are used in *everyday* conversation.

***nobody* (*no one*<sup>2</sup>) — *nothing* — *nowhere* — *none*.**

There is *nobody* (*no one*) here.

He does *nothing* all day long except eat and sleep.

They want a house; they have *nowhere* to live.

*None* of the students will be in the class tomorrow.

***somebody* (*someone*<sup>4</sup>) — *something* — *somewhere***

*Somebody* is coming to see the house today.

She will tell us *something* about her work.

They can come to our house; that will be *somewhere* for them to live.

***anybody* (*anyone*<sup>4</sup>) — *anything* — *anywhere*.**

Is *anybody* coming to see the house today?

<sup>1</sup> Прилагательное *gold* — сделанный из золота; *golden* — похожий на золото.

<sup>2</sup> Оба слова имеют одно и то же значение и употребление.

<sup>3</sup> *Every, everyone, everybody, everything* всегда употребляются в единственном числе.

<sup>4</sup> Оба слова имеют одно и то же значение и употребление.

She will not tell us *anything* about the work.

These people haven't *anywhere* to live.

**Примечание:** Мы обычно употребляем *some* (*something*, *somewhere*, etc.) в утвердительных предложениях. Слова *any* (*anything*, *anywhere*, etc.) употребляются в вопросительных и отрицательных предложениях.

<i><b>Affirmative</b></i>	<i><b>Interrogative</b></i>	<i><b>Negative</b></i>
She wants <b>some</b> new dresses.	Does she want <b>any</b> new dresses?	She doesn't want <b>any</b> new dresses.
There are <b>some</b> books on the table.	Are there <b>any</b> books on the table?	There aren't <b>any</b> books on the table.
He sees <b>somebody</b> in the room.	Does he see <b>anybody</b> in the room?	He doesn't see <b>anybody</b> in the room.
There is <b>something</b> interesting in the newspaper today.	Is there <b>anything</b> interesting in the newspaper today?	There isn't <b>anything</b> interesting in the newspaper today.
He is going <b>somewhere</b> today.	Is he going <b>anywhere</b> today?	He isn't going <b>anywhere</b> today.

## KIND

**Внимание:** два значения слова *kind*:

1. (Adjective) She is kind and gentle.
2. (Noun) Margaret is not fond of study of any kind.  
What kind of dress is she wearing?

## ПРИВЕТСТВИЯ

Good morning.      Good afternoon.      Good evening.



## УПРАЖНЕНИЯ

### I. Поставьте глаголы в скобках в будущем времени:

1. I (to write) my lessons in my new book.
2. They (to tell) us about their work.
3. John (to see) his friend at the cinema.
4. Lizzie (to cook) the breakfast for us.
5. Mr. Priestley (to be) in the dining-room at eight o'clock.

### II. Образуйте а) вопросительную, б) отрицательную форму:

1. He will tell us about his work.
2. They will climb the mountain today.
3. The sheep will be in the field with the pigs.
4. You will see me again tomorrow.

5. Lizzie will give the cat its dinner today.
6. I shall see you on Friday.

**III. Придумайте предложения, используя данные слова**

**а) как существительные, б) как глаголы:**

1. smoke.      2. work.      3. answer.      4. drink.      5. bathe.
6. sleep.      7. dress.      8. name.      9. swim.      10. walk.
11. hammer.      12. use.

**IV. Используйте следующие слова в собственных предложениях:**

1. everyone. 2. everything. 3. everywhere. 4. first-class.
5. of course. 6. fond of. 7. on the other hand. 8. kind (adjective).
9. kind (noun) 10. gaiety. 11. pleasant. 12. gold. 13. golden.
14. proud. 15. pride. 16. dinner. 17. dining-room.

**V. Образуйте вопросительную форму:**

1. He wants some eggs.
2. There are some stars in the sky.
3. She has some flowers for the table.
4. There was something interesting in the paper yesterday.
5. He is doing something today.
6. Somebody is coming to see the house today.
7. She will tell us something about her work.
8. These people have somewhere to live.
9. There is somebody in the room.
10. The shopkeeper has some eggs.

## LESSON 19

### THE CHARACTERS IN THE ESSENTIAL ENGLISH BOOKS (3)

#### THE STUDENTS

Here are Mr. Priestley's students. Look at them. They are just coming to his house for their lessons.

You will often meet them in this book and the other books of *Essential English*. We are going to be present at their lessons and we are going to listen to them talking together.

They are going to talk about their work and their holidays, their countries and their lives, their joys and their sorrows. They will tell you what they like and what they dislike. They will tell you stories; they will write letters, tell jokes, and songs for you. I hope that you will soon know them and like them, and feel that you and they are friends. Here is the first one to come.



LUCILLE

This is Jan. He is generally early. He doesn't like to be a minute late for his lessons. He is not only very clever, but he is also a very hard worker and likes to do everything well. He has rather dark brown hair and good grey eyes. He is not very tall, but he is strong, swims well, and is a good footballer.



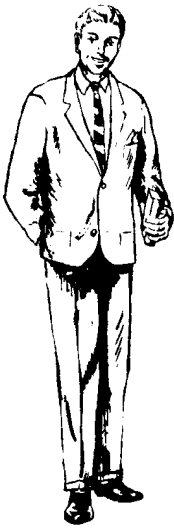
JAN

And who is this? This is Lucille. Lucille is beautiful and gay. She is tall and slim<sup>1</sup>, with big dark eyes and black hair. She goes out to dinner or a dance, or a theatre almost every evening, and doesn't generally get to bed until<sup>2</sup> very late at night — or rather, early in the morning. So, you see, Lucille doesn't do very much work.

<sup>1</sup> *Slim* — изящная, стройная.

<sup>2</sup> *Untill* и *till* используются в одном и том же значении.





OLAF



FRIEDA

a joke. He knows a lot of funny stories and he always wants to tell them to you.

Now they are going into Mr. Priestley's study. We will follow them in, and meet them there in Lesson 20.

This is Olaf. Isn't he a big fellow? He is six foot three tall; he can walk and climb all day and he never feels tired. He is as strong as a horse. He has blue eyes and yellow hair. He doesn't talk much, but he thinks a lot.

Here is Pedro. He is very handsome, tall and dark and well-dressed. He is rich and clever too. He does everything well. He is Spanish, but he speaks English and can talk well about almost everything — music, pictures, other countries, literature and life.

The next one to come in is Frieda. She has brown hair and big grey eyes. She doesn't talk much; she is rather quiet, but is very kind and nice; they all like her. I think that she is pretty, and so do all the other students, except Jan; he thinks that she is beautiful.

And here is the last one. He is generally the last one to come, but the first to go away. This is Hob. He is certainly not handsome or hard-working or clever. But he thinks that he is all these. He doesn't like swimming or football. He thinks that they are too much like hard work. He doesn't like study. He says that study makes him tired. He isn't polite, and he isn't well-dressed. He doesn't always listen to lessons in class (he sometimes goes to sleep there). He isn't quiet; he talks a lot. He is a good eater and a good sleeper. But he is good-hearted and loves



PEDRO



HOB



## ГРАММАТИКА

### PLURALS

#### Множественное число

В предложении: "They are going to talk about their countries and lives" словом *lives* представлена еще одна форма мн. ч., несколько отличная от обычной. *Lives* [laɪvz] — форма мн. ч. слова *life* [laɪf].

Целый ряд существительных, оканчивающихся на *f* или *lf*, меняют окончание *f* на *ves* для образования мн. ч.

Например:

#### **Singular**

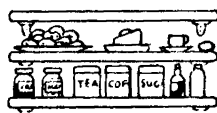
life  
shelf  
wife  
half



SHELF

#### **Plural**

lives  
shelves  
wives  
halves



SHELVES

Слова, подобные этим, встретятся вам в Книгах II, III и IV.

Обратите также внимание на:

#### **Ед. ч.**

story  
country  
lady

#### **Мн. ч.**

stories  
countries  
ladies



## РАБОТА СО СЛОВАМИ

### NEGATIVE PREFIXES

#### Префиксы с отрицательным значением

Иногда для придания слову отрицательного значения к нему прибавляются префиксы *un-*, *in-*, *im-*, *dis-* и т. д. Вот примеры таких слов из уроков 1—19:

	<i>Negative</i>		<i>Negativy</i>
happy	unhappy	like ( <i>adj.</i> )	unlike
healthy	unhealthy	correct	incorrect
common	uncommon	polite	impolite
pleasant	unpleasant	like ( <i>verb</i> )	dislike
practical	unpractical	dress ( <i>verb</i> )	undress



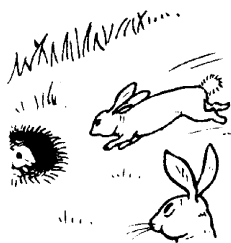
## ОДНОКОРЕННЫЕ СЛОВА

*life* [laɪf] — *live* [lɪv] — *alive* [ə'laɪv].

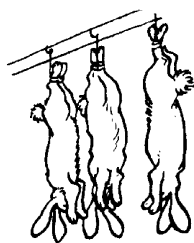
I will tell you the story of my *life*.

I live in London.

These rabbits are *alive*, those are dead.



LIVE



DEAD

**joy — enjoy — enjoyment.**

The will tell you their *joys* and sorrows.

I *enjoy* good music: it gives me great *enjoyment*

**sorry — sorrow — sorrowful.**

He was very *sorry* that my friend was dead.

He looked very *sorrowful*; there was *sorrow* in his face.

**certain — certainly — uncertain.**

Are you *certain* that you understand the work?

I am *uncertain* about one or two things.

Hob is *certainly* not handsome or polite.

**polite — polity — politeness — impolite.**

He is not *polite*. He doesn't speak *politely*. He hardly knows the meaning of *politeness*. He is very *impolite*.

**fun — funny.**

He will tell you *funny* stories.

She loves *fun* and gaiety.

**study** ['stʌdi] — *to study* — *student*

[ 'stju:dənt]

Hob doesn't like *study*.

Mr. Priestley is in his *study*.

We are going to *study* English.

The *students* are in Mr. Priestley's study.



TELLING  
FUNNY STORIES

### GOING TO (собираться)

В уроке 19 нам встретилось выражение *going to*. Используя его, можно также выразить идею будущности, например:

We are *going to* be present at their lessons.

We are *going to* listen to them talking together.

They are *going to* talk about their holidays.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[e]		[ə]		[ʌ]		[æ]
gentle	alone	cinema <sup>1</sup>	sun	love		glad
fellow	about	regular	run	lovely		manage
clever	ago	theatre	lunch	some		practical
vegetable	o'clock	breakfast	sunny	one [wʌn]		can
ready	doctor	vegetable	but <sup>2</sup>	someone		canvas
already	clever	gaiety	butter	none		fat
breakfast	common	literature	funny	bucket		handsome



## УПРАЖНЕНИЯ

### I. Вставьте пропущенные слова:

1. You will often m— the students in this book.
2. We are going to be p— at their lessons.
3. We are going to l— to them t— together.
4. They are going to talk about their h—.
5. They will talk about their j— and their s—.
6. They will tell you what like and they d—.
7. They will write l—, tell j— and sing s—.
8. I h— that you will soon know them.
9. Jan is not only clever, but he is a— a hard worker.
10. Lucille is tall and s—.
11. Olaf can walk all day and n— feel t—.
12. Pedro can talk well m—, l— and life.
13. All the students e— Jan think that Frieda is pretty.
14. Hob thinks that football is t— m— like hard work.
15. He doesn't always l— to lessons.
16. Hob isn't p— or well — dressed.
17. He sometimes g— to s— there.
18. But he is good—.
19. He knows lots of f— stories.
20. We will f— the students into Mr. Priestley's study.

### II. Употребите каждое из слов или словосочетаний в собственных предложениях:

1. holidays.
2. funny.
3. friend.
4. rich.
5. much.
6. clever.
7. not only...but also.
8. grey.
9. slim.
10. almost every evening.
11. feel tired.
12. as strong as.
13. well-dressed.
14. literature.
15. except.
16. the first ...the last.
17. certainly.
18. goes to sleep.
19. hard working.
20. lots of.

<sup>1</sup> Или ['sɪnɪmə:].

<sup>2</sup> Слабая форма [bət].

**III. Образуйте множественное число от:**

1. boy. 2. woman. 3. sheep. 4. potato. 5. story. 6. man.  
7. country. 8. half. 9. wife. 10. study.

**IV. Дайте краткое письменное описание:**

1. Jan. 2. Lucille. 3. Olaf. 4. Pedro. 5. Frieda. 6. Hob.

**Диктант**

Mr. Priestley has some students at his house for lessons. There are six of them in all, four young men and two girls. Some of them are hard-working and clever; others are clever but don't do much work. One is slim and beautiful, and one is quiet and pretty. One is handsome and well-dressed, and can talk about music and pictures and literature; one is not handsome or clever but he tells funny stories. They are all friends and, in this book and the next three, they are going to talk about their work and their holidays, their joys and sorrows, what they like and what they dislike, and their lives generally.

## LESSON 20

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### COMPARISON OF ADJECTIVES (I)

*Scene:* Mr. Priestley's Study.

*Characters:* Lucille, Mr. Priestley, Pedro, Jan, Frieda, Hob, Olaf.

**Lucille:** I had a letter from my sister Yvonne this morning. She is coming to London on Friday and asks me to meet her. May I go to the station to meet her on Friday morning please, Mr. Priestley, instead of coming to the class?

**Mr. Priestley:** Certainly, Lucille. How long is she going to stay in London?

**Lucille:** About a fortnight, I think.

**Mr. Priestley:** If you are not too busy with other things, come one evening and have dinner with my wife and me, and bring your sister with you.

**Lucille:** Oh, thank you. That's very kind of you. I am sure Yvonne will be pleased to meet you.

**Pedro:** Have you any other sisters or brothers, Lucille?

**Lucille:** Yes, I have another sister, Marie, but I haven't any brothers.

**Jan:** You are lucky. I have neither brother nor sister.

**Frieda:** Then I am luckier than either of you. Our family is quite a big one; there are six of us. I have three brothers and two sisters.

**Pedro:** Are Yvonne and Marie older than you, Lucille?

**Lucille:** Marie is older than I am; Yvonne is two years younger than I am.

**Jan:** Are your brothers and sisters older or younger than you are, Frieda?

**Frieda:** They are all younger; I am the oldest of the family. When I am here with you I feel young, but when I look at my brothers and sisters I begin to feel quite old.

**Hob:** That reminds me of my Uncle Albert — I will tell you about him some day. He's sixty now, but he says he doesn't feel a day older than forty; and he says, "A man is as young as he looks, and no older than he feels".

**Jan:** Tell me about the others in your family, Frieda.

**Frieda:** Well, the youngest and the smallest one is Fritz; he's the baby of the family. He's only four. Then there are Hans and Peter, the twins. They are exactly as old as each other, thirteen, and exactly as tall as each other, and they are so like each other that people can hardly tell one from the other.

Lucille: What are your sisters' names?

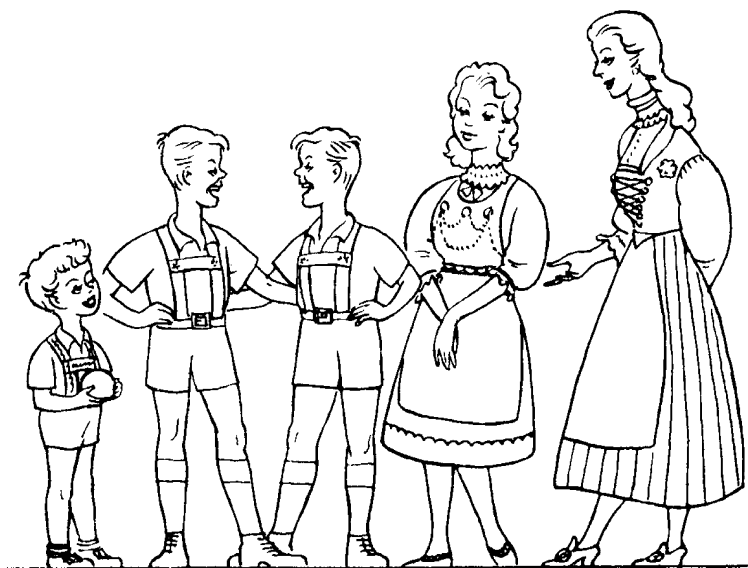
Frieda: Gretchen and Ruth.

Hob: Are they as pretty as you are?

Frieda: Oh, they are both prettier than I am. Ruth is the prettiest girl I know. They both have long fair hair, but Ruth's hair is longer and fairer than Gretchen's. Gretchen is fatter than Ruth. (She doesn't like you to say she is fat; and we tell her she will get thinner when she gets older.)

Olaf: I suppose Hans and Peter are at school.

Frieda: Yes; and the house is very much quieter when they are at school than when they are at home.



FRITZ

HANS

PETER

GRETCHEN

RUTH

Lucille: Boys are always noisier than girls; you can't expect boys to be quiet.

Frieda: I'm sure you can't. Hans and Peter are quite the noisiest boys that I know — and the nicest.

Jan: Do they like learning?

Frieda: I'm sure they don't; they think of nothing but football and climbing and eating and joking and fighting.

Hob: I liked fighting when I was a boy. I remember my Uncle Albert giving me some very good advice. He said, "When you want to fight, always count a hundred before you hit the other fellow — and if he is bigger than you, count a thousand".

## СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ (I)

1. В уроке 20 нам встретились предложения типа:

Hans is *as old* as Peter.

Peter is *as tall* as Hans.

They are *as tall* as each other.

Эта форма прилагательных называется **ПОЛОЖИТЕЛЬНОЙ СТЕПЕНЬЮ** (*Positive Degree*).

2. Нам также встретились предложения типа:

I am *luckier* than you.

Are Marie and Yvonne *older* than you?

Ruth's hair is *longer* than Gretchen's, etc.

Эта форма прилагательных (*luckier, older, younger, taller, etc.*) называется **СРАВНИТЕЛЬНОЙ СТЕПЕНЬЮ** (*Comparative Degree*).

Для образования сравнительной степени мы прибавляем к положительной степени суффикс *-er*.

<i>Positive</i>	<i>Comparative</i>	<i>Positive</i>	<i>Comparative</i>
old	older	fat	fatter <sup>1</sup>
tall	taller	lucky	luckier <sup>2</sup>
big	bigger <sup>1</sup>	pretty	prettier <sup>2</sup>
thin	thinner <sup>1</sup>	happy	happier <sup>2</sup>

3. Еще нам попадались предложения типа:

I am the *oldest* of the family.

The *youngest* and the smallest one is Fritz.

Ruth is the *prettiest* girl I know.

They are the *noisiest* boys I know — and the *niciest*.

Эта форма прилагательных называется **ПРЕВОСХОДНОЙ СТЕПЕНЬЮ** (*Superlative Degree*).

Для образования превосходной степени мы прибавляем к положительной степени суффикс *-est*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
quiet	quieter	quietest
old	older	oldest
young	younger	youngest
tall	taller	tallest
fat	fatter	fattest
thin	thinner	thinnest
noisy	noisier	noisiest
pretty	prettier	prettiest

<sup>1</sup> Если прилагательное оканчивается на одиночный согласный, перед которым стоит одна гласная буква, этот согласный на письме удваивается.

<sup>2</sup> Если прилагательное оканчивается на согласный +у, у меняется на *i*.



Обратите особое внимание на следующее:

1. Если прилагательное в положительной степени, при сравнении мы пользуемся выражением "as. . . as".

Peter is *as* old *as* Hans.

Boys are not *as* quiet *as*<sup>1</sup> girls.

A man is *as* old *as* he feels.



2. Если прилагательное имеет сравнительную степень, мы употребляем слово "than".

Frieda is older *than* Fritz.

Boys are noisier *than* girls.

Gretchen is fatter *than* Ruth.



3. Превосходная степень часто употребляется с предлогом "of" и определенным артиклем "the". Например:

Frieda is *the* oldest *of* them all.

Olaf is *the* tallest *of* Mr. Priestley's students.

## ОТГЛАГОЛЬНЫЕ СУЩЕСТВИТЕЛЬНЫЕ

В уроке 20 Вам встретились предложения:

Do they like *learning*?

They think of nothing but football and *climbing* and *eating* and *joking* and *fighting*.

I liked *fighting* when I was a boy.

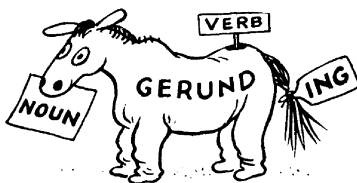
May I meet her instead of *coming* to the class?

А вот предложение из урока 19:

Hob doesn't like *swimming* or football.

Слова *learning*, *climbing*, *eating*, *joking*, *fighting*, *coming* принадлежат к глаголам. Но они также принадлежат и к существительным. *Climbing*, *eating*, *joking*, *fighting* выполняют точно такую же функцию, как и существительное *football*.

Слово, являющееся частично глаголом и частично существительным и оканчивающееся на *-ing*, называется **отглагольным существительным (Verbal Noun)** или **герундием (Gerund)**.



<sup>1</sup> Иногда в отрицательных предложениях мы пользуемся сочетанием *so...as*. Например: *Fritz is not so old as Hans*.



## УПРАЖНЕНИЯ

**1. Вставьте пропущенные слова (в некоторых случаях дается первая буква слова):**

1. May I go to the s— to meet her — coming to the class?
2. H— l— is she going to stay in London?
3. I have another sister but I haven't — brothers.
4. I have n— brother n— sister.
5. I am luckier than e—of you. Our — is quite a big one.
6. Are your brothers and sisters o— or y— than you?
7. The y— and the s— one is Fritz. Then there are Hans and Peter, the t—.
8. They are exactly — old —each other and exactly — tall — each other.
9. They are both prettier — I am.
10. They think of nothing but football and c— and c— and j— and f—.

**II. Ответьте на следующие вопросы:**

1. What is the name of Lucille's sister?
2. When is she coming to London? How long is she staying?
3. What does Lucille want to do?
4. Why did Lucille say "That's very kind of you"?
5. How many brothers and sisters has Lucille?
6. How many are there in Frieda's family?
7. How many of them are younger than Frieda?  
How many are older?
8. What do you know about Jan's family?
9. Who is the youngest of Frieda's brothers and sisters?
10. What do you know about Hans and Peter?
11. What do you know about Gretchen and Ruth?
12. Do Hans and Peter like learning? What do they like.

**III. Ответьте на вопросы по «Рассказу в картинках».**

### The men and the chair

*Picture 1.* How many men are there in this picture? They are walking in the park. How many chairs are there? Who is nearer the chair, Mr. Brown (the man with the stick) or Mr. Green (the man without the stick)?

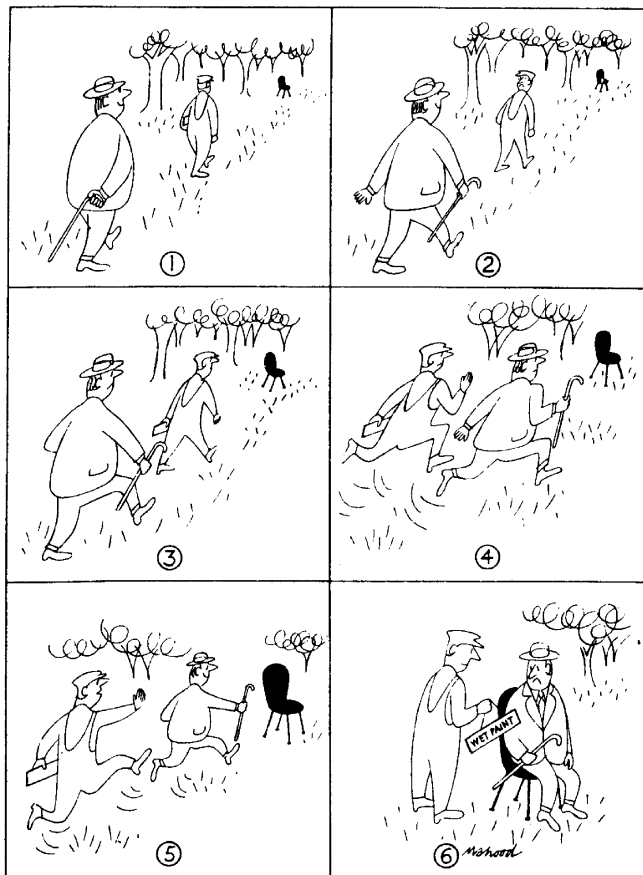
*Picture 2.* Mr. Green is turning his head and he sees Mr. Brown. What is Mr. Green thinking? What is Mr. Brown thinking?

*Picture 3.* Mr. Green is beginning to walk faster, because he wants to get to the chair before Mr. Brown gets there. Why is Mr. Brown beginning to walk faster?

*Picture 4.* What are both men doing now? Is Mr. Brown running faster than Mr. Green now? Who do you think will get to the chair first? Why?

*Picture 5.* Mr. Green wants to stop Mr. Brown, but he can't. Mr. Brown gets to the chair first. Does he look happy?

*Picture 6.* What is Mr. Brown doing now? Does he look happy? What is Mr. Green holding? What words are on the notice?

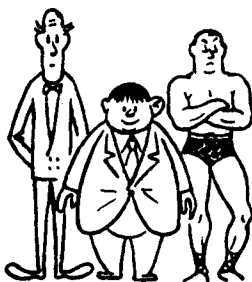


Now you know why Mr. Green was going to the chair in Picture 1. Do you?...Why was he?

**IV. Образуйте необходимую по смыслу степень сравнения прилагательных:**

1. Marie is (old) than Lucille.
2. Lucille is (young) than Marie.
3. Lucille is not as (old) as Marie.
4. Uncle Albert doesn't look a day (old) than forty.
5. Fritz is the (small) of the family.
6. Hans and Peter are exactly as (old) as each other and exactly as (tall) as each other.
7. Ruth is (pretty) than Frieda.
8. Ruth's hair is (long) and (fair) than Gretchen's.
9. Hans and Peter are the (noisy) boys that I know.
10. Boys are always (noisy) than girls.

**V. Поговорите о Джордже, Генри и Ричарде. Скажите, кто из них старше, младше, самый старший, моложе всех, сильнее, полнее, худощавее и т. д. Сравните их ноги, волосы; сравните левое и правое ухо у Генри.**



GEORGE HENRY RICHARD

### **Диктант**

Lucille's sister is coming to London and is going to stay for about a fortnight, so Mr. Priestley asks Lucille to bring her sister to dinner one evening at his house. Lucille thinks it is very kind of him to ask them and says she is sure her sister will like meeting Mr. and Mrs. Priestley.

The other students then talk about their brothers and sisters. Jan has neither brother nor sister. Frieda has two sisters and three brothers; two of the brothers are twins Hob hasn't any brothers or sisters, but he has Uncle Albert and he is never tired of telling you about him.

### **Сочинение**

1. Напишите рассказ о семье Фриды или о собственной семье.
2. Напишите рассказ о мистере Брауне, мистере Грине и стуле.

## LESSON 21

### THE STUDENTS TALK TOGETHER ON "LIKES AND DISLIKES"

*Scene:* Mr. Priestley's Study.

*Characters:* Mr. Priestley, Frieda, Pedro, Jan, Hob, Olaf, Lucille.

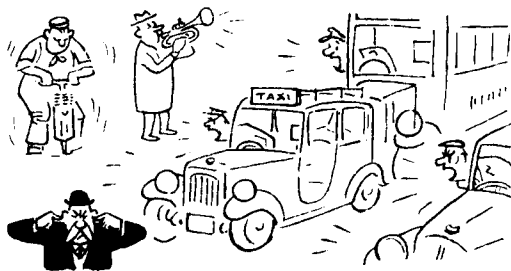
Mr. Priestley: Good morning. We will have a general talk this morning with all of you taking part. What things in life do you dislike? Come on, I want to hear your ideas. Frieda, will you begin, please?

Frieda: Well, I don't quite know what to say, but, to begin with, I don't like London. I am tired of London.

Pedro: I remember, sir, a sentence of Dr. Johnson's<sup>1</sup>, "When a man is tired of London he is tired of life". Johnson and Dickens and Shakespeare (at least in his youth) certainly liked London.

Jan: Oh, London's all right, but there are too many people, too many buses, too many taxis, and too much noise.

Mr. Priestley: Yes, but, on the other hand, there are good libraries and museums and theatres. I know that you are fond of Shakespeare, Jan; and in one or other of the theatres there is always a Shakespeare play.



NOISE (ШУМ)

Jan: Yes, I like Shakespeare's plays, and the library certainly helps me with my work; but when I have time, I like to get out of London and walk in the country and swim or play football.

Mr. Priestley: What do you say to that, Frieda?

Frieda: I agree with Jan. I like London for some things, but after a time I get tired of it. My home is a quiet little place

<sup>1</sup> Д-р Джонсон (1709—1784) — английский писатель и лексикограф.

in Switzerland among the mountains, and when I am in the noise of London I always want to be among the mountains and the trees, or at some quiet seaside place (there are some lovely ones in England) with the sea and the yellow sand and the sunshine. And in summer when London is hot and burning

Hob: I say, sir, I know a song, "London's Burning". Can I sing it? It begins, "London's ..."

Mr. Priestley: Wait a minute, Hob. You can sing your song at the end of the lesson, but I want to hear the others speak now. Lucille, do you like these quiet places?

Lucille: I certainly do not! I feel half dead in them. I know these quiet seaside places with miles of sand and no one on it except me, two or three noisy children and an old man or two. I once stayed at one of them — but only once. Never again for me! There was one small hotel with a sad-looking waiter. We had uneatable cabbage every day and undrinkable coffee every evening. The people in those places all go to bed at nine o'clock because there is nothing else to do.

Mr. Priestley: Well, Lucille, we certainly know what you don't like. What do you like?

Lucille: I like gaiety and life and fun. I want to meet people, young and gay and interesting people. I like good hotels, with good food and good wine. I like theatres with bright music. I like flying, and motoring, if the car is a fast one.

Mr. Priestley: What do you say, Olaf?

Olaf: I don't dance — and I don't want to dance. I enjoy going to the theatre when there is a good play there, a play by Shakespeare or Shaw or Galsworthy. I don't like "bright, musical" rubbish. I like people, people with ideas, people with character. But I don't like a lot of people all together. I love walking and climbing. Jan and I walked in Scotland last year and climbed the mountains there.

Jan: Yes, we enjoyed that holiday very much. We are going again next year, just the two of us; but not in a car and, above all, not in a fast car. I want to see the country, and you can't do that in a fast car; you can only do that when you walk.

Olaf: I hate cars with their noise and dust and smell.

Mr. Priestley: And Pedro, what do you say?

Pedro: It is very interesting to hear these different speakers and different ideas. I like mountains and the quiet seaside for a time, for a week or two perhaps, but after that I feel that I want to see a men or women — not just trees and mountains and sea, and so I come back to London or Paris or Vienna or

Warsaw, to Rio (de) Janeiro or Buenos Aires. There I find what I want, the really enjoyable things of life, interesting people, books, good music, good plays, good pictures. Those are what I like.

Hob: Oh, talking about pictures, I like going to the pictures,<sup>1</sup> and I like eating and drinking and sleeping and jokes — I think that is all; at least, I can't think of any other things just now.

Jan: Don't you like coming to this class?

Hob: Oh, yes, I like coming here, and I like going away from here. What I don't like is being here<sup>2</sup>. Can I sing my song now, sir!

Mr. Priestley: Very well, Hob.

Hob: Thank you. The name of the song is "London's Burning". It is a particular kind of song. They call it "a round". This is how you do it. Two singers, Olaf and you, sir, sing the first line. Then, when you are at the end of that line, two others, Pedro and Lucille, begin at line one, and you and Olaf go on with line two. When Pedro and Lucille are at the end of line one, and Olaf and you at the end of line two, then Frieda and Jan sing line one. Then as Olaf and you get to the last line, I sing the first line. So all of us are then singing four different things. When we get to the end of the song, we go to the beginning again. Is that all right?

Mr. Priestley: Yes, I think so. Here it is on the piano (plays). Now then, begin. (They sing.) "London's burning, etc".

*1st line*   
Lon-don's burn-ing Lon-don's burn-ing

*2nd line*   
Look yon - der<sup>3</sup> Look yon - der

*3rd line*   
Fire! Fire! Fire! Fire!

*4th line*   
Pour on wa - ter Pour on wa - ter

ЛОНДОН ГОРИТ (ХОРОВОДНАЯ)

<sup>1</sup> The pictures — кино (разг.).

<sup>2</sup> Как уже говорилось, Хоб не очень-то вежлив.

<sup>3</sup> Yonder = there (устаревшее).

## Комментарии к уроку 21

### ПРОШЕДШЕЕ ВРЕМЯ ПРАВИЛЬНЫХ (РЕГУЛЯРНЫХ) ГЛАГОЛОВ

Форма прошедшего времени «правильных» глаголов образуется путем прибавления к форме настоящего времени суффиксов *-ed* или *-d*. Такие примеры нам встречались в уроке 21, например:

Shakespeare liked London (like+ed = liked).

I stayed in a quiet place (stay+ed = stayed).

We walked in Scotland and climbed the mountains (walk, climb).

We enjoyed that holiday very much (enjoy+ed).

Ниже представлен список всех правильных глаголов, встретившихся с 1 по 21 урок.

#### (1)

Во всех этих глаголах суффикс прошедшего времени *-ed* произносится как [ɪd].

<i>Наст.</i>	<i>Прош.</i>	<i>Наст.</i>	<i>Прош.</i>
act	acted	end	ended
consist	consisted	repeat	repeated
count	counted	taste	tasted
need	needed	wait	waited
depend	depended	want	wanted

#### (2)

Во всех этих глаголах суффикс прошедшего времени произносится как [d].

<i>Наст.</i>	<i>Прош.</i>	<i>Наст.</i>	<i>Прош.</i>
agree	agreed	learn	learned
answer	answered	listen	listened
bathe	bathed	love	loved
believe	believed	manage	managed
burn	burned	move	moved
clear	cleaned	nail	nailed
close	closed	open	opened
study	studied <sup>1</sup>	sew	sewed
please	pleased	stay	stayed
play	played	carry	carried <sup>1</sup>
question	questioned	telephone	telephoned
remembers	remembered	show	showed
hammer	hammered		

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<sup>1</sup> Обратите внимание на замену y на i.



(3)

Во всех этих глаголах суффикс прошедшего времени **-ed** произносится как [t].

<i>Наст.</i>	<i>Прош.</i>	<i>Наст.</i>	<i>Прош.</i>
box	boxed	dress	dressed
cook	cooked	finish	finished
cross	crossed	help	helped
dance	danced	smoke	smoked
kick	kicked	talk	talked
look	looked	thank	thanked
place	placed	work	worked
practise	practised		



**УПРАЖНЕНИЯ**

**I. Вставьте пропущенные слова:**

1. I want to hear, your —.
2. When a man is — of London he is — of life.
3. In London there are too many — and too much —.
4. But on the other — there are good libraries and —.
5. At one or other of the theatres there is always a Shakespeare —.
6. I like to get — of London and walk in the —.
7. My home is a little — in Switzerland — the mountains.
8. I feel half — in this quiet places with — of sand and no one on it — me.
9. We had — cabbage every day and — coffee every evening.
10. I don't like bright musical —.
11. I like g— to the pictures and e— and d— and s—.
12. I like c— to the class and I like g— away from here.

**II. Назовите:**

1. Три шумные вещи. 2. Три тихие вещи. 3. Два шумных места. 4. Два спокойных места.

**Составьте предложения.**

**III. Назовите шесть предметов, которые Вам нравятся, и шесть, которые Вам не нравятся.**

**IV. Расскажите, о чем говорили персонажи в уроке 21:**

1. Mr. Priestly. 2. Jan. 3. Frieda. 4. Lucille. 5. Olaf. 6. Hob.

**V. Употребите каждое из приведенных ниже слов в собственных предложениях:**

1. noise. 2. library. 3. museum. 4. home. 5. place. 6. among.  
7. a play. 8. sand. 9. except. 10. uneatable. 11. bus. 12. dead.

13. gaiety. 14. certainly. 15. interesting. 16. food. 17. dance. 18. rubbish. 19. enjoyable. 20. piano.

**VI. Опишите, как нужно петь «хороводную» (например, песню «Лондон горит»).**

**VII. Напишите дома небольшие рассказы из шести предложений на следующие темы:**

1. Тихое место в горах.
2. На берегу моря.
3. Шумная улица.

### **Диктант**

Some people like quiet places among the trees and the mountains or by the seaside. There they can get away from the noise of buses and cars, of trains and people. They think that they can only get the really enjoyable things of life there.

Other people like to be in big towns, where there are libraries, museums, theatres, music, good food, good wine and interesting people. They don't feel happy when they are away from these things, and after a week or two they want to get back to them again.

**VIII. Рассказ без слов**

### **“Silence, please”**

*Picture 1* (p. 127). Here is Mr. Thompson leaving home in the morning, and saying goodbye to his wife, and family.

How many children has he? How many boys? How many girls?

Is the	oldest	} one a boy or a girl?
	youngest	

*Picture 2.* This is where Mr. Thompson works. Is a library the same thing as a bookshop? Do they sell books in libraries in England?

*Picture 3.* What does the notice SILENCE mean?

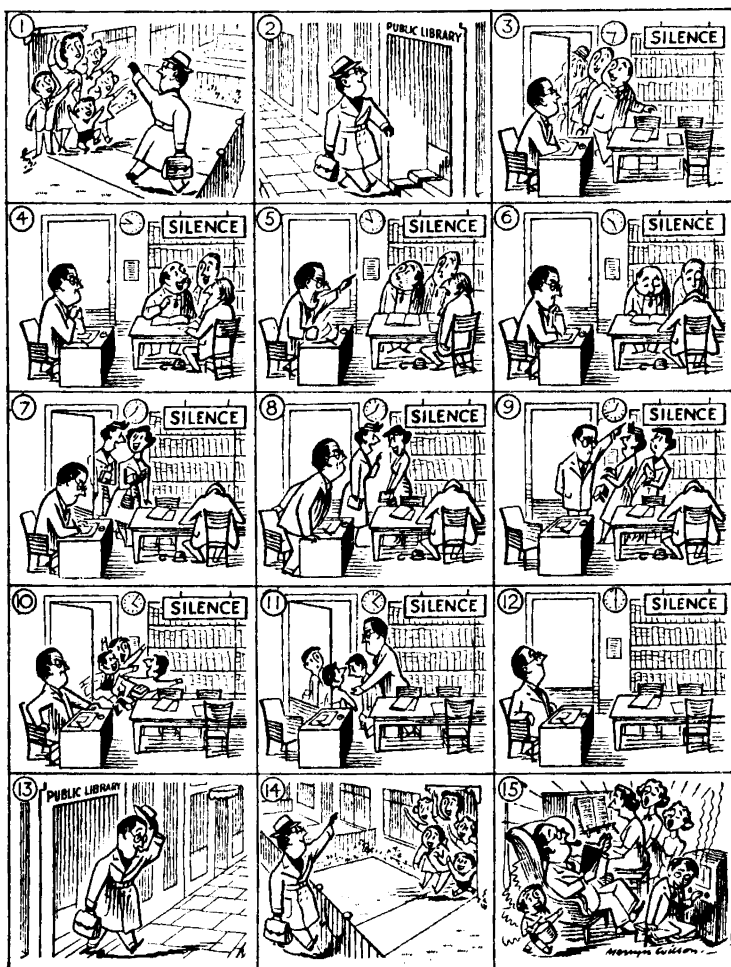
*Picture 4.* What are the three men at the table doing? Are they being silent? Mr. Thompson is beginning to look angry.

*Picture 5.* Mr. Thompson is very angry. What is he pointing at? What do you think he is saying?

*Picture 6.* Are the men talking now? They are certainly not; they are reading silently.

*Picture 7 and 8.* Who are coming into the library now? What are they doing? Does Mr. Thompson like this?

*Picture 9.* What is Mr. Thompson doing? Is he speaking to the women? Is he standing up or sitting down?



*Picture 10.* Who are coming into the library now? Are they walking in? Where do you think they are from? What time do they come out of school? (Look at the library clock.)

*Picture 11.* Mr. Thompson is sending them out of the library. How long were they in it?

*Picture 12.* Mr. Thompson is looking pleased. Why? (Look at the clock.)

*Picture 13.* He is leaving the library and is on his way home.

*Picture 14.* Here he is home again. Do his wife and children look glad to see him?

*Picture 15.* Mr. Thompson is at home. What is his wife doing? What are his daughters doing? What are his sons doing? What has Mr. Thompson in his hand?...in his mouth? What is he doing? Is there a notice saying SILENCE in this room? Is there silence in the room? Could you say in one word what there is? Does Mr. Thompson look angry, or unhappy?

**Для картинки 15 Вам понадобятся новые слова *piano* (пианино) и *drum* (барабан). Теперь расскажите или напишите рассказ «Тихо, пожалуйста!»**

## LESSON 22

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### COMPARISON OF ADJECTIVES (2)

Characters: Hob, Pedro.

Hob: I say, Pedro, you are a judge of cigarettes, aren't you. Just try one of these and tell me if they are good. (Pedro takes one and begins to smoke it.)

Pedro: Why do you want to know? I didn't know you were interested in cigarettes, good or bad.

Hob: Oh, it's not for me. You see, it's Uncle Albert's birthday next week, and as he likes good cigarette I am going to send him a hundred of these. I can't think of a better present than a hundred cigarette like this. Can you?

Pedro (*having now smoked one of them*): Yes. Fifty cigarettes like this.



ARE THEY GOOD?

Hob: What do you mean — aren't they good?

Pedro: Hob, they're terrible. Honestly, I don't remember ever smoking a worse cigarette than that. Where did you get them?

Hob: I saw a notice yesterday in a shop near the place where I live. It said: "The best cigarettes in London, 10/— a hundred".

Pedro: If these are their best cigarettes, what are their worst ones like? Look here, Hob. I bought a lot of cigarettes last week. Let me give you a box of them to send to your Uncle



UNCLE  
ALBERT

Albert. I don't say they are the best cigarettes in London but they are better than these.

H o b: Oh, thanks; that's very good of you. Are your cigarettes very expensive? I mean, do they cost more than 10/—a hundred?

P e d r o: Well, they are not the most expensive in London but they are rather more expensive than 10/— a hundred.

Olaf enters

O l a f: I say, does either of you want a ticket for a dance? A friend sent me two tickets, but I don't want to go.

P e d r o: Why not? Don't you dance?

O l a f: I am the world's worst dancer.

H o b: I don't think you can be worse than I am. I was at a dance with a girl once, and I asked her if she knew a worse dancer than me. She didn't say a word, so I asked her again. She said, "I heard you the first time, Hob. I am trying to think of someone who is worse".

O l a f: Well, Pedro, what about you? Will you take the tickets?

P e d r o: Thank you very much. I will go if you are quite sure you don't want the tickets.

O l a f: Want them! If you can go there for me, you are my best friend.

P e d r o: I wonder if Lucille will go with me; she loves dancing, and I don't suppose she will want to work tomorrow night.

H o b: Lucille work! "If your work interferes with your pleasure, give up the work" — that's Lucille's idea of life. Lucille has too much money and too little sense. Now, I've too little money and too much sense. My Uncle Albert says, "Often the more money you have, the less sense you have".

P e d r o: You are rather hard on Lucille. Do you think she ought to go to fewer dances?

H o b: Yes. She goes to too many dances and too few English lessons. She ought to go to fewer dances and more English lessons.

O l a f: And what about you?

H O B: Oh, I'm the most sensible person here — and Lucille is the least sensible. I go to too few dances and to too many English lessons.

O l a f: Is Lucille a good dancer?

Pedro: Oh yes, wonderful. I don't know a better. She is quite the best dancer I know.

Olaf: Then you ought to have a very good evening together.

Pedro: Yes, I think so but what are you going to do?

Olaf: Oh, perhaps go to the cinema. I finished my homework this afternoon. Did you finish your homework, Hob?

Hob: Yes, all that I'm going to do.

Olaf: Can you come with me, then?

Hob: Certainly. I'm always ready to go to the pictures.

Pedro: Well, look here. I have two tickets for the new picture at the Plaza Cinema. I don't know what it is like, but here's what the Daily News says about it (reads): "This is the most wonderful and most exciting picture ever made; more laughable than Charley's Aunt, more moving than Limelight; more expensive than Chu Chin Chow, more beautiful than Romeo and Juliet". I don't believe it, but if you want to go, here are the tickets.

Olaf: Oh! that's fine. Thank you, Pedro.

Hob: Yes, thanks, Pedro. It reminds me of the first time I went to one of these modern cinemas, soon after I came to England. Uncle Albert took me. It was dark when we went in, but we felt our way to our seats and sat down. After about ten minutes Uncle Albert said to me, "Are you enjoying it?" I said, "Yes, but this seat is very uncomfortable I can't sit on it". He looked and said, "You'll be more comfortable if you turn the seat down".

## СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ (II)

В уроке 20 мы познакомились с одним из способов образования сравнительной и превосходной степени прилагательных прибавлением к положительной степени суффиксов *-er*, *-ets*.

У некоторых прилагательных сравнительная степень образуется при помощи добавления слова *more*, а превосходная степень — слова *most*.

Например:

**Положит.**

expensive

wonderful

exciting

beautiful

comfortable

**Сравнит.**

more expensive

more wonderful

more exciting

more beautiful

more comfortable

**Превосходн.**

most expensive

most wonderful

most exciting

most beautiful

most comfortable

Примеры всех прилагательных Вы найдете в разговоре урока 22. Там Вы также встретите пять прилагательных с нерегулярными («неправильными») формами сравнения. Это:

good, had, much, many, little		
<i>Положит.</i>	<i>Сравнит.</i>	<i>Превосходн.</i>
good	better	best
bad	worse	worst
much	more	most
many	more	most
little	less	least

## MUCH MANY LITTLE FEW

Мы употребляем слова *much*, *little* с неисчисляемыми существительными в ед.ч. Например:

Lucille has too much money, and too little sense.

Слова *many*, *few* употребляются с исчисляемыми существительными во мн.ч. Например:

She goes to too many dances and to too few English lessons.

In London there are too many cars and too much noise.

*A few* означает «несколько», *a little* — «немного».

There are a few apples on the tree.

I have a little money in my pocket.

Слова *few* и *little* имеют, в сущности, то же значение, однако в первом случае главенствует идея наличия (хоть и мало, но все-таки есть), тогда как во втором — идея количества (есть, но мало).

В разговорном английском выражение *a lot of* заменяет как *much*, так и *many*, за исключением вопросительных и отрицательных предложений.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[ɪ]	[ʌ]	[ɜ:]	[ɔ:]	[eɪ]	[aɪ]	[ɑ:]
hit	bus	turn	fortnight	late	why	part
twin	dust	servant	nor	may	try	dark
busy	drum	work	more	say	mile	dance
family	rubbish	worse	story	hate	fight[fait]	laugh
positive	judge	worst	ordinary	grey	buy	[la:f]
enjoy	suppose	bird		cake	goodbye	
exactly	once [wʌns]	certainly		change	remind	
expect	wonder	superlative		paint	silence	
expensive	among	birthday		gaiety	either	
explain	comfortable	university		play	neither	





## УПРАЖНЕНИЯ

### I. Поставьте глаголы в прошедшее время:

1. We like our holiday in Scotland.
2. He walks all day without feeling tired.
3. They often climb the big mountain:
4. He answers every question well.
5. We bathe in the sea every day.
6. The teacher always counts the students at the beginning of the lesson.
7. Lizzie always cooks the dinner well.
8. Hob generally burns the potatoes when he cooks them.
9. Lucille dances almost every evening.
10. Pedro looks handsome; he always dresses well.
11. My sister lives in a quiet little place in Norway.
12. The minute hand of the clock moves from one to two in five minutes.
13. Before the lesson the teacher opens the window and closes the door.
14. Jan's good work always pleases Mr. Priestley very much.
15. They play football every day of their holidays.
16. At every lesson the teacher questions the class on their homework.
17. For my holidays I generally stay at the seaside.
18. Pedro smokes thirty cigarettes a day.
19. Susan works in the house all day, and studies Spanish every evening.
20. Jan sometimes smokes a cigarette as he waits for the train.

### II. Вставьте *much* или *many*, *little* или *few* там, где это необходимо. Обоснуйте свой выбор.

*much*

*many*

1. There are too — buses in London.
2. I haven't — time for study.
3. Please don't make so — noise.
4. Jan doesn't know — people in London and hasn't — friends there.
5. I don't like too — butter on my bread.

*little*

*few*

6. Hob said he had too — money and went to too — dances.
7. There are only a — cigarettes in the box; I had too — time to buy any today.
8. There is only a — tea left in the teapot.

9. Your homework is better; you have — mistakes than usual.
10. Jan gave me a — help with my work.

**III. В разговоре на стр. 129—131 найдите как можно больше степеней сравнения прилагательных, образующихся не по правилам, а также степеней сравнения “more” и “most”.**

**IV. Дайте сравнительную и превосходную степени прилагательных:**

1. beautiful. 2. comfortable. 3. bright. 4. correct. 5. friendly.
6. difficult. 7. heavy. 8. helpless. 9. unkind. 10. careful. 11. quiet. 12. happy.

**V. Вместо прилагательных в скобках вставьте правильную форму, используя там, где это необходимо, “more” и “most”.**

1. What (nice) present is there than a box of chocolates?
2. What (good) present is there than a box of cigarettes?
3. My cigarettes are not the (expensive) in London.
4. This is the (wonderful) and (beautiful) picture that has ever come out of Hollywood.
5. Frieda is (old) than Hans; she is the (old) of the family.
6. Summer is (warm) than winter.
7. Summer is the (warm) of the four seasons.
8. London is (big) than Manchester.
9. Manchester is (small) than London.
10. The aeroplane is (fast) than the train.
11. This picture is (beautiful) than Romeo and Juliet and is (moving) than Limelight.
12. The train is (slow) than the aeroplane.
13. Frieda is (pretty) than her sister.
14. Lucille is (slim) than she was a year ago.
15. Winter in London is (foggy) than in Paris.
16. These are the (had) cigarettes I have ever smoked.
17. “The (good) cigarettes in London, 10/—a hundred”.
18. If these are the (good) cigarettes in London, the (bad) must be terrible.
19. I think I am the (bad) dancer in the world.
20. You are not (bad) than I am.
21. Your work is much (had) than I thought.

## LESSON 23

### “THE CAT THAT CAUSED A WEDDING” (Practice in the past tense of regular verbs — and some irregular ones)

H o b: 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, lively 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.



J a n: What do you mean? How could a cat cause a wedding?

H o b: Yes, it sounds funny, but it is true. It happened like this: — Helen lived in the next house to Tom, and Tom was soon head over heels in love with Helen — and I am not surprised. 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 (he's different from me), and when he was with Helen he seemed to have nothing to say. He wanted to say such 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 looking very unhappy and worried. Tom said, “What is the matter?” and she pointed to the big tree in her garden and answered.

But I won't tell you what she said. Here it is in pictures. I asked a friend — an artist — to draw it for me. His pictures will tell you the story better than I can, and you will see how a cat caused wedding.

**Примечание:** Если Вам непонятно содержание рассказа из картинок, Вы можете прочесть этот рассказ в упражнении III на стр. 139. Приведенные ниже слова и словосочетания помогут Вам понять, а затем и пересказать рассказ:

up the tree; can't get down; carry the cat down; the cat is safe; it gets down safely puts her arms round his neck, to kiss (gives him a kiss); fish.

## LESSON 24

### THE SIMPLE PAST TENSE

В уроке 23 Вам встретились другие примеры прошедшего времени правильных глаголов, например:

happened, caused, surprised, seemed, dried (verb *to dry*), worried (verb *to worry*)

(Во всех этих словах суффикс *-ed* произносится как [d].) sounded, pointed

(Здесь он произносится как [ɪd].)

Существуют также и «неправильные» глаголы. Это такие глаголы, форма прошедшего времени которых образуется иначе. Хоб называет три таких формы:

*I went to the wedding of my friend.*

*He saw Helen on the other side of the wall.*

*Tom said, "What is the matter?"*

В этом уроке есть и другие примеры «неправильных» глаголов:

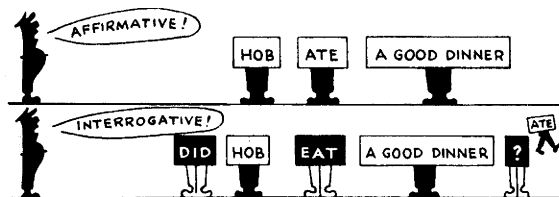
*eat, drink, draw, understand, put, find, tell, get, give.*

<b>Наст. время</b>	<b>Прош. время</b>	<b>Наст. время</b>	<b>Прош. время</b>
go	went	drink	drank
see	saw	draw	drew
say	said [sed]	understand	understood
eat	ate	put	put
dive	dave	get	got
find	found	tell	told

### THE SIMPLE PAST TENSE INTERROGATIVE

**Вопросительная форма в простом прошедшем времени**

Для образования вопросительной формы в простом прошедшем времени всех глаголов (кроме глаголов *to be*, *can* и ряда других<sup>1</sup>), мы употребляем глагол *do* (т. е. *did*) плюс инфинитив основного глагола.



<sup>1</sup> Те же глаголы, что и в сноске на стр. 81.

Например:

**Утвердим.**

Shakespeare liked London.  
Lucille stayed at a quiet place.  
Tom danced with Helen.  
He walked to the station.  
Hob went to the wedding.  
Tom saw Helen in the garden.

The artist drew the picture.  
They understood the picture.

She put her arms round his neck.

Hob eat a good dinner.

He drink the wine.

**Вопросим.**

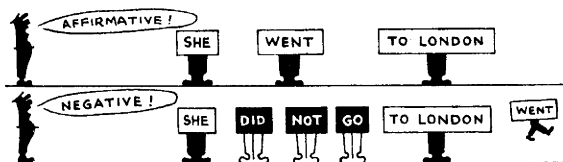
Did Shakespeare like London?  
Did Lucille stay at a quiet place?  
Did Tom dance with Helen?  
Did he walk to the station?  
Did Hob go to the wedding?  
Did Tom see Helen in the garden?  
Did the artist draw the picture?  
Did they understand the picture?  
Did she put her arms round his neck?  
Did Hob eat a good dinner?  
Did he drink the wine?

Ответами на эти вопросы служат: "Yes, he did" или "Yes, they did" или "Yes, she did" и т. д.

## THE SIMPLE PAST TENSE NEGATIVE

### Отрицательная форма в простом прошедшем времени

Для образования отрицательной формы в простом прошедшем времени всех глаголов (кроме глаголов to be, to have, can<sup>1</sup>) используется глагол did с отрицательной частицей not и инфинитив основного глагола:



**Утвердим.**

Pedro liked London.  
Jan stayed at the Devon Hotel.

Tom danced with Helen.

He walked to the station.

Hob went to the wedding.

**Отрицаем.**

Frieda did not liked London.  
Lucille did not stay at the Devon Hotel.

Hob did not dance with Helen.

I did not walk to the station.

Jan did not go to the wedding.

<sup>1</sup> Те же глаголы, что и в сноске на стр. 81.

Tom saw Helen in the garden.	We did not see Helen in the garden.
The artist drew the picture.	I did not draw the picture.
They understood the picture.	They did not understand the picture.
She put her arms round Tom's neck.	She did not put her arms round Hob's neck.
В разговоре мы часто сокращаем <i>did not</i> до <i>didn't</i> . Напр.:	
Hob eat a good dinner.	Tom <i>didn't</i> eat a good dinner.
He drank the wine.	He <i>didn't</i> drink the wine.
Отрицательным ответом на вопросы в прош. времени служит: "No, he <i>didn't</i> ", "No, they <i>didn't</i> ".	

### USED TO (обычно)

Обратите внимание на идиоматическое выражение *used to*.

He *used to* look at her over the garden wall.

Мы используем это выражение для того, чтобы подчеркнуть повторяемость действия в прошлом, а также, что действие это к настоящему времени уже завершено. Например:

I *used to* go to the class every day (but I don't now).

He *used to* have dinner at that hotel (but he doesn't now).

She *used to* speak English badly (but she doesn't now).



### ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА (ПОВТОРЕНИЕ)

В этих обзорных упражнениях даются слова, которые могут вызвать затруднения. В этом и последующих упражнениях после фонетической тренировки используйте каждое из данных слов в предложениях:

air, answer, any, many, bread, head, meant, breakfast, meal, pleasant, real, ready, aunt, buy, character, comfortable enough, ate, light, eye.



### УПРАЖНЕНИЯ

#### I. Поставьте глагол в простое прошедшее время:

1. This seems quite easy.
2. He never dries his hands carefully on the towel.
3. My cat likes fish.
4. That sounds funny.
5. The students go to the class every week-day.
6. I often see aeroplanes flying over my house.
7. I can see the aeroplane in the sky.
8. The students are in Mr. Priestley's study.

9. We understand the story quite well.
10. The children eat too many ices.
11. This artist draws very good pictures.
12. Lucille never drinks tea in the morning.
13. It is not often that Hob goes to a wedding.
14. That is what Hob says.

**II. Придумайте три предложения с выражением *used to* (обычно, бывало).**

**III. Перепишите текст, заменяя настоящее время глаголов на прошедшее:**

Helen points to the tree, and Tom looks up there. He sees Helen's cat high up in the tree. It can't get down and is looking as unhappy as Helen is. Tom goes over the garden wall and climbs up the tree and carries the cat down safely. Helen is so pleased to get her cat again that she puts her arms round Tom's neck and gives him a kiss. This pleases Tom very much. This is certainly what he likes. He wants the cat to climb up the tree every day. So that night he waits until it is dark and then he climbs the tree. He carries a hammer and nails and a fish in his hand. He knows that cats like fish so he nails the fish to the tree. If the cat goes up the tree the next day, he hopes to get another kiss.

**IV. Образуйте вопросительную форму:**

1. This work seemed easy.
2. He dried his hands carefully.
3. The cat liked fish.
4. That sounded funny.
5. The students went to the class yesterday.
6. He saw the aeroplanes flying over London.
7. Ho could see the aeroplane in the sky.
8. The students were in Mr. Priestley's study.
9. They understood the story very well.
10. The children ate too many ices.
11. This artist drew the picture of the story.
12. Hob drank tea for breakfast.
13. Hob went to the wedding.
14. The cows ate all the cabbages.
15. The boys saw the sun rise this morning.
16. The girls put their books on my desk.
17. The cat went up the tree.
18. Tom saw the cat near the top of the tree.
19. Helen put her arms round Tom's neck and kissed him.
20. Hob said that.

*(Это упражнение поможет вам выполнить упражнение № 1)*

**V. Образуйте отрицательную форму в предложениях упражнения V.**

**VI. Ответьте на вопросы: а) утвердительно<sup>1</sup>, б) отрицательно:**

1. Did he write the letter?
2. Did he draw the picture?
3. Did the ladies drink cups of tea?
4. Did the girls put their books in the desk?
5. Did the cat go up the tree?
6. Did the boys see the sun rise?
7. Did they understand the story?
8. Did you understand the story?
9. Could you understand the story?
10. Did the children eat ices?
11. Were the students in the study?
12. Did the cows eat all the cabbages?
13. Did you see my brother last week?
14. Did you go to the theatre on Friday?
15. Were you at the theatre on Friday?
16. Did he dry his hands on the towel?
17. Did he see the aeroplane in the sky?
18. Did the dog eat the ice-cream?
19. Did you go to play football yesterday?
20. Did he drink the wine?

**VII. Поставьте сказуемое в предложениях в настоящее простое время:**

1. He wrote a letter.
2. The artist drew a picture.
3. The ladies drank cups of tea.
4. The cat went up the tree.
5. We understood the story.
6. The boy ate the ice-cream.
7. I saw your brother in the field.
8. Henry went to London every day.
9. The boy put his books on the table.
10. The men put their books on the table.
11. They wrote letters from South America.
12. She wrote letters from South America.
13. They went to the theatre every week.
14. He went to the theatre every week.
15. We all understood this lesson.

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<sup>1</sup> Вы можете ответить на них кратко: *"Yes, he did"*. *"No, he didn't"*. *"Yes, I could"*. *"No, I couldn't"*, а затем для лучшего усвоения дать полные ответы. Например, вопрос: *"Did he write the letter?"* Ответ (утвердит.): *"Yes, he wrote the letter;"* (отрицат.): *"No, he didn't write the letter"*.



## LESSON 25

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### IRREGULAR VERBS. PAST TENSE NEGATIVE AND INTERROGATIVE

*Scene:* Mr. Priestley's Study Before the Lesson.

*Characters:* Frieda, Lucille, Hob.

Frieda: How did you come here this morning, Lucille? Did you come by car?

Lucille: No, something went wrong with my car last night, so I walked here.

Frieda: So did I. I came down Bond Street and Oxford Street. Did you?

Lucille: Yes.

Frieda: Did you see the dresses in Harridge's? They had a lot of them in brown and grey. I thought they were very nice.

Lucille: I looked at the windows for a few minutes and I saw the dresses, but I didn't like any of them.

Frieda: Didn't you? Why not?

Lucille: I didn't like the cut or the style of any of them, and I like bright colours.

Frieda: Of course, your taste isn't my taste. We are quite different, and what suits you doesn't suit me.

Lucille: I think your clothes always look very nice; they are quiet and in very good taste. Did you buy these clothes in London?

Frieda: No, I bought them in Berne last summer. Do you buy your clothes in London?

Lucille: No, I generally buy them in Paris.

Frieda: Isn't it very expensive to buy them in Paris?

Lucille: No, it's about the same as in London. So when I want new clothes I go to Paris.

Hob: And how often is that?

Lucille: Hello, Hob! I didn't know you were listening. You want to know how often I buy a new dress? Oh, about once every month or six weeks.

Hob: Do your clothes only last a month? Why don't you buy good clothes? My suits last six years, not six weeks.

Lucille: Oh, you don't understand. A woman must have new clothes. She can't wear the same old things time after time.

Hob: Why must she have new clothes? I always think that a woman believes what she wants to believe, not what is really true.

Lucille: Isn't Hob clever today? Have you any other great thoughts, Hob, to give us? I really think that you ought to write a book: *What I Know About Women*.

Hob: You can laugh if you like, but I know what I am talking about. You are like the woman in the story.

Lucille: Don't tell us that you know a story about a woman who only believed what she wanted to believe.

Hob: Yes, I do. She went to a doctor because she wanted to believe that she was not very well. The doctor said, "You must take cold baths, go out in the fresh air and wear light clothes".

Lucille: And didn't she believe what he told her?

Hob: Well, she went home and said to her husband, "The doctor says that I must go for a holiday to the seaside for sea-bathing, then to the mountains for mountain air, and I must get a lot of new, light dresses".

Pedro and Jan enter

Hob: Hello! We were just talking about clothes.

Jan: I saw in the newspaper today that now is a good time to buy your suit for next summer.

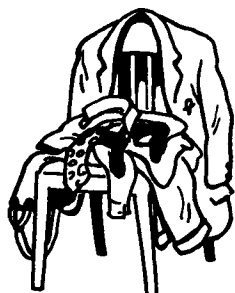
Hob: I already have my suit for next summer.

Jan: You are very quick. When did you buy it?

Hob: Two years ago last summer. This is it! A woman came to our house last week wanting to buy old clothes. She said me, "What do you do with your old clothes?"

Jan: And what did you say?

Hob: I said, "I take them off and leave them on a chair at night, and put them on again next morning".



HOB'S  
OLD CLOTHES

Jan: I want a new suit, Pedro; can you tell me the name of a good tailor? You are always very welldressed.

Pedro: I got this suit at Bernard Hall's in Savile Row. He's a very good man. I can give you the address if you want it.

Jan: Thanks! Is he expensive?

Pedro: I don't think that he is expensive, for such a good tailor. I paid thirty guineas<sup>1</sup> for this suit.

Jan: That is rather too much for me. I generally pay about ten or eleven, pounds.

<sup>1</sup> Гиней равна одному фунту и одному шиллингу (устаревш.).

Н о b: And these are the clever fellows. They think that I am not clever; but I didn't pay twenty guineas for this suit; I didn't pay nine or ten pounds. I paid three pounds ten shillings — and it lasts me just as long.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

Здесь даны всего два звука: [ɔɪ] и [ɪə].

	[ɔɪ]				[ɪə]	
boy	boil	ear	dear	really	dearer	
joy	noise	hear	near	dearest	interfere	
voice	enjoy	here	fear	nearly	idea	
		clear	beer	clearly	museum	



## УПРАЖНЕНИЯ

### I. Вставьте пропущенные слова:

1. Something w— — with my car.
2. Did you see the d— in Harridge's windows?
3. I didn't like the — and — of any of them.
4. I like — colours.
5. We are — different and what — you doesn't — me.
6. I think your — always look very nice.
7. Did you — these clothes in London?
8. I bought them in Berne last —.
9. Isn't it very — to buy them in Paris?
10. No, it's about the — as in London.
11. I buy clothes — every month or six weeks.
12. My suits — six years not six weeks.
13. Oh, you don't u—.
14. A woman can't — the same old things time after lime.
15. A woman b— what she wants to b— not what is — —.
16. Have you any other — thoughts to give us?
17. She went to a — because she wanted to believe that she was not very well.
18. You must go out in the fresh — and — light clothes.
19. Here is the a— of my tailor.
20. I don't think thai he is e— for —, a good tailor.

### II. Используйте каждое из следующих слов в собственных предложениях:

- |            |              |                   |
|------------|--------------|-------------------|
| 1. dress   | 6. clothes   | 11. to last       |
| 2. cut     | 7. buy       | 12. to understand |
| 3. style   | 8. summer    | 13. wear          |
| 4. bright  | 9. expensive | 14. believe       |
| 5. to suit | 10. once     | 15. really        |

- |           |            |             |
|-----------|------------|-------------|
| 16. true  | 18. doctor | 20. address |
| 17. great | 19. tailor | 21. guinea  |

**III. Ответьте на следующие вопросы:**

1. How did Lucille come to the class this morning?
2. Where did she see some dresses?
3. Did she like them?
4. What colours were they?
5. What kind of colours does Lucille like?
6. What was it about the dresses that Lucille didn't like?
7. Does the same thing suit all people?
8. Where did Lucille buy her clothes?
9. Where did Frieda buy her clothes?
10. Did Lucille say it was very expensive to buy clothes in Paris?
11. How often does Lucille buy a new dress?
12. What was Hob's "great thought" about women.
13. What did the doctor tell the woman?
14. What did the woman tell her husband?
15. When did Hob buy his suit for next summer?
16. Where did Pedro buy his suit?
17. How much did he pay for it?
18. Did he think that his tailor was expensive?
19. What did Jan pay for his suit?
20. What did Hob pay for his suit?

**IV. Распределив между собой роли врача, женщины и ее мужа, разыграйте сценку, рассказанную Хобом.**

**Диктант**

If you want a good suit you must go to a good tailor. Of course a good tailor is rather expensive. You must pay, in England, from ten to thirty pounds, but I like to get a really good suit. You pay, of course, for the cut and style, but a good suit lasts for a long time. It wears well and you always look well-dressed in it.

## LESSON 26

### COMMENTS ON LESSON 25 IRREGULAR VERBS (*continued*)

В уроке 25 встречается еще несколько форм неправильных глаголов прошедшего времени, например:

I came down Bond Street.

I thought the dresses were very nice.

I bought these clothes in Berne.

I got this suit in Savile Row.

I paid thirty guineas for it.

Вот еще несколько неправильных глаголов:

**cut, wear, write, know, take, leave.**

**Наст. время    Прош. время    Наст. время    Прош. время**

come

came

wear

wore

think

thought

write

wrote

buy

bought

know

knew

pay

paid

take

took

cut

cut

leave

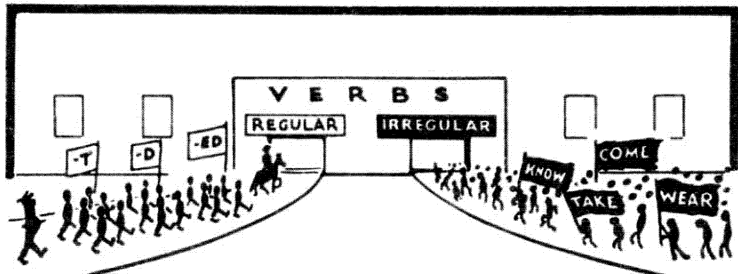
left

bring

brought

tell

told



### VERBS AND NOUNS

(Глаголы и существительные)

В уроке 25 слово *cut* было существительным:

I didn't like the cut the dresses.

Здесь оно является глаголом:

A bad tailor can never cut a suit well.

Точно так же слова *dress*, *address*, *thought* могут быть как существительными, так и глаголами. Примеры:

(a) She always dresses well (VERB).

(b) Her dresses are very expensive (NOUN).

- (a) Please address this letter for me (VERB).
- (b) I don't know the right address (NOUN).
- (a) I thought that the dresses were very nice (VERB).
- (b) Hob gave us another "great thought" today (NOUN).

Но обратите внимание, что существительные *suit* и глагол *to suit* совершенно отличны по значениям.

- (a) I bought this suit at a good tailor's (NOUN).
- (b) She looks very nice in that dress; it suits her very well. (VERB).

## CLOTHES, CLOTH

*Cloth* (произносится как [kloθ]) — материя, ткань, например:

That is a good piece of cloth. Make a suit from it for me.  
The tailor cuts the cloth.

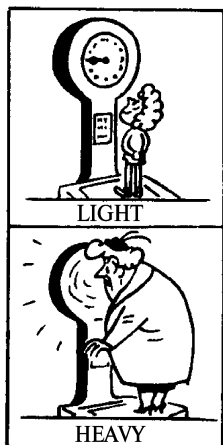
Портной шьет одежду (*clothes* [klaʊðz]) из куска ткани (*cloth*). Обратите внимание, что слово *clothes* всегда употребляется во мн. ч. и требует при себе форму глагола во мн. ч.:

His *clothes* are always very good.

## LIGHT

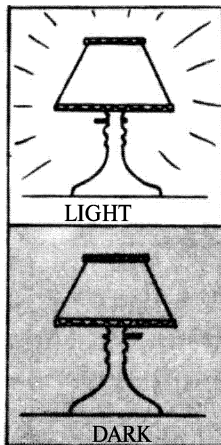
В уроке 15 нам встретилось слово *light*, значение которого было противоположно значению слова *dark*. Например:  
Frieda's hair is *light* brown, Jan's is *dark* brown.

Потом слово *light* имело совершенно иное значение; оно выступало антонимом слова *heavy*.



легкий      светлый

тяжелый      темный



## THE POSSESSIVE CASE (Притяжательный падеж)

В предложениях:

Did you see those dresses in Harridge's?

I got this suit at Bernard Hall's.

I must go to the tailor's for my suit.

мы употребляем 's, потому что здесь подразумевается слово *shop*. Например:

in Harridge's (shop).

at Bernard Hall's (shop).

### “SO DID I”

В уроке 17 нам встретилась конструкция:

“I get up at half past seven — and so does my husband”.

В уроке 25 та же самая конструкция была в прошедшем времени:

“I walked here”. “So did I”.



### ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА (ПОВТОРЕНИЕ)

face, family, figure, fight, right, night, bright, fire, first, Friday, friend, fruit, gaiety, go, gone, grey, guinea.



### УПРАЖНЕНИЯ

I. Заполните таблицу. Первая строчка дана в качестве примера:

<i>Инфинитив</i>	<i>Прош. время</i>	<i>Прош. время вопросит.</i>	<i>Прош. время отриц.</i>
to see	I saw	Did I see?	I didn't see
to dance			
to come			
to know			
to understand			
to go			
to speak			
to do			
to think			
to buy			
to drink			
to pay			
to get			
to wear			
to stray			
to eat			

## **II. Образуйте отрицательную форму:**

1. Hob answered all the questions.
2. The boys and girls bathed in the sea every day.
3. Lucille bought a new dress.
4. I drank my cup of tea.
5. The boy took the letter in his hand.
6. The cook made breakfast early in the morning.
7. The students went to Mr. Priestley's house every day.
8. The waiters put the cups on the table.

## **III. Поставьте в прошедшее время:**

1. He comes to the class every day.
2. She goes to Paris for her new dresses.
3. You do that work very well.
4. Frieda sometimes sees nice dresses in Harridge's window.
5. A good suit lasts a long time. (For the answer begin, "My good suit...")
6. Jan thinks a lot about his work.
7. Pedro buys his suits in Savile Row.
8. I know the answer to your question,
9. They understand everything that we say to them.
10. I believe what you tell me.
11. The tailor cuts the suit well, and so I wear it for a long time.
12. He can't understand what you say.
13. Jan pays ten pounds and he gets a good suit.
14. Frieda writes the letter and addresses it to her sister.
15. I see the trees of Hyde Park when I go to the window and look through it.

## **IV. Используйте каждое из этих слов в собственных предложениях**

**(а) в качестве существительного, (б) в качестве глагола:**

1. dress. 2. address. 3. cut. 4. thought. 5. suit.

## **V. Образуйте вопросительную форму:**

1. She danced from seven o'clock to midnight.
2. Frieda played tennis very well.
3. Those letters came to England by aeroplane.
4. They saw the boy swim to the big rock.
5. Pedro went to a good tailor for his suit.
6. Hob knew a song about London.
7. Lucille bought a dress in Paris.
8. The students went to the museum yesterday.
9. They saw many interesting things there.
10. He understood the lesson very well.



11. Hob thought that the lesson was too long.
12. The students sang their song very well.

**VI. Составьте вопросы, на которые предложения в данном упражнении могли бы быть ответами. Напр.: №1 является ответом на вопрос: “*What did he pay the tailor for?*” К некоторым предложениям можно поставить 3—4 вопроса.**

1. He paid the tailor for the suit.
2. Pedro wore his new suit.
3. Hob told a funny story.
4. Lucille came to London in a car.
5. They all understood the lesson.
6. Lucille came here in her car.
7. He said that he liked learning English.
8. They saw Lucille in Paris.
9. Jan did his work very well.
10. The boys looked at the aeroplanes in the sky.
11. Hob went to Helen’s wedding.
12. Tom saw Helen in the garden.
13. The artist drew the picture.
14. They all understood the picture.
15. The waiter put some plates on the table.
16. Hob ate a good dinner.
17. He drank a cup of coffee.
18. The cat went up the tree.
19. Frieda bought some clothes in Berne.
20. Hob took a long time to answer the question.

**VII. Вставьте пропущенные слова:**

Frieda’s hair is light, but Pedro’s is —.

When the sun goes down it is quite —.

One book is quite fight, but twenty of them are —.

**VIII. Напишите рассказ «Мужчины и стул» (стр. 119) в прошедшем времени. Начните “Yesterday Mr. Green and Mr. Brown were walking in the park. They saw...”**

## LESSON 27

### THE STUDENTS TALK TOGETHER ON "FOOD"

*Scene:* Mr. Priestley's Study.

*Characters:* Hob, Mr. Priestley, Olaf, Lucille, Frieda, Jan, Pedro.

Hob: Can we have a talk this morning, sir, about food, about breakfasts and lunches and dinners, and so on? It is a subject that interests me very much.

Mr. Priestley: Certainly, Hob. But Lizzie could tell you more about this. She is the person who cooks our meals.

Hob: What did she cook for breakfast today, sir?



LIZZI THE COOK

Mr. Priestley: We had fruit, boiled eggs, toast, bread and butter, marmalade and tea.

Olaf: I had a breakfast this morning that I enjoyed very much; a cereal,<sup>1</sup> bacon and eggs, marmalade, toast, coffee. I think there is nothing like an English breakfast.

Lucille: No bacon and eggs in the morning for me, thank you. My breakfast is always rolls and coffee.

Frieda: You can't drink English coffee, can you?

Lucille: Luckily, at my hotel, there is a cook who is French; so I can drink French coffee.

Mr. Priestley: So you don't like English coffee?

Lucille: Oh, no! English people can't make good coffee.

Olaf: That's true. Their bacon, their bread, their butter, their tea are always good; their coffee is always bad.

Mr. Priestley: Where must I go to get good coffee?

Lucille: Come to France; we always make good coffee there.

Jan: I like Polish coffee; our coffee is always good.

Olaf: Come and taste the coffee that we make in Sweden. There is none like it.

Frieda: We make lovely coffee in Switzerland — coffee with thick cream in it.

Mr. Priestley: Pedro, you know many countries. You must give us your ideas.

<sup>1</sup> *cereal* — еда, приготовленная из зерна, напр., кукурузные хлопья.

Pedro: Well, the coffee of South America is really first-class. Then I got some Egyptian coffee in Cairo that I enjoyed very much. I drank some good coffee in Turkey. The Dutch know how to make coffee. It is always good in Portugal.

Mr. Priestley: And what about England?

Pedro: In England I always drink tea.

Mr. Priestley: Thank you. I know where I can get good coffee.

All the Students: Where is it, sir? It is in my country, isn't it?

Mr. Priestley: It seems to be in all countries except England.

Hob: Do you know the story about the man who 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?"

Pedro: I think there is a sameness about English dinners that makes them uninteresting — boiled potatoes, roast beef that is often burned or not cooked enough, cabbage that is watery<sup>1</sup> and tasteless.

Olaf: Well, you can say what you like, but give me my English breakfast and English food generally.

San: I think Olaf is right. Good roast beef, nicely-browned roast potatoes, and...

Hob (*interrupting*): I know a song about roast beef. (*Sings.*)



I am sorry that is the on line that I know.

Lucille: We are not sorry. The line that you sang was quite enough.

Jan: As I was saying when Hob interrupted me, where can you get roast beef like English beef?

Olaf: Or mutton like English mutton?<sup>2</sup>

Pedro: Or soup like English hotel soup. Nowhere, thank heaven!

<sup>1</sup> Watery — водянистая.

<sup>2</sup> Он мог бы добавить: "or Scotch beef, or Welsh mutton".

H o b: Do you know the story of the man who was having soup in an English hotel? The waiter gave it to him and then, looking out of the window, said to the man, “It looks like rain, sir<sup>1</sup>”.



“Yes”, said the man, as he took a spoonful of soup, “and it tastes like rain, too”.

J a n: Soup doesn’t matter to me if I get some good beef and potatoes and then some bread and cheese and butter. After a lunch like that, I can work all day.

H o b: After a lunch like that, I can sleep all afternoon.

P e d r o: The hotel that I am staying at is really quite good. We have...

H o b (*again interrupting*): Talking about hotels, do you know this story about King George III of England? He was in the country one day and stopped at a small hotel for lunch. He wasn’t very hungry, so he had only two boiled eggs. He ate them and asked for the bill. The landlord gave him the bill — two pounds. The King said “What! Two pounds for two eggs? Eggs must be very scarce here”.

THE WHITE HORSE HOTEL JOKESTOWN			
<b>Landlord: John Bull.</b>		Eggs.	
		Butter.	
		Cheese.	
<b>April 1st For two eggs (boiled)</b>		2	—
		£ 2	—

THE BILL

<sup>1</sup> *It looks like rain* означает «Похоже собирается дождь».Посетитель вкладывает в слова другой смысл: «суп похож на дождевую воду, и вкус у него как у дождевой воды».

“No, sir”, said the landlord’, “eggs are not scarce — but kings are”.

Lucille: Oh, Hob, that’s an old story. You will see it in every English book for foreign students. We can’t laugh at that.

Hob: Oh, you ought to be like my Uncle Ben.

Lucille: Why, what is so good about him?

Hob: I’ll tell you. Here is a little poem that I wrote about him and his wife Berta:



UNCLE BEN



AUNT BERTA

“A dear old man is my Uncle Ben,  
He knows the joke but he laughs again,  
He’s quite unlike his wife, Aunt Berta,  
Who looks us if the joke has hurt her”.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

Потренируйтесь в произношении трех звуков: [v], [u:], [ʌ].

[v]		[u:]		[ʌ]	
put	look	who	choose	cup	come
pull	cook	too	soon	sun	done
full	stood	two	cool	son	wonder
good	push	do	school	love	money
foot	could	whose	blue	none	Monday
wood	woman	food	true	rough	something
book	footbal	move	fruit	young	comfortable
took	sugar	moon	through	much	enough



## УПРАЖНЕНИЯ

### I. Вставьте пропущенные слова:

1. Food is a subject that — me very much.
2. I had a breakfast this morning that I — very much.
3. Lucille’s breakfast is always — and coffee.
4. If you can’t tell the difference what does it m— w— it is?

5. The man took a s— of his soup.
6. You m— come with me for dinner some evening.
7. The l— gave him the bill.
8. Eggs must be very — here.
9. This is an English book for — students..
10. You — to be like my — Ben.

**II. Ответьте на следующие вопросы:**

1. What subject interests Hob very much?
2. Who cooks the Priestley's breakfast?
3. What food in England is always good?
4. Where did Mr. Priestley say he could get good coffee?
5. What country does the cook at Lucille's hotel come from?
6. What was the waiter's answer when the man asked if he was drinking tea or coffeee?
7. When the man said he could not tell the difference, what was the waiter's answer?
8. What did the waiter, as he looked through the window, say to the man having soup?
9. What was the man's answer?
10. What did Jan say that he liked for lunch?
11. About which king of England does Hob tell the story?
12. Where was the king?
13. Where did he stop?
14. What did he ask for?
15. Who gave him the bill?
16. How much was the bill?
17. What did the king say?
18. What was the landlord's answer?
19. What did Lucille say about Hob's story?
20. What was Hob's answer?

**III. Употребите следующие слова в собственных предложениях:**

- |                |              |             |
|----------------|--------------|-------------|
| 1. food        | 6. taste     | 11. scarce  |
| 2. marmalade   | 7. watery    | 12. joke    |
| 3. luckily     | 8. burned    | 13. laugh   |
| 4. cream       | 9. interrupt | 14. hurt    |
| 5. first-class | 10. landlord | 15. hungry. |

**IV. Назовите или напишите, что Вы обычно едите на завтрак (четыре наименования) и что на обед (четыре наименования).**

**V. Опишите, как Вы готовите кофе или чай.**

**VI. Разыграйте сценку, рассказанную Хобом, в которой один из студентов играет роль официанта, а второй — роль посетителя с чашкой чая (кофе).**

**VII. Задание то же. Действующие лица: а) официант и посетитель, заказавший суп; б) Георг III и хозяин гостиницы.**

**VIII. Прочтите наизусть стишок Хоба.**

*Диктант (рассказ м-ра Пристли)*

Food is a subject that interests me. I like food that is good and well-cooked. I dislike as much as Pedro does watery cabbage, soup that looks — and tastes — like rain, and beef or mutton that is burned or not cooked enough. But when you get real English beef and mutton, bread and cheese, eggs and bacon, there is no food so good anywhere. I don't know any apple that has a better taste than a good English one, and no other cup of tea ever tastes as good to me as tea that is made in England.

I can quite believe that the soup that Pedro had at the hotel hadn't much taste; but I am sure that if Jan and Olaf had dinner in the home of any ordinary Scottish family when they were walking in Scotland, they had good soup. They will never taste better vegetable soup<sup>1</sup> than they had then.

I know that coffee is not good in most English hotels. But it is good in many English homes when it is made with fresh coffee by people who know how to make it, and, so that you can see that this is true, my wife is going to bring us all coffee in my study tomorrow morning at eleven o'clock.

---

<sup>1</sup> Scotch Broth.

## LESSON 28

---

### IRREGULAR VERBS

В уроке 27 нам встретились следующие неправильные глаголы: *make, tell, sing, sleep, hurt*. Форма прош. времени этих глаголов, а также некоторых других глаголов из уроков 1—27, представлена в следующей таблице.

<i>Наст. время</i>	<i>Прошед. время</i>	<i>Наст. время</i>	<i>Прошед. время</i>
make	made	read	read [red]
sing	sang	rise	rose
sleep	slept	run	ran
hurt	hurt	send	sent
begin	began	sit	sat
feed	fed	speak	spoke
fly	flew	teach	taught
hear	heard		

### OUGHT

На стр. 153 нам встретилось предложение:

You *ought* to be like Uncle Ben.

*Ought* — дефективный глагол. Это его единственная форма. У него нет ни формы прошедшего времени, ни причастия настоящего времени. Перед ним не могут употребляться глаголы типа *shall, have, be*.

Поэтому сочетания вроде *I shall ought; he has ought; I was ought* НЕПРАВИЛЬНЫ.

Этот глагол имеет отрицательную форму *ought not*<sup>1</sup>.

You *ought not* to make that mistake.

и вопросительную форму: *ought I? ought you? ought he?*

Вот несколько примеров его употребления:

If Mr. Priestley told you to study that lesson, you *ought* to dit.

He paid a high price for his suit; it *ought* to be a good one.

After living in England for two years, you *ought* to know the language well.

*Ought* you to be here today? I thought you had a holiday.

I *oughtn't* to tell you the answer to the question, but as it is rather a hard one, I will.

---

<sup>1</sup> В разговоре часто сокращается до *oughtn't*.



## MUST

На стр. 152 вам встретилось предложение:

Eggs *must* be very scarce here.

*Must* — также дефективный глагол. Это его единственная форма.

Его отрицательная форма — *mustn't*; вопросительная форма — *must I? must he?*

Он имеет два значения. Одно из них показано в предыдущем предложении. А вот еще один ряд примеров второго значения этого глагола:

You *must* give us your ideas, Pedro.

You *must* not smoke here.

You *must* keep your book clean.

You *must* take cold baths, go in the fresh air and wear light clothes.

Where *must* I go to get good coffee?

He *must* be a clever man; he knows so much about everything.

A woman *must* have new clothes.

You *must* come and see us some evening.

*Must* you go so early? It is only nine o'clock.

Verb "Families"				
GIVE	GIVES	GAVE	GIVEN	GIVING
WALK	WALKS	WALKED	WALKING	
CUT	CUTS	CUTTING		
CAN	COULD			
OUGHT				
MUST				
Английский глагол может иметь не более пяти форм <sup>1</sup>				

## MATTER

Обратите внимание на употребление идиомы *it doesn't matter*.

If you can't tell the difference, what *does it matter* which it is?

Soup *doesn't matter* to me if I get some good beef and potatoes.

Другие примеры:

Oh, no, it *doesn't matter* at all.

Don't worry about little things like that. They *don't matter*.

Со словом *matter* есть еще одна широко употребительная идиома:

What is the matter?

<sup>1</sup> За исключением глагола *be*, у которого 8 форм: *be, am, is, are, was, were, been, being*.

Например:

Tom said, "What is the matter?"

Другие примеры:

*What's the matter* with this coffee? It tastes like tea.

*What's the matter* with you? You look ill.

## TASTE

Слово *taste* может быть (1) существительным, (2) глаголом:

1. This tea has a nice *taste*.

I like the *taste* of these cigarettes.

I can tell the difference by the *taste*.

2. В качестве глагола это слово имеет два значения:

(а) пробовать, снимать пробу:

The man *tasted* his soup.

*Taste* your coffee and tell me if it is good.

(б) имеет вкус (привкус), отдавать чем-либо:

The soup *tasted* like water.

This coffee *tastes* like cabbage-water.

This cheese *tastes* like chalk.

This soup *tastes* good.

## LIKE

Обратите внимание на употребление слова *like*:

This tea *tastes like* coffee.

After a lunch *like* that I can sleep all afternoon.

John is very *like* his father.

What does Mr. Priestly look *like*? Oh, he is tall and handsome and rather thin.

Hob thinks that swimming and football are too much *like* hard work.

А также слово *like* в качестве глагола:

I *like* bacon and eggs for breakfast;

I don't *like* this coffee.

You can say what you *like*.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

Целый ряд слов, с которыми Вы познакомились в этой книге, содержит звук [u:], [ʊ] или [ʊə] со звуком [j] перед ними.

Потренируйтесь в произнесении следующих слов: *you, new, few, newspaper, suit, use, knew, beauty, music, Tuesday,*

*future, student, useful, Europe, beautiful, regular, continue, superlative, particular, January, university, singular.*



## УПРАЖНЕНИЯ

### I. Заполните таблицу:

<i>Инфинитив</i>	<i>Прош. время</i>	<i>Вопрос. форма прош. времени</i>	<i>Отрицат. форма прош. времени</i>
make			
tell			
sing			
sleep			
hurt			
begin			
feed			
fly			
hear			
read			
rise			
run			
send			
sit			
speak			
teach			

### II. Поставьте следующие предложения: (1) в вопросительной форме, (2) в отрицательной форме:

- Hob sang a song.
- Lucille made the dinner.
- They slept after that big dinner.
- He went to Tom's wedding.
- The students began work at nine o'clock.
- Hob told some<sup>1</sup> stories to the students.
- She fed the animals on the farm early in the morning.
- They flew across the Atlantic in an aeroplane.
- The sun rose at five o'clock in the morning.
- Pedro sent some<sup>1</sup> cigarettes to his friend.
- The dog ran all round the field.
- Mr. Priestley sat reading until one o'clock.
- The students heard some<sup>1</sup> stories today.
- They spoke to Mr. Priestley about food.
- Mr. Priestley taught the students today.

<sup>1</sup> Будьте внимательны, используя это слово. См. стр. 106.

III. Составьте три предложения со словом *must* и три — со словом *ought*.

IV. Составьте предложения, используя слово *taste* (1) как существительное, (2) как глагол; и слово *like* (1) как глагол и (2) предлог.

V. Составьте предложения, употребляя слово *matter* в двух его значениях.

VI. Напишите рассказ «Тихо, пожалуйста!» (стр. 127) в прошедшем времени. Начните: “Yesterday morning Mr. Thompson left home...”

## LESSON 29

---

### THE PRESENT PERFECT TENSE (I)

*Scene:* Mr. Priestley's Study before the Lesson.

*Characters:* Pedro, Lucille, Frieda.

Lucille: Mr. Priestley has a lot of books in his study, hasn't he?

Pedro: Yes, and what is more, he has read them all. When I talk to him about books I feel that he has read every book that I have ever heard of.

Frieda: Here are some modern English books. Have you read any of them, Lucille?

Lucille: No, I don't think I have. I have read the books that most students read in their school-days, you know, some of Dickens and Scott and Thackeray, a few plays of Shakespeare, some poems of Byron, stories by Wilde, but I have not read much since I left school. You have read a good many modern English books, haven't you Pedro?

Pedro: Yes, I'm fond of English writers and have read quite a lot.

Frieda: Who are the well-known modern writers?

Pedro: Oh, there's Galsworthy and Wells and Bennett and Kipling and D. H. Lawrence. They are not quite modern, of course; they are the writers of "yesterday" perhaps, but I like their work.

Frieda: Who are the writers of "today" in England?

Pedro: I think, as novelists, Aldous Huxley and Virginia Woolf; as poets, T. S. Eliot and W. H. Auden.

Lucille: I have never heard of them. Are they very well known?

Pedro: Quite well known, but if you want the really well known ones, there are J. B. Priestley and Somerset Maugham and Graham Greene.

Frieda: I have read Priestley's *Good Companions*.

Lucille: I have seen it at the cinema; it was a good picture.

Frieda: I know Somerset Maugham's short stories, but I haven't heard of Graham Greene. What has he written?

Pedro: He made his name with *The Power and the Glory*. After that he wrote *The Heart of the Matter*. Read them both if you can get them. They are interesting books.

Frieda: Uncle John generally asks me what I want for a Christmas present. If he does this year, I can ask him for one of them.

Hob and Jan enter

Hob: Or both!

Lucille: Hello! Are you here?

Hob: Yes. You were talking about books for Christmas presents, weren't you? Have you heard the story of the two girls who wanted to give a Christmas present to a friend but didn't know what to send? One said, "Let's give her a clock".

"What's the use of giving her a clock", said the other. "She doesn't want that. She has got a clock. I think we ought to give her a book".

"But", said the first girl, "she has got a book, too, hasn't she?"

Frieda: Who are the well-known modern writers of plays in England?

Pedro: There's Galsworthy and Somerset Maugham, Rattigan, Christopher Fry, Noel Coward — and, *of course*, Shaw.

Hob: Who's Shaw? I've never heard of him.

Lucille: Oh! Hob, everyone has heard of Shaw. He's an Englishman who has written plays and thinks the two great English writers are: first Shaw; second, perhaps, Shakespeare.

Frieda: He's an Irishman, not an Englishman. He doesn't like England and the English. He has said that time and again in his plays.

Pedro: That's his Irish joke. He says he doesn't like England but he has lived<sup>1</sup> in it, not in Ireland, for fifty years and English people have laughed at him and his plays, and have paid him very well for telling them that he doesn't like them. Shaw is a very rich man now.

Hob: I know an Irish joke. It's about an Irish porter at Dublin station. A passenger went up to him and said, "Look here! You have got six clocks and they all tell different times. Now what's the good of that?"

"And what", said the Irishman, "is the good of having six clocks if they all tell the same time?"

Pedro: I have never known anyone with so many stories as you, Hob. But to come back to Shaw. Have you seen any of his plays?

Frieda: No, I haven't. Have you?

---

<sup>1</sup> Шлол ымер в 1950 г.

Pedro: Yes, I've seen a good many. One of them, *St. Joan* is on at the Old Vic Theatre at present. If you want to see it, I have two tickets here that you and Jan can have.

Frieda and Jan: Oh, thank you very much! That's very nice of you.

Pedro: Not at all. I am very pleased that you can use them. Ah! Here comes Mr. Priestley.

Mr. Priestley: Good morning, everybody.

All: Good morning, sir.

Mr. Priestley: Have you all done your homework? Give me your books now, please.... Where is your homework, Hob?

Hob: I have left my book at home, sir. I am sorry.

(After the Lesson)

Frieda, Jan, Hob.

Frieda: Has Mr. Priestley corrected your homework, Jan?

Jan: Yes.

Frieda: What has he written in your book:

Jan: Here it is; you can see it. (*Frieda reads.*)

Frieda: "You have done this exercise very well". Oh! Jan, you haven't made any mistakes at all; I have made six. How many mistakes have you made in. your work, Hob?

Hob: None.

Jan: But you haven't brought your book to the class today.

Mr. Priestley can't correct your work if you don't bring your book here.

Hob: He couldn't correct my homework even if I brought my book to class today.

Jan: Why not?

Hob: Because I haven't done it.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА (ПОВТОРЕНИЕ)

draw, drawn, drew, saw, sew, know, knew, knowledge, few, flew, her, here, how, who, hurt, husband, instead, language, each, leave, least, earth, great.



## УПРАЖНЕНИЯ

### I. Вставьте пропущенные слова:

1. I have not had much time for reading — I left school.
2. I am — of English writers and have read quite a lot.
3. Uncle John generally asks me what I want for a C—p—.
4. The girl said, " — 's give her a clock".

5. What's the — of that? She doesn't want a clock.
6. Shaw doesn't like the English. He has said that — and again.
7. I know a j— about an Irish — at a Dublin —.
8. One of his — is on at the Old Vic Theatre at —.
9. You have — this exercise well. You haven't — any mistakes.
10. He can't — your work if you don't — your book here.

**II. Придумайте предложения на каждое из слов:**

- |           |            |           |             |
|-----------|------------|-----------|-------------|
| 1. modern | 4. perhaps | 7. let    | 10. mistake |
| 2. since  | 5. present | 8. ticket | 11. correct |
| 3. fond   | 6. both    | 9. leave  | 12. because |

**III. Ответьте на следующие вопросы:**

1. What does Pedro say that he feels when he talks to Mr. Priestley about book?
2. What English books does Lucille say that she has read?
3. What well-known writers does Pedro speak about?
4. What modern poets does he name?
5. How did Frieda think that she could get a book?
6. What modern writers of plays does Pedro speak of?
7. What does Frieda say about Mr. Shaw?
8. What does Pedro say about him?
9. What plays has he written?
10. Why couldn't Mr. Priestley correct Hob's homework?

**IV. Разыграйте в ролях шутку Хоба о книге.**

**V. Инсценируйте также шутку о пассажире и носильщике-ирландце.**

**Диктант**

At Christmas I often get presents, but there is one present that I always like to get, and that is a book. It doesn't matter what kind of book it is. It can be a story book, a book of poems or a book of plays; I enjoy them all.

I get some of my books from the Public Library. There is a very good one in the town where I live and the librarian knows a lot about literature. He gives me advice about literature and helps me to get the books that I want. But I buy quite a lot of books too, particularly those that I have read before and have enjoyed. I like to have them in my home so that I can read them (or at least some of them) not only once, but time and again. I like to sit in the room where my books are, and even, if I am not reading, I like to look at the books on my shelves and to feel that I have my friends round me.



## LESSON 30

### THE PRESENT PERFECT TENSE (2)

В уроке 29 нам встрети́лась форма глагола в настоящем завершённом времени. Эта форма образуется при помощи глагола *have* и причастия прошедшего времени<sup>1</sup>:

He *has lived* in England for fifty years.

People *have laughed* at his plays.

He *has read* all the books.

I *have heard* of those writers.

I *have seen* that picture at the cinema.

He *has written* plays.

He *has said* that time and time again.

I *have left* my book at home.

You *have done* this exercise well.



He *has read* all the books.

Для образования отрицательной формы используется отрицательная частица *not*:

He *has not*<sup>2</sup> *lived* in England for fifty years.

People *have not laughed* at his plays.

He *has not read* all the books.

I *have not heard* of those writers.

You *have not done* this exercise well.

You *have not brought* your book.



You *have not done* this exercise well.

Для образования вопросительной формы глагол *have (has)* ставится перед подлежащим:

*Has he lived* in England for fifty years?

*Have people laughed* at his plays?

*Has he read* all the books?

*Have you seen* that picture at the cinema?

*Has he written* plays?

*What has he written?*

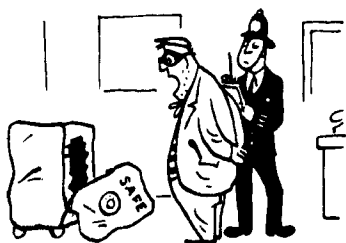
*Have you all done* your homework?



*What has he written?*

<sup>1</sup> Форма причастия прошедшего времени правильных глаголов совпадает с формой простого прошедшего времени: *lived, laughed*. Причастия прошедшего времени «неправильных» глаголов, встретившиеся в Книге 1, даны в приложении.

<sup>2</sup> В разговорной форме *has not, have not* сокращаются до *hasn't, haven't*.



I did it last night

Это время используется для выражения действия в прошлом, когда время действия не указано. Если время действия в прошлом указано, употребляется простое прошедшее время. Сравните:

(a) *Have you seen any of Shaw's plays?* (*Indefinite fine — present perfect tense.*)

(b) Yes, I *saw* one last week.

(*Definite time — simple past tense.*)

(a) He *has* written the letter. (*Indefinite time.*)

(b) He *wrote* it this morning. (*Definite time.*)

(a) I *have done* the homework. (*Indefinite time.*)

(b) I *did* it last night. (*Definite time.*)

## NOT, EVER, NEVER

Обратите внимание на положение этих слов, а также слов *always* (всегда), *sometimes* (иногда), *often* (часто) в предложениях с настоящим завершённым временем, обычно они стоят перед причастием прошедшего времени. Сравните:

I have **not done** my work.

He has read every book that I have **ever heard** of.

I have **never heard** of that book.

Jan has **always liked** studying English.

I have **sometimes gone** to Dublin by aeroplane.

Hob has **often left** his book at home.

## РАЗДЕЛИТЕЛЬНЫЕ ВОПРОСЫ (I)

Иногда, особенно в разговоре, вопрос состоит из утвердительного предложения и следующего за ним краткого общего вопроса с отрицанием. Например:

**Утверждение**

Mr. Priestley has a lot of books in his study

You were talking about Christmas presents

She's got a book

It is a nice morning

This is a pretty little town

You are coming with us

**Краткий общий вопрос  
(с отрицанием)**

hasn't he?

weren't you?

hasn't she?

isn't it?

isn't it?

aren't you?

Jan and Frieda are coming with us  
 That was a good dinner  
 Frieda is a pretty girl  
 You have some sheep on your farm  
 He has done his homework  
 You had a lesson this morning  
 You can speak English  
 He could tell the difference between  
 good and bad coffee  
 Hob must work harder  
 He ought to do his homework  
 They will come tomorrow  
 You will see me next Friday  
 Jan play football  
 Mr. Priestley often works late  
 The students see him every day  
 Jan did all the homework  
 Hob left his book at home

aren't they?  
 wasn't it?  
 isn't she?  
 haven't you?  
 hasn't he?  
 hadn't you?  
 can't you?

couldn't he?  
 mustn't he?  
 oughtn't he?  
 won't they?  
 won't you?  
 doesn't he?  
 doesn't he?  
 don't they?  
 didn't he?  
 didn't he?

Если в упражнении используется «специальный» глагол, он же используется в общем вопросе.

При употреблении в «утверждении» любого другого глагола в кратком вопросе употребляется *do, does, did*.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА (ПОВТОРЕНИЕ)

live, alive, marmalade, minute, Monday, morning, move  
 museum, new, once, parliament, people, poem, saucer, strength  
 sugar, talk, walk, wash, was, watch.



## УПРАЖНЕНИЯ

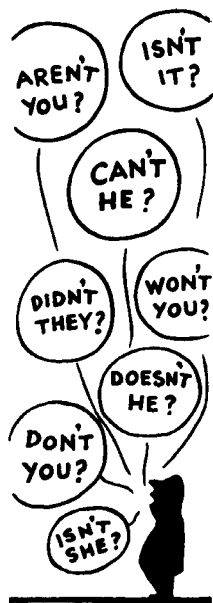
### I. Образуйте вопросительную форму:

1. Pedro has read this book.
2. T.S.Eliot has written many poems.
3. The girls have given their friend a clock.
4. I have told you the answer to the question.
5. This writer has lived in England for a long time.
6. Pedro has seen some of his plays.  
*(Будьте внимательны, применяя слово some!)*
7. Hob has left his book at home.
8. Lizzie has cooked the dinner.
9. Frieda has written a letter home.
10. Mr. Priestley has corrected Hob's homework.

### II. Образуйте отрицательную форму предложений в упражнении I.

### III. Образуйте разделительные вопросы:

1. It's a fine day ...?
2. You are studying English ...?
3. He is handsome man ...?
4. She is very well-dressed...?
5. Lucille has a new car ...?
6. My work is right ...?
7. You were in England last year...?
8. He can speak English ...?
9. You could understand me ...?
10. They must do the work ...?
11. Hob ought to come early ...?
12. You will write to me ...?
13. She can come tomorrow ...?
14. He gives a lesson every day ...?
15. You read modern writers ...?
16. Shaw wrote St. Joan ...?
17. They gave her a clock ...?
18. You went to the theatre ...?
19. I wrote to you ...?
20. He speaks English ...?



### IV. Измените форму простого прошедшего времени на форму настоящего завершённого времени:

1. I read the book.
2. He wrote a new book.
3. She gave her friend a clock.
4. He told me the answer to my question.
5. They went away with some friends.
6. Mr. Priestley spoke to me about you.
7. The students wrote some short stories.
8. I understood the work very well.
9. Mr. Priestley told the students about some English writers.
10. Lizzie cooked the dinner for Mr. Priestley.
11. We saw a play by Shaw.
12. Pedro gave us the tickets.
13. He went to the theatre with Frieda.
14. They went to the theatre with Frieda.
15. We spoke about the play before.
16. He spoke about the play before.
17. I spoke about the play before.
18. Hob left his book at home.
19. All the students left their books at home.
20. You did that work well.

## LESSON 31

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### PRESENT PERFECT TENSE (3) MORE DIFFICULT EXAMPLES

*Scene: Mr. Priestley's Study.*

Mr. Priestley, Frieda, Jan, Hob, Pedro, Olaf, Lucille.

Mr. Priestley: Good morning! It's a nice morning, isn't it?

Frieda: Yes, Mr. Priestley, it is. As I came here this morning everything looked beautiful after the rain last night. I don't think that the trees have ever looked so green, or the flowers so fresh. I like listening to the rain, too, especially at night.

Jan: I have often heard people at home say that the weather in England is bad; that it is always foggy or raining or cold.

Hob: Yes. I was speaking to a fellow about English weather a week or two ago. I said, "When is summer coming?" and he answered, "Oh, we have already had summer. We had it last Wednesday afternoon".

Olaf: Have you ever tried to come here by bus on a wet day? I went on one a day or two ago. The buses are always full on wet days and I have never had a seat on one yet. I'm always sorry for the conductor. His work isn't easy on a wet day.

Hob: I know a story about a bus conductor. Can I tell it, sir?

Mr. Priestley: Have you finished what you were saying Olaf?... You have?... All right, Hob, tell us your story.

Hob: Well, I was on my way here in 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".

Mr. Priestley: Very good, Hob. You have told the story quite well.

Hob: Thank you, sir.

Lucille: Frieda has said she likes rain at night. Well, I don't, not when I'm driving. I drove home last night in the rain. I have driven quite a lot, but have never driven through such rain before. I couldn't see at times where I was going.

Pedro: How long have you had your car now, Lucille?

Lucille: I have had it for about a year.



Pedro: Have you driven it much in England?

Lucille: Yes, I have used it nearly every day, and have done about nine to ten thousand miles.

Frieda: You drive very well. I have often thought that. I have never learned to drive.

Hob: I have learned to drive. I learned last week in five lessons.

Lucille: I have just come from a driving lesson this morning.

HOB. Haven't you finished having lesson yet?

Lucille: Oh, no! I have had lessons for about a year now, and they haven't finished yet. I have had sixty-five so far; there are any thirty-five more to come.

Hob: What! A hundred lessons to learn to drive. I have never heard of anyone needing so many before. You must be a very bad learner, or else you must have been to a very bad teacher.

Lucille: Oh, no, he is a very good teacher and very nice, young and handsome and clever.

Hob: But hasn't he taught<sup>1</sup> you to drive yet?

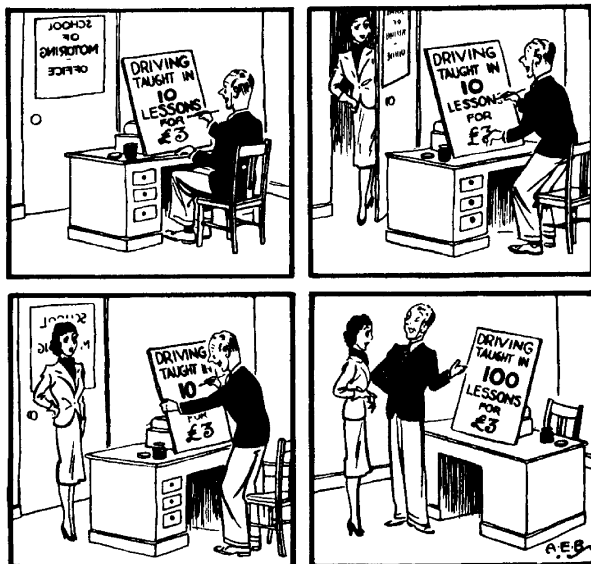
Lucille: Oh, yes. I learned to drive in the first five lesson.

Hob: Then why?....

Lucille: Yes, it sounds funny. I could explain it, but I have done the same as Hob. I have asked Hob's friend the artist to tell the story in pictures. This is what he has drawn.

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<sup>1</sup> Это и вопросительная, и отрицательная форма.



LUCILLE GOES TO ASK ABOUT DRIVING LESSONS



## УПРАЖНЕНИЯ

I. Приведите три устных или письменных высказывания о погоде.

II. Разыграйте сценку с кондуктором и женщиной с собакой, рассказанную Хобом.

III. А теперь расскажите всю историю целиком.

IV. Расскажите, как Лусилл брала уроки вождения, используя следующие слова и выражения: *a notice; an advertisement*<sup>1</sup>; *a nough*<sup>2</sup> (=0); he turns the 10 into 100.

### Диктант

The driver of a bus works very hard. He is out from early in the morning till late at night. Sometimes he works in beautiful weather when the sky is blue, the sun is shining, the trees look fresh and green and people feel glad to be alive. At other time it is cold or foggy, or there is such heavy rain that he can't see very well where he is going.

The conductor is on the bus too. He has a tiring day going to the top of the bus and down again a hundred times a day to get passengers' money and give them their tickets.

<sup>1</sup> [əd'vɜ:tismənt]

<sup>2</sup> [nɔ:t]

## LESSON 32

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### THE PRESENT PERFECT TENSE (4)

#### КОММЕНТАРИИ К УРОКУ 31

(1) В уроке 30 было показано использование настоящего завершённого времени для выражения действия в прошлом без точного указания на время совершения действия. При указании на время действия используется простое прошедшее время.

В уроке 31 есть ряд примеров, иллюстрирующих это употребление:<sup>1</sup>

Hob: (a) I have learned to drive. (But he doesn't say when, so we use the Present Perfect Tense.)

(b) I learned *last week*. (Now we know definitely when he learned, so we use the Simple Past Tense.)

Ola f: (a) Have you ever tried to come here by bus on a wet day? (*Indefinite*.)

(b) I went on one *a day or two ago*. (*Definite*.)

Lucille: (a) I have driven quite a lot. (*Indefinite*.)

(b) I drove home *last night* in the rain. (*Definite*.)

(2) Настоящее завершённое время также используется для выражения действия, начавшегося в прошлом и продолжающегося в настоящем:

"I have had my car for a year" (...and I still have it).

"I have had lessons for a year now" (...and I am still having lessons).

"He has given me lessons for about a year" (...and he is still giving me lessons).

Если действие не продолжается в настоящем, а закончилось в прошлом, используется простое прошедшее время:

I learned to drive in the first five lessons.

(3) При выражении только что завершённого действия наряду с настоящим завершённым временем используются слова:

just, already, now, not yet, never.

Например:

I have just written this word on the blackboard .

Hob has just come to the lesson, five minutes late.

I have finished my breakfast now.

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<sup>1</sup> В разговоре в уроке 31 приведены 30 примеров настоящего завершённого времени. Найдите их.



## РАЗДЕЛИТЕЛЬНЫЕ ВОПРОСЫ (2)

Ранее нам встретились примеры вопросов, состоящих из «утверждений» и кратких общих вопросов с отрицанием. Такие вопросы могут иметь и другую структуру: «отрицание» и краткий общий вопрос.

Например:

**«Отрицание»**

**(Negative statement)**

It isn't raining now

Hob isn't going to tell us another story

You are not staying at home

**Краткий общий вопрос**

**(с утверждением)**

**(Affirmative Phrase)**

is it?

is he?

are you?

Разница между этими двумя формами заключается в том, что в первом случае вы ожидаете ответ «Да», а во втором — «Нет».

“You have some sheep on your farm, haven't you?”

“Yes, we have”.

“You haven't any sheep on your farm, have you?”

“No, we haven't”.

Вот еще несколько примеров на вторую форму:

Jan and Frieda aren't coming with us, *are they?*

You can't speak English, *can you?*

That wasn't where you had dinner, *was it?*

You haven't read this book, *have you?*

Hob hasn't done this work, *has he?*

You couldn't tell that the coffee was bad, *could you?*

I mustn't do all these exercises, *must I?*

We oughtn't to expect a lesson on Saturday, *ought we?*

You won't forget to write to me, *will you?*

Jan doesn't play the piano, *does he?*

Mr. Priestley doesn't know your father, *does he?*

The students don't come for a lesson every day, *do they?*

Jan didn't get that exercise wrong, *did he?*

Hob didn't forget this book again, *did he?*



### ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

#### (ПОВТОРЕНИЕ)

taught, thought, brought, fought, ought, nought, bought,  
daughter, laugh, through, enough, wealth, weather, health, heart,  
wear, woman, women, wrist, write, written, wrong.



## УПРАЖНЕНИЯ

**I. Поставьте глаголы в скобках в форме настоящего завершённого времени:**

1. It (begin) to rain and Hob (take) my umbrella!
2. Frieda (say) she likes rain at night.
3. I (go) from London to Brighton many a time by car.
4. I (use) it nearly every day and (do) ten thousand miles.
5. Hob (learn) to drive.
6. Lucille (have) lessons for about a year.
7. The lessons not (finish) yet.
8. I never (hear) of anyone needing 100 lessons before.
9. You must (be) to a very bad teacher.
10. I (do) the same as Hob; I (ask) the artist to tell the story in pictures.
11. I often (hear) people say that the weather in England is bad.
12. We already (have) summer.
13. Jan and Olaf just (come) back from their holiday.
14. Nothing ever (stop) Hob from sleeping when he wants to.
15. You (be) to the cinema? (*Interrogative.*)
16. You all (finish) for the present? (*Interrogative.*)
17. You (read) the book (*Interrogative.*) that Mr. Priestley (write)?
18. You (tell) that story quite well.
19. I never (drive) through such rain.
20. You (drive) your car much? (*Interrogative.*)
21. I often (think) that you drive well, and (wish) that I could drive.
22. He (teach) you to drive yet? (*Interrogative and Negative.*)

**II. Образуйте разделительные вопросы, добавляя “вопросительные фразы”:**

1. It isn't foggy now ...?
2. Hob isn't asleep again ...?
3. You are not coming to the class tomorrow ...?
4. You haven't finished your work yet ...?
5. The students are not all Turkish ...?
6. He can't play football well ...?
7. He isn't a good player ...?
8. He doesn't play very well ...?
9. He didn't play very well ...?
10. He couldn't play very well ...? .
11. He hasn't played very well ...?

12. That wasn't your brother who spoke to me ...?
13. You hadn't any letters this morning ...?
14. I oughtn't to ask the driver for a ticket ...?
15. She won't play tennis tomorrow ...?
16. You won't forget to send a Christmas present ...?
17. You didn't forget to send a Christmas present ...?
18. You haven't forgotten to send a Christmas present ...?
19. They don't come here every day ...?
20. They didn't come here yesterday ...?

## ПРИЛОЖЕНИЕ

Список неправильных глаголов, встретившихся в уроках Книги 1

*Наст. время    Прош. время    Прич. прош. времени*

be	быть	was, were	been
begin	начинать	began	begun
bring	приносить	brought	brought
buy	покупать	bought	bought
can	мочь	could	—
choose	выбирать	chose	chosen
come	приходить	came	come
cut	резать	cut	cut
do	делать	did	done
draw	тащить, рисовать	drew	drawn
drink	пить	drank	drunk
drive	водить	drove	driven
eat	есть	ate	eaten
fall	падать	fell	fallen
feel	чувствовать	felt	felt
feed	кормить	fed	fed
fly	лететь	flew	flown
forget	забывать	forgot	forgotten
get	доставать	got	got
give	давать	gave	given
go	идти	went	gone
have	иметь	had	had
hear	слышать	heard	heard
hold	держать	held	held
hurt	ушибить	hurt	hurt
know	знать	knew	known
leave	покидать	left	left
let	позволять	let	let
make	делать	made	made
mean	значить	meant	meant
meet	встречать	met	met
must	должен	—	—
ought	должен	—	—
pay	платить	paid	paid
put	класть	put	put
read	читать	read [red]	read[red]
rise	вставать	rose	risen
run	бежать	ran	run
say	говорить	said	said
see	видеть	saw	seen
send	посылать	sent	sent
sew	шить	sewed	sewn
shine	светить	shone	shone
sing	петь	sang	sung
sit	сидеть	sat	sat
sleep	спать	slept	slept
speak	говорить	spoke	spoken
stand	стоять	stood	stood
swim	плавать	swam	swum
take	брать	took	taken
teach	учить	taught	taught
tell	говорить	told	told
think	думать	thought	thought
understand	понимать	understood	understood
wear	носить	wore	worn
write	писать	wrote	written

# ENGLISH-RUSSIAN DICTIONARY

## A

a [eɪ] [ə] артикль  
 about [ə'baʊt] приблизительно, о  
 above [ə'baʊ] над  
 act [ækt] акт  
 action ['ækʃn] действие  
 add [æd] прибавлять  
 address [ə'dres] адрес  
 advertisement [əd'vɜ:tismənt] объявление  
 advice [əd'vaɪs] совет  
 aeroplane ['eəəpleɪn] самолет  
 after [ˈɑːftə] после  
 afternoon [ˌɑːftə'nʊːn] полдень  
 again [ə'geɪn] [ə'gen] снова  
 age [eɪdʒ] возраст  
 ago [ə'ɡəʊ] тому назад  
 agree [ə'ɡriː] соглашаться  
 air [eə] воздух  
 alive [ə'laɪv] живой  
 all [ɔːl] все  
 almost ['ɔːlməʊst] почти  
 alone [ə'ləʊn] одинокий  
 already [ɔːl'redɪ] уже  
 also ['ɔːlsəʊ] также  
 altogether [ɔːlta'geðə] всего  
 always ['ɔːlweɪz] ['ɔːlweɪ] всегда  
 among [ə'mʌŋ] среди  
 an [æn] [ən] артикль  
 and [ænd] и, а  
 angry ['æŋɡrɪ] злой  
 animal ['ænɪml] животное  
 another [ə'nʌðə] другой  
 answer [ˈɑːnsə] ответ  
 any ['eni] кто-нибудь, что-нибудь  
 anybody ['eni'bɒdi] кто-нибудь  
 anything ['eniθɪŋ] что-нибудь  
 anywhere ['eniweə] где-нибудь, где-то  
 apple ['æpl] яблоко  
 April ['eɪprɪl] апрель  
 arm [ɑːm] рука  
 armchair ['ɑːmtʃeə] кресло  
 artist [ˈɑːtɪst] художник  
 ask [ɑːsk] спрашивать  
 asleep [ə'sliːp] спать  
 at [æt] [ət] у, на, в  
 ate [et] [et] прош. вр. от *eat*  
 August ['ɔːɡəst] август  
 aunt [aʊnt] тетушка  
 autumn ['ɔːtəm] осень  
 away [ə'weɪ] вдали

## B

baby ['beɪbi] ребенок  
 back [bæk] назад  
 bacon ['beɪkn] бекон  
 bad [bæd] плохой  
 ball [bɔːl] мяч

band [bænd] лента; группа людей  
 bath [ba:θ] ванна  
 bathe [beɪð] купаться  
 bathing ['beɪðɪŋ] купание  
 be [biː] [bi] быть  
 beautiful ['bjʊ:tɪfʊl] красивый  
 beauty ['bjʊ:tɪ] красота  
 because [brɪ'kɒz] потому что  
 bed [bed] кровать  
 beef [bi:f] говядина  
 before [brɪ'fɔː] перед  
 began [brɪ'ɡæn] прош. вр. от *begin*  
 begin [brɪ'ɡɪn] начинать  
 beginning [brɪ'ɡɪnɪŋ] начало  
 behind [brɪ'hænd] позади  
 believe [brɪ'liːv] верить  
 believer [brɪ'liːvə] верующий  
 below [brɪ'ləʊ] внизу  
 best [best] лучший  
 better ['betə] лучший  
 between [brɪ'twiːn] между  
 bicycle ['baɪsɪkl] велосипед  
 big [bɪɡ] большой  
 bill [bɪl] счет  
 bird [bɜːd] птица  
 birthday ['bɜːθdeɪ] день рождения  
 black [blæk] черный  
 blue [bluː] голубой  
 body ['bɒdi] тело  
 boil [bɔɪl] кипятить  
 book [bʊk] книга  
 bookshop ['bʊkʃɒp] книжный магазин  
 both [bəʊθ] оба, обе  
 bought [bɔːt] прош. время от *buy*  
 box (n) [bɒks] ящик  
 box (v) [bɒks] укладывать  
 boxer ['bɒksə] боксер  
 boy [bɔɪ] мальчик  
 bread [bred] хлеб  
 breakfast ['brekfəst] завтрак  
 bright [braɪt] яркий  
 bring [brɪŋ] приносить  
 brother ['brʌðə] брат  
 brought [brɔːt] прош. вр. от *bring*  
 brown [braʊn] коричневый  
 bucket ['bʌktɪ] ведро  
 burn [bɜːn] жечь  
 bus [bʌs] автобус  
 busy ['bɪzi] занятой  
 but [bʌt] [bət] но  
 butter ['bʌtə] масло  
 buy [baɪ] покупать  
 by [baɪ] около, мимо

## C

cabbage ['kæbɪdʒ] капуста  
 cake [keɪk] пирожное  
 called [kɔːld] прош. вр. от *call*

came [keɪm] прош. вр. от *come*  
 can [kæn] мочь  
 canvas ['kænvəs] холст  
 capital ['kæpɪtl] столица, капитал  
 car [kɑ:] машина  
 careful ['keəfəl] осторожный  
 carry ['kæri] носить  
 cart [kɑ:t] телега  
 cat [kæt] кошка  
 cause [kɔ:z] причина  
 centimetre ['sentɪmi:tə] сантиметр  
 cereal ['sɪəriəl] зерновые  
 certain ['sɜ:tn] определенный  
 certainly ['sɜ:tnli] конечно  
 chair [tʃeə] стул  
 chalk [tʃɔ:k] мел  
 change [tʃeɪndʒ] сдача  
 character ['kærɪktə] характер  
 cheese [tʃi:z] сыр  
 chicken ['tʃɪkn] цыпленок  
 child [tʃaɪld] ребенок  
 children ['tʃɪldrən] дети  
 chocolates ['tʃɒklɪts] шоколадные  
     конфеты  
 choice [tʃɔɪs] выбор  
 choose [tʃu:z] выбирать  
 chosen [tʃəʊzn] прич. прош. вр. от  
     *choose*  
 Christmas ['krɪsməs] Рождество  
 cigarette [sɪgə'ret] сигарета  
 cinema ['sɪnəmə] кино  
 class [kla:s] класс  
 classroom ['kla:sru:m] классная комната  
 clean [kli:n] чистый  
 clear [kliə] ясный  
 clever ['klevə] умный  
 climb [klaɪm] взбираться  
 clock [klɒk] часы настенные  
 close (v) [kləʊz] закрывать  
 cloth [klɒθ] материя  
 clothes [kləʊðz] одежда  
 cloud [klaʊd] облако  
 coffee ['kɒfi] кофе  
 cold [kəʊld] холодный  
 colour ['kələ] цвет  
 come [kəm] приходить  
 comfortable ['kʌmfətəbl] комфортабельный  
 common ['kɒmən] общий  
 conductor [kən'dʌktə] кондуктор  
 consist [kən'sɪst] состоять из  
 contain [kən'teɪn] содержать  
 conversation [kɒnvə'seɪʃn] разговор  
 cook [kuk] повар  
 cool [ku:l] прохладный  
 corn ['kɔ:n] зерно  
 corner ['kɔ:nə] угол  
 cornet ['kɔ:nɪt] труба, корнет  
 correct [kə'rekt] правильный  
 cost [kɒst] цена

could [kʊd] прош. вр. от *can*  
 count [kaʊnt] считать  
 country ['kʌntri] страна  
 course [kɔ:s] курс  
 cow [kaʊ] корова  
 cream [kri:m] крем, сливки  
 cross [krɒs] крест  
 cup [kʌp] чашка  
 cut [kʌt] резать

## D

daily ['deɪli] ежедневно  
 dance [da:ns] танец  
 dance-music ['da:nsmjuzɪk] танцевальная музыка  
 dark [dɑ:k] темный  
 date [deɪt] дата  
 daughter ['dɔ:tə] дочь  
 day [deɪ] день  
 dead [ded] мертвый  
 dear [diə] дорогой  
 December [di'sembə] декабрь  
 depend [dɪ'pend] зависеть от  
 describe [dɪs'kraɪb] описывать  
 description [dɪs'kripʃn] описание  
 desk [desk] письменный стол  
 did [dɪd] прош. вр. от *do*  
 difference ['dɪfrəns] разница  
 difficult ['dɪfɪkəlt] трудный  
 dig [dɪg] копать  
 dine [daɪn] обедать  
 dining-room ['daɪnɪŋru:m] столовая  
 dinner ['dɪnə] обед  
 dirty ['dɜ:ti] грязный  
 disbelieve ['dɪsbɪ'li:v] не верить  
 dislike [dɪs'laɪk] не любить  
 do [du:] [du] [də] делать  
 doctor ['dɒktə] доктор  
 dog [dɒg] собака  
 door [dɔ:] дверь  
 down [daʊn] вниз  
 drank [dræŋk] прош. вр. от *drink*  
 draw [drɔ:] рисовать  
 dress [dres] одежда  
 dried [draɪd] сухой  
 drink [drɪŋk] пить  
 drive [draɪv] водить машину  
 drove [draʊv] прош. вр. от *drive*  
 drum [drʌm] барабан  
 dry [draɪ] сухой  
 dust [dʌst] пыль

## E

each [i:tʃ] каждый  
 ear [iə] ухо  
 early ['ɜ:li] рано  
 earth [ɜ:θ] земля  
 easy ['i:zi] легкий  
 eat [i:t] есть (принимать пищу)  
 eaten ['i:tn] прич. прош. вр. от *eat*  
 egg [eg] яйцо  
 eight [eɪt] восемь

eighteen [eɪ'ti:n] восемнадцать  
 eighty ['eɪtɪ] восемьдесят  
 either ['aɪðə] любой  
 eleven [ɪ'levn] одиннадцать  
 else [els] еще  
 end [end] конец  
 engine ['endʒɪn] мотор  
 enjoy [ɪn'dʒɔɪ] наслаждаться  
 enough [ɪ'nʌf] достаточно  
 enter ['entə] входить  
 especially [ɪs'peʃəli] особенно  
 essential [ɪ'senʃəl] базовый  
 even ['i:vən] даже  
 evening ['i:vniŋ] вечер  
 ever ['evə] когда-либо  
 every ['evri] каждый, всякий  
 everybody ['evrɪbɒdi] каждый, всякий  
 everyday ['evri'deɪ] каждый день  
 everyone ['evriwʌn] каждый, всякий  
 everything ['evrɪθɪŋ] все  
 everywhere ['evriweə] всюду  
 exactly [ɪg'zæktli] точно  
 example [ɪg'zɑ:mpəl] пример  
 except [ɪk'sept] за исключением  
 exciting [ɪk'saɪtɪŋ] волнующий  
 exercise ['eksəsaɪz] упражнение  
 expect [ɪks'pekt] ожидать  
 expensive [ɪks'pensɪv] дорогой (о цене)  
 explain [ɪks'pleɪn] объяснять  
 express [ɪks'pres] выражать  
 eye [aɪ] глаз

## F

face [feɪs] лицо  
 fair [feə] справедливый  
 fall [fɔ:l] падать  
 family ['fæmɪli] семья  
 far [fɑ:] далеко  
 farm [fɑ:m] ферма  
 fast [fɑ:st] быстрый  
 fat [fæt] жирный  
 father ['fɑ:ðə] отец  
 February ['februəri] февраль  
 fed [fed] прош. вр. от *feed*  
 feed [fi:d] кормить  
 feel [fi:l] чувствовать  
 feet [fi:t] ступни  
 fellow ['feləʊ] парень  
 felt [felt] прош. вр. от *feel*  
 female ['fi:meɪl] женский  
 few [fju:] мало  
 field [fi:ld] поле  
 fifteen [fɪf'ti:n] пятнадцать  
 fifth [fɪfθ] пятый  
 fifty ['fɪftɪ] пятьдесят  
 fight [faɪt] бороться  
 figure ['fɪɡə] фигура  
 find [faɪnd] находить  
 fine [faɪn] прекрасный  
 fingers ['fɪŋgəz] пальцы  
 finish (v.) ['fɪnɪʃ] заканчивать

fire ['faɪə] огонь  
 first ['fɜ:st] первый  
 first-class ['fɜ:st'kla:s] первоклассный  
 fish [fɪʃ] рыба  
 five [faɪv] пять  
 flew [flu:] прош. вр. от *flow*  
 flowers ['flaʊəz] цветы  
 fly [flaɪ] летать  
 foggy ['fɒɡɪ] туманный  
 follow ['fɒləʊ] следовать за  
 fond [fɒnd] любящий  
 food [fu:d] пища, еда  
 foot [fʊt] ступня  
 football ['fʊtbɔ:l] футбол  
 for ['fɔ:] [fə] для  
 foreign ['fɒrɪn] иностранный  
 forget [fə'get] забывать  
 forgotten [fə'ɡɒtn] прич. прош. вр. от *forget*

## forget

form [fɔ:m] форма  
 fortnight ['fɔ:tnaɪt] две недели  
 forty ['fɔ:ti] сорок  
 found [faʊnd] прош. вр. от *find*  
 four [fɔ:] четыре  
 fourteen [fɔ:'ti:n] четырнадцать  
 fourth [fɔ:θ] четвертый  
 fraction ['frækʃn] дробь  
 fresh [freʃ] свежий  
 Friday ['fraɪdi] пятница  
 friend [frend] друг  
 friendly ['frendli] дружеский  
 from [frɒm] [frəm] из  
 front (adj.) [frʌnt] передний  
 fruit [fru:t] фрукт  
 full [fʊl] полный  
 fun [fʌn] удовольствие  
 funny ['fʌni] забавный  
 further ['fɜ:ðə] дальше

## G

gaiety ['geɪəti] веселье  
 garden ['gɑ:dn] сад  
 gate [geɪt] ворота  
 gave [geɪv] прош. вр. от *give*  
 gay [geɪ] веселый  
 generally ['dʒenərəli] обычно  
 gentle ['dʒentl] нежный  
 get [get] получать  
 girl [gɜ:l] девочка  
 give [gɪv] давать  
 glad [glæd] радостный  
 go [gəʊ] идти  
 gone [ɡɒn] прич. прош. вр. от *go*  
 gold [gəʊld] золото  
 golden ['gəʊldən] золотистый  
 good [ɡʊd] хороший  
 goodbye [ɡʊd'baɪ] до свидания  
 good-hearted ['ɡʊd'hɑ:tɪd] добрый  
 got [ɡɒt] прош. вр. от *get*  
 grass [ɡrɑ:s] трава  
 great [ɡreɪt] великий

green [ɡri:n] зеленый  
greeting [ˈɡri:tɪŋ] приветствие  
grey [ɡreɪ] серый  
guinea [ˈɡɪni] гинейя

## Н

had [hæd] [həd] прош. вр. от *have*  
hair [heə] волосы  
half [hɑ:f] половина  
halves [hɑ:vz] мн. ч. от *half*  
hammer [ˈhæmə] молоток  
hand [hænd] рука  
handsome [ˈhænsəm] красивый  
happen [ˈhæpən] случаться  
happy [ˈhæpi] счастливый  
hard [hɑ:d] тяжелый  
hardly [ˈhɑ:dli] едва  
hate [heit] ненавидеть  
have [hæv] [həv] иметь  
he [hi:] [hi] он  
head [hed] голова  
healthy [ˈhelθi] здоровый  
hear [hiə] слышать  
heart [hɑ:t] сердце  
heaven [ˈhevn] небо  
heavy [ˈhevi] тяжелый  
heel [hi:l] пятка  
hello, hullo [həˈləv], [hʌˈləv] алло;  
привет

help (v.) [help] помогать  
her [hɜ:] [hə] ее  
here [hiə] здесь  
high [hai] высокий  
him [hɪm] его  
his [hɪz] его  
hit [hit] ударять  
hold [həʊld] держать  
holiday [ˈhɒlədi] праздник  
home [həʊm] дом  
homework [ˈhəʊmwɜ:k] домашняя  
работа  
honestly [ˈɒnɪstli] честно  
hope [həʊp] надежда  
horse [hɔ:s] лошадь  
hot [hɒt] жаркий  
hotel [həʊˈtel] отель  
hour [ˈaʊə] час  
house [haʊs] дом  
how [haʊ] как  
hundred [ˈhʌndrəd] сто  
hungry [ˈhʌŋɡri] голодный  
hurt [hɜ:t] повреждать, болеть  
husband [ˈhʌzbənd] муж

## И

I [aɪ] я  
ice [aɪs] лед  
ice-cream [ˈaɪsˈkri:m] мороженое  
idea [aɪˈdiə] идея  
if [ɪf] если  
ill [ɪl] больной  
in [ɪn] в

inch [ɪn(t)] дюйм  
incorrect [ɪnkəˈrekt] неправильный  
ink [ɪŋk] чернила  
inkpot [ˈɪŋkpɒt] чернильница  
instead [ɪnˈsted] вместо  
interesting [ˈɪntrɪstɪŋ] интересный  
interfere [ɪntəˈfɪə] вмешиваться  
interrupt [ɪntəˈɡæpt] прерывать  
into [ˈɪntu] в  
it [ɪt] это  
its [ɪts] его, ее

## Я

January [ˈdʒænjʊəri] январь  
joke [dʒəʊk] шутка  
joy [dʒɔɪ] радость  
judge [dʒʌdʒ] судья  
July [dʒuːˈlaɪ] июль  
June [dʒuːn] июнь  
just [dʒʌst] справедливый

## К

kind [kaɪnd] добрый  
king [kɪŋ] король  
kiss [kɪs] целовать  
knew [nju:] прош. вр. от *know*  
know [nəʊ] знать  
knowledge [ˈnɒlɪdʒ] знание

## Л

lady [ˈleɪdi] дама, госпожа  
lamp [læmp] лампа  
landlord [ˈlændlɔ:d] домовладелец  
language [ˈlæŋɡwɪdʒ] язык  
last [la:st] последний  
late [leɪt] поздний  
laugh [lɑ:f] смеяться  
laughable [ˈlɑ:fəbl] смешной  
learn [lɜ:n] учить  
least [li:st] наименьший  
leave [li:v] покидать  
left [left] прош. вр. от *leave*  
left (adj.) [left] левый  
length [leŋθ] длина  
less [les] меньший  
lesson [ˈlesn] урок  
let [let] разрешить  
letter [ˈletə] письмо  
library [ˈlaɪbrəri] библиотека  
lie [laɪ] лежать  
life [laɪf] жизнь  
light [laɪt] светлый  
like (prep.) [laɪk] как  
like (v.) [laɪk] нравиться  
line [laɪn] линия  
listen [ˈlɪsn] слушать  
literature [ˈlɪtəʃə] литература  
little [ˈlɪtl] маленький  
live [lɪv] жить  
long [lɒŋ] длинный  
look [lʊk] смотреть  
lord [lɔ:d] лорд  
lot [lɒt] много



love ['lʌv] любовь  
lovely ['lʌvli] красивый  
lucky ['lʌki] счастливый  
lunch [lʌn(t)f] ланч

## М

machine [mə'ʃi:n] машина  
madam ['mædəm] мадам  
make [meɪk] делать  
male [meɪl] мужской  
man [mæn] человек, мужчина  
manly ['mænli] мужественный  
manage ['mænidʒ] руководить,  
управляться  
manservant ['mænsɜ:vənt] слуга  
many ['meni] много  
March [mɑ:tʃ] март  
marmalade ['mɑ:məleɪd] мармелад  
material [mə'tiəriəl] материал  
matter ['mætə] иметь значение  
May [meɪ] май  
may [meɪ] мочь  
me [mi:] [mi] меня, мне  
meal [mi:l] еда  
mean [mi:n] значить  
meaning ['mi:nɪŋ] значение  
meet [mi:t] встречаться  
men [men] мн. ч. от man  
met [met] прош. вр. от *meet*  
method ['meθəd] метод  
middle ['mɪdl] середина  
midnight ['mɪdnaɪt] полночь  
mile [maɪl] миля  
million ['mɪljən] миллион  
minute ['mɪnɪt] минута  
Miss [mɪs] мисс  
missing ['mɪsɪŋ] недостающий  
mistake [mɪs'teɪk] ошибка  
modern ['mɒdn] модерн  
Monday ['mʌndɪ] понедельник  
money ['meni] деньги  
month [mʌnθ] месяц  
moon [mu:n] луна  
more [mɔ:] больше  
morning ['mɔ:nɪŋ] утро  
most [məʊst] наиболее, самый  
mother ['mʌðə] мать  
mountain ['maʊntɪn] гора  
move [mu:v] двигаться  
Mr. ['mɪstə] мистер  
Mrs. ['mɪsɪz] миссис  
much [mʌtʃ] много  
museum ['mju:ziəm] музей  
music ['mju:zɪk] музыка  
musical ['mju:zɪkl] музыкальный  
must [mʌst] [məst] должен  
mutton ['mʌtn] баранина  
my [maɪ] мой

## N

nail [neɪl] гвоздь  
name [neɪm] имя

near [nɪə] около  
neck [nek] шея  
need [ni:d] нуждаться  
neither ['neɪðə] ['nɪðə] никакой,  
ни один

never ['nevə] никогда  
new [nju:] новый  
news [nju:z] новости  
newspaper ['nju:speɪpə] газета  
next [nekst] следующий  
nice [naɪs] милый, славный  
night [naɪt] ночь  
nine [naɪn] девять  
nineteen ['naɪn'ti:n] девятнадцать  
ninth [naɪnθ] девятый  
ninety ['naɪntɪ] девяносто  
no [nəʊ] нет  
nobody ['nəʊbədi] никто  
noise [nɔɪz] шум  
noisy ['nɔɪzi] шумный  
none [nʌn] никто, ни один  
noon [nu:n] полдень  
nor [nɔ:] ни  
not [nɒt] нет  
note [nəʊt] записка  
nothing ['nʌθɪŋ] ничего  
notice ['nəʊtɪs] объявление  
nought [nɔ:t] ноль  
novelist ['nɒvəlɪst] новеллист  
November [nə'vembə] ноябрь  
now [naʊ] сейчас  
nowhere ['nəʊweə] нигде  
number ['nʌmbə] номер

## O

o'clock [ə'klɒk] час  
October [ɒk'teɪbə] октябрь  
often ['ɒfn] часто  
old [əʊld] старый  
on [ɒn] на  
once [wʌns] однажды  
one [wʌn] один  
only ['əʊnli] только  
open ['əʊpən] открывать  
opposite ['ɒpəzɪt] противоположный  
or [ɔ:] [ə] или  
ordinary ['ɔ:dɪnəri] обычный  
other ['ðə] другой  
ought [ɔ:t] следует  
our [aʊə] наш  
out [aʊt] вон  
outside ['aʊt'saɪd] внешний  
over ['əʊvə] над  
own [əʊn] владеть

## P

page [peɪdʒ] страница  
paid [peɪd] прош. вр. от *pay*  
paint [peɪnt] красить  
paper ['peɪpə] бумага  
park [pɑ:k] парк  
parliament ['pɑ:ləmənt] парламент

part [pɑ:t] часть  
 particular [pə'tɪkjʊlə] особый  
 party ['pɑ:ti] партия  
 passenger ['pæsɪn(d)ʒə] пассажир  
 past [pɑ:st] прошедший  
 pay [peɪ] платить  
 pen [pen] ручка  
 pencil ['pensl] карандаш  
 people ['pi:pl] люди  
 perhaps [pə'hæps] вероятно  
 person ['pɜ:sn] лицо  
 piano ['pjæneɪ] пианино  
 picture ['pɪktʃə] картинка  
 piece [pi:s] кусок  
 pig [pɪg] свинья  
 pipe [paɪp] трубка  
 place [pleɪs] место  
 plate [pleɪt] тарелка  
 play (v) [pleɪ] играть  
 play (n) [pleɪ] игра  
 pleasant ['pleznt] приятный  
 please [pli:z] пожалуйста  
 pocket ['pɒkɪt] карман  
 poem ['pəʊɪm] стихотворение  
 poet ['pəʊɪt] поэт  
 point [pɔɪnt] точка  
 polite [pə'laɪt] вежливый  
 poor [puə] бедный  
 porter ['pɔ:tə] носильщик  
 pot [pɒt] котелок  
 potato [pə'teɪtəʊ] картофель  
 pound [paʊnd] фунт  
 practical ['præktɪkl] практичный  
 present ['preznt] подарок  
 pretty ['prɪti] красивый  
 price [praɪs] цена  
 pride [praɪd] гордость  
 pronounce [prə'naʊns] произносить  
 pronunciation [prə'naʊnsɪ'eɪʃn]

произношение

proud [praʊd] гордый  
 public ['pʌblɪk] публика  
 pull [pʊl] тянуть  
 push [pʊʃ] толкать  
 put [pʊt] класть

## Q

quarter ['kwɔ:tə] четверть  
 queen [kwi:n] королева  
 question ['kwɛstʃn] вопрос  
 quick [kwɪk] быстрый  
 quiet ['kwaɪət] тихий  
 quite [kwaɪt] совсем

## R

rabbit ['ræbɪt] кролик  
 racket ['rækɪt] ракетка  
 rain [reɪn] дождь  
 ran [ræn] прош. вр. от *run*  
 rather ['rɑ:ðə] лучше, скорее  
 ray [reɪ] луч  
 read [ri:d] читать

reading ['ri:dn] чтение  
 ready ['redi] готовый  
 really ['ri:əli] на самом деле  
 reason ['ri:zn] причина  
 red [red] красный  
 remember [rɪ'membə] помнить  
 remind [rɪ'maɪnd] напоминать  
 repeat [ri:'pi:t] повторять  
 rich [rɪtʃ] богатый  
 ride [raɪd] ездить верхом  
 right [raɪt] правый  
 rise [raɪz] подниматься  
 river [rɪvə] река  
 roast [rəʊst] жарить, печь  
 rock [rɒk] гора  
 rolls [rəʊlz] булочки  
 room [ru:m] [ru:m] комната  
 round [raʊnd] круглый  
 rough [rʌf] грубый  
 rubbish ['rʌbɪʃ] ерунда  
 run [rʌn] бежать

## S

sad [sæd] грустный  
 safe [seɪf] безопасный  
 safety ['seɪftɪ] безопасность  
 said [sed] прош. вр. от *say*  
 same [seɪm] тот же самый  
 sand [sænd] песок  
 Saturday ['sætədi] суббота  
 saucer ['sɔ:sə] блюдце  
 saw [sɔ:] прош. вр. от *see*  
 say [seɪ] говорить  
 scarce [skeəs] редкий, скудный  
 school [sku:l] школа  
 sea [si:] море  
 seaside ['si:saɪd] побережье  
 season ['si:zn] сезон  
 seat [si:t] место  
 second ['sekənd] второй  
 see [si:] видеть  
 seen [si:n] прич. прош. вр. от *see*  
 seem [si:m] казаться  
 sell [sel] продавать  
 send [send] посылать  
 sense [sens] смысл  
 sensible ['sensɪbl] разумный,  
 здравомыслящий  
 sentence ['sentəns] предложение  
 September [səp'tembə] сентябрь  
 servant ['sɜ:vənt] слуга  
 seven ['sevn] семь  
 seventeen [sevn'ti:n] семнадцать  
 seventh ['sevnθ] седьмой  
 seventy ['sevnɪ] семьдесят  
 sew [səʊ] шить  
 shade [ʃeɪd] тень, полумрак  
 shall [ʃæl] [ʃəl] «специальный» глагол  
 she [ʃi:] [ʃɪ] она  
 sheep [ʃi:p] овца, овцы  
 shelf [ʃelf] полка

shelves [ʃelvz] полки  
 shilling [ˈʃɪlɪŋ] шиллинг  
 shine [ʃaɪn] светить  
 ship [ʃɪp] корабль  
 shop [ʃɒp] лавка, магазин  
 shopkeeper [ˈʃɒp.kiːpə] лавочник  
 short [ʃɔ:t] короткий  
 show [ʃəʊ] показывать  
 silence [ˈsaɪləns] тишина  
 simple [ˈsɪmpl] простой  
 since [sɪns] с тех пор как  
 sign [saɪn] петь  
 sir [sɜ:] [sə] сэр  
 sister [ˈsɪstə] сестра  
 sit [sɪt] сидеть  
 six [sɪks] шесть  
 sixteen [ˈsɪksˈti:n] шестнадцать  
 sixth [sɪksθ] шестой  
 sixty [ˈsɪksti] шестьдесят  
 sky [skaɪ] небо  
 sleep [sli:p] спать  
 slept [slept] прош. вр. от sleep  
 slim [slɪm] тонкий, стройный  
 slow [sləʊ] медленный  
 slowly [ˈsləʊli] медленно  
 small [smɔ:l] маленький  
 smell [smel] запах  
 smoke [sməʊk] курить  
 so [səʊ] так, таким образом  
 soft [sɒft] мягкий  
 some [səm] несколько  
 somebody [ˈsʌmbədi] кто-то  
 someone [ˈsʌmwʌn] кто-то  
 something [ˈsʌmθɪŋ] что-то  
 sometimes [ˈsʌmtaɪmz] иногда  
 somewhere [ˈsʌmweə] где-то  
 son [sʌn] сын  
 song [sɒŋ] песня  
 soon [su:n] скоро  
 sorrow [ˈsɒrəʊ] печаль  
 sorry [ˈsɒri] огорченный  
 sound [saʊnd] звучать, издавать звук  
 soup [su:p] суп  
 spade [speɪd] лопата  
 speak [spi:k] говорить  
 spell [spel] назвать по буквам  
 spirit [ˈspɪrɪt] дух  
 spoke [spəʊk] прош. вр. от *speak*  
 spoken [ˈspəʊkn] прич. прош. вр. от *speak*  
 spoon [spu:n] ложка  
 spoonful [spu:nfʊl] полная ложка  
 spring [sprɪŋ] весна  
 stand [stænd] стоять  
 star [sta:] звезда  
 station [ˈsteɪʃn] станция  
 stay [steɪ] оставаться, гостить  
 step [step] шаг  
 stick [stɪk] палка  
 still [stɪl] все еще  
 stool [stʊd] прош. вр. от *stand*

stop [stɒp] останавливаться  
 story [ˈstɔri] рассказ, история  
 street [stri:t] улица  
 strength [streŋθ] сила  
 striped [ˈstraɪpt] полосатый  
 strong [strɒŋ] сильный  
 student [ˈstju:dənt] студент  
 study [ˈstʌdi] учиться  
 style [stɑɪl] стиль  
 such [sʌtʃ] такой  
 sugar [ˈʃʊɡə] сахар  
 suit [sju:t] костюм  
 summer [ˈsʌmə] лето  
 sun [sʌn] солнце  
 Sunday [ˈsʌndɪ] воскресенье  
 supper [ˈsʌpə] ужин  
 suppose [səˈpəʊz] предполагать  
 sure [ʃʊə] уверенный  
 surprise (v.) [səˈpraɪz] удивлять  
 swim [swɪm] плавать

## T

table [ˈteɪbl] стол, таблица  
 tailor [ˈteɪlə] портной  
 take [teɪk] брать  
 talk [tɔ:k] разговаривать, беседовать  
 tall [tɔ:l] высокий  
 taste [teɪst] вкус  
 taught [tɔ:t] прош. вр. от *teach*  
 taxi [ˈtæksi] такси  
 tea [ti:] чай  
 teach [ti:tʃ] преподавать  
 teacher [ˈti:tʃə] учитель  
 telephone [ˈtelɪfəʊn] телефон  
 tell [tel] говорить  
 ten [ten] десять  
 tennis [ˈtenɪs] теннис  
 terrible [ˈterɪbl] ужасный  
 than [ðæn] [ðən] чем  
 thank [θæŋk] благодарить  
 that [ðæt] [ðət] тот  
 the [ðə] [ði] определенный артикль  
 theatre [ˈθiətrə] театр  
 their [ðeə] их  
 them [ðem] им  
 then [ðen] тогда  
 there [ðeə] [ðə] там  
 these [ði:z] эти  
 they [ðei] они  
 thick [θɪk] толстый  
 thin [θɪn] тонкий  
 thing [θɪŋ] вещь  
 think [θɪŋk] думать  
 third [θɜ:d] третий  
 thirteen [ˈθɜ:ˈti:n] тринадцать  
 thirty [ˈθɜ:ti] тринадцать  
 this [ðɪs] этот  
 those [ðəʊz] те  
 thought [θɔ:t] прош. вр. от *think*  
 thousand [ˈθaʊzənd] тысяча  
 three [θri:] три

through [θru:] через, сквозь  
thumb [θʌm] большой палец  
Thursday ['θɜ:zdi] четверг  
ticket ['tɪkɪt] билет  
till [tɪl] до  
time [taɪm] время  
tired ['taɪəd] усталый  
tiring ['taɪərɪŋ] утомительный  
to [tu:] [tu] к  
toast [təʊst] тост  
tobacco [tə'bækəʊ] табак  
today [tə'deɪ] сегодня  
together [tə'geðə] вместе  
told [təʊld] прош. вр. от *tell*  
tomorrow [tə'mɒrəʊ] завтра  
too [tu:] слишком, также  
took [tʊk] прош. вр. от *take*  
top [tɒp] верх  
towel ['taʊəl] полотенце  
town [taʊn] город  
train [treɪn] поезд  
tray [treɪ] поднос  
tree [tri:] дерево  
true [tru:] верный  
try [traɪ] пробовать  
Tuesday ['tʃu:zdi] вторник  
turn [tɜ:n] поворачивать  
twelve [twelv] двенадцать  
twenty ['twenti] двадцать  
twice [twais] дважды  
twin [twɪn] двойник, близнец  
two [tu:] два  
type [taɪp] тип  
typewriter ['taɪpraɪtə] пишущая машинка

## U

umbrella [ʌm'brelə] зонтик  
uncertain [ʌn'sɜ:tn] неопределенный  
uncle ['ʌŋkl] дядя  
under [ʌndə] под  
understand [ʌndə'stænd] понимать  
university [ju:nɪ'vɜ:sɪti] университет  
until [ən'tɪl] до; до тех пор, пока  
up [ʌp] вверх; наверху  
us [ʌs] [əs] нам  
use (n) [ju:s] использование  
use (v) [ju:z] использовать  
used to ['ju:st tu(tə)] бывало  
useful ['ju:sfl] полезный  
usually ['ju:ʒʊəli] обычный

## V

vegetable ['vedʒɪtəbl] овощи  
very ['veri] очень

## W

wait [weɪt] ждать  
waiter ['weɪtə] официант  
walk [wɔ:k] ходить пешком  
wall [wɔ:l] стена  
want [wɒnt] хотеть  
warm [wɔ:m] теплый  
was [wɒz] [wəz] прош. вр. от *be*  
wash [wɒʃ] мыть

watch [wɒtʃ] наручные часы  
water ['wɔ:tə] вода  
way [weɪ] способ  
we [wi:] мы  
weak [wi:k] слабый  
weakness ['wi:knɪs] слабость  
wealthy ['welθɪ] богатый  
wear [weə] носить; одевать  
weather ['wedə] погода  
wedding ['wedɪŋ] свадьба  
Wednesday ['wenzdi] среда  
week [wi:k] неделя  
well [wel] хорошо  
went [went] прош. вр. от *go*  
were [wɜ:] прош. вр. от *be*  
wet [wet] мокрый  
what [wɒt] что  
when [wen] когда  
where [weə] где  
which [wɪtʃ] который  
white [waɪt] белый  
who [hu:] кто  
whole [həʊl] весь  
why [waɪ] почему  
wife [waɪf] жена  
will [wɪl] «специальный» глагол  
window ['wɪndəʊ] окно  
wine [waɪn] вино  
winter ['wɪntə] зима  
wireless ['waɪələs] радио  
wise [waɪz] умный  
with [wɪð] с  
without [wɪð'aʊt] без  
wives [waɪvz] мн. ч. от *wife*  
woman ['wʊmən] женщина  
women ['wɪmɪn] женщины  
wonder ['wʌndə] удивляться  
wonderful ['wʌndəfʊl] удивительный  
won't [wəʊnt] «специальный» глагол с отрицательной частицей *not*  
wood [wʊd] дерево, лес  
word [wɜ:d] слово  
wore [wɔ:] прош. вр. от *wear*  
work [wɜ:k] работать  
world [wɜ:ld] мир  
worry ['wʌri] беспокоиться  
worse [wɜ:s] сравн. ст. от *bad*  
worst [wɜ:st] превосх. ст. от *bad*  
wrist [rɪst] запястье  
write [raɪt] писать  
wrong [rɒŋ] неправильный  
wrote [rəʊt] прош. вр. от *write*

## Y

year [jɜ:] [jɪə] год  
yellow ['jeləʊ] желтый  
yes [jes] да  
yesterday ['jestədi] вчера  
yet [jet] до сих пор; еще  
you [ju:] [ju] вы  
young [jʌŋ] молодой  
your [jɔ:] ваш  
youth [ju:θ] молодость; юность

**КНИГА ВТОРАЯ**

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**Book Two**

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## LESSON 1

---

### THE PRIESTLEYS' HOUSE

You have heard (in Book I) about Mr. Priestley and his students. I want, now, to tell you something about his house. He is an old friend of mine, and I went to visit him about a fortnight ago and stayed at his house for the week-end.



He lives in a very nice house. It is called "The Pines" and is about ten miles from London. There is a big garden all round it, and I went in at the garden gate and walked along the path to the front door. There is a smooth lawn in front of the house with beds of roses in it. I knocked at the front door.

Mr. Priestley opened it and with a smile and some words of welcome, shook hands with me, and we went into the hall. Then Mrs. Priestley came to greet me.

I said, "How do you do?" and gave her the flowers that I had bought for her.

She said, "Oh, thank you. What beautiful roses! How kind of you to bring me them! I love roses, and ours haven't been good this year. These are lovely".

She took them away to put them in water, and Mr. Priestley and I went into the sitting-room and sat down in armchairs before the fire, for it was a rather cold day and I was very pleased to see the bright fire burning in the fireplace.

Their sitting-room is quite a big room, about 25 feet long by 15 feet wide. There was a thick carpet on the floor. One or two good water-colours hung on the walls, and there was a large and very interesting oil-painting that I hadn't seen before. There was a piano on one side of the room (both Mr. and Mrs. Priestley



are fond of music, and Mrs. Priestley plays the piano beautifully). There were three or four comfortable armchairs, a radio, and three or four bookcases filled with books. On a small table near the window there were copies of *The Times*, *Punch* and some foreign newspapers and magazines. Mrs. Priestley returned with the roses in a bowl which she put on the table and a few minutes later Susan came in with tea and a very nice cake.



I had expected to see John Priestley and Margaret. I had brought a box of chocolates for her; I knew she liked chocolates, but they told me John was up at Oxford and Margaret had gone to a birthday party at the house of a friend of hers.

After we had chatted for a little time, Mrs. Priestley said, "Will you excuse me, please? I want to see about the dinner. Did you know that Lizzie<sup>1</sup> had left us?" "No, I didn't", I said. "Yes", continued Mrs. Priestley, "she got a letter about a month ago to say that her sister-in-law had died, and so" Lizzie has gone to keep house for her brother. That cake that we had at tea was hers; she sent it to me yesterday. Since she left, I have done the cooking and baked the cakes, but mine are never as good as hers".

"Nonsense, my dear; I don't think Lizzie's cakes were better than yours", said Mr. Priestley loyally.

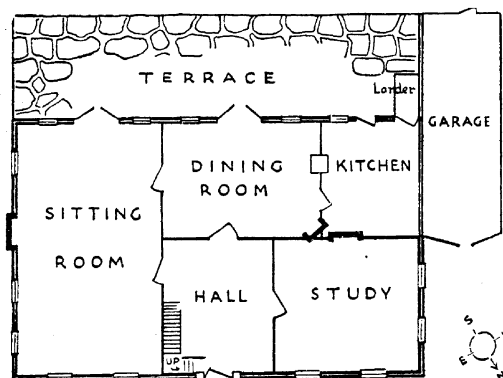
"Take no notice of Charles", said Mrs. Priestley with a smile. "They say love is blind; it seems to me he can't taste, either. My husband's ideas about grammar are, I am sure, better than mine, but when it's a question of ideas about cakes, mine are far better than his".

She went out, and Mr. Priestley said, "It's bad luck about Lizzie, isn't it? I'm afraid Susan will go, too, before long.

---

<sup>1</sup> Вы помните Сюзан и Лиззи из Книги I?

A young fellow near here, Joe Marsden, has asked her to marry him. He is trying to buy a cafe in the High Street. The cafe is not his yet, but I think he'll get it, and, when it is his, I'm pretty sure Susan will marry him and go to help him to run the cafe. It will make things difficult for my wife. Ours is quite a big house for one woman to run, and it's almost impossible, nowadays, to get help in the house".



PLAN OF THE HOUSE

After a little time Mrs. Priestley joined us again and said, "Dinner is ready", so we went to the dinning-room, a pleasant looking room with a Persian carpet on the floor, a dark oak dinning-table, six chairs and a side-board. A red lampshade gave a warm colour to the room, and an electric fire kept it comfortable while we had dinner. Susan drew the brown velvet curtains across the windows as it was now quite dark outside, and we sat down to dinner, a very English one — roast beef and Yorkshire pudding, roast potatoes, and cabbage grown in their own garden, followed by apple-pie with thick cream and sugar.

When we had finished dinner, Susan took the dishes from the dinning-room to the kitchen, and Mrs. Priesvley went with her to make coffee. Mr. Priestley took me to his study for a quiet smoke and to show me some of his books.

After a quarter of an hour or so, Mrs. Priestley came to tell us she had made the coffee and it was in the sitting-room. So we went there to take coffee and talk together and listen to the news on the radio. Then Mrs. Priestley played some Chopin, my favourite composer for the piano. It was now eleven o'clock and I was feeling rather tired. Mr. Priestley saw this and said, "You had a tiring day and you look sleepy; come along upstairs, to your bedroom".

Upstairs there are five bedrooms, a bathroom and a lavatory. We went to my room and he said, "Here you are. There is running water in your room and you can wash there or go to the bathroom, whichever you prefer. You will find soap in the soap-dish, and here are your towels. Put on the electric fire and warm your pyjamas before putting them on. There are sheets and three blankets on our bed, and my wife has put a hot-water bottle in it, but if you are not warm enough there is an eiderdown here. Now, do you want anything else?"

I said, "Oh, no, thank you. I shall be very comfortable". He added, "We have breakfast rather early — about a quarter past eight — but you can, of course, come down later if you like and have breakfast then".

I said, "I will come down and have breakfast with you".

"All right", he said; "I'll bring you a cup of tea at half past seven; that will give you time to get properly awake, shave and have a bath before breakfast if you feel like it. It will be all right if you take a bath about quarter to eight. I have mine at seven, and my wife and Margaret take theirs in the evening".

"Splendid", I said, "thank you very much. Good night".



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]	[ɪ]			[æ]
greet	continue	blanket	reply	blanket
keep	excuse	cafe <sup>1</sup>	favourite	chat
magazine	prefer	velvet	visit	lamp
sheet	pyjamas	carpet	splendid	magazine
[ɑ:]	[ɒ]	[ɔ:]	[ʊ]	[u:]
bath	bottle	floor	room	smooth
carpet	copy	lawn	book	continue <sup>2</sup>
path	knock	board	shook	excuse <sup>2</sup>
pyjamas	nonsense	yours	pudding	
[ɜ:]	[əʊ]	[ə]		
curtain	soap	afraid	continue	magazine
furniture	bowl	along	favourite	nonsense
	oak	awake	furniture	nowadays
	grow	composer	loyal	pyjamas <sup>3</sup>

<sup>1</sup> Более употребительно ['eɪ] ['kæfeɪ].

<sup>2</sup> Здесь произносится как [ju:].

<sup>3</sup> Два варианта произношения: [pə'dʒɑ:mz], [pr'dʒɑ:məz].

[aɪ]		[eə]
blind	mine	chair
die	reply	theirs
eiderdown	pie	upstairs
side	smile	



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами

- |                |           |            |               |
|----------------|-----------|------------|---------------|
| 1. comfortable | 4. carpet | 7. bowl    | 10. sideboard |
| 2. lampshade   | 5. velvet | 8. pyjamas | 11. cafe      |
| 3. path        | 6. lawn   | 9. welcome | 12. eiderdown |

### II. Дайте полные ответы.

1. Where is Mr. Priestley's house and what is it called?
2. What is there in front of the house?
3. What did Mrs. Priestley say about the roses?
4. Where were (a) John, (b) Margaret Priestley?
5. Describe (a) the sitting-room, (b) the dinning-room.
6. What did they have for dinner?
7. Why had Lizzie left the Priestleys?
8. Why does Mr. Priestley think Susan will leave them?
9. What did Mr. Priestley say about his wife's cakes?
10. What was her reply?

### Диктант



John Priestley is at Oxford University. He has two rooms, a sitting-room and a bedroom. His sitting-room is a pleasant one. There is a thick carpet on the floor, and one or two water-colours and black and white drawings hang on the walls. Near the door is a bookcase filled with books, and by the window is a table at which John works. On it are some books and copies

of University magazines. John is not working now; he is making coffee. A friend coming to his rooms for a chat. On a plate are some cakes which Mrs. Priestley has baked.

John goes to the window and looks at the smooth lawns and roses and the old, grey walls. It is getting dark, so he draws the curtains and puts on the light. It has a red lampshade which gives warm colour to the room. A fire is burning brightly in the fireplace.

John hears a knock at the door. His friend has come.

### **Сочинение**

- 1. Опишите картинки на стр. 188 и стр. 189.**
- 2. Опишите обстановку: а) в Вашей гостиной; б) в столовой; г) в спальне; д) на кухне.**
- 3. Опишите дом, в котором Вам хотелось бы жить.**

## LESSON 2

### КОММЕНТАРИИ К УРОКУ 1

#### POSSESSIVE PRONOUNS

В Книге I мы рассматривали притяжательные местоимения (*my, your, her, its, our, their*). В последнем уроке нам встретились примеры притяжательных местоимений-существительных: *mine, yours, his, hers, ours, theirs*:

I love roses, and *ours* haven't been good this year.

I don't think Lizzie's cakes are any better than *yours*.

The cake we had at tea was one of *hers*; mine are never as good as *hers*.

His ideas about grammar are better than *mine*, but when it's a question of ideas about cakes, *mine* are better than *his*.

The cafe is not *his* yet; when it is *his*, Susan will marry him. *Ours* is quite a big house.

You can take a bath at a quarter to eight; I have *mine* at seven, and my wife and Margaret have *theirs* in the evening.

Легко заметить, что притяжательные местоимения определяют существительное, а притяжательные местоимения-существительные могут замещать существительное. Например:

#### *Possessive Adjective*

#### *Притяжат. местоимение*

Lizzie's cakes are not better than *your* cakes  
(*Adjective + Noun*)

I have my bath at seven;  
my wife and Margaret  
have *their* baths in the evening.

When it's a question of ideas about cakes *my* ideas are better than *his* ideas.

#### *Possessive Pronoun*

#### *Притяжат. местоимение-существительное*

Lizzie's cakes are not better than *yours*.

I have *mine* at seven; my wife and Margaret have *theirs* in the evening.

When it's a question of ideas about cakes, *mine* are better than *his*.

#### Таблица личных и притяжательных местоимений

<i>Personal Pronoun</i>	<i>Possessive Adjective</i>	<i>Possessive Pronoun</i>
I	my	mine
you	your	yours
he	his	his

she	her	hers
we	our	ours
they	their	theirs

Существует притяжательное местоимение *its*. Например:

The dog has eaten *its* dinner.

The bird is in *its* nest.

Притяжательное местоимение-существительное *its* практически не употребляется.

**Внимание:** имеется разница между *its* (притяжательное местоимение) и *it's* (сокращенная форма от *it is*). Например: *It's* a long way to Tipperary.

Обратите внимание на идиоматическое употребление притяжательного местоимения-существительного в предложениях:

He is an old friend of *mine*. (Но не “an old friend of *me*”)

Margaret has gone to a party at the house of a friend of *hers*. (Но не “a friend of *her*”).

## PAST PERFECT TENSE

### *Прошедшее совершенное время*

В Книге I нам встретилось настоящее совершенное время:

I *have had* my car for a year.

Hob *hasn't done* his homework.

В уроке 1 Книги II приведены примеры прошедшего совершенного времени:

I gave her the flowers that I *had bought* for her.

There was an oil-painting that I *hadn't seen* before.

I *had brought* a box of chocolates for Margaret.

They told me Margaret *had gone* to a birthday party.

After we *had chatted* for a little time, Mrs. Priestley went to see about the dinner.

Mr. Priestley said that Lizzie *had left* them.

She got a letter to say that her sister-in-law *had died*.

When we *had finished* dinner, Susan took the dishes to the kitchen.

Mrs. Priestley came to tell us she *had made* the coffee.

Прошедшее совершенное время образуется при помощи глагола **had** и причастия прошедшего времени.

Прошедшее совершенное время показывает, что одно действие совершается раньше другого в прошлом. Например:

(1) Pedro learned English. (2) He came to England.

Оба эти действия происходили в прошлом, поэтому используется прошедшее время *learned* и *came*.

Но предположим, что мы хотим показать, что одно из этих действий завершилось раньше другого. Нам хочется сказать, что Педро учил английский язык до того, как поехал в Англию. В этом случае для обозначения действия, завершившегося раньше, мы используем прошедшее совершенное время и просто прошедшее время для другого действия. Например:

Pedro had learned English before he came to England.

Миссис Пристли сварила кофе. Затем она пришла позвать нас.

По-английски это будет выглядеть так:

Mrs. Priestley *came* (Simple Past) to tell us she *had made* (Past Perfect) the coffee.

Сравните другие предложения:

Lizzie's sister-in-law died. Lizzie got a letter.

Lizzie got a letter to say her sister-in-law *had died*.

We chatted for a little time. Mrs. Priestley went to see about the dinner.



I GAVE HER THE FLOWERS WHICH I HAD BOUGHT FOR HER

After we *had chatted* for a little time, Mrs. Priestley went to see about the dinner.

I bought some flowers (in the morning), I gave them to Mrs. Priestley (in the afternoon). I gave her the flowers I *had bought* for her.

Вот еще примеры на прошедшее совершенное время:

When Margaret *had finished* her homework, she turned on the radio.

I *had already got* home before it began to rain.

Jan bought a new exercise book, because he *had filled* his old one.



The children came to the party at 4 o'clock; but before that, Ann and Ellen Thompson *had decorated* the room, Mrs. Thompson *had baked* cakes, and Mr. Thompson *had bought* a small present for every little guest.

(Вы помните, что Маргарет пошла на день рождения к своей подруге Энн Томпсон, о семье которой говорилось в Книге I):

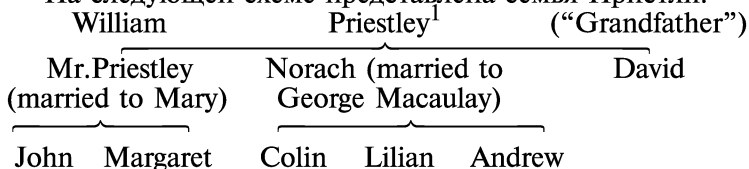
Н о b: Here's a story with some examples of the Past Perfect Tense: it's about a novelist who *had written* some novels that *had been* very successful. One day he met an old friend that he *hadn't seen* for years. After they *had talked* for two hours, the novelist said, "Now, we've talked about me long enough; let's talk about you! What did you think of my last novel?"

## IN-LAWS *Родственники*

Нам встретилось предложение:

Lizzie's sister-in-law had died.

На следующей схеме представлена семья Пристли:



Mrs. (Mary) Priestley is daughter-in-law to William Priestley. She is sister-in-law to Norach Priestley (Norach Macaulay). William Priestley is her father-in-law.

George Macaulay is Mr. Priestley's brother-in-law. He is William Priestley's son-in-law.

The mother-in-law of Mrs. Priestley and George Macaulay was "Grandmother" Priestley. She is dead.

John and Margaret are cousins to Colin, Lilian, and Andrew.

## IDIOMATIC EXPRESSIONS *(Идиоматические выражения)*

Вот целый ряд идиоматических выражений из урока 1: "for the *week-end*" (usually Friday night to Monday morning).

---

<sup>1</sup> Он вдовец. Его жена умерла два года назад.

“John is *up* at Oxford”. Students “go *up*” when work begins and “go *down*” for holidays.

“I’m *pretty* sure”.

В книге I встречается обычное значение слова *pretty*.  
Например:

“Frieda is a very *pretty* girl”.

Но *pretty* часто используется в разговоре со значением *fairly, quite*. Например:

“Is Pedro a good swimmer?”

“Well, he’s a *pretty good*, but not nearly as good as Olaf”.

“We walked twenty miles over mountains; I was *pretty tired* before we got home.

“A quarter of an hour *or so*”. Здесь *or so* означает *about*, т. е. несколько больше или меньше, чем четверть часа.  
Например:

I was away three months *or so*.

These pens cost fifteen shillings *or so*.

“help him *to run* the cafe”;

“Ours is a big house for one woman *to run*”.

Это, конечно же, необычное употребление глагола *run* с разговорным значением *manage*.

Take a bath.

*Have a bath.*

Употребление обоих глаголов правомерно.

*Chat* — разговорное слово, обозначающее дружеский, непринужденный разговор, обычно о незначительных вещах.

Have a bath *if you feel like it* (=if you wish).

В уроке I встретились два **восклицательных** предложения:

What beautiful roses!

How kind of you to bring them!

В этих предложениях, в отличие от всех других типов предложений (хотя и не всегда), отсутствуют личные формы глагола.



Вот еще несколько примеров:

What a day! (Usually when it is raining hard.)

What a nice garden!

What a silly thing to do!

How nice of you to send me those flowers!

How well he speaks!

Обратите внимание на наличие в последнем восклицательном предложении личной формы глагола.



## УПРАЖНЕНИЯ

**1. Вставьте соответствующие притяжательные местоимения-существительные:**

1. I have a cat; that cat is —.
2. You have a cat; that cat is —.
3. He has a cat; that cat is —.
4. She has a cat; that cat is —.
5. We have a cat; that cat is —.
6. They have a cat; that cat is —.

А теперь, изменив предложения, вместо притяжательных местоимений-существительных используйте притяжательные местоимения.

**II. Вместо того, чтобы сказать “*That is my book*” мы могли бы сказать “*That book belongs to me*”.**

Измените следующие предложения, используя глагол *belong*:

1. Those are my flowers.
2. That is Mr. Priestly's house.
3. That is his piano.
4. Are those your chocolates?
5. Is that your car?
6. That is your pencil.
7. Those are our cats.
8. Those are their chocolates.
9. Are those their cigarettes?
10. Is that my pen?

А теперь используйте в этих же предложениях притяжательные местоимения-существительные. Например:

Those flowers belong to me.  
Those flowers are *mine*.

**III. Вставьте притяжательные местоимения или притяжательные местоимения-существительные. Например:**

1. I've eaten all — chocolates; can I have one of —?
2. I hope Hob will not forget to bring — book. And don't forget —.
3. Jan has lost — pen. Ask Freda if she will lend him —.
4. We've had — dinner. Have they had — ?
5. Richard has a dog, and so have I. — dog and — had a fight.

6. Have you heard from that friend of — who went to pain?
7. Mr. Priestley wants you to send back that book of —  
which he lent you.
8. Margaret wants to know if you have seen a pencil of —  
that she has lost.
9. Mr. and Mrs. Thompson and a friend of — are coming  
to dinner this evening.
10. Dinner has been ready a long time. I have had — and  
Mary has had —; come and have — now.

**IV. Образуйте сложноподчиненные предложения, используя в них прошедшее завершённое время. Добавьте необходимые слова:**

- |  |                                      |
|--|--------------------------------------|
| (a) Pedro studied French.                        | (b) He went to Paris.                |
| (a) We got to the cinema.                        | (b) The picture began.               |
| (a) Hob ate all the cakes.                       | (b) Olaf came to the house.          |
| (a) The gardener finished<br>digging the garden. | (b) He put in the young<br>cabbages. |

**V. Перед тем, как миссис Пристли вышла замуж за мистера Пристли, ее звали Мэри Элиот. Расскажите о семье Элиот; о братьях, сестрах, тетях, дядях, двоюродных братьях и сестрах и т. д.**

Mrs. Eliot ("Grandmother")

Mrs. Eliot is Mrs. Priestley's mother.

Mrs. Eliot is a widow; her husband died in 1951.

Mary		Arthur	Jane
(married)		(married)	(unmarried)
Mr. Priestley)		Elizabeth Jones)	
John	Margaret	Peter	Dorothy Joan

## LESSON 3

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### THE VOCABULARY OF EVERYDAY LIFE

Mr. Priestley: You all need the words and phrases we use to describe our daily actions, so suppose I tell you the things that I do, more or less, every day. By the way, which tense ought I use for that, Olaf?

Olaf: I think you ought to use the Simple Present Tense.

Mr. Priestley: Why?

Olaf: Because that is the tense generally used for actions that are "habitual" or repeated.

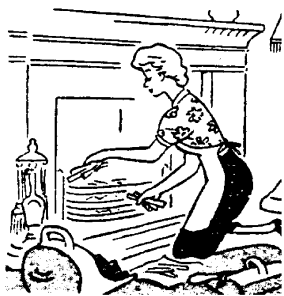
Mr. Priestley: Very good, Olaf, Now I'll begin: I wake at about seven o'clock and that it is time for me to get up. I like a cold bath every morning, so I put on my dressing-gown and slippers and go to the bathroom. The water feels very cold on winter mornings, but I rub myself hard with the towel and soon I feel quite warm.

Then I shave, brush my teeth and wash my face and go back to the bedroom to dress. I brush and comb my hair, take a clean handkerchief out of the drawer and go downstairs for breakfast at a quarter past eight. After breakfast I sit and read my morning paper and smoke a cigarette, or in the summer I have a walk round my garden. I go into my study at nine o'clock and meet my students there, and the day's work begins. At twelve-thirty I have a break for lunch. I usually have this at home, but sometimes I go out for lunch and have a chat with my friends before beginning work again at two o'clock. I generally finish my work by about five o'clock. Then I have a cup of tea and a biscuit, and in summer I spend an hour or so in the garden and play a few games of tennis, or I go to the golf club and have a round of golf.

We have dinner about seven-thirty or eight o'clock, and then we sit and talk, listen to the wireless or look at television, or Mrs. Priestley plays the piano. Sometimes, in the summer, we take out the car and go for a drive in the country; in the winter we go to the cinema or the theatre. But that is not often. I have a lot of work to do, and usually after dinner or supper I go to my study and read or write until twelve or one o'clock.



MR. PRIESTLEY  
IN DRESSING-  
GOWN AND  
SLIPPERS



That's my day. Now, here is Mrs. Priestley to describe a woman's day.

Mrs. Priestley: I, too, get up soon after seven and go downstairs to help Susan with the work. She cleans out the stove and fills it up with coal, so that we get plenty of hot water all day. Then she takes out the ashes from the sitting-room fire and re-lays it with paper and sticks and coal. Then it is all ready

to light, and only needs a match put to it.

While she is doing that, I get the breakfast ready. I put the table-cloth on the dining-room table and put out the knives, forks and spoons, and the cups, saucers and plates. Then I go and cook the breakfast. I soon have the bacon and the eggs cooking in the frying-pan. I make toast, boil the kettle for tea or coffee, and we are ready to sit down at a quarter past eight.

After breakfast, Susan and I clean away the dishes. Then she washes and dries them, and I go to do my shopping. Sometimes I go to the shops — to the butcher's to order the meat, to the grocer's to buy tea, coffee, sugar, etc., but often I ring them up and order what I want by phone.

Then Susan and I go upstairs to make the beds, dust upstairs and downstairs, and do the carpets with electric-cleaner. It is about eleven o'clock by this time, so I change my clothes and begin to get ready for lunch. After lunch I do some sewing or go for a walk and visit my friends.

Then Mr. Priestley joins me for afternoon tea in the sitting-room — usually bringing one or two of his students with him. We have bread and butter (cut thin), jam or honey, cakes and biscuits.

My husband has already told you how we spend our evenings — in summer, tennis, golf or a drive in the car; in winter, music, the cinema, a concert; sometimes dinner in town and theatre afterwards. Sometimes, in fact very often, we just have a quiet evening at home. You see, John is at the University and Margaret is now at a boarding-school and comes home only at the week-ends; so, except when they are on holiday, there are only the two of us at home. On these quiet evenings we have a very simple supper round the fire in the sitting-room, and when that is over my husband sometimes works in his study at a book that he is writing, but quite often he says that he has done

enough work for the day, and then he sits in his armchair at one side of the fire with his pipe and, for a change, a detective story. I sit on the other side with my book or my sewing; and Sally, our cat, lies on the carpet before the fire or jumps up on my husband's knees. He is certainly Sally's best friend, and wherever he is, in the house or in the garden, there you will find Sally, too. And when the wind is blowing through the trees outside and the rain is beating on the windows, our warm fire seems warmer and more cheerful than ever — and I often think that these “quiet” evenings are the best evenings of all.



### ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[ɪ]	[e]	[æ]	[ʌ]	[eɪ]	[əʊ]
belong	decorate	grand	brush	game	blow
familiar	detective	marry	honey	decorate	coal
detective	kettle	ashes	cousin	break	coke
electric	plenty	handkerchief	club	lay	comb
biscuit	guest	jam	rub	grocer	



### УПРАЖНЕНИЯ

#### I. Придумайте предложения со следующими словами:

- |             |            |               |
|-------------|------------|---------------|
| 1. slippers | 6. ashes   | 11. butcher   |
| 2. towel    | 7. toast   | 12. detective |
| 3. comb     | 8. kettle  | 13. knee      |
| 4. rub      | 9. honey   | 14. blow      |
| 5. stove    | 10. dishes | 15. beat      |

#### II. Вставьте пропущенные слова в предложения из урока 3:

- I — at about seven o'clock and it is time for me to —.
- I put on my — and — and go to the bathroom.
- I rub myself hard with the —.
- I brush and — my hair and take a clean — out of the —.
- At twelve-thirty I have a — for lunch.
- In summer I — an hour or so in the garden.
- I — a few — of tennis or go to the golf club and have a — of golf.
- Sometimes in summer we take out the cap and go for a — in the country.
- Usually after dinner or — I go to my study.

10. Susan cleans out the — and fills it up with —.
11. She takes out the — from the sitting-room fire and — it with paper and — the coal.
12. Soon I have the — and — cooking in the frying-pan.
13. I make toast and — the kettle for tea or coffee.
14. After breakfast, Susan and I — — the dishes and she washes and — them.
15. For tea we have bread and butter ( — thin).
16. John is at the — and Margaret is now at a —.
17. He says he has done — work for the day.
18. Sally — on the carpet before the fire or — up on my husband's —.
19. He is Sally's best friend, and — he is you will find Sally.
20. When the wind is — through the trees and the rain is — on the windows, our warm fire seems warmer than ever.

**III. Образуйте сложноподчиненные предложения, используя слова *when, if, as* или *because*:**

- (1) I knocked at the door. Susan opened it.
- (2) Mr. Priestley saw me. He came forward to meet me.
- (3) We sat near the fire. The evening was cold.
- (4) I was rather tired. I went to bed early.
- (5) You are not warm enough. Put on the eiderdown.
- (6) You can wash in your room. There is running water there.
- (7) There are only the two of us. We have supper round the fire.
- (8) The supper is over. My husband goes to the study to work.
- (9) The wind is blowing through the trees outside. The fire seems very warm and comfortable.
- (10) Sally is always with Mr. Priestley. He is her best friend.

**Сочинение**

1. Напишите от 3-го лица рассказы на темы: а) день м-ра Пристли, б) день миссис Пристли.

2. Напишите рассказ о своем дне.

3. Составьте рассказ по картинке на стр. 203.

4. Сочините рассказ «Утро Хоба» по картинкам на стр. 205. Вам понадобятся следующие новые слова: *alarm-clock, dream (dream, dreamed, dreamt)*.

**Диктант  
Hob's Day**

Hob wakes at eight o'clock in the morning, and gets up at half past eight. He does not have a cold bath; he just washes his hands and face and brushes his teeth, if he remembers. Then

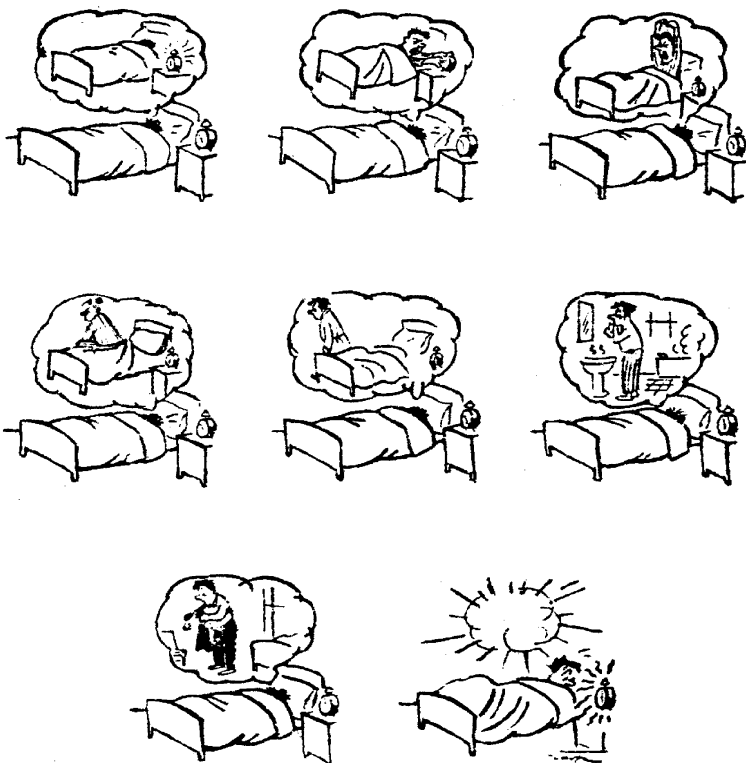


he goes downstairs for breakfast. He eats lots of eggs and bacon and toast and he drinks three or four cups of coffee.

When he has finished breakfast, the day's work begins. He walks round to Mr. Priestley's house; he is often late. He shows Mr. Priestley his homework, if he has done any, and it is usually full of mistakes. He is glad when it is time for lunch.

For lunch Hob usually has roast beef and vegetables and after lunch he always has a cup of tea with lots of sugar in it. Sometimes he sits in armchair and reads the newspaper or a detective story, and sometimes, but not often, he does his work for Mr. Priestley.

In the evening after a tea of bread, butter, honey and cakes, Hob likes to watch television in front of a fire at Mr. Priestley's, or to visit other friends and tell them his funny stories.



EARLY MORNING FOR HOB

## LESSON 4

### EVERYDAY TALK

*Scene:* Mr. Priestley's study

*Characters:* Mr. Priestley, Jan, Frieda, Olaf, Lucille, Hob.

Jan: You know, sir, I find that most of the things that you want to know when you are first learning English are never in the books that teach you English.

Mr. Priestley: Indeed? I'm sorry to hear that.

Jan: And the funny thing is that they are all the easy things — to English people; but they're very difficult to us.

Mr. Priestley: I think I know what you mean, but could you give us an example?

Jan: I mean "everyday talk"; for instance, what ought I to say when I am introduced to someone?

Mr. Priestley: Oh, just, "How do you do?"

Jan: And what does he answer?

Mr. Priestley: "How do you do?"

Jan: But it seems nonsense. I ask someone a question about his health and he doesn't give me an answer; instead he asks me a question which I don't answer.

Mr. Priestley: Yes, I suppose it is rather strange, but we don't think of "How do you do?" as a question — it's just a greeting. If you really want to know about your friend's health you say "How are you?"

Jan: Oh, yes, I've heard that; and what does he answer?

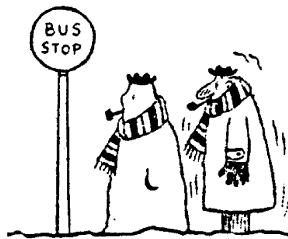
Mr. Priestley: "Very well, thank you. How are you?"

Jan: And what do you say if you are not very well?

Mr. Priestley: Just, "Not very well", or "Not too well".

Jan: That's good; it's just what I wanted. By the way, do you say "Good day" when you meet someone? I've noticed French and German people say it.

Mr. Priestley: No. The things an English person generally says are, "Good morning", "Good afternoon" or "Good evening". If he is remarking on the weather, he will probably say, "A nice day, isn't it?" or, "A fine day, isn't it?" or "It's cold today, isn't it?" or "Terrible weather we are having, isn't it?"; but that is not his greeting.



TERRIBLE WEATER WE  
ARE HAVING, ISN'T IT?

Jan: Don't you say "Good night" in the evening?

Mr. Priestley: Funnily enough we don't when we are greeting a person, but only when he is leaving us or when we are leaving a shop or an office.

Frieda: There's a small thing I want to ask about. There's a little girl at the house where I am staying, and it is her birthday tomorrow. What shall I say to her?

Mr. Priestley: We say: "Many happy returns of the day".

Frieda: Thank you; I'll remember that. And how do people greet their friends at Christmas?

Mr. Priestley: The usual greeting is, "A Merry Christmas", and at the New Year we say, "A Happy New Year".

Frieda: And when someone says that to me, what do I answer?

Mr. Priestley: "Thank you; the same to you".

Olaf: I had a difficulty yesterday. I wanted to send a letter to a friend in London and a newspaper to one in Edinburgh, so I went to the post office and asked for a two-and-a-half stamp, for the letter and a one-and-a-half for the newspaper. The girl gave me the right stamps, but she smiled. What had I said wrong?

Mr. Priestley: You ought to have asked for a two-penny-halfpenny and a three-halfpenny stamp.

Olaf: That's difficult! And what money do I give for a three-halfpenny stamp? Is it three halfpennies or a penny and half-penny?

Mr. Priestley: Well, we usually say three-half-pence, sometimes a penny-halfpenny. Just practise this, "A three-half-penny stamp costs three-halfpence".

Olaf: I see, and a twopenny stamp costs twopence, a three-penny stamp costs threepence, and a three-halfpenny stamp costs three-halfpence.

Lucille: A day or two ago I was talking with some people and I didn't quite hear what one of them said to me, so I said "If you please?" That wasn't right, was it?

Mr. Priestley: No; we say, "I beg your pardon", or, to a relation or close friend, "What?" or, "What's that?" or, "What did you say?"

Lucille: Couldn't I say, "Pardon me?"

Mr. Priestley: No, never. If you are apologising for some little piece of impoliteness you say, "I beg your pardon", or nowadays, "Sorry" (which used to be thought slang). If you

come late to the theatre and have to push past people who are already in their places, you say, "Excuse me".

Hob: I was out to tea a day or two ago and the hostess asked me if I wanted another piece of cake and of course I did, so I said "Thank you", but she didn't seem to know whether I wanted it or not. I don't want to run any risk of missing cake again, so what must I say?

Mr. Priestley: "Thank you" in English may mean "Yes", but you had better say "Yes, please", then there can be no doubt. If by any chance you want to refuse, then you say "No, thank you".

Ola f: I never quite know what to say when someone thanks me. For instance, yesterday I saw an old lady wanting to cross the road but afraid to start because of the traffic. So I took her arm and helped her across the road. Then she said, "Thank you very much. It was most kind of you to help me. Thank you". Do you know, I had no idea what to say.

Frieda: We say "bitte" or "bitte sehr" or "bitte schön".

Lucille: A Frenchman says "de rien" or "pas de quoi". But what does an Englishman say?

Mr. Priestley: That's difficult to answer. An Englishman in such a case looks rather confused and murmurs something like, "Not at all", "That's all right" or "It's a pleasure". And then quickly passes on to something else.

Jan: Well, Mr. Priestley, this has been a very good lesson. You have helped me a very great deal. Thank you very much.

Mr. Priestley (*rather confused*): Oh-er-that's all right — it's a pleasure... (*passing on quickly to something else*). Now here are some exercises for you all.



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами и выражениями:

- |                 |               |              |
|-----------------|---------------|--------------|
| 1. example      | 4. birthday   | 7. apologise |
| 2. weather      | 5. by the way | 8. greeting  |
| 3. for instance | 6. health     | 9. nonsense  |

### II. Ответьте на следующие вопросы:

1. What do you say when you are introduced to someone?  
What does he answer?
2. What do you say if you are inquiring about his health?
3. What replies might you get to these inquiries?
4. What greeting would you give on meeting someone at  
(a) 10 a. m., (b) 3 p. m., (c) 6.30 p. m.?

5. If you are remarking on the weather, what would you say?
6. When do you say "Good night"?
7. What do you say to a friend on his or her birthday?
8. What do you say at Christmas?
9. What reply do you get to that greeting?
10. How much does it cost to send (a) a newspaper, (b) a postcard, (c) a letter, from London to Edinburgh?
11. What stamp do you put on (a) the newspaper, (b) the postcard, (c) the letter?
12. What do you say if you haven't heard a remark and want the speaker to repeat it?
13. If you accidentally push a person, what do you say?
14. If your hostess asks you whether you want another cup of coffee, what do you say (a) if you want it, (b) if you don't want it?
15. If someone thanks you, what do you say?

**III. Что бы вы могли ответить на следующее:**

1. "Oh! Mr. Green, this is Miss Brown".
2. "How are you?"
3. "A Merry Christmas!"
4. "I'm twelve years old today".
5. "May I give you another cup of tea?"
6. "Do you prefer your coffee black or white?"
7. "Did you have a good journey?"
8. "I expect you are hungry after your long walk".
9. "How much is the newspaper?"
10. "Thank you very much for all your kindness".

**Диктант**

Jan found that many things he wanted to know were not in the books that taught him English. When someone said, "How do you do?" to him, he did not know what to answer. It seemed to him nonsense just to ask another question instead of giving an answer.

Olaf had a difficulty, too. The girl in the post office smiled when he asked for a stamp. He ought to have asked for a twopenny-halfpenny one.

Frieda wanted to know about Christmas greetings. In England we usually say "A Merry Christmas", and the answer is "Thank you. The same to you".

Hob didn't ask anything. He didn't even tell a funny story. I expect he was asleep.

## LESSON 5

---

### PARTS OF SPEECH

Mr. Priestley: There is a difference between “learning English” and “learning *about* English”. Now I want you to learn English, and I believe the best way to learn to speak English is by speaking it; and that is why in our meetings, instead of talking to you about English grammar, I try to get you to talk about all kinds of things.

Pedro: Excuse me, sir, but haven’t there been some new ideas in English grammar teaching about “structures” and “sentence patterns”?

Mr. Priestley: Yes, there has been quite a lot of work done, both here and in America, on the structure of English, and next year I’m going to introduce you to those ideas. Some teachers get rather carried away by any new idea and think it is the answer to all their difficulties. In language teaching I don’t think this is ever true. A friend once said to me, “You can learn to talk by sentence patterns and structure, but you can’t learn to write without studying grammar” — and I agree with him; so I’m going to give you from time to time some ordinary straightforward English grammar.

Jan: I *want* to learn some English grammar.

Frieda and Lucille: So do I.

Olaf: I feel that my knowledge will be more solid if it has some grammar to help it.

Mr. Priestley: Very well. I shall give you some grammar — the *essential* grammar. And now, first of all, let us be clear about the terms we use. You won’t need to know many, but we must begin with the parts of speech.

All the words in the English language can be classified into eight groups, and only eight groups. They are divided according to the work they do.

The kinds of words or “parts of speech” into which the language can be divided are:

1. Words that are names of things, or people, or places: words like *desk, aeroplane, happiness, glory, crowd, John, London, Italy, navy*.

These words are **Nouns** (Существительные).

2. Words that tell us what a thing is like: words that we add

to a noun to make our meaning fuller or more exact, e. g. a *good* book, a *fast* train, *six*<sup>1</sup> boys, *my* friends.

These words we call **Adjectives** (Прилагательные).

3. Words that can be used instead of nouns so that we can refer to people or things without really naming them and so repeating the name too frequently: words like *I*, *you*, *it*, *them*, etc.

These words are **Pronouns** (Местоимения).

4. Words that express an action or a state of being, e.g.

*I opened* the door. *Hob is* asleep.

These words are **Verbs** (Глаголы).

5. Words that we can add to a verb to make the meaning fuller or more exact: words that tell us how, or when, or where an action takes place, e.g.

He ran *quickly*. I spoke to you *yesterday*. They lived *there*.

These words are **Adverbs** (Наречия).

6. Words that are used with nouns (or pronouns), generally being placed in front<sup>2</sup> of them, and show the relationship of this word to other parts of the sentence, e.g.

The ball went *through* the window. The dog sat *under* the table. He came here *with* me. I wrote *to* him.

These words are **Prepositions** (Предлоги).

7. Words that join together words, phrases or sentences, e. g.

The cat *and* the dog. He walked across the sand *and* into the sea. He worked hard *but* he did not get rich. He said that he worked *because* he liked it.

These words are **Conjunctions** (Союзы).

8. Words that express some sudden feeling causing an exclamation, e. g.

Oh! Hello! Ah!

They do not enter into construction of the sentence.

These words are **Interjections** (Междометия).

There you have them all, and you can now put any word in the language into its right class. Remember, *see what work it is doing in the sentence*. I said, for example, that *fast* was an adjective. It was in the sentence that I used, "That is a fast train". But if I say,

"The train goes *fast*",

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<sup>1</sup> Обратите внимание, что в английском все числительные имеют функцию, сходную с функцией прилагательного.

<sup>2</sup> Предлоги, особенно в разговоре, часто стоят в конце предложения. Например: What did you do that *for*? What station do you want to go *to*?

I tell you *how* the train goes, i.e. how the action is done, and so in that sentence *fast* is an adverb.

Here are some further examples to show you that you must classify the part of speech by the work it is doing:

They *fight* very hard. (*Verb.*)

They put up a grand *fight* yesterday. (*Noun.*)

Try these exercises now to make sure you have understood this lesson.



## УПРАЖНЕНИЯ

I. Укажите, к каким частям речи принадлежат слова в данных предложениях.

(a) Oh! I see that the new student from Norway reads and writes English well.

(b) Hello! Come with me tomorrow and see our new house.

II. Придумайте собственные предложения, которые также (как и в упражнении I) содержали бы все части речи.

III. Укажите, к какой части речи относятся выделенные слова. Аргументируйте свой ответ.

1. I like *spring* flowers.

2. *Spring* is the first season of the year.

3. The cat *springs* on the mouse.

4. The *spring* of my watch is broken.

5. The cat made a *spring* and caught the mouse.

6. Can you put a *button* on my coat?

7. I can't *button* my coat; it is too tight.

8. I want you to *copy* these notes in your book.

9. Make a *copy* of these orders.

10. The child is going to *cross* the road.

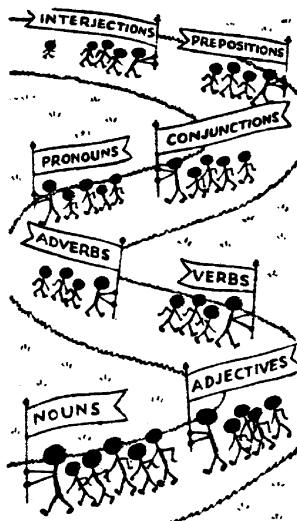
11. If you can't write your name, put a *cross* (X).

12. Meet me at the *cross*-roads.

13. This is the *Crown* Prince of Ruritania.

14. He wears a *crown* on his head.

15. They *crown* the kings of England in Westminster Abbey.



THE MARCH OF THE PARTS OF SPEECH



16. I have half-a-*crown* in my pocket.
17. I haven't any *doubt* about the result.
18. I *doubt* whether you can do this work.
19. The boy is a very *hard* worker.
20. You must work *hard*.
21. That *firm* is a very good one.
22. He spoke in a *firm* voice.
23. The *fly* walked over the table and then began to *fly* round the room.
24. In Book 3 I will tell you a story of King Arthur and the Knights of the *Round* Table.
25. The pond is *round*.
26. The plane flew *round* the aerodrome.
27. Turn *round* and look at this picture.
28. I like to *work* in my garden; I do a lot of *work* there.
29. Get a *hammer*, and *hammer* in these nails.
30. He aimed a *kick* at the dog, but the dog was too quick.
31. "Don't *kick* the dog", said John.
32. The ship has just come to *land*.
33. The passengers are going to *land* at Dover.
34. "There are *land* thieves and water thieves". (Shakespeare, Merchant of Venice.)
35. Give me a drink of *water*.
36. I am going to *water* the garden; it is very dry.
37. *Lift* the desk nearer the fire.
38. I came up in the *lift*.
39. *March* is the third month of the year, *May* is the fifth.
40. "*March* winds, April showers, Will bring *May* flowers". (Old Rhyme)
41. We watched the army *march* through the town.
42. The band played a quick *march*.
43. I *may* be able to come and see you soon.
44. I saw the flowers in Covent Garden *Market*.
45. It is a *market* day today.
46. They make cotton goods in Lancashire and *market* them all over the world.
47. I have some *paint*, some canvas and some *paint* brushes; if only I had enough brains I could *paint* a good picture.
48. I am going to *paper* my bedroom.
49. The boy wore a *paper* hat.
50. Did you read the *paper* this morning?
51. He gave a *shout* for *help*; and as soon as I heard him *shout* I ran to *help* him.

52. The wood is quite *smooth*.
53. I will try to *smooth* the difficulties out of your path.
54. It is beginning to *snow* now; the *snow* is quite thick.
55. The children will soon build a *snow* man.
56. Our *telephone* is out of order.
57. *Telephone* me if you want me; my address is in the *telephone* book.
58. What is the *use* of having a thing if you can't use it?
59. They paid us a visit last year; they *visit* us almost every year.
60. We always *welcome* their visit.
61. They gave me a very warm *welcome* in England.
62. There is some *waste* paper here.
63. Don't *waste* your time and money. You know the proverb, "*Waste* not, want not".
64. There is a lot of *waste* in a house where the wife is not a good housekeeper.
65. *Watch* me do this.
66. My *watch* is broken.
67. I *wish* I could go home. You will get your wish some day.
68. I *hope* you have understood this lesson now. If you haven't, there is no *hope* for you.

## LESSON 6

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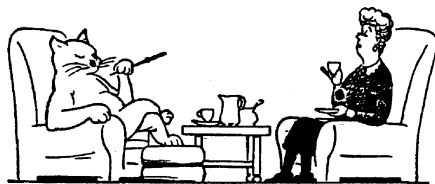
### HOB TELLS A TRUE STORY

Mr. Priestley and the Students are in Mr. Priestley's Study.

Hob: You were telling us about your cat, Sally, yesterday, Mr. Priestley, and you were saying what a wonderful cat she was. Now, I know a story, a true story, about a wonderful cat. May I tell it to you?

Mr. Priestley: Well, if this story of yours is a true one, it will certainly be a change. Yes, let us hear it.

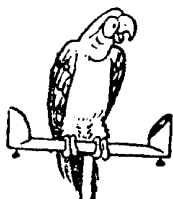
Hob: Oh, yes; it's quite true. The cat, a black one named Pluto, belonged to my Aunt Aggie and she thought he was wonderful. If Aunt Aggie was doing anything, Pluto did the same. When she washed herself, the cat washed itself; when she looked at herself in the mirror, it looked at itself in the same mirror; if she talked to herself (as she sometimes did), the cat opened its mouth just like someone talking to himself. This gave Aggie an idea; she decided to try to teach Pluto to talk. (Aggie was always getting funny ideas.) She thought, "I'll give Pluto the same food as I have myself; I'm sure that will help him to speak". And very soon the cat was sitting on a chair at the table and was eating bread and butter (cut thin), roast potatoes and Christmas pudding, and was drinking tea with sugar in it. One day I went to see Aunt Aggie, and there was Pluto. He was drinking coffee and was smoking a cigarette.



Pedro: This is a true story that you are telling us, isn't it, Hob?

Hob: I told you I was going to tell you a true story, didn't I? You haven't heard half of it yet.

Well, Pluto was certainly enjoying himself; in fact I think they were both enjoying themselves, but still he didn't speak. Then Aggie had another idea; my family are always getting ideas. She had an old parrot that was always talking. It talked to itself, it talked to Aggie, it talked to Pluto. Aggie was get tired of this everlasting talk, so she thought to herself; "If Pluto eats the



parrot, I'm sure he can't help talking". So she killed the parrot, cooked it in butter (the best quality butter, she told me) and gave it, with fried potatoes and boiled cabbage, to Pluto.

Pluto sat at the table and helped himself, very politely with a knife and fork, to the roast parrot, the fried potatoes and the cabbage, and he finished every bit of it. Then, suddenly he turned to Aunt Aggie and shouted "Look out!"<sup>1</sup> Aunt Aggie was looking at him in such astonishment that she hardly noticed what he said, and the next moment a big piece of the ceiling fell down on her head. Pluto said, "She has spent five year getting me to talk, and then when I speak the fool doesn't listen".

Lucille: Oh. Hob, what a story!

Hob: What's the matter? You believe it, don't you?

Lucille: Of course, I don't; not one word of it. You don't believe it yourself, do you?

Hob: Aunt Aggie told me the story herself, so, of course, I believe it, all except the bit about Pluto eating cabbage; I don't think cats eat cabbage.



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами:

1. wonderful; 2. true; 3. change; 4. same; 5. wash; 6. mirror; 7. decide; 8. funny; 9. enjoy; 10. cook; 11. quality; 12. fried; 13. politely; 14. astonishment; 15. ceiling.

### II. Вставьте пропущенные слова:

1. You — telling us about your cat yesterday.
2. If this story of yours is a — one, it will certainly be a —.
3. The cat — to my Aunt Aggie.
4. If Aunt Aggie — doing anything, Pluto did the —.
5. When she washed —, he washed —.
6. The cat opened its mouth just like — talking to —.
7. When she looked at — in the —, it looked at — it the same —.
8. Aggie — always getting funny —.
9. Very soon, the cat — sitting on a chair at the table and was — bread and butter.
10. One day I saw him. He — drinking coffee and was a cigarette —.

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<sup>1</sup> *Look out* означает *Be on your guard, there's danger; take care; something dangerous is happening*. Основные идиоматические значения глагола *look* приведены в Книге IV.

11. Pluto — certainly enjoying himself.
12. Aggie had an old — that — always talking.
13. She — — tired of this — talk.
14. She thought to —, “If Pluto — the parrot, I’m sure he can’t — —”.
15. Pluto sat at the table and — — to the roast parrot.
16. Aunt Aggie — looking at him in such — that she hardly noticed what he said.
17. A big piece of the — fell down on her head.
18. You don’t believe it —, do you?
19. Aunt Aggie told me the story —.
20. I believe all — the bit about Pluto eating cabbage.

**III. Укажите, какое из следующих утверждений истинно, а какое ложно.**

1. A butcher is a man who sells bread.
2. We buy bread at the baker’s.
3. Seven and five is more than six and six.
4. In England the sun rises in the west and sets in the east.
5. There are only four seasons.
6. No month has less than thirty days in it.
7. The word *there* is pronounced the same as the word *their*.
8. The word *week* isn’t pronounced the same as the word *weak*.
9. In every English dictionary there is at least one word that is spelled wrong.
10. White sheep eat more grass than black sheep.

### **Сочинение**

**Составьте рассказ (устно или письменно) о коте тети Эгги.**

## LESSON 7

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### КОММЕНТАРИИ К УРОКУ 6

Урок 6 иллюстрировал две грамматические темы:

#### (1) THE PAST CONTINUOUS TENSE

##### *Прошедшее продолженное время*

Вот примеры на это время из урока:

I told you I *was going* to tell a true story.

If Aunt Aggie *was doing* anything, Pluto did the same.

Aggie *was always getting* funny ideas.

The cat *was sitting* on a chair and *was eating* bread and butter and *was drinking* tea.

Pluto *was enjoying* himself.

She had a parrot that *was always talking*.

She *was getting* tired of this everlasting talk.

He *was drinking* coffee and *was smoking* a cigarette.

Aunt Aggie *was looking* at him in astonishment.

You *were telling* us about your cat.

You *were saying* what a wonderful cat she was.

Это время образуется при помощи формы прошедшего времени глагола **to be** и причастия настоящего времени. Ниже приведены формы прошедшего продолженного времени глагола **to go**:

##### *Past Continuous Tense*

I was going

We were going

You were going

You were going

He, she, it was going

They were going

**Мы используем прошедшее продолженное время для выражения действия, происходившего или длившегося в прошедшем времени.**

Это время часто используется для того, чтобы показать, что действие в прошлом происходило или продолжалось в то время, когда произошло другое действие. Например:

“As I *was walking* along Piccadilly”

... “a car *ran into* bus”

Обратите внимание, что это другое действие выражается простым прошедшим временем. Например:

*Past Continuous*

*Simple Past*

(действие продолжается)

(происходит другое действие)

Aunt Aggie and Pluto

when the ceiling

*were eating* their supper

*fell down* on them

While he <i>was having</i> a lesson	Hob <i>went</i> to sleep.
If Aunt Aggie <i>was doing</i> anything	Pluto <i>did</i> the same.
While the man <i>was looking</i> in the shop window	the thief <i>stole</i> his watch.

Иногда части предложения могут меняться местами, т. е. глагол в простом прошедшем времени стоит на первом месте, а глагол в прошедшем продолженном времени — на втором. Например:

<b>Simple Past</b>	<b>Past Continuous</b>
Hob <i>went</i> to sleep	while he <i>was having</i> a lesson.
The thief <i>stole</i> the man's watch	while he <i>was looking</i> in the shop window.
The ceiling <i>fell</i> down	while Aunt Aggie and Pluto <i>were eating</i> their supper.

## (2) REFLEXIVE PRONOUNS AND EMPHASIZING PRONOUNS

### *Возвратные местоимения и усилительные местоимения*

Обратите внимание на следующие предложения из урока 6.  
Pluto was enjoying *himself*.

When she washed *herself*, the cat washed *itself*.

Pluto helped *himself* to the food.

They were both enjoying *themselves*.

When she looked at *herself* in the mirror, Pluto looked at *himself*.

If she talked to *herself*, the cat opened its mouth as if it was talking to *itself*.

Aggie thought to *herself*.

Рассмотрим несколько предложений, разделив на подлежащее, сказуемое (глагол) и дополнение<sup>1</sup>:

<b>Subject</b>	<b>Verb</b>	<b>Object</b>
Pluto	was enjoying	himself
She	washed	herself
She	talked to	herself
He	looked at	himself
They	were enjoying	themselves
The cat	washed	itself

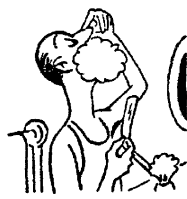
В каждом случае дополнение является тем же лицом (или предметом), что и подлежащее. Существует разница в значении между:

<sup>1</sup> О подлежащем и дополнении см. урок 16, Книга I.



(a) The man shaved him.

(a) The man shaved *him* и (b) The man shaved *himself*.



(b) The man shaved himself.

или (a) They fed *them* и (b) They fed *themselves*.


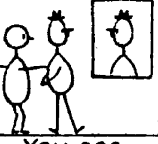
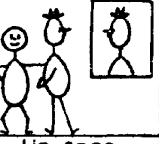
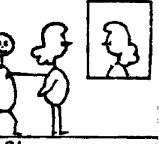

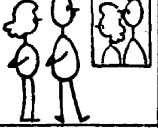
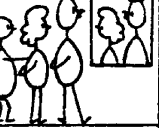
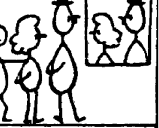


Reflection in a mirror

В (a) действие переходит с одного лица на другое; в (b) такого перехода нет, действие (подобно отражению в зеркале) «возвращается» к тому, кто его совершает. Местоимения, выступающие в роли дополнения, называются **возвратными**. Все они имеют окончания **-self** (или **-selves** для мн. ч.). Их всего девять, и они представ-

лены в следующих предложениях:

I shaved *myself* this morning.  
 If you are not careful you will hurt *yourself*.  
 Jan taught *himself* French.  
 Lucille dressed *herself* carefully for the dance.  
 One cannot always please *oneself*.  
 The little dog can feed *itself*.  
 We taught *ourselves* to swim.  
 Jan and Olaf enjoyed *themselves* in Scotland.  
 I hope you all enjoy *yourselves*.

			
I see <b>MYSELF</b>	You see <b>YOURSELF</b>	He sees <b>HIMSELF</b>	She sees <b>HERSELF</b>
			
It sees <b>ITSELF</b>	We see <b>OURSELVES</b>	You see <b>YOURSELVES</b>	They see <b>THEMSELVES</b>

#### THE REFLEXIVE PRONOUNS



## EMPHASISING PRONOUNS

### Усилительные местоимения

В уроке 6 нам также встретились предложения:

You don't believe that story *yourself*.

Aunt Aggie told me the story *herself*.

I will give Pluto the same food as I have *myself*.

В этих предложениях местоимения *-self* выполняют другую функцию. Разделим одно из предложений на подлежащее, глагол и дополнение:

<b>Subject</b>	<b>Verb</b>	<b>Object</b>
You	don't believe	that story

Подлежащим и дополнением здесь являются разные лица; действие не «возвращается» к субъекту, а местоимения *yourself*, *herself*, *myself* не являются возвратными. Их можно опустить, не искажая смысла предложения. Их функцией является усиление, поэтому они и называются усилительными.

Усилительные местоимения иногда имеют значение «сам по себе». В этом случае их сопровождает предлог *by*. Например:

This is engine that goes by *itself*.

The little girl travelled from London to New York all by *herself*.

Вот таблица местоимений *-self* (возвратных и усилительных):

	<b>Singular</b>	<b>Plural</b>
1st person	myself	ourselves
2nd person	yourself	yourselves
3rd person	himself	themselves
	herself	
	itself	
	oneself	

Hob: Ah! Now I understand something that happened to me a short time ago. I went into the post office with a letter in one hand and a stamp that I had bought in the other, and I handed them both to the girl there. "No, sir", she said, "You must stick the stamp on yourself".

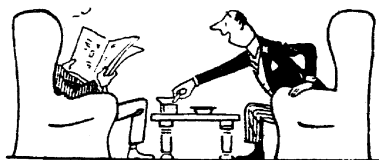
I couldn't believe my ears; I said, "Why must I stick the stamp on *myself*? It's the *letter* that I want to post".

I see now that I made a fool of myself just because I didn't know the difference between a Reflexive Pronoun and a Emphasizing one!

## HELP

В уроке (6) нам встретилось три значения этого слова:

(1) He *helped* himself to potatoes. "To help oneself" значит "to take", "to put food on one's plate, to pour drink in one's glass, etc". Например:



"May I help myself?"

"Yes, there are plenty here; *help yourselves*, everybody."

Help *yourself* to the chocolates.

May I *help myself* to one of your cigarettes? I have come without any.

(2) I'm sure he can't *help*

talking if he eats the parrot.

Эта конструкция (подлежащее и глагол+герундий) встречалась нам в книге I. Например:

Hob (*Subject*) doesn't like (*Verb*) swimming (*Gerund*).

Do they like learning?

(3) That will *help* him to speak.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]	[ɪ]		[e]	[æ]	[a:]
deal	instance	remark	beg	practise	chance
steal	introduce	return	health	slang	pardon
ceiling	mirror	risk	mention	stamp	pass
	refuse	decide	pleasure	traffic	card
	relation	reflect		parrot	remark
[ə]		[u:]	[ɜ:]	[eɪ]	[əʊ]
across	murmur	fool	murmur	case	close
apologise	astonish	confused <sup>1</sup>	return	halfpence	hostess
polite	confused	introduce <sup>1</sup>	[aɪ]	halfpenny	post
instance	introduce	refuse <sup>1</sup>	fried	strange	road
mirror	everlasting		decide		moment



## УПРАЖНЕНИЯ

I. Дайте форму прошедшего продолженного времени глаголов *to go*, *to stop*.

II. Поставьте все глаголы в следующих предложениях в прошедшее продолженное время, производя при этом необходимые изменения:

1. Hob told story.

2. Margaret is writting a letter.

<sup>1</sup> Произносится как [ju:].

3. We are listening to the music.
4. The singer is singing very well.
5. Jan and Olaf swam in the river.
6. Mr. Priestley has written a book.
7. The boys have worked very hard.
8. The gardener digs in the garden.
9. Jan will play football tomorrow.
10. They will look at the pictures next week.

**III. Поставьте глаголы в скобках в прошедшее продолженное время:**

1. Hob got off the bus while it (go).
2. Jan (walk) home when he saw Frieda.
3. I came into the room because the boys (make) a lot of noise.
4. Jan hurt his leg while he (play) football.
5. The car hit the tree while it (travel) at 60 miles an hour.

**IV. Образуйте правильное время глаголов в следующих предложениях:**

1. He (read) a book when I (see) him.
2. The cat (eat) its supper when the ceiling (fall) down.
3. We (sing) a song when Pedro (come) into the room.
4. While Mr. Priestley (give) a lesson, Sally the cat (jump) on his table.
5. When the phone bell (ring), I (work) in the garden.
6. The rain (begin) to fall while we (watch) the boys playing football.
7. I (see) some beautiful dresses in the shop window when I (come) to the class yesterday.
8. Just as I (get) interested in my work, I (have) to go home.
9. Mr. Priestley (write) that book while he (live) in Scotland.
10. As Hob (come) to the class he (buy) some cakes.

**V. Вставьте возвратные местоимения:**

1. Olaf cut — when he was shaving.
2. Aunt Aggie saw — in the mirror.
3. The cat saw — in the mirror.
4. We saw — in the mirror.
5. The children saw — in the mirror.
6. I taught — to play the piano.
7. The dog tried to bite me, but bit — by mistake.
8. One can easily lose — in the wood.
9. Jan and Frieda lost — there yesterday.
10. There are plenty of cakes here, boys. Help —.

**VI. Вставьте усиленные местоимения:**

1. I made that box all by —.
2. The children carried the chairs to the room —.
3. "Now, children, you must do this work —".
4. "Do you think, Margaret, that you could cook the dinner —, today?"
5. This aeroplane flies by —.

**VII. Вставьте соответствующие возвратные и усиленные местоимения и объясните свой выбор:**

1. My friends enjoyed — at the theatre.
2. He said he was not at the theatre but I saw him there—.
3. The dog hurt — climbing over the gate.
4. Hob, you must do this work —, no one must help you.
5. You can please — whether you go or not.
6. Did you make that box —?
7. Yes, I made it all by —.
8. Did Margaret teach — to sew?
9. Yes, she learned all by —.
10. You must stick the stamps on your letter —.

## LESSON 8

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### ONE GLORIOUS HOUR

We have heard a lot about cats in this book, so here, for a change, is a story about a dog, a “story without words”. The man here is Mr. Priestley’s brother, David, and his dog, Kim. David Priestley thinks Kim is the best dog in the world. He believes it is quiet and obedient, always behaves perfectly and couldn’t do anything wrong. But, as you will see from these pictures, there is a lot that David doesn’t know. Let us look at the pictures.

*Picture 1.* Is David Priestley’s car a big one or a small one, a new one or an old one? Where is Kim sitting?

*Picture 2.* Mr. David Priestley is an insurance agent. He has to call and see people who want to insure themselves or their houses, and so on. He has stopped at the office because he has about an hour’s work to do before paying his first visit. He is leaving the dog in the car. What do you think he is saying to the dog?

*Picture 3.* Where is Mr. David Priestley now? Does Kim look a nice, quiet, obedient dog?

*Pictures 4, 5, 6.* You may find these words and phrases useful for describing these pictures: *walk past, jump out, run after, round the corner, knock over, lose his hat.*

#### **Words and phrases for pictures 7 and 8**

*in front of a car, run into, bus, van, crash.*

What has the car run into? What has the van run into? How did that happen; can you explain?

Where has the cat gone? Can you see it? But Kim has now seen a new enemy.

*fight, to separate.*

Does Kim look like a nice, quiet, obedient dog?

*Picture 9.* This man is a postman. The words on his bag are ROYAL MAIL. What will be inside the bag?

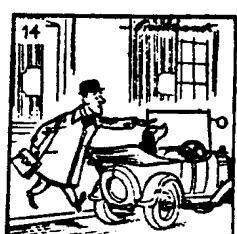
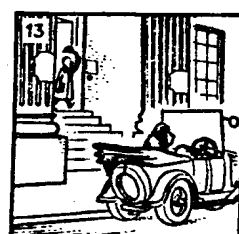
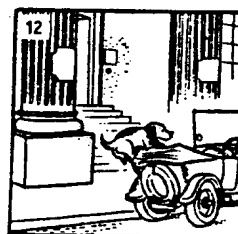
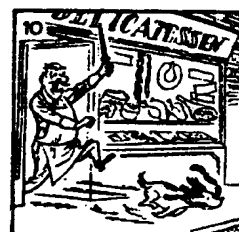
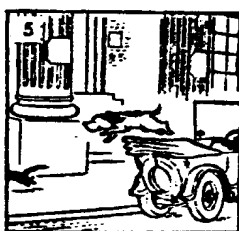
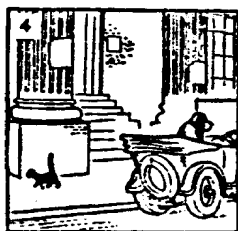
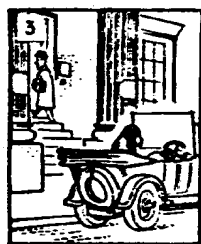
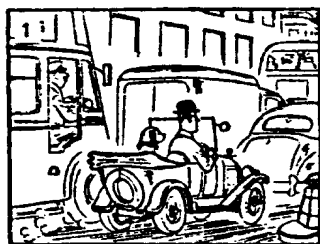
*run, bite, teeth*

*Picture 10.* The word “*delicatessen*” over the shop is not an English word (neither is “*cafe*” but you can see these words quite often in England).

*pork pie, ham, sausages, chicken*

Can you describe the expression on the man’s face?

*Picture 11.* *back again.* Can you describe the expression on Kim’s face?



*Pictures 12, 13.* Mr. David Priestley has been in the office for about an hour. Picture 13 is nearly the same as another one. Which? What is the only difference?

*Picture 14.* What is Mr. David Priestley doing now?  
*to pat*

What do you think he is saying? Does Kim look like a nice, quiet, obedient dog?

## RELATED WORDS

### Однокоренные слова

**Quiet (adj.)—quietly (adverb)—quietness (noun)**

“Be quiet”.

“Keep quiet”.

The little girl sat reading her book; she was as *quiet* as a mouse.

Mr. Priestley speaks *quietly* and dresses *quietly* in *quiet* colours.

Mr. Priestley’s father enjoys a *quiet* old age.

I enjoy the *quietness* of the country.

Мы часто употребляем слово *quiet* как существительное:

I enjoy the peace and *quiet* of the country.

**Внимание:** различайте слова *quiet* [ˈkwaɪət] (тихий) и *quite* [ˈkwaɪt] (совсем).

I want you to be *quite quiet* for five minutes.

**obey—obedient—obedience—disobey—disobedient—disobedience**

Kim sometimes *obeys* his master, and quite often *disobeys* him. His master thinks he is always *obedient*; we saw that he could be *disobedient*. His master patted him on the head and praised him for his *obedience*. He didn’t know about his *disobedience*.

**behave — behaviour**

The soldier *behaved* with great courage.

David praised Kim for his good *behaviour*.

**insure — insurance**

A married man (and a single one, too) ought to *insure* his life.

I have *insured* my house against fire and robbery.

Mr. David Priestley is an insurance agent; he works in an insurance office. He tries to persuade people to take out an insurance on their lives and property.

**separate (adj.) — separate (verb)**

Прилагательное произносится как [ˈsepəreɪt] [ˈseprɪt] (отдельный).

Глагол произносится как [ˈsepəreɪt] (разделять).

All the boys have *separate* bedrooms.  
 Divide the money into three *separate* parts.  
 The man tried to *separate* the two dogs that were fighting.  
 The English Channel *separates* England from France.  
**post (verb and noun)—postman—post office—postcard—postage**  
 I am going to *post* a letter.  
 Has the morning's *post* arrived yet?  
 The *postman* has just brought some letters and a *postcard*.  
 I will ask at the *post office* what the *postage* is on a letter to Santiago.

**glorious — glory**

Kim had a *glorious* hour.  
 There was a *glorious* sunset last night.  
 Shakespeare lived in the *glorious* days of Queen Elizabeth I.  
 In those days many men went away to win honour and *glory*.

All the people in the church sang "*Glory* to God in the Highest".



Pig



Bacon

Ранее нам встречалось слово *pork* (свинина). Вот еще слова, обозначающие разновидности мяса:

**Животное  
(Animal)**

pig  
 ox  
 sheep  
 lamb (young sheep)  
 calf (young ox)

**Мясо  
(Meat)**

pork, bacon  
 beef  
 mutton  
 lamb  
 veal



**УПРАЖНЕНИЯ**

**I. Придумайте предложения со следующими словами:**

1. without; 2. quiet; 3. insure; 4. world; 5. obedient; 6. insurance; 7. believe; 8. obey; 9. separate (v.); 10. glory; 11. behave; 12. quite; 13. separate (adj.); 14. behaviour; 15. postage.

**II. Придумайте предложения со следующими словосочетаниями:**

1. for a change; 2. in the world; 3. there is a lot; 4. before paying; 5. looks like; 6. jump out; 7. walk past; 8. run after; 9. corner of the house; 10. knock a man over; 11. in front of; 12. run into; 13. inside the bag; 14. in his mouth; 15. looks angry; 16. back again.

**III. Перескажите (письменно или устно) рассказ «Звездный час».**



## LESSON 9

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### KINDS OF NOUNS

Mr. Priestley: In the examples I gave you of the noun in Lesson 5 there were *desk, aeroplane, John, London, Italy, happiness, glory, crowd, navy*. You perhaps feel that though all these names are similar because they are names of things, nevertheless there are differences. Thus, *man* and *country* can be used for all men and all countries, but *John* and *Italy* are names of particular persons or places.

*Man, country, town* are **Common Nouns** (Нарицательные).

*John, Italy, London* are **Proper Nouns** (Собственные).

You will note that proper nouns begin with a capital letter; common nouns, unless they are at the beginning of a sentence, do not.

Again, words like *happiness, whiteness, sweetness* are not quite like *boy, chalk, sugar*. I can see and touch the happy boy, but hardly his *happiness*. I can put a spoonful of sugar in my tea but not a spoonful of sweetness. I can hold a piece of white chalk in my hand but I can't hold the chalk in one hand and its whiteness in the other. The *happiness, sweetness, whiteness* have no existence apart from the *boy, sugar, chalk*: they are qualities of these people or things; they are abstractions and so they are called **Abstract Noun** (Абстрактные).

Finally we have words like *crowd, navy, army, class*. They are names of a group or collection of things, of men, ships, students, etc., but are regarded as one, so we speak of a crowd, a navy, an army, etc. These nouns are **Collective Nouns**. A collective noun is usually singular, and if we regard the thing that it represents as one whole, we use a singular verb with it. Sometimes, however, we regard the things or people that it represents not as one but as a number of separate people or things, e. g.

The football team is (*singular*) playing very well.

The singular is used because I am thinking of the team working as one whole together. But after the game is over I say:

"The football team are (*plural*) having baths and are (*plural*) coming back here for tea".

Because now I am thinking of the team as eleven different men having eleven baths and afterwards eating eleven teas.

The idea in my mind is a plural one, and so I use a plural verb.


## COLLECTIVE NOUNS

### Собирательные существительные

A number of	{	sheep is a <i>flock</i>	{	company.	
		dogs		soldiers is a(n)	regiment.
		} is a <i>pack</i>		army.	
		wolves <sup>1</sup>		books is a <i>library</i> .	
		footballers, etc., is a <i>team</i> .			
		people in church is a <i>congregation</i> .			
		flowers or keys is a <i>bunch</i> .			
		flies <sup>2</sup> (or other insects) is a <i>swarm</i> .			
		rulers of a country is a <i>government</i> .			
		people chosen to direct some work is a <i>committee</i> .			
		men who work a boat or ship is a <i>crew</i> .			
		cattle (cows, bulls, etc.) is a <i>herd</i> .			
		battleships is a {			

*fleet.*

*navy.*



Bunch of keys

people is a *crowd*.

people listening to music, a play, etc., is an *audience*.

teachers of a school, officials, etc., is a *staff*.

sticks is a *bundle*.

relations is a *family*.

people of the same origin is a *race*.

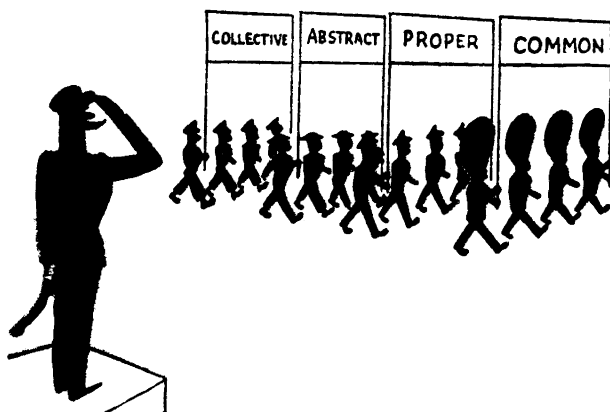
nations under one ruler is an *empire*.



Bunch of keys

*fleet*.  
*navy*.

people is a *crowd*.  
people listening to music, a play, etc., is an *audience*.  
teachers of a school, officials, etc., is a *staff*.  
sticks is a *bundle*.  
relations is a *family*.  
people of the same origin is a *race*.  
nations under one ruler is an *empire*.



THE MARCH OF THE NOUNS

<sup>1</sup> Ед. число *wolf*.

<sup>2</sup> Ед. число *fly*.

I. Найдите существительные и определите их тип:

### H. M. Stanley finds Dr. Livingstone<sup>1</sup>

"I pushed back the crowd and, passing from the back, walked down between the lines of people until I came in front of the group of Africans where stood the white man with the grey beard. I wanted to run to him but I was a coward in the presence of such a crowd; I wanted to put my arms around him, only as he was an Englishman I did not know how he would receive me; so I did what cowardice and foolish pride suggested. I walked up to him and said, "Doctor Livingstone, I presume?"



Doctor Livingstone, I presume?

II. В предложениях "a man who is *wise* has *wisdom*", "When you choose make a good *choice*", слова *wisdom* и *choise* являются абстрактными существительными. *Wisdom* образовано от однокоренного прилагательного *wise*, *choise* — от однокоренного глагола *choose*. Таким же образом образуйте абстрактные существительные от:

прилагательных — *lonely*, *bad*, *beautiful*, *black*, *bright*, *careful*, *clean*, *clever*, *cold*, *dark*, *dead*, *friendly*, *gay*, *good*, *hard*, *helpful*, *hungry*, *kind*, *noisy*, *quiet*, *sleepy*, *weak*, *young*, *absent*, *high*, *deep*, *long*, *wide*, *wonderful*, *hot*, *glad*, *anxious*,

<sup>1</sup> David Livingstone, famous religious teacher and explorer, had gone into the heart of unknown Africa, and nothing had been hear of him for three years. Stanley, who himself afterwards became a great explorer but at this time was a newspaper man working for the New York Herald, was sent on the seemingly impossible task of finding him.

comfortable, happy, easy, true, various, present, courageous, ready, terrified, excited, hopeful, angry.

глаголов— believe, live, enjoy, oppose, lend, describe.

**III. Определите собирательное существительное для следующих словосочетаний:**

1. A large number of soldiers.
2. People listening to music.
3. A number of cows.
4. A number of sheep.
5. A number of flowers.
6. A number of people in church.
7. Eleven men playing football as a body.
8. A number of battleships.
9. A number of sticks.
10. A number of flies.

## LESSON 10

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### MARGARET PRIESTLEY'S BIRTHDAY MORNING

The Priestley's house. Breakfast time.

Mr. and Mrs. Priestley, John Priestley, Andrew and Lilian Macaulay  
(Mr. Priestley's nephew and niece).

They are staying with the Priestleys for a short holiday.

Mrs. Priestley: Margaret is coming downstairs — I can hear her.

Lilian: Don't forget to say "Many Happy Returns", Andrew.

Andrew: Of course I won't; I will say it as soon as I see her.

Lilian: And have you put your present by the side of her plate?

Andrew: Yes, can't you see it there, next to yours?

Lilian: Here she comes.

Margaret enters.

All: Good morning, Margaret, Many Happy Returns, Many Happy Returns of your birthday.

Margaret: Thank you everybody. Oh! What a lot of parcels. Shall I open them now, Mummy?<sup>1</sup>

Mrs. Priestley: Yes, dear, you had better. I am sure no one will be able to get on with breakfast until you have done so.

Margaret: Thank you, Mummy.

Andrew: Here, Margaret, I will lend you my penknife to cut the string.

Margaret: Thank you, Andrew. I wonder what's in this big parcel. Oh, what a lovely doll. "With love from Mummy". Oh, thank you, Mummy.

John: I thought you were too old for dolls, Margaret; you will be twelve next year and still playing with dolls.

Lilian: Nonsense, John! I shall be fifteen next year but I love dolls. Can I play with this one, Margaret?

Margaret: Oh, yes, you certainly can. Look, her clothes come off and she can open and shut her eyes. We will undress her after breakfast.



A doll

---

<sup>1</sup> *Mummy* и *daddy* — уменьшительно-ласкательные от *mother* и *father*.

Mr. Priestley: What's in the other parcels? Won't you open, them now?

Margaret: Here's an interesting-looking one, square and flat. I think I recognise the writing. Yes, here it is: "With love and good wishes from John". Gramophone records! Oh, just the ones I wanted, "Cockles and Mussels" and "Christmas Carols". Oh, thank you, John. I shall put them on the gramophone after breakfast.

Mrs. Priestley: I can see we are going to have a busy time after breakfast.

John (*pretending to be bad-tempered*): If we ever get any breakfast! Come on, Margaret, hurry up and open the other parcels — I'm hungry. If I don't get breakfast soon, I shan't be alive to see your party tonight.

Margaret: Look at these, aren't they lovely? Two little armchairs, "From Lilian with best wishes for a happy birthday".

Lilian: They are for your dolls' house. I noticed that one of the rooms wasn't completely furnished. I hope you will be able to find a place for them.

Margaret: Oh, yes, Lilian, I shall. I shall put them in the dolls' sitting-room after breakfast.

John: Why are you looking so anxious, Andrew?

Andrew (*not taking any notice*): Open that little parcel next, Margaret.

Margaret: All right. I wonder what will be in it? Oh! It's a lovely silver pencil.

Andrew: That's from me, Margaret, with lots and lots of good wishes. It writes in four colours, black, blue, green and red. Do you like it?

Margaret: It's just what I wanted, Andrew. It was very, very kind of you to give it to me. And here's an enormous box of chocolates "From Lucille, Freda, Jan, Olaf, Pedro and Hob wishing you Many Happy Returns of the day". Isn't that nice of them? I will thank them all when I see them tomorrow.

What a wonderful birthday I am having! And now for the last parcel. I think this must be from Daddy. Books! *Alice in Wonderland*, and *A Child's Garden of Verse* by R. L. Stevenson.

Lilian: Oh, Margaret, those are my favourite books.

Margaret: We'll read them together this very afternoon.

Mrs. Priestley: Aunt Norach has sent you a cake with eleven candles on it, one for each year. We will have that for tea.

Margaret: Oh, yes, and I shall blow out the candles and cut a piece of cake for all of you.

Mr. Priestley: And there are these birthday cards that the postman brought this morning. But have your breakfast before you open them.

(Knock at the door)

Mr. Priestley: Wasn't that a knock at the back door? Go and see who it is, Margaret.

Margaret (*returning*): It was old Adam<sup>1</sup> with a beautiful bunch of roses that he had cut specially for my birthday.

Mrs. Priestley: How very nice of him! I will put them in water and we will have them on the table at tea-time.

Andrew: It's my birthday in May, on fifteenth. You won't forget it, will you? I shall be ten then.

Mrs. Priestley (*smiling*): We won't forget it, Andrew. I hope you will get a lot of presents, too. You will tell us what you want, won't you?

Andrew: Oh, yes, I'll let you know before May 15th.

Margaret: What a lovely birthday morning I have had!

John: And now, what about some breakfast!



## УПРАЖНЕНИЯ

### I. Придумайте словосочетания со следующими словами:

- |               |                  |               |
|---------------|------------------|---------------|
| 1. downstairs | 8. doll          | 15. anxious   |
| 2. present    | 9. square        | 16. silver    |
| 3. parcel     | 10. flat         | 17. enormous  |
| 4. lend       | 11. recognise    | 18. favourite |
| 5. pen-knife  | 12. pretend      | 19. candle    |
| 6. string     | 13. bad-tempered | 20. smile     |
| 7. wonder     | 14. furnished    | 21. forget    |

### II. Заполните пропуски:

1. Margaret is coming —.
2. Of course I — forget; I — say it as soon as I see her.
3. Have you put your — by the — of her plate?
4. You — better open the parcels now.
5. No one will be — to get on with breakfast until you have opened your parcels.
6. I will — you my penknife to cut the —.
7. I — what is in this big parcel.

<sup>1</sup> Адам работает в саду м-ра Пристли.

8. You — be twelve next year; I — be fifteen.
9. I think I — the writing.
10. I — put the records on the — after breakfast.
11. John — to be bad-tempered.
12. Come on, Margaret, — — and open the other parcels.
13. I noticed that one of the rooms of your dolls' house was not —.
14. I hope you will be able to find a — for them.
15. Why are you looking so —, Andrew?
16. Here's an — box of chocolates.
17. Those are my two — books.
18. Aunt Norach has sent you a cake with eleven — on it.
19. I shall — — all the candles.
20. Wasn't that a — at the back door?

**III. Какой подарок получила Маргарет от а) матери; б) отца; в) Джона; г) Лилиан; д) Эндрю; е) учеников; ж) Адама?**

### **Диктант**

Birthdays are great fun for children. They come down to breakfast and find lots of presents on the table. They cut the string as fast as they can. They want to know what is inside the parcel. It is so exciting that sometimes they almost forget to say "Thank you". But no one minds, because birthdays come only once a year. On her birthday Margaret got a lovely doll, two gramophone records, a silver pencil, some armchairs for her dolls' house and an enormous box of chocolates. She forgot all about breakfast as she opened each parcel.

Her brother, John, didn't. He wanted his breakfast. "If I don't get breakfast soon, I shan't be alive to see your party tonight", he said. But I don't think John was really as bad-tempered as he pretended to be.

### **Сочинение**

Напишите небольшое сочинение на тему «День рождения Маргарет».



### **КОНТРОЛЬНАЯ РАБОТА No. 1**

**I. Вместо "This book belongs to me", мы можем сказать "This book is mine" (Possessive Pronoun) или "This is my book" (Possessive Adjective).**

В следующих предложениях опустите слово *belong* и используйте глагол *to be* и притяжательное местоимение-существительное:

1. This dog belongs to me.
2. Those books belong to her.
3. This pencil belongs to me.



4. Do these chocolates belong to us?
5. That house belongs to them.
6. Does this pen belong to you?
7. The soap does not belong to him.
8. These dresses belong to her.
9. That green book doesn't belong to me.
10. Do these cigarettes belong to you?

А теперь перепишите предложения, используя глагол *to be* и притяжательные местоимения.

**II. Заполните пропуски в предложениях следующими словами: *shaves; get; about; breakfast; to; bath; blankets; does; cold; usually*:**

When the morning is — Hob — not like to — out of bed.

He likes — lie there, and pull the — round him.

Mr. Priestley — has a cold —, and then he — and goes down to — at — eight o'clock.

**III. Ответьте на следующие вопросы:**

1. How do you greet someone at Christmas?
2. What reply do you get to that greeting?
3. What do you say when you are introduced to someone?
4. What do they reply?
5. What do you say on someone's birthday?
6. What do you say if you haven't heard a remark and you want someone to repeat it?
7. April is the fourth month. What is May?
8. How much does it cost to send a letter in England?
9. What animal does pork come from?
10. What meat do we get from a calf?

**IV. Ответьте, к какой части речи принадлежат выделенные слова и обоснуйте свой ответ.**

1. The boy *springs* into the water.
2. I like *spring* weather.
3. Hob does not work very *hard*.
4. Frieda is a *hard* worker.
5. He pulled the blankets *round* him.
6. All pennies are *round*.
7. The boy did not *copy* my work.
8. I should like a *copy* of this poem.
9. Pass me a *paint* brush.
10. I am going to *paint*.

**V. Придумайте предложения со следующими словами и словосочетаниями:**

- |                |            |                 |
|----------------|------------|-----------------|
| 1. comfortable | 2. welcome | 3. for a change |
|----------------|------------|-----------------|

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| 4. pyjamas       | 5. blow         | 6. for instance |
| 7. run into      | 8. apologise    | 9. decide       |
| 10. fried        | 11. disobedient | 12. believe     |
| 13. bad-tempered | 14. lend        | 15. forget      |

**VI. Образуйте абстрактные существительные от прилагательных:**

1. true. 2. high. 3. weak. 4. noisy. 5. good.

**Подберите собирательные существительные к сочетаниям:**

6. a number of sheep. 7. nations under one ruler. 8. eleven footballers. 9. men who work on a ship. 10. a number of flowers.

**VII. Вставьте возвратные или усилительные местоимения и назовите их в каждом случае:**

- Hob told the story —.
- The cat washed —.
- He shaved — every morning.
- Frieda enjoyed — in Scotland.
- I don't smoke —.
- He built his house all by —.
- They helped — to the chocolates.
- We fed — in the kitchen.
- We always please —.
- Frieda and Jan washed the dishes —.

**VIII. Поставьте глаголы в скобках в Past Continuous Tense:**

- The ceiling fell down, while aunt Aggie (eat) dinner.
- As I (walk) down the street, sir Winston Churchill went by.
- The dog opened its mouth, just as if it (talk).
- While the soldiers (march), the rain began to fall.
- We (work) hard yesterday morning.

**Поставьте глаголы в скобках в Past Perfect Tense:**

- When we (finish) dinner, Susan took the dishes away.
- I (bring) a box of chocolates for you.
- Pedro told us he (buy) two new suits.
- John (ask) a friend to come for a chat.
- I did not know Shakespeare (write) more than thirty plays.

**IX. Вставьте *when, if, because*:**

- They sat near the fire, — it was cold.
- We will have dinner, — he comes.
- you don't like the coffee, throw it away.
- I like this pen, — it writes well.
- Olaf played football — he was at school.
- it rains, I will not come.

7. Have a bath before breakfast — you feel like it.
8. — will you come for a chat?
9. — you have worked hard, you may have a holiday.
10. — you have done this, there will be no more questions.

### A new use for model aeroplanes<sup>1</sup>

Посмотрите на эти картинки. Следующие слова помогут ответить вам на вопросы: *model aeroplane, piece of string, wet, dry, shirt, a pair of trousers.*

Ответьте на вопросы:

1. What has the boy tied to the aeroplane?
2. Is it a long piece of string or a short piece?
3. Will the model aeroplane go straight forward or round and round?
4. What else can you see in the sky besides the aeroplane?
5. In Picture 2 the boy doesn't look happy. Why?
6. What is happening?
7. What is happening to his clothes?

8. In Picture 3 what can you see in the sky?

9. Where are the boy's trousers and shirt?

10. Why has he taken them off?

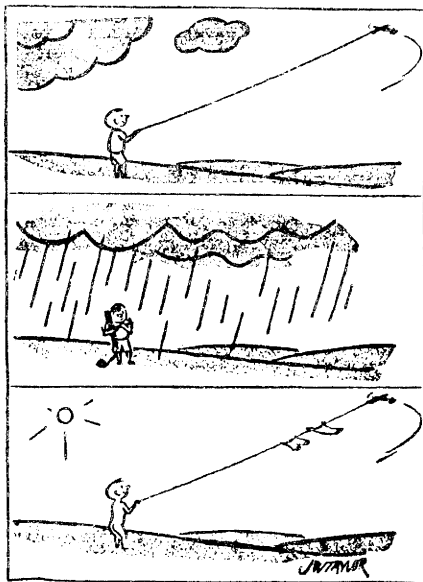
11. What is happening to them?

12. In which picture are there most clouds? In which are there fewest?

13. In which picture is it raining? In which is the sun shining?

14. To dry clothes that we have washed, we put them on a clothes-line. What is the boy using as a clothes-line?

15. Now tell (or write) the story of A New Use for Model Aeroplanes.



A NEW USE  
FOR MODEL AEROPLANES

<sup>1</sup> Модель самолета — это маленькая копия настоящего самолета.

## LESSON 11

### TWO POEMS AND A SONG

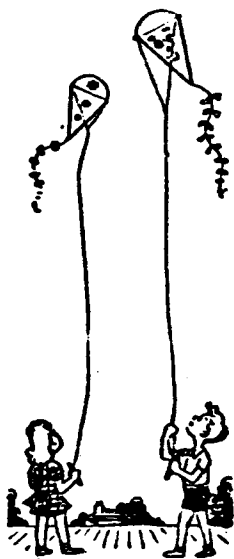
Do you remember the book of poems that Margaret got for her birthday, *A Child's Garden of Verse* by Robert Louis Stevenion? Here are two of the poems from that book:

#### The Wind

I saw you toss the kites on high,  
And blow the birds about the sky;  
And all around I heard you pass,  
Like ladies' skirts across the grass —  
O wind, a blowing all day long,  
O wind, that sings so loud a song!

I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all —  
O wind, a blowing all day long,  
O wind, that sings so loud a song!

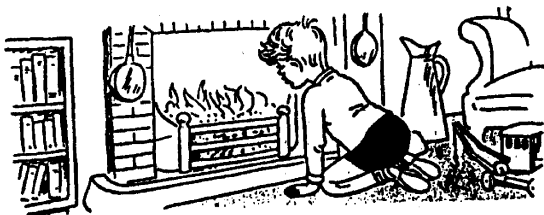
O you that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?  
O wind, a blowing all day long,  
O wind, that sings so loud a song!



KITES

#### Pictures in the Fire

It is getting dark and the little boy is looking into the coal fire, and, as the flames and the red or black coals change their shape, he imagines he sees all these things happening. That is one reason, perhaps, why English people, especially English children, love their "open fires".



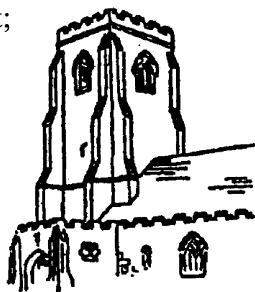
The lamps now glitter down the street;  
Faintly sound the falling feet;  
And the blue evening slowly falls  
About the garden trees and walls

Now in the falling of the gloom  
The red fire paints the empty room:  
And warmly on the roof it looks,  
And flickers on the backs of books.

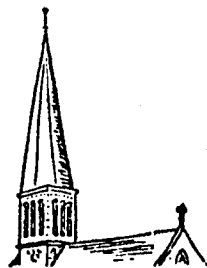
Armies march by tower and spire  
Of cities blazing, in the fire; —  
Till as I gaze with staring eyes,  
The armies fade, the lustre dies.

Then once again the glow returns;  
Again the phantom city burns;  
And down the red-hot valley, lo!  
The phantom armies marching go!

Blinking embers, tell me true  
Where are those armies marching to,  
And what the burning city is  
That crumbles in your furnaces!



TOWER



SPIRE

ROBERT LOUIS STEVENSON is one of the best-loved of British writers. He was born in Edinburgh in 1830. He wrote poems, books of travel, and essays, but his best-known works are his novels, especially *Treasure Island*, *Kidnapped*, and *Dr. Jekyll and Mr. Hyde*. Owing to his bad health he was unable to live in England and in 1890 he went to live to Samoa in the South Sea Islands, and it was there that he died (in 1894) and there he is buried.

\* \* \*

You will remember, too, that another of Margaret's presents was a gramophone record of *Cockles and Mussels*<sup>1</sup>. This is an old English song. I am giving you here the words and the music so that you can sing it yourselves.

**Notes:** Dublin's fair city = the beautiful city of Dublin, capital of the Republic of Ireland (Eire).

I first set my eyes = I first saw.

<sup>1</sup> *cockles* и *mussels* — моллюски, обитающие в прибрежных водах Англии.

## Cockles and mussels

Not too slowly



1. In Dublin's fair city  
Where the girls are so pretty,  
I first set my eyes on sweet Molly Malone  
As she wheeled her wheelbarrow  
Through streets broad and narrow,  
Crying, "Cockles and mussels alive, alive-o!"  
*Chorus (xop)*

Alive, alive-o! Alive, alive-o!"

Crying, "Cockles and mussels alive, alive-o!"

2. She was a fishmonger,  
But sure 'twas no wonder,  
For so were her father and mother before,  
And they each wheeled their barrow  
Through streets broad and narrow,  
Crying, "Cockles and mussels alive, alive-o!"  
*Chorus*

3. She died of a fever,  
And no one could save her,  
And that was the end of sweet Molly Malone  
But her ghost wheels her barrow,  
Through streets broad and narrow  
Crying, "Cockles and mussels alive, alive-o!"  
*Chorus*



### УПРАЖНЕНИЯ

#### I. Придумайте предложения со словами:

- |          |            |             |
|----------|------------|-------------|
| 1. toss  | 7. glitter | 13. stare   |
| 2. kite  | 8. roof    | 14. return  |
| 3. skirt | 9. army    | 15. blink   |
| 4. push  | 10. march  | 16. crumb   |
| 5. beast | 11. spire  | 17. furnace |
| 6. flame | 12. blaze  | 18. novel   |

#### II. Ответьте на вопросы о стихотворениях:

(1)

1. What did the wind "toss on high"?
2. What did it do to the birds?

3. What was the sound of the wind like as it went across the grass?
4. What did the boy *feel* the wind do and *hear* it do?
5. What questions does he ask the wind?

(2)

1. What were the lamps doing? Where?
2. Who else was in the room besides the little boy? How do you know?
3. Were there any books in the room? Give a line from the poem to prove your answer.
4. What had the city in the fire?
5. What kind of a city does the poet call it? Why?
6. Where did the armies “go marching”?
7. What are “embers”? What two things did the boy ask the embers to tell him?
8. What was it that “crumbled” in the fire?

**Диктант**

Certainly one of the pleasures of an open fire is to sit and watch the red and yellow flames change shape as they burn the coal. Many children have imagined marching armies and shining cities as they stared into the blazing fire.

In the country people burn wood also, which does not cost so much as coal, and has a pleasant smell.

Sometimes it is hard to get the fire to start. The flame burns unsteadily and dies out, and you must re-lay the fire and start again. But when the wind and rain are heard outside and darkness slowly comes, an Englishman loves his blazing fire.

**Сочинение**

1. Напишите короткий рассказ по картинке “Pictures in the fire”.

2. А Вы когда-нибудь видели подобные «картинки» в огне или в «облаках»? Если да, то опишите их.

**“Two minute Crossword”**

**Clues (Ключи)**

**Across (по горизонтали):** 1. The colour of the sky on a fine day. 2. Not difficult. 3. Stevenson saw the wind — the kites on high.

**Down (по вертикали):** 1. Good, better, —. 2. Hob — a knife and fork when he eats. 3. We see with them.

	1		2	3
1				
2				
3				

## LESSON 12

### THE FUTURE TENSE

В уроке 10 нам встретились примеры будущего времени. Давайте разберем некоторые из них.

В уроке 18 Книги I мы говорили, что для образования будущего времени мы употребляем *will* с инфинитивом основного глагола, однако с I лицом употребляется как *will*, так и *shall*.

«Хорошо,— скажете вы,— но когда употреблять *will*, а когда *shall*?»

Вопрос этот трудный. Там, где англичанин скажет *I shall* или *we shall*, шотландец, ирландец или американец скажет *I will* или *we will*. У многих англичан наблюдается тенденция во всех случаях употреблять *will*. Постараемся как можно проще объяснить разницу в употреблении этих глаголов.

Если мы хотим просто сказать о том, что собираемся сделать или что-то произойдет в будущем и ничего другого, кроме идеи будущности (**futurity**) мы не хотим выразить, тогда мы скажем:

#### Simple Futurity

I shall  
He, she, it will

we shall  
you<sup>1</sup> will  
they will

Возьмем небольшой детский стишок:



THE NORTH  
WINDS DO BLOW

The north winds do blow  
And we *shall* have snow  
And what *will* the robin do  
then, poor thing?  
*He'll* sit in a barn  
To keep himself warm  
And *he'll* hide his head under his  
wing, poor thing.

Или предложения:

“I *shall* be ten in May”.

“I *shall* be fifteen next year”.

В них так же, как и в строке “we *shell* have show”, просто говорится о том, что что-то произойдет в будущем.

<sup>1</sup> Формы 2 л. ед. ч. *thou wilt, thou shalt* в обычной разговорной речи никогда не употребляются, поэтому мы их опускаем.



Выпадет снег, Эндрю будет десять лет, и ничего тут не поделаешь. Не в наших силах ни остановить снег, ни сделать Эндрю вечно молодым.

Но иногда, кроме идеи будущности, мы хотим выразить что-то еще. Очень часто мы обещаем (**promise**), как это сделала миссис Пристли, сказав:

"We *won't* forget your birthday, Andrew".

Или когда Эндрю говорит:

"I *won't* forget to say "Many Happy returns". "I will say it as soon as I see her",

он обещает сестре не забыть.

В других случаях вы хотите выразить свое желание (**willingness**), готовность сделать что-либо. Эндрю, например, говорит:

"I will lend you my penknife".

При венчании священник обращается к жениху со словами:

"Will you take this woman to be your wife?" и тот отвечает: "I will". Затем священник обращается к невесте: "Will you take this man to be your husband?" и она отвечает: "I will". Они оба хотят этого.

Иногда мы хотим выразить свою решимость (**determination**) сделать что-либо.

Предположим, ваш радиоприемник не работает, вы разобрали его, провозились с ним весь вечер, а он так и не заработал. Но вы решили, что не успокоитесь до тех пор, пока он не заработает, сколько бы времени у вас на это не ушло, и вы говорите:

I will make this radio work, even if I have to stay up all night to do it. I won't let it beat me.



I WILL MAKE  
THIS RADIO WORK

Для выражения обещания, желания или решимости наряду с будущим мы употребляем *I (we) will*, а не *I (we) shall*.

Помните: в вопросительных предложениях мы во всех случаях употребляем **Shall I? Shall we?** а не *Will I? Will we?*<sup>1</sup>

*Shall I?* или *Shall we?* зачастую имеет значение *Do you want me to...?* или *Would you like me to...?* Например:

"Shall I open the window?"

<sup>1</sup> Об этом говорилось в уроке 18 Книги I.

"*Shall I* get you a cup of tea?"

"*Shall we* all go to the theatre tonight?"

"*Shall we* begin to work now? Let's begin now, shall we?"

Есть и еще один, хоть и не столь существенный момент. Мы разобрали употребление двух форм с местоимениями 1-го лица ед. и мн. числа:

**A**

***Simple Futurity***

I shall

We shall

**B**

***Futurity with feeling***

I will

We will

А какие формы употребляются с другими лицами? Формы в колонке В употребляются редко, поэтому это и несущественно. Но вы должны их знать, поскольку можете встретить в тексте. Мы приводим их для сравнения в следующей таблице:

**A**

***Simple Futurity***

I shall

he, she, it will

we shall

you will

they will

**B**

***Futurity with Promise, Determinations, Willingness, Commands***

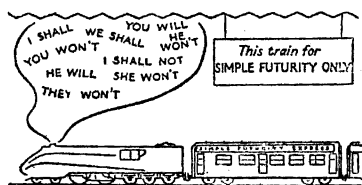
I will

he, she, it shall

we will

you shall

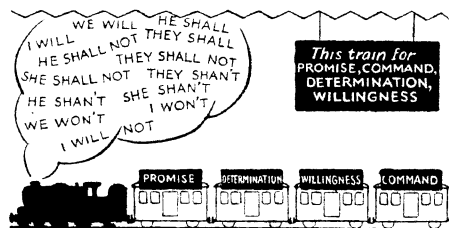
they shall



**SIMPLE FUTURITY**

Вот несколько примеров употребления форм из колонки **В** с местоимениями 2-го и 3-го лица:

He *shall* do the work whether he wants to do it or not. (*determination in the speaker's mind*)



**FUTURITY WITH FEELING**

If you work hard, you *shall* have a holiday on Saturday. (*promise*)

You *shall* have the money as soon as I get it. (*promise*)

You've damaged my bicycle; you *shan't* have it again. (*determination in the speaker's mind*)

*mination in the speaker's mind*)

You *shall* do as I tell you. (*order, command*)

Those people want to buy my house, but they *shan't* have it. I *won't* sell it. (*determination in the speaker's mind*)

## GOING TO

Кстати, вы, вероятно, обратили внимание в уроке 10 еще на один способ выражения будущности с помощью *going to*.

We are *going to* have a busy time after breakfast.

*Going to* часто употребляется для выражения намерения, т. е. выражения запланированного действия в будущем. Например:

Hob says he is *going to* (= intends to) work hard some day, but not today.

I am *going to* (= intend to) write a letter to my uncle tomorrow afternoon.

Lucille is *going to* buy a new car next week.

Это самый простой и распространенный способ выражения будущего, снимающий все трудности с *shall* и *will*. Но *going to* нельзя использовать для выражения простого будущего. Нельзя сказать:

I'm *going to* be 12 years old tomorrow.

или: Today is the 19th of October; tomorrow is *going to* be the 20th.

**Going to** используется лишь для выражения намерения или большей степени вероятности. Помним, что подразумевается под «большей степенью вероятности». Вот два примера:

I think it is *going to* rain. (That is, "I think it is very probable that it will rain").

I'm afraid our new house is *going to* cost a lot of money.

Margaret: I think my birthday party is *going to* be a very good one. (She thinks it is very probable that it will be a good party.)

Andrew: I think I am *going to* have a bad cold and then I *shan't* be able to go to the party.

В последнем предложении показана разница между «намерением» и «вероятностью». Эндрю не собирается простужаться. Напротив, он не хочет простудиться, но вероятность этого сильна (разве это не видно из картинки?)





## УПРАЖНЕНИЯ

**I. Закройте книгу. Выпишите: а) формы простого будущего, б) формы будущего со значением обещания, намерения и т. д.**

Вставьте *shall* и *will*.

1. I — be fourteen years old next week.
2. We — be late if we don't hurry.
3. He — be thirteen years old on Tuesday.
4. You — be late if you don't hurry.
5. — I open the door for you?
6. — you come to— our house for tea?
7. John — come if you ask him.
8. — we ask him to come?
9. I think we — have rain this afternoon.
10. — your friends come and have a game?
11. He — come here tomorrow.
12. We — be very pleased to see him.
13. These books — be useful to me.
14. I — read them at once.
15. You — soon learn the rules of English grammar from them.

**II. Скажите или напишите утвердительные и вопросительные формы простого будущего глаголов *know, hear, write*.**

**III. Поставьте в будущем времени:**

1. We come to your class.
2. I speak English to my friends.
3. He speaks English to his friends.
4. They come to your class.
5. Mrs. Priestley plays the piano.
6. We have dinner at seven o'clock.
7. Mr. Priestley brings a cup of tea in the morning.
8. I bring a cup of tea in the morning.
9. We have breakfast at eight o'clock.
10. Mr. Priestley has breakfast at a quarter past eight.
11. I visit Mr. Priestley at his house.
12. I went to Mr. Priestley's house  
(*Remember to use the infinitive of the verb.*)
13. Susan brought in the coffee.
14. I spoke to Mr. Priestley in his study.
15. Mr. Priestley spoke to me in his study.
16. Susan drew the velvet curtains.
17. A red lamp-shade gave a warm colour to the room.
18. Mr. Priestley took me to his study.

19. I thought about my work.
20. They thought about their work.

**IV. Образуйте вопросительную форму:**

1. He will come tomorrow.
2. That book will be useful to him.
3. I shall have a lesson tomorrow.
4. Hob will be late again tomorrow.
5. We shall visit Mr. Priestley again next week.

**V. Перепишите предложения, заменяя *shall* и *will* на *going to*. В каком предложении замена невозможна?**

1. My father will buy me a bicycle for my birthday.
2. Their house will be painted next week.
3. They will leave Beirut tomorrow.
4. We will grow apples in our garden.
5. If I see him again I shall recognise him.
6. How will you open the box?
7. Won't you have one of these cakes?
8. Won't Mary sing a song for us?
9. Will Lilian and Andrew play with us tomorrow?
10. Won't Lilian and Andrew play with us tomorrow?

**VI. Поставьте в будущем времени: (а) используя *shall* или *will*, (б) используя *going to*. Замените временные выражения, относящиеся к прошедшему или настоящему, выражениями будущего времени. Например:**

He did the work yesterday.

(a) He *will* do the work tomorrow.

(b) He's *going to* do the work tomorrow.

1. I wrote to him last week.
2. My Uncle Arthur gave me a bicycle for my birthday last month.
3. They sold their house last year.
4. Jan worked hard last term.
5. Did Jan work hard last term?
6. What time did you have dinner?
7. Margaret sang a song at the last concert.
8. They built a new school in 1952.
9. Didn't you go to see him yesterday?
10. Didn't Jan play football on Tuesday?

## LESSON 13

---

### FRIEDA WRITES A LETTER HOME

“The Pines”,  
St. George’s Sq.,  
Hampstead,  
London, N. W. 3.  
17th Dec., 19—

Dear Mother and Father,

I feel very excited at the thought that in another week I shall be with you again on holiday. I have enjoyed my stay in England very much indeed. Mr. Priestley and my fellow-students Lucille, Jan, Pedro, Olaf and Hob are all very nice to me, but, as they say in England, “There’s no place like home”, and I think you feel this above all at Christmas time.

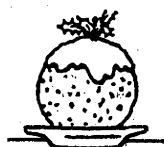
I am leaving here early on Thursday, the 23rd, and I shall arrive in Basle on Friday morning, so I shall be home somewhere about lunch time. Can you meet me at the station, as I shall have a lot of luggage?

In some of my earlier letters I have told you all about the other students here; well, I want to ask my Polish Friend, Jan, to come and spend Christmas with us. Will that be all right? His father and mother died last year; he can’t go home for Christmas, and he has no friends in England except the Priestleys. He is a very nice boy — I know you will like him, and I feel sure he will enjoy Christmas with us. It is very short notice, but you are always pleased, I know, if we bring our friends home. However, I have not yet invited him, as I thought it was better to ask you first. Please let me know as soon as possible if it will be all right.

I saw some big Christmas trees in Covent Garden today. Covent Garden is London’s big wholesale market for fruit, vegetables and flowers. It is wonderful to see it early in the morning when all the buyers are there getting the things for their shops; the trees looked very pretty, but I know the none of them is so beautiful as the one that I shall see when we open the door of our sitting-room on Christmas Eve and see our tree with the candles lighted. When I was a little girl I always thought that that was the most wonderful moment of all the year; and when I see it again this year, I know I shall think the same again.

Margaret Priestley, that is Mr. Priestley’s little daughter, had a birthday two or three months ago, and one of her presents

was a gramophone record of Christmas Carols. All the carols were very pretty, but one I thought was especially beautiful, so I wrote down the words and music, and I am sending you a copy in this letter<sup>1</sup>. Of course no carol will ever be so beautiful to me as “Stille Nacht...” as we sang it. I can almost hear it now and see the snow on the mountains with the moon on them, and the frosty light of the stars in the dark blue sky. Oh, I wish it was next Thursday now!



CHRISTMAS  
PUDDING

I've got some Christmas presents for you all, a football and a box with pens and pencils for Peter and Hans, some gloves for Ruth, a woollen jumper for Gretchen and a clockwork train for Fritz. I'm not going to tell you what your present is, then it will be a surprise. I hope you will like it. I'm bringing home also an English Christmas pudding. They make these puddings specially for Christmas, but I don't know if you will like it. It looks, and feels, very heavy, but Hob says, “I don't mind trying anything — once”. Then there are some mince pies. I think they will be very nice — they are home-made. Mrs. Priestley made them, and I helped her.

How are you at home? I hope you are all keeping well. See that father always puts on his big coat when he goes out, so that he doesn't catch cold. We don't want him ill for Christmas.

I can't say how much I want to see you all again. Will Peter and Hans meet me at the station, or will father or, best of all, will the whole family be there? Thursday can't come too soon!

Love and good wishes,  
FRIEDA.

## THOUGHT

Фреда говорит:

“I feel very excited at the *thought* that in another week I shall be with you again”.

Здесь *thought* (часто это глагол) является существительным. В уроке 18 Книги I был дан ряд примеров того, как слово может быть как существительным, так и глаголом. Вот еще ряд слов с такими примерами.

*burn* Lizzie *burned* the cakes. (verb)

I have a bad *burn* on my arm. (noun)

<sup>1</sup> Вы встретите их на стр. 254.

<i>cause</i>	What was the <i>cause</i> of the accident? (noun) Careless driving often <i>causes</i> accidents. (verb)
<i>change</i>	I am going to the library <i>to change</i> my book. (verb) She is going to the seaside for a <i>change</i> of air. (noun)
<i>cost</i>	What was the <i>cost</i> of that car? (noun) It <i>cost</i> seven hundred pounds. (verb)
<i>ride</i>	John Priestley <i>rides</i> a horse very well. (verb) He went for a <i>ride</i> today. (noun)
<i>smell</i>	There is a <i>smell</i> of burning. (noun) Can't you <i>smell</i> it? (verb)
<i>talk</i>	Hob <i>talks</i> a lot. (verb) Mr. Priestley is going to give us <i>a talk</i> on grammar. (noun)
<i>toast</i>	<i>Toast</i> these pieces of bread. (verb) We had <i>toast</i> for breakfast. (noun)
<i>feed</i>	The farmer's wife is going to <i>feed</i> the chickens. (verb) She is giving them a <i>feed</i> of corn. (noun)



## УПРАЖНЕНИЯ

### I. Вставьте пропущенные слова:

1. I feel very — at the — that I shall be home next week.
2. I have — my stay in England very much —.
3. Mr. Priestley and my — students are very nice.
4. There's no — like home.
5. Meet me at the station as I shall have a lot of —.
6. I want to ask Jan to — Christmas with us.
7. It is very short —, but I know you always like us to bring friends home.
8. Please let me know as soon as —.
9. Covent Garden is London's big — market for fruit.
10. The tree with the — lighted.
11. One of Margaret's presents was a gramophone — of—.
12. I wrote down the words and music and am sending you a —.
13. I can almost see the — on the mountains with the — on them, and the — light of the — in the dark blue sky.
14. I've got some Christmas — for you all.
15. I'm going to tell you what it is, then it will be a—.
16. The mince pies are —.
17. See that father doesn't — cold.
18. Will the — family be at the station to meet me?



**II. Ответьте на вопросы. Дайте развернутые ответы.**

1. Why was Frieda excited?
2. Why had she enjoyed her stay in England?
3. Why was she glad to go back home?
4. When did she expect to arrive in Basle?
5. Why did she want someone to meet her?
6. What did she ask her mother to let her do?
7. Why did she want to invite Jan to spend Christmas with her family?
8. Why hadn't she invited him at the time of writing her letter?
9. What is Covent Garden?
10. What had she seen there?
11. What tree did she think will more beautiful than any that she saw there?
12. What did she send in the letter?
13. What picture did she give you of her home?
14. What presents was she taking home?
15. Why didn't she tell her father and mother what their present was?
16. Who had made the mince pies?
17. Why did she want her father to put on his big coat when he went out?
18. How did she end her letter?

**Диктант**

It was the sixteenth of December. Frieda went for a ride in the bus to see Covent Garden. She bought a ticket from the conductor. It cost fourpence and he gave her twopence change.

As she got off she could smell the fruit and flowers in the market. She noticed that everyone seemed to be in a hurry. Some men were carrying large boxes of vegetables, and others were trying to sell big Christmas trees.

As Frieda looked at them she thought of her own home. The most wonderful moment of all the year was when she saw the Christmas tree with its candles lighted. Then before she went to bed on Christmas Eve she used to go outside and see the snow on the mountains and the frosty light of the stars in the dark blue sky.

She was glad that she was going home for Christmas.

**Сочинение**

**1. Напишите небольшие рассказы на следующие темы:**

- (a) A visit to a market.
- (b) Christmas in your country.

## 2. Напишете писмо:

- (a) asking your mother if you can invite a friend to your home.  
 (b) from your mother saying that you can (or cannot) do so.



God rest you merry, Gentlemen,  
 Let nothing you dismay,  
 Remember Christ our Saviour  
 Was born on Christmas Day,  
 To save us all from Satan's power  
 When we had gone astray.

## LESSON 14

---

### КОММЕНТАРИИ К УРОКУ 13

#### LETTERS (*Письма*)

Отметим следующие моменты по теме «Письма»:

**(1) Адрес. Например:**

"The Pines",	15, Preston Rd.,
St. George's Sq.,	Warrington,
Hampstead,	Lancashire.
London, N,W,3. <sup>1</sup>	

Обратите внимание на точку после *St.* (=Saint, Street), после *Rd.* (=Road), после *N.W.* (=North West) и после адреса.

Отметим запятую после *The Pines*, (названия дома) и после цифры 15, (номер дома). Кроме того, отметим запятые после *Square, Hampstead, London, Road, Warrington.*

**(2) Дата. Для написания дат обычно используются порядковые числительные: *1st March, 3rd April, 2nd May, 22nd Desember.***

Однако иногда используются и количественные числительные. Например: *March 1, 1955 (1 March, 1955), April 3, 1955 (3 April, 1955), May 21, 1955 (21 May, 1955), December 22, 1955 (22 Desember, 1955).* Написание даты только цифрами может привести к недопониманию. В Англии 6/10/55 означает 6th October 1955; в Америке это означает June 10th 1955. Поэтому любая из следующих форм написания даты правильна:

- |                        |                      |
|------------------------|----------------------|
| 1. October 16th, 1955. | 3. October 16, 1955. |
| 2. 16th October, 1955. | 4. 16 October, 1955. |

**(3) Обращения (*The Greeting*)**

**(a) *Business letters:***

**(Деловые письма)**

Dear Sir,  
Dear Sirs,  
Dear Madam,  
Gentlemen,

**(b) *Friendly letters:***

**(Частные письма)**

Dear Mr. Priestley,  
Dear Miss Smith,  
Dear Mrs. Smith,  
My dear Lucille,

---

<sup>1</sup> В настоящее время в адресе используется как можно меньше знаков препинания; как правило, адрес не оканчивается точкой.

**(4) Заключительная формула вежливости (*The Complimentary Close*)**

**(a) *Business letters:***  
**(Деловые письма)**

Yours truly,  
Yours faithfully

**(b) *Friendly letters:***  
**(Частные письма)**

Yours sincerely,  
I remain,  
With best wishes and kindest  
regards, Yours sincerely,

**(5) Адрес (для конверта) (*The Address*)**

Mr. H. Chapman,  
10, Northbank Rd.,  
Southport,  
Lancashire.

G. Smith, Esq.,  
Byron House,  
High St.,  
Liverpool.

**Внимание:** в Англии порядок написания адреса следующий:

**Для дома с номером:** (1) name of the person, (2) number of the house, name of the street, road, etc., (3) town, (4) country.

**Для дома с названием:** (1) name of person, (2) name of house, (3) name of the street, road, etc., (4) town, (5) country.

**Внимание:** Так писать нельзя:

Mr. H. Chapman  
*Southport*,  
Northbank Rd., 10  
Lancashire.

*Esq.* обычно используется в деловых письмах.

*Esq.* никогда не пишется полностью на конверте.

*Mr. Smith* может так же использоваться, как и *Esq.*, однако нельзя писать: *Mr. Smith, Esq.*

Существуют еще и другие формы обращений:

*Mrs. Smith* (жена г-на Смита)

*Miss Smith* (старшая дочь)

*Miss Mary Smith* (младшая дочь)

*Master G. Smith* (сын)

*Mr. And Mrs. Smith* (г-н и г-жа Смит)

*Dr. R. Smith* (доктор)

*The Rev.*<sup>1</sup> (=reverend) *Charles Smith* (священник)

*Sir William Smith* (рыцарь)

*Messrs.*<sup>2</sup> *H. Smith and Co.* (фирма)

<sup>1</sup> Мы никогда не говорим *The Rev. Smith*. Должно стоять или имя, или инициалы.

<sup>2</sup> *Messrs.* — краткая форма (франц.), которая в полном виде никогда не употребляется.

*The Wearwell Woolen Co. Ltd.* (фирма с ограниченной ответственностью)



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]	[ɪ]		[e]	[a:]	[ɒ]
heat	become	empty	empty	army	proverb
freeze	besides	market	essay	march	frosty
peace	regards	business	envelope	market	college
retail	remain	bury	steady	regards	complimentary
[ʌ]	[u:]	[ə]	[eɪ]	[əʊ]	[aɪ]
gloves	roof	manner	fade	wholesale	dying
jumper	pool	professional	flame	froze	esquire
blush	truth	secretary	wholesale	coat	excited
company	rule	gentleman	retail	envelope	knight



## УПРАЖНЕНИЯ

**I. Используйте следующие слова как а) существительные; б) глаголы:**

dance; run; wash; drive; help; hope; kiss; laugh; light; look; pay; play; pull; push; rain.

**II. Придумайте предложения, используя разные значения данных слов: 1. mind. 2. notice.**

**III. Начертите конверт и напишите на нем адрес Вашего друга в Англии.**

**VI. Исправьте орфографические и пунктуационные ошибки:**

- (a) mr d parke  
woodways  
117 merton rd  
hampstead  
london
- (b) mr p r johnson esq  
st andrews hotel  
culloden sq  
edinburgh
- (c) oakwood  
richmond rd  
chelsea  
london  
6 may 1939
- (d) dear sirs  
... with love and best  
wishes yours sincerely  
joe
- (e) my dear lucille  
... I remain, madam,  
yours faithfully,  
h. f. t. smith.

## LESSON 15

---

### HOLIDAYS HAVE STARTED

All the Students. Tuesday Evening, Dec. 21st.

**P e d r o:** Well, no more lessons now until after Christmas. It's nice to think that holidays have started. This time on Friday I shall be flying to Spain. I shall be just about leaving the French coast and getting over the Bay of Biscay. What will you be doing, Lucille?

**L u c i l l e:** Let me see; it's seven o'clock now. Yes, at seven o'clock tomorrow I shall be going to a party at friend's house in Canterbury.

**O l a f:** Are you going by car?

**L u c i l l e:** Yes, but I shan't be driving; a friend of mine will be taking me in his car.

**O l a f:** And I shall be packing my luggage, and if it is like my usual packing, I shall be trying to get too many things into little space. What will you be doing this time on Friday, Hob?

**H o b:** I shall be wondering what I am going to get for my supper.

**J a n:** I am going to Switzerland to spend Christmas with Frieda's family. She has just had a letter from her mother and father inviting me to stay with them. They say that they will all be waiting at the station on Christmas Eve to welcome us.

**L u c i l l e:** Oh! Isn't that nice! I'm so glad you are getting a holiday. You will be looking forward to it, I know.

**J a n:** I am, very much.

**F r i e d a:** So am I. I shall be thinking about that homecoming all the way to Switzerland.

**O l a f:** I hope you won't be feeling too tired after your journey to enjoy the welcome.

**F r i e d a:** I shall be feeling too excited to be tired. I know mother will be cooking and baking now as hard as she can go. Ruth and Gretchen will be cleaning and dusting the rooms (though I am sure the rooms don't need it); the boys will be gathering wood for the fire, and father will be looking for a Christmas tree.

**L u c i l l e:** And what will little Fritz be doing?

**F r i e d a:** If I know little Fritz, he will be getting in everybody's way as he generally does when they are all busy.

**H o b:** Have none of you thought that this time next month we shall all be coming back here, and Mr. Priestley will be waiting for us with more grammar?

**L u c i l l e:** Oh, Hob, don't be so pessimistic; it's not like you.

Hob: That reminds me of something. Do you know the difference between a pessimist and an optimist?

Lucille: All right, if it will make you any happier, tell us.

Hob: Well, an optimist is a man who says, "The bottle is half full" and a pessimist is a man who says, "The bottle is half empty".

Olaf: Oh! I had heard that a pessimist was a man who wore braces — and a belt. What will you be doing for Christmas, Hob?

Hob: I shall be going to Uncle Albert's for Christmas — and what a time it will be! There is no one who keeps Christmas better than Uncle Albert. All the holiday I shall be having the time of my life; I shall be telling you all about it when we meet again.

Frieda: Well, on Thursday morning I shall be starting on my journey to Switzerland with Jan.

Olaf: What time does the train go?

Frieda: Nine-five from Victoria Station.

Olaf: I'll come and see you off.

Pedro and Lucille: So will I.

Hob: Well, I can't promise to be at Victoria Station by nine o'clock in the morning; it means getting up at half past seven; that's practically the middle of the night. I don't know what the speed of light is; I only know that it comes too quickly in the morning for me. But if I wake up in time, well, — I shall be thinking about you.

Lucille: Oh, Hob, make an effort for once.

Hob: All right, I'll be there; but you'll realise what an effort I shall be making when I tell you what one of my favourite poems is.

Lucille: Oh! What is it?

Hob: This is it:

There aren't many things upon this earth

That make it seem like Heaven,

But one is to wake at half past six,

When you thought it was half past seven.

Olaf: Good old Hob!



## УПРАЖНЕНИЯ

### I. Вставьте пропущенные слова:

1. This time on Friday I — be flying to Spain.
2. What — you be doing, Lucille?
3. I shall be — to a dance.
4. I — be driving because a friend of — is taking me in car.

5. I — be trying to get too many things into too little —.
6. They say that they — all he waiting at the station on Christmas —.
7. I hope you — be looking — to the holiday.
8. I hope you — be feeling to otired.
9. The boys — be — wood for the fire.
10. I'll come to the station and see — —.

**II. Придумайте предложения со следующими словами:**

1. start. 2. spend. 3. gather. 4. effort. 5. coast. 6. welcome.
7. optimist. 8. tired. 9. pack. 10. enjoy. 11. belt. 12. remind.

**III. Придумайте предложения со словосочетаниями:**

1. This time next week. 2. a friend of mine. 3. too much.
4. too little. 5. looking forward. 6. get in everybody's way. 7. for once. 8. What a time! 9. the time of my life. 10. see (someone) off.

**IV. Как Хоб объяснял значения слов (a) *optimist*, (b) *pessimist*? Как Олаф объяснял значение слова *pessimist*?**

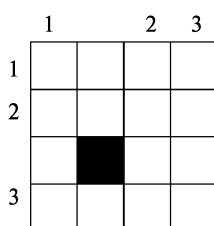
**V. Опишите своими словами стишок Хоба или выучите его наизусть.**

**Диктант**

Lessons are finished and the holidays have started. Pedro will fly to Spain, and Lucille is going to a dance. Jan has had a letter from Frieda's mother inviting him to spend Christmas with them in Switzerland. He is looking forward to it very much. Frieda is excited about going home, and is glad that Jan is coming too.

Only Hob is pessimistic. He reminds them that they will be back at work in a month. But then he remembers a funny story about an optimist and a pessimist. And then he remembers he is going to Uncle Albert's for Christmas, and no one keeps Christmas better than Uncle Albert.

They all promise to meet at Victoria Station to see Jan and Frieda off at half past seven in the morning — "the middle of the night to me", says Hob.



**"Two minute" Crossword**

**Clues (Ключи)**

**Across:** 1. Not front. 2. Where the Irish live. 3. "When the skies are blue the weather is —"

**Down** 1. Meat from an ox. 2. Farmers grow it in the field. 3. Half way up your leg.



## LESSON 16

### THE FUTURE CONTINUOUS TENSE

В уроке 15 нам встретились предложения, подобные следующим:

This time on Friday I *shall be flying* to Spain.

A friend will *be taking* me in his car.

You *will be looking* forward to the holiday.










They *will all be waiting* at the station.

I hope you *won't be feeling* too tired.

What *will you be doing*?



Все они иллюстрируют употребление будущего продолженного времени.

	FUTURE CONTINUOUS TENSE					
IN TWENTY MINUTES' TIME - 						
-THE	TEACHER	WILL	BE	WAITING	FOR	ME

Глагольные формы этого времени образуются с помощью форм будущего времени (*I shall, you will*), формы *be* и причастия настоящего времени.

Вот все формы глагола **to take** в будущем продолженном времени:

#### Future Continuous Tense

##### Affirmative

I shall be taking

You will be taking

He will be taking

We shall be taking

They will be taking

##### Interrogative

Shall I be taking?

Will you be taking?

Will he be taking?

Shall we be taking?

Will they be taking?

##### Negative

I shall not (shan't) be taking

You will not (won't) be taking

He will not (won't) be taking

We shall not (shan't) be taking

They will not (won't) be taking

Будущее продолженное время употребляется для выражения действия, которое все еще продолжается в будущем.

## Комментарии к уроку 15

### SO

В предложении "I am so glad you are getting a holiday" *so* означает *very*. Обратите внимание на конструкцию: *so* в "I'll come to see you off". "So will I".

Подобная конструкция была в уроках 17 и 25 Книги I:

"I get up at half past seven — *and so does my husband*."

"I walked here". "*So did I*".

Эта конструкция может использоваться лишь со "специальными" глаголами *have*, *can* и др.

### IDIOMS

#### Идиомы

(1) "You will be *looking forward* to the holiday".

Фраза *looking forward* означает *expecting with pleasure*.

(2) "*Let me see*; it's six o'clock now. Yes, at six o'clock tomorrow I shall be going to a dance".

Здесь *let me see* не значит *allow me to see*. Мы используем это выражение, когда мы думаем о чем-либо, но не уверены в ответе. После глагола *let* инфинитив употребляется без частицы *to*. Сравните.

He *let* me drive his car.

He *allowed* me to drive his car.

(3) *To keep Christmas* значит «делать все то, что люди обычно делают на Рождество».

(4) *I shall be having the time of my life* означает "*having a time of great happiness or excitement*".

Со словом *time* существует множество идиом. Вот некоторые из них:

He's been studying English *for a long (for a short) time*.

He's been doing that *for some time*.

They've *spent* a lot of *time* over that work.

*All the time* we were working, Hob was sleeping.

He read a book, just to *pass the time*.

Railways were built in England *in the time of* Queen Victoria.

We have lived through *hard times*.

I haven't *much time* for games.

*Four times* three equals twelve.

“Am I late?” “No, you are just *in time*”.

The train came in *on time* (i.e. it wasn't late or early).

I have told you *many a time* not to say that.

Dancers must *keep time* to the music.

There's a *time-table* on the railway station; (*time-table* = a list showing the times when trains come into and go out of the station).

I'll give you some more idioms *from time to time*.



## УПРАЖНЕНИЯ

**I. Найдите все примеры употребления будущего продолженного времени (всего 30).**

**II. Напишите утвердительную, вопросительную и отрицательную форму глагола to walk в будущем продолженном времени.**

**III. Переделайте предложения, изменив форму 1-го лица (*I, we*) на форму 3-го лица (*he, she, it, they*):**

1. I shall be thinking about you. 2. I shall be flying to Spain.  
3. I shan't be driving the car. 4. We shall be starting on our journey. 5. We shan't be flying to Spain.

**IV. Измените формы 2-го и 3-го лица на форму 1-го лица:**

1. You will all be coming back to school. 2. She will be feeling excited. 3. He won't be driving the car. 4. They will be doing their packing. 5. They will be cooking and baking.

**V. Придумайте предложения со следующими выражениями:**

1. looking forward. 2. so will he. 3. so pleased. 4. in time.  
5. on time. 6. for some time. 7. all the time. 8. to pass the time.  
9. spend time. 10. hadn't time. 11. first time. 12. before my time. 13. in the time of. 14. keep time. 15. from time to time.

## LESSON 17

---

### THE RAILWAY STATION

Here we are at the station from which Frieda and Jan are going to Switzerland. None of the students are here yet, so we look round the station and watch the busy life that is going on. There are a lot of platforms (seventeen of them) from which trains come in and go out. Frieda's train goes from platform 2, so let us walk in that direction. There's the booking office where you can buy a ticket for your journey. Let's listen to that man buying a ticket.

Man: I want a ticket to Brighton, please, second class<sup>1</sup>.

Booking Clerk: Single or return?

Man: Return, please.

Booking Clerk: Second return, Brighton; fifteen shillings, please. (*The man gives him a pound note.*) Five shillings change, thank you.

Man: Could you tell me what time the next train goes?

Booking Clerk: 8.55, platform 12. If you hurry you'll just catch it.

Man: Thanks. (*He hurries away.*)

We'll have a look at the waiting-room and see if Jan and Frieda or the other students are there. No, they've not come yet. We'll walk to the bookstall and get a morning paper.

The porters are very busy carrying luggage to the train or pushing it on their trucks. They are taking those trucks and suitcases to the luggage van. Look at the labels on them — Paris, Berne, Brussels. Quite a lot of people are going abroad for Christmas. There's a through train to Paris; it's due out at 8.50; the signals are already down. Those porters will have to hurry to get that luggage in the luggage van before it starts.

Here's a train that has just come in, with crowds of people getting off it. It has had a long journey. Those are sleeping-cars in the front of the train. There are some soldiers coming home for Christmas and looking very happy. Those sailors on the other platform don't look so happy; they are going on that other train to join their ship at Chatham. They won't be home for Christmas. It's a stopping train, not an express; it stops at five or six stations before it gets to Chatham.

---

<sup>1</sup> В Англии существуют вагоны 1 и 2 класса. Стоимость проезда в вагоне 2 класса составляет примерно 2/3 от стоимости проезда в 1 классе.



That man is the station-master. There's his office next to the booking-office. There aren't many people in the restaurant, just a few having breakfast, but there are rather more people getting "light refreshments". Can you see them? They are drinking cups of tea or coffee, eating sandwiches, buns or biscuits. What's that woman saying to the man at the left-luggage office?

M a n: Yes, madam?

W o m a n: I want to leave some luggage here until this afternoon; is that all right?

M a n: Oh, yes, madam, that will be quite all right. Is it just one bag?

W o m a n: No, there are these two suitcases and this trunk. My husband will call for them with his car this afternoon.

M a n: Very well, madam. What name, please?

W o m a n: Mrs. Macpherson.

M a n: Right. Here's the ticket. That will be one and sixpence, please. (She gives him two shillings.) Sixpence change, thank you.

W o m a n: Thank you.

Here's Frieda's train coming slowly into the platform. I think we had better get platform tickets; the ticket-collector won't

let us go on to the platform without a ticket. Ah! There's Frieda and there are Jan and the other students — all except Hob. Let's join them.



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами:

- |           |          |           |             |
|-----------|----------|-----------|-------------|
| 1. ticket | 4. catch | 7. abroad | 10. soldier |
| 2. change | 5. truck | 8. signal | 11. sailor  |
| 3. hurry  | 6. label | 9. van    | 12. bag     |

### II. Ответьте на вопросы:

1. Where does one buy a ticket?
2. Mention two kinds of tickets?
3. How many classes are there on most English trains?
4. Where can you wait for a train?
5. Where can you buy a newspaper?
6. What do porters use to wheel luggage to the train?
7. What is put on a suitcase to show where it is going?
8. What is a through train, a stopping train, an express?
9. Who is the chief man at the station?
10. What do you call food and drink like tea, sandwiches, buns, biscuits?
11. What is a sandwich?
12. What is the left-luggage office?
13. What is a platform ticket?
14. Who examines the platform ticket?

### III. (а) Разыграйте разговорную сценку между покупателем и продавцом билетов.

#### (б) Разыграйте разговорную сценку в камере хранения.

#### Диктант

Victoria Station is always busy, and it is especially busy at Christmas time. On every one of the seventeen platforms porters and passengers are walking or running. Some passengers are in a hurry to catch a train that is nearly due out, while others are eating a bun or a sandwich or having a cup of coffee from the refreshment room before they start. Many people have bought a paper or magazine from the bookstall to read on the journey.

The porters are carrying trunks and suitcases to the trains. Usually they push the luggage on their trucks.

The passengers buy their tickets and then show them to the ticket collector, who stands at the end of the platform. They hurry to find their seats. The signal goes down. The train starts.

#### Сочинение

Подробно опишите картинку на стр. 265

## LESSON 18

---

### MONEY<sup>1</sup>

You had some references to English money in Lesson 17; e.g. the price of the ticket to Brighton was fifteen *shillings*. The passenger gave a *pound*-note and received *five shillings* change. The ticket for the left luggage was *one and sixpence*; she paid *two shilling* and received *sixpence* change.

When you have always been used to the metric system English money can cause some difficulty.

Let us listen to Mr. Priestley giving an explanation to his students.

Mr. Priestley: We will begin with the pound sterling<sup>2</sup>. You will meet this generally in the form of the pound-note, and you can change this for two ten-shilling notes. At one time we used to have gold sovereigns (£1) and half-sovereigns (10 s.), but these have not been made since 1917.

Then there are the silver coins, the shilling (twenty of which make a pound), the two-shilling piece, the half-crown (worth two shillings and sixpence), and a sixpence. There is also "three-penny bit" made of a mixture of copper and brass; it is not round like the other coins but is twelve-sided.

The copper coins are penny<sup>3</sup> (twelve of which make shilling), the halfpenny (pronounced ['heɪpni]) and the farthing. All these coins, and coins for other nations too, about 600,000,000 every year, are made at the Royal Mint near the Tower of London. If you apply there you can get permission to visit the Mint and see the coins being made.

The American unit is the dollar (written \$). In the dollar there are 100 cents.

Here is the information again in a table<sup>4</sup>:

4 farthings or two halfpennies .....	= 1 penny (1 d.)
12 pence .....	= 1 shilling (1/—)
20 shillings .....	= 1 pound (£1)

---

<sup>1</sup> Текст урока сокращен, так как в нем описывается старая денежная система Англии. С 80-х гг. Англия перешла на новую денежную систему (Фунт=100 пенсам).

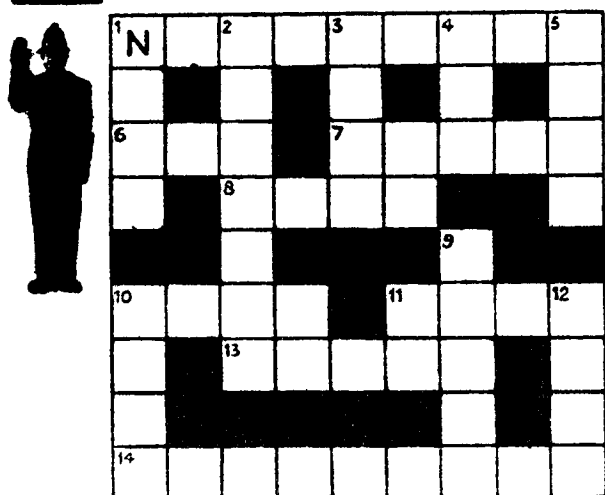
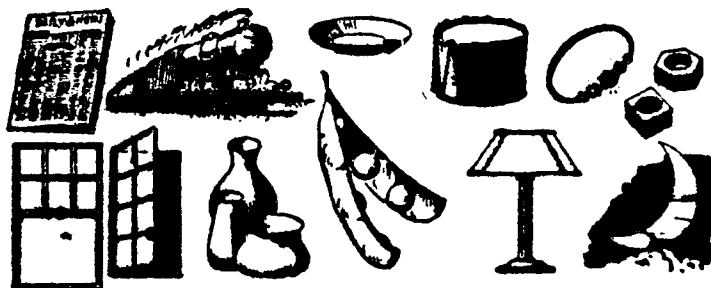
<sup>2</sup> На письме слова *pound sterling* сокращаются до латинского *libra*. Этот значок всегда ставится перед цифрой, напр. £5 (читается *five pounds*).

<sup>3</sup> *Penny* на письме обозначается d (от лат. *denarius*).

<sup>4</sup> Это значение слова *table* встречается в уроке 16.

A half-crown<sup>1</sup> (or half a crown) ..... = two shillings and  
 sixpence ( $\frac{2}{6}$ )  
 8 half-crowns ..... = £1

## CROSSWORD



Only three “clues” are given — 6, 9, 10, but all the other answers can be found in the picture below. All the words in the puzzle were used in *Essential English* Books I or II.

### Clues

- 6. (across) Twenty cwts.
- 9. (down) Thick part of milk which comes to the top.
- 10. (across) A piece of grass kept cut and smooth.

<sup>1</sup> *Half-crown* также используется как прилагательное, ср.: *A half-crown book costs half a crown.*



## SOME PROVERBS AND IDIOMS ABOUT MONEY

Take care of the pence and the pounds will take care of themselves.

Don't be penny wise and pound foolish.

Money lent is money spent.

"Neither a borrower nor a lender be<sup>1</sup>:

For loan oft<sup>2</sup> loses both itself and friend". (*Shakespeare*)



### ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[ɪ]	[ɔ:]	[ʊ]	[u:]	[ɪə]	[eə]
list	bookstall	bookstall	foolish	dear	therefore
direction	abroad	booking-office	blue	realise	care
unit	platform	good	fruit	curious	hair
built	caught	foot	due <sup>3</sup>	here	square
sovereign	therefore	bedroom	unit <sup>3</sup>	near	chair
system	quarter	sugar	clear	stair	



### УПРАЖНЕНИЯ

I. Напишите сокращенные обозначения (a) penny; (b) a shilling; (c) a pound; (d) a dollar?

II. Объясните своими словами значения:

(a) Take care of the pence, and the pounds will take care of themselves.

(b) Don't be penny wise and pound foolish.

(c) Money lent is money spent.

(d) "Neither a borrower nor a lender be: For loan oft loses both itself and friend".

Перепишите (d), начиная словами: Don't be ...

III. Перепишите предложения, сохраняя смысл, но употребляя *either* ... *or* вместо *neither* ... *nor*:

1. He has neither brother nor sister.

2. I have seen neither Pedro nor Olaf this morning.

3. That shop sells neither paper nor cigarettes.

4. He gave me neither food nor drink.

5. She came with neither book nor pencil.

(*This is rather difficult. What is the negative of "with"?*)

<sup>1</sup> Т. е. *Be neither a borrower nor a lender* или *Don't be either a borrower or lender*. Обратите внимание на эти союзы (т. е. слова, соединяющие слова, словосочетания или предложения). *Either* употребляется с *or*, *neither* употребляется с *nor*.

<sup>2</sup> *oft* = *often* (поэтич.).

<sup>3</sup> Произносится как [ju:].

## LESSON 19

---

### PLURALS OF NOUNS

Jan: In the last lesson, sir, I noticed that you used the words *pennies* and *pence* as plurals of *penny*. Is there a difference in meaning between the two words?

Mr. Priestley: Yes. The word *penny* has two plurals: *pennies* if we refer to the number of coins; *pence* if we are speaking of the value, e. g.

This pencil cost *sixpence*.

Can you give me twelve *pennies* for this shilling?

Hob: I'm glad you told me that. I thought the plural of *penny* was *twopence*.

Mr. Priestley: I think this is a good opportunity to mention the points that are essential about grammatical number.

There are, as you know, two grammatical numbers in English: (a) Singular, (b) Plural.

There are several ways of writing the plural. The essential ones are:

1. By adding "s" to the singular, e. g. boy, boys; school, schools.

2. By adding "es" (a) to most words that end in "o" e. g. negro, negroes; potato, potatoes; hero, heroes; cargo, cargoes.

**but note**

piano, pianos.

(b) to words that end in the sounds: [s], [ʃ], [tʃ], [ks], [z] e. g.

kiss, kisses; brush, brushes; church, churches; box, boxes; size, sizes.

3. Words ending in "y" with a consonant immediately before it, change the "y" to "ies", e. g.

lady, ladies; fly, flies; story, stories; city, cities; army, armies.

Words ending in "y" with a vowel immediately before it simply add "s", e. g.

valley, valleys; donkey, donkeys.

4. Words ending in "f" or "fe" generally change this to "ves." e. g.

leaf, leaves; wife, wives; loaf, loaves, shelf, shelves; thief, thieves.

**but note**

roof, roofs; cliff, cliffs; handkerchief, handkerchiefs.

5. Some words form their plural by a change of vowel e.g. man, men; tooth, teeth; foot, feet; mouse, mice; woman, women [ˈwɪmɪn].

6. Two words form their plural differently from all the others. They are *child*, *children*; *ox*, *oxen*.

7. Some words have the same form for singular or plural, e. g.  
sheep; deer.

With compound nouns, if they are made of two nouns — as they very frequently are — only the last part takes plural form, e. g.

housemaid, housemaids; shoemaker, shoemakers; classroom, classrooms; armchair, armchairs.

There is one exception to this rule. If the first part of the word is *man* (or *woman*), then both words take the plural form, e. g.

manservant, menservants; woman-teacher, women-teachers.

If the compound noun is made with a preposition, then only the first part takes the plural form, e. g.

father-in-law, fathers-in-law; man-of-war<sup>1</sup>, men-of-war.

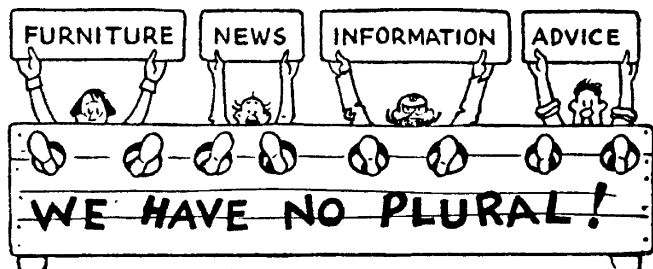
There are one or two other things that are rather unusual and should be noted.

**I. Some words are never used in the plural, e. g.:**

news, advice, information, knowledge, furniture, luggage.

So we say:

The news *is* (not *are*) good; the furniture *is* (not *are*) new.



So, too, names of substances, like *water*, *air*, *bread*, *wood*, things that can't be counted (we can hardly speak of two or three *airs*, four or five *waters*), naturally can't have a plural. Sometimes we have plural forms for these "uncountables", but with a different meaning.

<sup>1</sup> A *man-of-war* — is a battleship.

Compare:

The desk is made of *wood* (*material*).

There are some pretty *woods* in England (*collection of trees*).

The mountain is made of *rock*.

The ship ran on the *rocks*.

*Fire* is a good servant but a bad master.

There were several big *fires* in the city last week.

The engine is made of *iron*.

We have two electric *irons* to iron the clothes.

There is *glass* in the window.

There are two *wine-glasses* on the table.

**II. Some words, on the other hand, have no singular, e. g.,**  
*people*. We must say,

“People *are* pleased at the news;”

it can never be “people is”. If you want a singular you must use some word like “person”.

Then there are words like,

trousers, scissors, clothes, goods, thanks, police,  
which have no singular.

We must say

My trousers *are* new; the scissors *are* sharp; his clothes *are* good; the police were there, etc.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]	[ɪ]	[e]	[ɒ]	[ɔ:]	[u:]
teeth	behave	enemy	knock	call	balloon
veal	pretend	flesh	honour	glorious	blew
key	enormous	nephew	doll	enormous	pupil <sup>1</sup>
obedient	separate	rob	record	nephew <sup>1</sup>	
niece		sausage			
[ə]	[ʌ]	[ɜ:]	[eɪ]	[əv]	[aɪ]
honour	sunset	church	agent	obedient	inside
balloon	bunch	furnish	behave	load	knife
policeman	hurry	circle	obey	tie	
glorious	courage	[və]	mail	[eə]	triangle
enormous	luggage	insurance	separate	square	



## УПРАЖНЕНИЯ

**I. Назовите форму множественного числа:**

house, mouse, potato, piano, dish, baby, valley, knife, thief,  
roof, cliff, woman, tooth, child, box, ox, sheep, brother-in-law.

<sup>1</sup> Произносится как [ju:].

**II. Назовите форму единственного числа:**

heroes, kisses, flies, donkeys, loaves, feet, deer, men-of-war, sisters-in-law.

**III. Выберите правильный глагол:**

1. The news (is/are) heard on the radio at nine o'clock.
2. Some people (is/are) coming today.
3. Hob's trousers (is/are) torn.
4. The furniture in the room (is/are) of good quality.
5. His information (is/are) not correct.

**IV. Дайте форму мн. числа сложных существительных:**

toothbrush, railway-carriage, pocket-knife, housemaid, shoe-marker, workman, manservant [*be careful here*], classroom, bedroom, inkstand, armchair, table-cloth, windmill, matchbox, woman-teacher [*are you sure?*], teapot, snowball, bookshop, watchmaker.

**V. Объясните разницу между (1) *pennies* и *pence*; (2) *a wine-glass* и *a glass of wine*; (3) *a matchbox* и *a box of matches*; (4) *a teacup* и *a cup of tea*. Для иллюстрации ответов приведите примеры.**

## LESSON 20

---

### JAN AND FRIEDA LEAVE FOR SWITZERLAND

*Scene:* Victoria Railway Station. 8.45 am. Dec. 23rd.  
Frieda, Jan, Olaf, Lucille, Pedro.

Frieda: Well, here we are at last! When I get into the boat-train<sup>1</sup>, I feel that holidays have really begun. Have you got the tickets, Jan?

Jan: Yes, here they are. I booked seats for you and me; trains at Christmas-time are usually crowded. We have numbers A 26 and A 30, two corner-seats in a non-smoker, one seat facing the engine, one back to the engine. Is that all right?

Frieda: That's very good, Jan. I don't like going a long journey in a smoker. May I sit facing the engine?

Jan: Of course! You take whichever seat you like. As a matter of fact, I really prefer sitting with my back to the engine. Here's our carriage A, and here's our compartment. You can get into the train now.

Frieda: Lucille, won't you come into the carriage with me? You will be warmer inside.

Lucille: Thanks, I will.

Jan: I'll go and see that our luggage has been put into the guard's van, and I'll book two seats in the dining-car for lunch. I'll get some newspapers at the bookstall and some chocolate on my way back. (*He goes away.*)

Olaf: Jan is a good fellow for getting things done, isn't he?

Frieda: He is. I don't know anyone better. I'm very glad he is coming with me. I know that I shall have a very comfortable journey. Jan will see to everything — find the seats on the train and in the dining-car, tip the porters, see that my luggage is all right, get it through the customs and be generally useful. I shan't have to do anything all except sit back and enjoy the journey.

\* \* \*

Jan at the Dining-Car

Jan: Can I have two seats for lunch, please?

Dining-Car Attendant: Yes, sir. What class, please?

Jan: Third.

---

<sup>1</sup> The *boat-train* is the train that takes passengers to a ship.

Dining - Car Attendant: Do you want the first sitting or the second sitting? The first is at twelve o'clock, the second at one o'clock.

Jan: I'll have the first sitting.

Dining - Car Attendant: Very well, sir. Here are two tickets.

Jan: I expect the train will be rather crowded.

Dining - Car Attendant: Yes, sir. A lot of people are going abroad for winter sports.

Jan: Yes, I suppose that's what it is.

\* \* \*

Pedro: There's Hob, talking to the ticket-collector. It looks as if he hasn't got a platform ticket. Ah! Here he comes. Good morning, Hob; you're rather late.

Hob: Yes, it was my landlady's fault. I said to her last night, "I want you to wake me tomorrow at 7.30; now don't forget, will you?" And she said, "Oh, no I never forget. I'll wake you at 7.30 and bring you a nice cup of tea". But do you think she did?

Olaf: Well, I know your landlady, and I think the answer is "No". I've noticed that everything you tell her goes in at one ear and out at the other.

Hob: Well, there's nothing in between to stop it. However, here I am, and that's the important thing. But here's Jan coming back. (*Jan joins them.*)

Frieda: Did you get the tickets for lunch, Jan?

Jan: Yes, for the first sitting, twelve o'clock. Is that all right?

Frieda: Oh, yes. I shall be hungry by twelve o'clock after my early breakfast.

Hob: I'm hungry now.

Frieda: It was very nice of you all to come and see us off so early in the morning.

Lucille: Oh, we couldn't let you go away without saying good bye, though nine o'clock in the morning is rather early for me!

Olaf: Besides, we said we were coming to see you off.

Hob: Talking about "seeing off", do you know the story of the three men who came to Dover station about nine o'clock one evening?



I NEVER  
FORGET

Frieda: I thought we could hardly get away without having another of Hob's stories. All right, Hob, go on.

Hob: Well, as I was saying, they came on the platform and said to the porter, "What time is the next train for London?"

The porter said, "You have just missed one. They go every hour; the next one is at ten o'clock".

"That's all right", they said; "we'll go and have a drink". So off they went to the refreshment room. A minute or two after ten o'clock they came running and said to the porter, "Has the train gone?"

"Yes", he said; "it went at ten o'clock as I told you. The next is at eleven o'clock".

"That's all right", they said; "we'll go and have another drink". So they went back to the refreshment room.

They missed the eleven o'clock train in the same way, and the porter said, "Now the next train is the last one; if you miss that, you won't get to London tonight". Twelve o'clock came, and the last train was just starting out, when the three of them came out of the refreshment room running as hard as they could go. Two of them got in a carriage just as the train was leaving, but the third one didn't run fast enough and the train went out leaving him behind. He stood there looking at the train and laughing, as if to miss a train was the best joke in the world. The porter went up to him and said, "I told you that this was the last train. Why didn't you come earlier?"

The man couldn't answer for laughing. He laughed until the tears came into his eyes. Then he caught hold of the porter and said, "Did you see those two fellows get into the train and leave me here?" "Yes, I saw them". "Well, I was the one who was going to London; they only came here to see me off!"

Jan: Well done, Hob; that's one of your best.

Ola: The porters are shutting all the doors now.

Lucille: The guard is blowing the whistle.

Pedro: He's waving his flag now.

Jan: Yes, we're off!

Pedro and Hob: Goodbye, Frieda; goodbye, Jan. Good holiday.

Lucille: Don't forget to write.

Frieda: I won't forget. Goodbye; goodbye.





## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами:

- |                |                |                             |
|----------------|----------------|-----------------------------|
| 1. crowded     | 6. guard       | 11. sitting ( <i>noun</i> ) |
| 2. engine      | 7. bookstall   | 12. fault                   |
| 3. prefer      | 8. comfortable | 13. early                   |
| 4. carriage    | 9. tip         | 14. tears                   |
| 5. compartment | 10. customs    | 15. whistle                 |

### II. Придумайте предложения со следующими словосочетаниями:

1. The boat-train. 2. two corner-seats. 3. a non-smoker.  
4. facing the engine. 5. back to the engine. 6. as a matter of fact. 7. on my way back. 8. through the customs. 9. in at one ear and out at other. 10. nothing in between. 11. to see us off. 12. the next train.

### III. Дайте полные ответы на вопросы:

1. When does Frieda feel that holidays have really begun?
2. What kind of seats had Frieda and Jan in the train? What kind of compartment was it?
3. What is the difference between a compartment and a carriage?
4. What did Jan and do about the luggage?
5. What did Frieda say about Jan?
6. How many sittings were there for lunch? Which did Jan have?
7. Why was the train rather crowded?
8. Why was Hob late?
9. What did Olaf say about Hob's landlady?
10. What did Hob reply? What did he mean?
11. Where does the guard of the train travel?
12. How does he tell the engine-driver that the train is ready to go?

### IV. Расположите слова в правильном порядке:

1. You the tickets, Jan, have got?
2. For you and me seats I booked.
3. A long journey I in a smoker don't like going.
4. Some newspapers and chocolate will I on my way back at the bookstall get.
5. Jan for things getting done isn't he is a fellow good?
6. That is coming with me he I very glad am.
7. Anything to do have I shan't at all except back and the journey enjoy sit.
8. All of you off us to see and come very nice of was it.

9. We let you away go without goodbye saying couldn't oh!
10. Anything goes in at one ear I've noticed that you tell her and out at the other.
11. Got a platform ticket it looks as if he hasn't.
12. Into the guard's van that our luggage has been put I'll go and see.
13. The first sitting you do want or the sitting second?
14. Abroad are going for winter sports a lot of people.
15. Without of Hob's stories another having thought I hardly get away could we.
16. Tonight is the next train now the last one that one miss don't.
17. Was starting out the last train just when running they as hard as could out go of the refreshment room the three of them came.
18. Got in a carriage of them two just as was leaving the train but enough fast couldn't the third one run and him the train out behind leaving weat.
19. To him up the porter said and went this the last train was told I you why earlier come you didn't?
20. The train looking at stood he there and as if laughing the best joke in the world to miss a train was.

### Сочинение

**1. Расскажите или напишите рассказ о трех пассажирах на вокзале в Дувре.**

**2. На картинках изображено, как Ян пытался достать для Фриды чашку чая. Ответьте на следующие вопросы, а затем попробуйте передать содержание рассказа своими словами.**

*Picture 1.* What is Jan looking at? How long will it be before the train starts? (Do you notice the artist has put Frieda in the wrong carriage?)

*Picture 2.* What do you think Jan is saying?

*Picture 3.* What has Jan asked for? What is the girl holding?

*Picture 4.* In which hand is Jan carrying the cup of tea? How is he carrying it?

*Picture 5.* What is the other man carrying in his hand? Where has it hit Jan? Where is Jan's hat? Has he still got the tea?

*Picture 6.* What is the porter pushing? What is on it? Where is one wheel going? Has Jan still got the tea?

*Picture 7.* What is Jan climbing over (milk cans). Has he still got the tea?

*Picture 8.* What has the guard got in his left hand? What is he doing? What has he got in his right hand? What is he doing? Has Jan still got the tea? What has the guard done? (Knocked it out of Jan's hand.)



A NICE CAP OF TEA

## LESSON 21

### GENDER OF NOUNS

Mr. Priestley: In Lesson 20, Hob spoke about his "landlady". In Book I (Lesson Twenty-seven) you had the word *landlord*", now you have the feminine form *landlady*. In England, gender is a very simple matter. The English student learning French or German has many more difficulties here. In the French lesson he must remember that *the table* is feminine but *the morning* is masculine; in German lesson *the girl* (*das Mädchen*) is neuter but *the woman* (*die Frau*) is feminine; a *spoon* is masculine, a *fork* is feminine, but a *knife* is neuter.

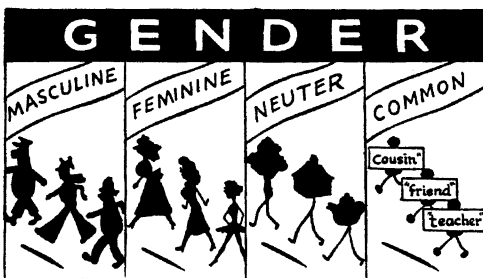
In the English of about a thousand years ago there was the same distinction of grammatical gender. Then a re-markable thing happened, a thing that, so far as I know, happened in no other language; grammatical gender in nouns (but not in pronouns or possessive adjectives) disappeared and in its place came the simple straight-forward distinction:

All words for males are **masculine** (мужской) gender;

All words for females are **feminine** (женский) gender;

All words for objects without life are **neuter** (средний) gender.

Where we cannot tell from the form of the word whether the person is male or female, e. g. cousin, friend, teacher, child, etc.; we say the words are of the **common** gender (общий):



There are just one or two things to note about gender.

I. We frequently make the feminine form of the word from the masculine by adding *-ess*, e. g.

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
poet	poetess	manager	manageress
host	hostess	lion	lioness
actor	actress	prince	princess
waiter	waitress		

II. Sometimes we add another word, e. g.

**Masculine**

doctor

teacher

or change part of the compound noun, e. g.

**Masculine**

manservant

landlord

policeman

Englishman

**Feminine**

lady-doctor, woman-doctor

woman-teacher

**Feminine**

maidservant

landlady

policewoman

Englishwoman

III. Sometimes quite different words are used to show the difference of gender. Here are the essential ones:

**Masculine**

boy

man

widower

king

sir

earl

father-in-law

horse

bull

cock

**Feminine**

girl

woman

widow

queen

madam

countess

mother-in-law

mare

cow

hen

**Masculine**

gentleman, lord

son

brother

uncle

bridegroom

duke

nephew

drake

gander

**Feminine**

lady

daughter

sister

aunt

bride

duchess

niece

duck

goose

IV. There is one word that makes its feminine by adding *-ine*. That is *hero; feminine, heroine*.

Hob: I once knew a fellow who thought the feminine of "he-ro" was "she-ro". But can you answer this?

A big German and a little German were walking down the road. The little German was the big German's son; but the big German was not the little German's father. How could that be?

If you can't answer that, here is an easier one. On this page there is a word the first two letters of which stand for a man, the first three for a woman, the first four for a brave man and the whole for a brave woman? What is the word?



## УПРАЖНЕНИЯ

**I. Образуйте женский род:**

lion, prince, doctor, landlord, policeman, waiter, earl, horse.

**II. Образуйте мужской род:**

lady, aunt, bride, hen, niece, duck, queen, goose, heroine.

**III. Перепишите, заменив род существительных на женский; поставьте глаголы в прошедшем времени.**

As the boy is walking along, he sees a horse with a man on its back. He asks the man if his son has left home yet. The man says that the boy has stayed at home because he is expecting his uncle and grandfather to come to see him. The boy's uncle is an actor and his grandfather is a manager of a theatre. Just then a policeman comes up and asks the boy if he has seen a bull wandering down the road. The boy says he has seen nothing but a cock, two drakes and a gander, which he thinks belong to the gentleman who lives at the big house, Lord Wembley, a widower with ten children. The policeman asks who is helping in keeping the house. The man says he thinks it is Lord Wembley's brother-in-law. The policeman says that if his brother-in-law is keeping house for all those children he is a hero.



## **КОНТРОЛЬНАЯ РАБОТА No. 2**

**I. Напишите: (а) глагольные формы будущего простого времени (личные местоимения с глаголами will и shall) и (б) формы будущего времени (личные местоимения с глаголами will и shall) со значениями обещания, намерения и пр. Вставьте глаголы will или shall:**

1. He — be twelve years old on Friday.
2. — we go by car?
3. He thinks it — — rain today.
4. David — — soon be home.
5. If you wash the dishes, you — — have a chocolate.

**II. 1. Начертите конверт и адресуйте его г-ну Джону Чапмену. Вот его координаты: Mr. John Chapman lives at Lindfield in the county of Sussex. The number of his house is 4 and the road is called Walstead Road.**

**2. Дайте два примера заключительных формул вежливости в деловом письме.**

**3. Когда Вы заканчиваете письмо словами: "Yours sincerely"?**

**4. Исправьте орфографию и пунктуацию в этом адресе в правом верхнем углу письма:**

23 saint marks road  
hendon  
london n w 4

**III. Образуйте будущее время:**

1. We come to Mr. Priestley's house.
2. John makes the coffee.
3. We have breakfast at eight o'clock.
4. I spoke to David about his dog.

5. The bird flies away.
6. Your uncle gave you a present.
7. You went to Paris.
8. He does not go to the bank.
9. John is up at Oxford.
10. He has roast beef and vegetables for lunch.

**IV. Напишите утвердительные, вопросительные и отрицательные формы *to eat* в будущем продолженном времени.**

**V. Перепишите предложения, используя *let* вместо *allows to* или *permit to*:**

1. The farmer allows us to cross his fields.
2. I won't allow noisy boys to come in here.
3. The soldiers permitted us to go past.

**Образуйте восклицательную форму этих предложений.**

4. We are here.
5. The students are here.
6. Our train is there.
7. Your dogs are there.

**Вставьте правильные формы глагола:**

8. The cat made a spring and — the mouse.
9. If you don't take a hot bath, you will — cold.
10. I thought you hadn't — the bus.
11. The cat is fond of — mice.

**VI. Образуйте множественное число:**

1. mouse. 2. house. 3. potato. 4. knife. 5. foot. 6. man.
7. child. 8. sheep. 9. sister-in-law. 10. donkey.

**Образуйте единственное число:**

11. brothers-in-law. 12. women. 13. thieves. 14. teeth.
15. flies. 16. heroes. 17. armies. 18. men-servants. 19. wives.
20. kisses.

**Выберите правильную форму глагола:**

21. These scissors (is/are) new.
22. Many people (is/are) travelling today.
23. Hob's trousers (is/are) well-worn.
24. The news on the radio (was/were) good.
25. The furniture (is/are) very old.

**Образуйте женский род:**

26. actor. 27. prince. 28. brother. 29. king. 30. nephew.

**VII. В каждом предложении вставьте *enough* там, где оно должно стоять:**

1. There is no time to catch the train.
2. He does not work hard.

3. I haven't money to bye that bicycle.
4. You haven't baked this cake.
5. There are not books for the whole class.

**VIII. Придумайте предложения со следующими словами и словосочетаниями:**

1. blaze. 2. excited. 3. home-made. 4. ride (noun). 5. ride (verb). 6. frozen. 7. feel sure. 8. very much indeed. 9. this time next week. 10. optimist. 11. coast. 12. from time to time. 13. tick-et. 14. prefer. 15. customs.

**IX. The Man who Took No Notice of Notices**

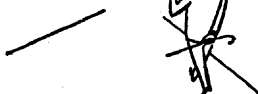
*Ответьте на следующие вопросы:*

**KEEP LEFT**



*Picture 1.* What is the opposite of KEEP LEFT? In England the traffic keeps left. What does it do in your country? Is the man obeying the notice?

**NO SMOKING**



*Picture 2.* What does NO SMOKING mean? What has the man in his mouth? What has he in his left hand? Is he disobeying the notice?

**SILENCE**



*Picture 3.* What does SILENCE mean? What is the adjective from *silence*? What is the man doing?

**MIND YOUR HEAD**



*Picture 4.* Is this doorway low or high? Is the man obeying or disobeying this notice? Why?

Употребите слова *notice* и *mind* в качестве: (а) существительных, (б) глаголов. Расскажите или напишите рассказ "The Man who Took No Notice of Notices".



## LESSON 22

---

### HOB'S STORY OF HIS UNCLE TOM

Pedro, Lucille, Olaf

Hob: Well, they're away now; I hope they'll have a good journey.

Lucille: I'm sure they will.

Hob: I don't know about you, but I'm cold.

Lucille: So am I.

Pedro: Let's go to the refreshment room and have some coffee.

Hob: But I'm hungry too.

Lucille: Oh, Hob, surely not, already!

Hob: I tell you, I am.

Pedro: All right, let's go to the restaurant. We'll have coffee, and Hob can have breakfast.

Hob: It's expensive, you know, in the restaurant.

Pedro: That's all right; I'm paying for it.

Hob: Oh, good. Come on to the restaurant; and while we're there I'll tell you the story of my Uncle Tom<sup>1</sup>.

Olaf: What, *another* uncle?

Hob: Oh, yes, I've quite a lot of uncles, and I can tell you a story about each one of them.

\* \* \*

Hob has finished his breakfast — bacon and eggs, toast and marmalade and three cups of coffee — and here is his story:

#### THE STORY OF UNCLE TOM

The man who took notice of notices

My Uncle Tom used to work on the railway; that's why I was reminded of him just now. It wasn't at a big station like this; it was a little place called Lowton Cross. Only about two trains a day stopped there, and Tom was station-master, chief porter and signal-man all in one; in fact Tom did any work that came along, and there wasn't a happier man in the whole of England. Lowton Cross was the pride of his heart; the waiting-room was cleaned every day by the chief cleaner (Tom); the chairs were polished by the chief polisher (Tom); and the tickets were sold, and collected, by the chief ticket-collector (Tom), — sometimes there were as many as four tickets a day; —

---

<sup>1</sup> Tom — краткая форма от Thomas.

and the money was counted every evening by the chief clerk<sup>1</sup> (Tom). One day, there was £13.18, the biggest amount that was ever taken in one day during the whole 50 years that Tom was there.

That station was run well: Tom was very strict about “rules”. He knew what a passenger was allowed to do and what he was not allowed to do, where he was allowed to smoke and where he was not allowed to smoke. And if any passenger dared to do anything that was against the rules, there was trouble at Lowton Cross.

He was there, as I said, for 50 years and then he had to retire. There is no doubt that Tom had done his job well; in all the 50 years he had been there, he had never missed a single<sup>2</sup> day; every day he had been on duty. Well, the Railway Company thought they ought to do something to recognize this, and so a little “farewell ceremony” was arranged, and a man from the head office, Sir Joseph Binks, was asked to go to Lowton Cross for the ceremony.



“AGAINST THE RULES!”

Tom was thanked and was given a small cheque as a present. He was very pleased, of course, but he said to Sir Joseph, “I don’t need the money” (Tom had always been careful and had saved quite a nice amount of money), “but

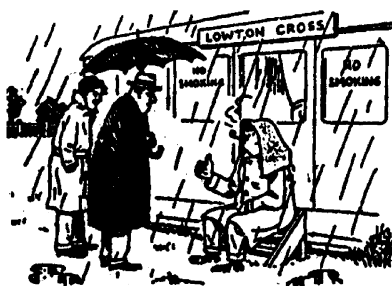
can I have, instead, something that will remind me of the happy days I have spent here in Lowton Cross?” Sir Joseph was rather surprised, but he said he thought it could be arranged; what kind of “reminder” had Tom in mind? So Tom said, “Well, sir, could the Company let me have a part of an old railway carriage, just one compartment. It doesn’t matter how old or broken it is; I can repair it and clean it — I shall have plenty of time now that I have retired. I want to put it in my back garden, and every day I can go and sit in it, and that will remind me of Lowton Cross.

Sir Joseph thought, “Poor old fellow, his mind is failing, but we have some old railway carriages that are only fit for breaking up”, so he said, “Well, Mr. Hobdell, if that is what you want, you shall have it”. And about a week later a carriage,

<sup>1</sup> Произносится как [klɑ:k] (англ.), [klɜrk] (амер.).

<sup>2</sup> “A single” здесь — один.

or father a compartment, was sent and was taken into Tom's back garden. Tom worked at it, just as he had worked at Lowton Cross. It was cleaned and painted and polished, and in a week or so it looked very nice.



One day, about a year after Tom had retired, I was staying with Uncle Albert (that's Tom's brother, of course) and he said, "Come on, Hob, let's go and visit old Tom. I've not seen him for a long time". So we went to Tom's house and walked up to his front door. It was a bad day for a visit. It began to rain as we got off the train, and by the time we got to Tom's house it was raining hard. We walked up the path to the front door and Uncle Albert knocked, but there was no answer. However, the door wasn't locked so Uncle Albert opened it and we went in. Tom was nowhere to be seen, and Albert said, "He'll be in that old railway carriage of his; we'll go out at the back". Sure enough, he was there, but he wasn't sitting *in* the carriage; he was outside, on the step of the carriage, smoking his pipe. His head was covered with a sack and the rain was running down his back.

"Hello, Tom", said Uncle Albert, "why on earth are you sitting there; why don't you go *inside* the carriage out of the rain?"

"Can't you see" said Tom, "the carriage they sent me was a non-smokers!"



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами:

- |              |              |             |
|--------------|--------------|-------------|
| 1. hungry    | 9. trouble   | 17. need    |
| 2. expensive | 10. retire   | 18. instead |
| 3. chief     | 11. doubt    | 19. arrange |
| 4. polish    | 12. job      | 20. repair  |
| 5. clerk     | 13. duty     | 21. knock   |
| 6. amount    | 14. company  | 22. lock    |
| 7. strict    | 15. ceremony | 23. step    |
| 8. dare      | 16. cheque   | 24. sack    |

### II. Ответьте на следующие вопросы:

1. What's the difference between a "refreshment room" and a "restaurant"?

2. Why was Hob glad to go to the restaurant?
3. What did Hob have for breakfast?
4. Why was Hob reminded just now of Uncle Tom?
5. What was the name of the station where Uncle Tom worked?
6. How long did he work there?
7. Did Tom like his work?
8. What work did he do?
9. Do you think Lowton Cross was a busy station? Why not?
10. How can you show that Tom was "strict about rules"?
11. What happened if someone broke the rules?
12. Why did the Railway Company arrange a "farewell ceremony"?
13. Who was asked to go to the ceremony?
14. What present did he give to Tom?
15. What did Tom want? Why?
16. What did Sir Joseph Binks think about Tom?
17. Sir Joseph said "You *shall* have it". Why is *shall* used here and not *will*?
18. What did Tom do to the compartment when it was put in his back garden?
19. Why did Uncle Albert and Hob go to visit Tom?
20. What relation is Hob to Albert and Tom?
21. What kind of a day was it when they went to visit Tom?
22. Why could Albert open the front door?
23. Where was Uncle Tom sitting?
24. What had he on his head?
25. Why wasn't he sitting inside the compartment?

**III. Перескажите или напишите рассказ Хоба о его дяде Томе.**

## LESSON 23

### ACTIVE AND PASSIVE VOICE

#### SUBJECTS AND PREDICATES

##### Субъекты и предикаты

Любое предложение состоит из двух частей. Например, в предложении *Uncle Tom worked on the railway* первая часть, “*Uncle Tom*”, является наименованием лица (или вещи), о котором идет речь. Это субъект предложения.

Во второй части приводятся сведения о субъекте; в ней говорится о том, что делает или делал дядя Том. Эта часть называется предикатом.

Вот еще несколько примеров:

<i>No.</i>	<i>Subject</i>	<i>Predicate</i>
1	I	went to visit Uncle Tom.
2	We	walked up to the front door.
3	Tom	was smoking his pipe.
4	Tom	was thanked by Sir Joseph.
5	A carriage	was taken into Tom's garden.
6	The tickets	were collected by Tom.

Предикат всегда включает в себя глагол предложения, напр.: *went, walked, was smoking, was thanked, was taken, were collected*.

Обратите внимание, что в ряде предложений (№№ 1, 2, 3) субъект осуществляет действие. В этом случае мы говорим, что глагол находится в действительном залоге (*Active Voice*).

Но в других примерах (4, 5, 6) действие осуществляется не субъектом, сравните:

“Tom was thanked”. (He didn't *do* the thanking; he received it.)

“A carriage was taken”.

“The tickets were collected”. (The carriage and the tickets didn't *do* anything.)

В предложениях, где действие совершается над субъектом, глагол находится в страдательном залоге (*Passive Voice*).

Страдательный залог образуется при помощи одной из форм глагола *to be* и причастия прошедшего времени. Именно поэтому причастие прошедшего времени считается одной из форм глагола.

## PRESENT TENSE PASSIVE

### *Формы настоящего времени в страдательном залоге*

Если глагол стоит в настоящем времени, страдательный залог образуется при помощи формы настоящего времени глагола *to be* и причастия прошедшего времени глагола. Например:

#### **Active**

Tom cleans the waiting-room.

Tom collects the tickets.

Mr. Priestley teaches  
the students.

The grocer sells eggs.

An electric fire warms  
the room.

#### **Passive**

The waiting-room is cleaned  
by Tom.

The tickets are collected by  
Tom.

The students are taught by  
Mr. Priestley.

Eggs are sold by the grocer.

The room is warmed by an  
electric fire.

## PAST TENSE PASSIVE

### *Формы прошедшего времени в страдательном залоге*

Если глагол стоит в простом прошедшем времени, страдательный залог образуется при помощи формы прошедшего времени глагола *to be* и причастия прошедшего времени глагола. Например:

#### **Active**

Tom cleaned the waiting-  
room.

Tom collected the tickets.

Mr. Priestley taught  
the students.

The grocer sold eggs.

An electric fire warmed  
the room.

#### **Passive**

The waiting-room was cleaned  
by Tom.

The tickets were collected  
by Tom.

The students were taught  
by Mr. Priestley.

Eggs were sold by the grocer.

The room was warmed by an  
electric fire.

## FUTURE TENSE PASSIVE

### *Формы будущего времени в страдательном залоге*

Если глагол стоит в простом будущем времени, страдательный залог образуется при помощи формы будущего времени глагола *to be* и причастия прошедшего времени. Например:

### **Active**

Tom will clean the waiting-room.  
Tom will collect the tickets.

Mr. Priestley will teach the students.  
The grocer will sell eggs.  
An electric fire will warm room.

Страдательный залог употребляется в том случае, когда нас больше интересует само действие, а не лицо (или лица), которое его производит. Поэтому довольно часто при переводе предложения из действительного залога в страдательный, субъект действия опускается. Ниже приводятся примеры, иллюстрирующие это.

### **Active**

People speak English all over the world.  
You must answer all the question's on the paper.  
Somebody built this house in 1500.  
I wrote Lesson 22 specially to illustrate Passive Voice.

### **Passive**

The waiting-room will be cleaned by Tom.  
The tickets will be collected by Tom.  
The students will be taught by Mr. Priestley.  
Eggs will be sold by the grocer.  
The room will be warmed by an the electric fire.

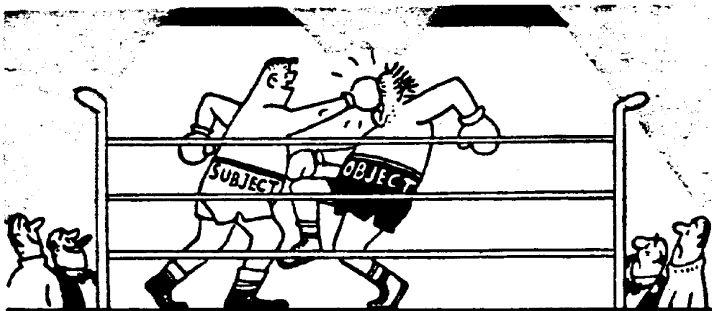
### **Passive**

English is spoken all over the world (by people).  
All the question on the paper must be answered (by you).  
The house was built in 1500 (by somebody).  
Lesson 22 was specially written (by me) to illustrate Passive Voice.

В скобках стоят члены предложения, опускаемые при переводе.

А теперь снова прочтите урок 22 и обратите внимание на все приведенные в нем примеры страдательного залога.

### ACTIVE VOICE



Subject, *doer* of the action; Object, *receiver* of the action.



## УПРАЖНЕНИЯ

### I. Определите субъект и предикат следующих предложений:

1. They are coming on Thursday.
2. Hob wanted a holiday.
3. Luchille was taken in a friend's car.
4. Sir Joseph was rather surprised.
5. Uncle Albert knocked on the door.
6. The door was opened by Mr. Priestley.
7. The rabbit was killed by the dog.
8. Mr. Priestley will teach us tomorrow.
9. We shall be taught by Mr. Priestley tomorrow.
10. He will be in that old railway carriage of his.

Найдите в предложениях глаголы и определите их залог.

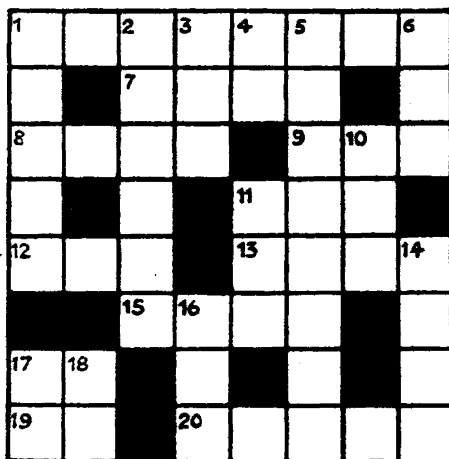
### II. Переведите из действительного в страдательный залог:

1. Hob opens the door.
  2. Mary helps the teacher.
  3. The porter takes the luggage to the train.
  4. Mrs. Priestley welcomes the visitors.
  5. Susan brings in the coffee.
  6. I finish my work about five o'clock.
- (Leave out the doer of the action as you were told on p. 291).*
7. Susan washes the dishes.
  8. Lucille drives the car.
  9. Sir Joseph Binks gives Tom a small cheque.
  10. Mr. Priestley brings some students for tea.
  11. Hob tells the students about Uncle Albert.
  12. My friend takes me to the cinema.
  13. Hob sends some cigarettes to Uncle Albert.
  14. Her brothers and sisters meet Frieda at the station.
  15. We use your books in our class (see note on 6).
  16. Hob tells us jokes.
  17. Susan draws the curtains and clears away the dishes.
  18. Mrs. Priestley cooks the breakfast and makes the toast.
  19. We open the boxes and take out the cigarettes (see note on 6).
  20. They give Uncle Tom a cheque and a railway carriage (see note on 6).

III. Перепишите предложения из упражнения II, поставив глагол в форму прошедшего времени действительного залога, и дайте ответы в прошедшем времени страдательного залога.



## CROSSWORD



### *Clues (Ключи)*

#### *Across*

1. A high hill. 7. Before long. 8. To be in want of. 9. You can't get butter without this. 11. In the picture in Book 1, Mrs. Priestley was —ing. 12. Second person plural (or singular). 13. The noun (plural) and verb are spelled the same but pronounced differently. 15. Past tense of "to lend". 17. Opposite of "yes". 19. Prepo-sition. 20. Past tense of "to dare".

#### *Down*

1. You buy things with this. 2. Helpful. 3. To move the head backward and forwards. 4. Preposition. 5. Your great-great-grandfather is yours. 6. Opposite of "old". 10. To be in debt. 11. You see this during the day. 14. Past tense of "to say". 16. Finish. 17. 18 reversed. 18. Opposite of "off".

## LESSON 24

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### BACK FROM THE HOLIDAYS

Lucille, Hob, Frieda, Jan

Lucille: We've been back at work now for three days.

Hob: I feel as if I had been back for three months. It seems years since the morning I had that grand breakfast at Victoria Station.

Frieda: It's exactly three weeks today since Christmas Day.

Jan: The best Christmas Day I have had for many years, and the first one I have spent in anyone's home since the day I left Poland.

Hob: How long ago was that?

Jan: I have been in England now for nearly two years, since 19 —.

Hob: Well, you won't have to wait for two years before you have another Christmas in someone's home, I'm sure. Uncle Albert will invite you to his home.

Frieda: I have already had two letters from my mother since the day we came away, and in both of them she says she hopes Jan will come to Switzerland in the summer, not just for a few days but for the whole holiday.

Jan: That is very kind of her. I can't say how much I enjoyed the holiday and how much I am looking forward to the next one.

Lucille: It's a funny thing about holidays; no matter how long a holiday we have, I always feel I want a few days more.

Hob: Have you heard about the schoolboy who wanted a few more days' holiday? He phoned to the teacher and said, in a voice, that, he hoped, sounded like his father's:



"I regret to say that Smith is ill in bed and will not be able to return to school for three or four days."

"Oh", said the teacher, "I'm sorry to hear that; who is speaking?"

"My father, sir".

Frieda: What did you do at Christmas, Lucille?

Lucille: I went to Paris for four or five days — I hadn't been to Paris since last Easter. And then I came back to London.

Hob: I went to France once — to Paris.

Lucille: Did you? Did you have much trouble with your French when you were there?

Hob: No, I didn't — but the Parisians did!

Frieda: What did you do in London, Lucille?

Lucille: Oh, I went to the Opera and the theatre, and I went to three or four dances. On Christmas Day I had dinner at London's best (and I'm afraid most expensive) restaurant. I hadn't been there for 12 months, not since last Christmas; I probably shan't go again for another 12 months. I had to write home for some more money!

Hob: Once when my money was spent I wrote to my Uncle Albert for some more. To make a good impression I added, "I did not like writing to you — in fact, I ran after the postman to get this letter back".

Lucille: And what was his answer?

Hob: He answered: "As you were so anxious to get back your letter asking for money, you will be pleased to know that I did not receive it". However, he put a fiver<sup>1</sup> in the envelope.

Jan: That's like a friend of mine. He found that all his money was gone, so he sent this telegram to his father:

NO MONEY. NOT FUNNY. SONNY<sup>2</sup>.

His father answered:

HOW SAD. TOO BAD. DAD<sup>3</sup>.

Frieda: Did you do anything on Christmas Eve?

Lucille: Christmas Eve was quite different, but I don't think I enjoyed it less.

Jan: What did you do then? Was it a very expensive evening?

Lucille: It didn't cost a penny. There is a church in the East End<sup>4</sup> of London where, for a month or two before Christ-

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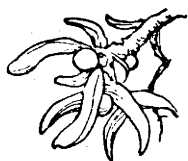
<sup>1</sup> Банкнота в пять фунтов.

<sup>2</sup> Фамильярная форма слова *son*.

<sup>3</sup> Фамильярная форма слова *father*.

<sup>4</sup> Ист Энд — беднейшая часть Лондона.

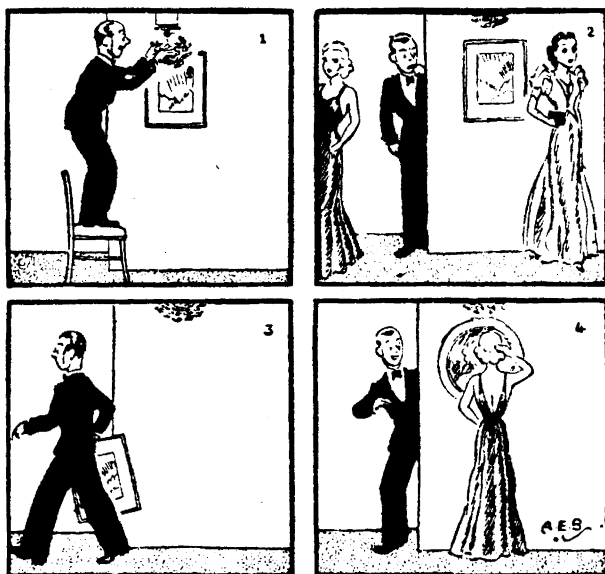
mas, all the members make a collection to buy Christmas dinners for the poorest people in that district. This year more than £2,000 was collected. Some of the members had even been collecting from friends since the last Christmas. Three thousand people, all badly in need of a dinner, were invited to come. There they were welcomed and were given a parcel of food, beef, a Christmas pudding, etc., enough for the biggest family (the bigger the family, the bigger the parcel), and they could take it away and enjoy it in their own homes. I was asked by a friend to go and help them to give out the food. There were a lot of helpers, but we worked till midnight without stopping. I was tired when we finished, but I shall remember for a long time the joy of those poor people and friendliness of the workers. If you are in London next year you ought to go and see it for yourself. But what about you, Hob? What did you do? Did you go away?



Hob: No, I didn't go away. I went to stay with my Uncle Albert.

Jan: And did you have a good time?

Hob: Oh, yes; glorious. I stayed in bed till ten o'clock every morning, and breakfast was brought up to me. As for



HOB'S "IDEA"

Christmas dinner, well, you couldn't see the table for food. There was turkey and roast potatoes, Christmas pudding and mince pies, apples, oranges, nuts — everything you could want. And the room looked very gay with holly and mistletoe and evergreens<sup>1</sup> and coloured paper. Then in the evening we had a party and a dance.

Frieda: But you told me once that you didn't like dancing.

Hob: I don't — but I like sitting out dances in the refreshment room or on the stairs.

Frieda: Why on the stairs, Hob?

Hob: Because that was where I had hung the mistletoe.

Frieda: What has that to do with it?

Hob: Don't you know? English people hang up mistletoe at Christmas time, and if you see a girl under it you can kiss her. I hung a big piece in the dining-room, but I had no luck at first. Then I had a wonderful idea. I have asked my friend the artist to make a picture of it. Here it is. What do you think of it?

Jan: If that is an English custom it seems a very good one.

Hob: You must spend next Christmas with us; I'll ask Uncle Albert to invite you — and Frieda — and I'll see that there is plenty of mistletoe. Why, Frieda, you're blushing!

Frieda: Don't be so foolish, Hob; and stop laughing. It's time to go to Mr. Priestley's study. I'm sure he's been waiting for the last five minutes.

### Комментарии SINCE.... FOR

I have been in England *for two years*.

I have been in England *since 19* — —.

Общее правило таково: если имеется в виду период времени (часы, дни, месяцы, годы), употребляются *for*; если имеются в виду точка отсчета или определенная временная точка (напр., дата, определенный день, год, событие), употребляется *since*. Иллюстрации такого употребления приведены в уроке 24. Например:

#### *Period of Time*

We have been back at work now *for three days*.

I feel as if I had been back *for three months*.

The best Christmas Day I have had *for many years*.

She hopes Jan will come to Switzerland not *for a few days* but *for the whole holiday*.

<sup>1</sup> *evergreens* — вечнозеленые растения.

He will not be able to return to school *for three or four days*.  
 I went to Paris *for four or five days*.  
 I hadn't been to this restaurant *for twelve months*; I probably  
 shan't go again *for another twelve months*.

### **Starting-point of Time**

It is three weeks today *since Christmas Day*.  
 I have been here *since 195 — —*.  
 It seems years *since the morning I had that grand breakfast*.  
 I have had two letters *since the day we came away*.  
 I hadn't been to this hotel *since last Christmas*.  
 Some of the members had been collecting *since last Christmas*.

Обратите внимание на время глагола в следующем предложении:

*I have been* in England for three months.

Это настоящее совершенное время.

Многие студенты говорят:

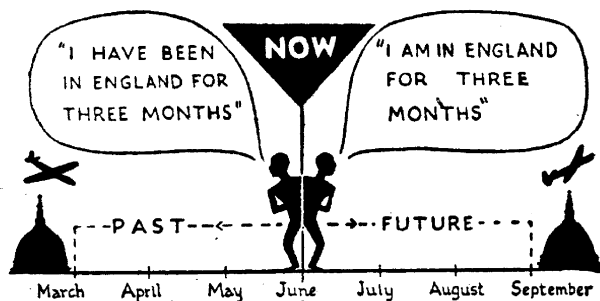
"*I am* in England for three months",

т. е. используют простое настоящее время. Грамматика второго предложения вполне правильна, однако значение этого предложения отлично от значения первого.

Предложение "*I am in England for three months*" имеет значение будущности. Оно означает:

"I shall be in England for another three months from now".<sup>1</sup>

Это наглядно проиллюстрировано на временной схеме:



## **УПРАЖНЕНИЯ**

### **I. Придумайте предложения со следующими словами:**

- |              |               |                |
|--------------|---------------|----------------|
| 1. exactly   | 5. impression | 9. member      |
| 2. invite    | 6. postman    | 10. collection |
| 3. telephone | 7. telegram   | 11. parcel     |
| 4. trouble   | 8. church     | 12. stairs     |

<sup>1</sup> Оно также может значить: «Общее время моего пребывания — три месяца».

## II. Образуйте отрицательные формы:

1. We have heard about your Christmas.
2. I went to stay with my uncle.
3. I stayed in bed till ten o'clock.
4. I had my breakfast in bed.
5. I like sitting out dances in the refreshment room.
6. Hob enjoyed his Christmas holiday.
7. He is looking forward to next Christmas.
8. Lucille goes to Paris very often.
9. She went to Paris at Christmas.
10. She is going there next year.
11. She will go there at Easter.
12. She has gone there very often.
13. I shall be going there next year.
14. I think he will come to see us.  
(*There are two ways to do this.*)
15. Pedro thinks that Hob's story of the talking cat was a true one. (*Two answers.*)

## III. Найдите в уроке 24 предложения, в которых глагол стоит в страдательном залоге.

### Сочинение

#### 1. Расскажите о:

- (1) the boy who wanted longer holidays.
- (2) Hob's letter for more money.
- (3) the picture on page 296. (For this one the following words and phrases will help: *hang up, take down (or take away), put up a mirror.*)

#### 2. Напишите полный текст телеграммы на стр. 295.

#### 3. Напишите короткий рассказ на одну из тем:

- (a) A good holiday.
- (b) How you spent last Christmas.
- (c) Christmas in your country.

## LESSON 25

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### FUTURE PERFECT TENSE

Mr. Priestley and the Students.

Mr. Priestley: I want to give you a little conversation that I heard in my house yesterday. It was about five o'clock; my wife was ironing in the kitchen, my daughter Margaret and my niece Lilian, who is staying with us for a while, were in the sitting-room. Then my wife left her ironing and came into the sitting-room, and this is what I heard:

Mrs. Priestley: Margaret, I want you to go to the baker's before six o'clock. I have this ironing to do, but *I shall have done* it in half an hour and I need the loaf for supper.

Margaret: Can I go after six o'clock, Mother? I want to listen to the programme on the radio and *it won't have finished* by six o'clock.

Mrs. Priestley: I'm sorry, Margaret, but *the baker's shop will have closed* by the time the radio programme finishes.

Lilian: I'll go, Aunt Mary. I don't want to listen to the radio and *I shall have written* my homework lesson before six o'clock.

Margaret: Oh, thank you, Lilian. *I shan't even have begun* my homework by six o'clock, but I'll begin it as soon as supper is over.

Mrs. Priestley: I hope you will, Margaret. *We shall have had* supper, and Susan *will have cleared* the table by half-past seven, so you can do an hour's work before your bedtime. *Will you have done* it at all by half-past eight?

Margaret: Oh, yes, *I shall have finished* everything by eight o'clock. Thank you again, Lilian.

\* \* \*

Mr. Priestley: I have given you that piece of conversation, not to show you Margaret's love of putting off work as long as she can, but to show you the use of another tense, the *Future Perfect Tense*.

The future perfect tense tells us something that will be *past* at or before a certain time in the future, e. g.

At six o'clock the baker *will have shut* his shop.

By next year *I shall have taught* foreign students for twenty-five years.

This tense is made by using the Simple Future Tense (*I shall, you will*, etc.) together with *have* and the Past Participle.



Here are all the forms of the Future Perfect Tense of the verb *to speak*:

<b>Future Perfect Tense</b>		
<b><i>Affirmative</i></b>	<b><i>Interrogative</i></b>	<b><i>Negative</i></b>
I shall have spoken	Shall I have spoken?	I shall not (shan't) have spoken
He will have spoken	Will he have spoken?	He will not (won't) have spoken
We shall have spoken	Shall we have spoken?	We shall not (shan't) have spoken
You will have spoken	Will you have spoken?	You will not (won't) have spoken
They will have spoken	Will they have spoken?	They will not (won't) have spoken

You have now had the nine main tenses in English. Here they are illustrated, using the verb *walk*:

<b>Present</b>		
<b><i>Simple</i></b>	<b><i>Continuous</i></b>	<b><i>Perfect</i></b>
I walk	I am walking	I have walked
<b>Past</b>		
<b><i>Simple</i></b>	<b><i>Continuous</i></b>	<b><i>Perfect</i></b>
I walked	I was walking	I had walked
<b>Future</b>		
<b><i>Simple</i></b>	<b><i>Continuous</i></b>	<b><i>Perfect</i></b>
I shall (will) walk	I shall (will) be walking	I shall (will) have walked

Будущее совершенное время выражает действие, которое должно завершиться к определенному моменту в будущем.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]		[ɪ]		[a:]
wheel	beside	crowded		charge
Easter	department	engine		department
easy	repair	refreshment		compartment
complete	retire	orange		guard
key	respect	carriage		clerk
	regret			card
[ɒ]	[ʌ]		[ə]	
non-smoker	customs	against		refreshment
box-office	customer	arrange		ollection
whatever	government	towards		iron
job	[ɜ:]	important		anxiety
polish	surname	compartment		
	turkey			

[u:]	[aɪ]	[ɪə]	[aʊ]
rule	prize	tears	house
crew	guide	engineer	mouse
duty <sup>1</sup>	sign	dear	found
[ʊə]	title	really	town
during	iron	idea	brown
doer	anxiety	museum	doubt



## УПРАЖНЕНИЯ

I. Напишите утвердительную, отрицательную и вопросительную формы глагола *to write* в будущем совершенном времени.

II. Поставьте глаголы в скобках в будущем совершенном времени.

1. By half-past seven we (have) supper.
2. The baker's shop (close) by supper time.
3. By the end of the year I (read) two books of *Essential English*.
4. I (finish) this work before you go away.
5. By this time next week you (take) your examination.
6. We (leave) Mr. Priestley's house before it gets dark.
7. In 1960 George Bernard Show (be) dead for ten years.
8. The dance (start) before we get there.
9. I hope it (stop) raining before we have to go.
10. When we see you next week we (buy) the new car.
11. He (finish) the building of the house before summer.
12. The birds (fly) away before the winter comes.
13. Next Easter Mr. Priestley (teach) foreign students for twenty-five years.
14. Before I see you again I (be) to Paris.
15. I hope you (not forget) all about the Future Perfect Tense by the next lesson.

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<sup>1</sup> Произносится как [ju:].

## LESSON 26

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### EVERYDAY SITUATIONS

Mr. Priestley and All His Students

Mr. Priestley: I think we could now practise some more “Situations” — you know the kind of thing I mean, the sort of situation you might find yourself in any time, doing some shopping, asking for a room at a hotel, paying a visit to the doctor or dentist — there are dozens of them.

But you know all the usual English Tenses, you know many of the structures and you have quite a good vocabulary, so I want two of you to act a “situation” and provide the conversation. If you are in difficulties I will help. Now let us suppose, Frieda, that you are doing some shopping. What shop do you want to go to?

Frieda: I think, the grocer’s.

Mr. Priestley: Very well. Jan, you can be the grocer — and here, Jan, is your customer.

Grocer: Good morning, madam; What can I get for you?

Frieda: I want a pound of Danish butter.

Grocer: Yes, madam. Anything else?

Frieda: How much a pound is bacon?

Grocer: We have it at  $\frac{3}{-}$ ,  $\frac{3}{6}$  and  $\frac{3}{8}$  a pound.

Frieda: Is this the three and eightpenny?

Grocer: Yes, madam; that is the best quality Irish bacon.

Frieda: It looks rather fat; we like it lean.

Grocer: Here is a nice lean piece. Shall I cut you some from this piece?

Frieda: Yes, that looks very good; it isn’t salty, is it?

Grocer: No, madam, you will not find this salty at all.

Frieda: Very well. I’ll take a pound and a half, cut thin.

Grocer: Thank you. Anything more?

Frieda: I want a quarter of a pound of Indian tea and a quarter of a pound of China tea.

Grocer: Certainly, madam. Any coffee today? We have some very good, freshly-roasted coffee-beans.

Frieda: Is the coffee already ground? I haven’t a coffee mill to grind it.

Grocer: No, madam, it isn’t ground. I can grind it for you while you wait, then the coffee will keep its flavour.

Frieda: How much is it?

Grocer: It’s  $\frac{7}{3}$  a pound.

Frieda: That's very dear, isn't it?

Grocer: The price keeps going up, madam; I'm sorry but we can't do anything about it. They say there has been a failure of the coffee crop in Crombongo.

Frieda: I hadn't heard of that. Well, I'll take half a pound of coffee. That's all. Now how much is that, please?

Grocer (*writing out the bill*):

	s.	d.
Butter	4	0
Bacon	5	6
Tea	3	10 1/2
Coffee	3	7 1/2
	17	0

That will be exactly seventeen shillings, please. Will you kindly pay at the desk. Good morning, madam and thank you.

\* \* \*

Mr. Priestley: Yes, that was good.

Hob: Instead of shopping, can I tell stories about the shops or situations?

Mr. Priestley: All right, Hob.

Hob: Well, here is one about a grocer's: A small boy went into a grocer's shop and said, "I want a pound of butter exactly like the last. If it is not the same, mother said, we don't want it".

Grocer: It is very nice to find people have such a good opinion of my butter.

Small Boy: Oh, it's not that. A lot of father's relations are coming to tea, and mother doesn't want them to come again.

Mr. Priestley: Now, Olaf, I think we will send you to the doctor's. I am sure no one here has less need of a doctor than you have, so this conversation will need some imagination. Pedro, you had better be the doctor. Olaf has just entered your consulting-room.

Doctor: Good evening, Mr. Peterson. What's the trouble? You certainly don't look as if there is anything wrong with you.

Olaf: I haven't been feeling very well for some time. I have lost my appetite and I don't sleep very well. I have rather a bad cough that I can't get rid of, and a pain in my chest, sometimes, when I breathe.

Doctor: I see. Very well. You had better have a thorough examination. Let me see your tongue ... Yes, your stomach is a little out of order... Now your pulse... Yes, that's all right. Now

just unfasten your coat and waistcoat and shirt and I'll listen to your heart and chest. Say "Ninety-nine".

Ola f: Ninety-nine.



Do c t o r: Again.

Ola f: Ninety-nine, ninety-nine.

Do c t o r: Do you smoke a lot?

Ola f: Well, rather a lot, I'm afraid; twenty or thirty cigarettes a day.

Do c t o r: H'm! You ought to cut that down for a time.

Let me see your throat. Open your mouth. Say "Ah!"

Ola f: Ah! Ah!

Do c t o r: Again.

Ola f: Ah! Ah! Ah!

Do c t o r: All right, that will do. You can put your coat on again now. What do you weigh?

Ola f: Twelve stone, two.

Do c t o r: Have you been losing weight at all?

Ola f: No, I don't lose or gain, at least never more than a pound or so one way or another.

Do c t o r: Well, there's nothing serious the matter with you, but you are rather run down. You have been working too hard. You know you can't burn the candle at both ends, and you need a real rest. I'll give you a bottle of medicine that will help. Take a tablespoonful in water three times a day after meals. Eat plenty of good plain food, have no cigarettes and drink plenty of milk, at least a pint a day, and not much coffee; get plenty of fresh air, and plenty of sleep, but, above all, don't try to do too much. A real change of air and surroundings would be very helpful if you could manage it.

Ola f: As a matter of fact, I have been invited to go and stay with some friends in their cottage in Cornwall.

Do c t o r: That's just the thing. But remember, take it easy. Not too much swimming or tennis, at least for a week or two, but a good walk by the sea or along the cliffs every day would

do you a world of good. I will see you again when you come back, just to make sure you are all right. Don't worry about yourself. If that holiday in Cornwall doesn't work wonders I shall be very much surprised. Another month and you'll be as fit as a fiddle. Good evening.

Mr. Priestley: Well, Olaf, you did that so well that I almost began to think you *were* ill. And if you were ill, I think a doctor like Pedro is just the man to cure you.

Pedro, Olaf: Thank you, sir.

Mr. Priestley: Well, Hob, you said you could tell a story for each of the "situations". I don't suppose you know one about a doctor.

Hob: Oh, yes, I do; It's about a very simple country woman who went to the doctor to tell him that her husband had a very severe headache. The doctor said, "I have so many patients coming to see me that I can't see your husband today. But do this: Put some ice in a bag, tie it round his head and let me know how he is tomorrow".

The next day the woman came again and the doctor said, "Well, how is your husband?" "Oh", she said, "he's quite all right now, the headache has completely gone; but the mice<sup>1</sup> are all dead".

Mr. Priestley: I don't think a doctor prescribes for a person without seeing him. However, it's a good story.

Hob: I've never been a doctor in my life, but if the advice they give is to eat a lot, not work hard; and go away for a holiday, which is what the doctor seems to have told Olaf, I think I'll see one tomorrow. But I once went to the dentist. May I tell you about that?

Mr. Priestley: By all means. I think it is an excellent idea.

Hob: I had hid toothache for several days, but just hadn't enough courage to go to the dentist. As a matter of fact I went twice, but just as I got on his doorstep and was going to ring the bell, the toothache seemed to have gone away, so I went home again. But at last I had to go back, and this time I rang the bell and was shown into the waiting-room.

There were a number of magazines there, and I had just got into the middle of an exciting story when the maid came in to say Mr. Puller was ready to see me. I'll have to wait for the next toothache to finish that story!

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<sup>1</sup> Она ошибочно услышала "some mice" [sam'mais] вместо "some ice" [sam'ais].

Well, I went into the surgery and he told me to sit in a chair that he could move up and down, backwards and forwards, and then he had a look at the inside of my mouth. He put a little mirror on a long handle inside my mouth and poked about for a while; then he looked serious and said, "Yes, I'm afraid we can't save that one, it will have to come out. It won't be necessary to give you gas for that. I'll just give you an injection".

So he filled a syringe with a liquid. I felt a little prick on the gum and that was all. He did his in two or three places and waited for a minute or so. My mouth felt rather dead, but otherwise it was all right. Then he took an instrument, got hold of my tooth, gave a twist (I could see and hear what he did, but I couldn't feel anything), then a quick pull, and the tooth was out and he was saying, "Yes, it's all over. Spit in there and then wash your mouth out with this". And he handled me a glass. "There's the tooth, a very nasty one".

He was just going to throw it away, but I said, "May I have that tooth, please?"

"You can certainly have it if you want it", he said.

"Well", I replied, "it has worried me a good deal for the last week, and so now I am going to put it on my dressing-table and watch it ache".

Mr. Priestley: Well done, Hob; you described that well.

Hob: But I must tell you about a friend of mine who went to a dentist — not a very good one — to have a tooth filled.

The dentist got him in the chair and started drilling away at the tooth; it was one right at the back of his mouth. He went on and on for what seemed like hours. Then he stopped for a minute or two and said, "Hawen't you had this tooth filled before?"

"No", said my friend; and again the drilling went on. About another hour went by (at least it seemed like an hour) and again the dentist said, "Are you sure you haven't had this tooth filled? I've got a speck or two of gold on the drill".

"No", said my friend, "that's not from my tooth; it must be from my back collar-stud".



## Words<sup>1</sup> and Expressions Connected with Doctors and Illness

Mr. Priestley: The ordinary doctor (sometimes called a G. P., i. e., general practitioner) is sometimes a *physician* or a *surgeon* (i. e. able to perform *operations*), and quite often he is both physician and surgeon. But if the illness is serious, or the operation a big one, he will advise you to get a *specialist*. You will go to the specialist — in London almost all of them have their *consulting*-rooms in or near Harley Street — or he will come to you, and if you have to have an operation he will advise you to go to a *hospital* or a *nursing home* where they have all the necessary equipment.

If your teeth need attention, *stopping, filling, or extracting*, or if you need *false teeth (dentures)*, then you go to the dentist.

If your eyes need attention, you go to an *oculist*, who will examine them, test your sight to see whether you are suffering from *short-sight* or *long-sight*, and will write out a *prescription*, which you take to an *optician*, who will then make the necessary glasses for you.

All this you get under the National Health Service.

The common illnesses are: *a cough, a cold, influenza* (“the flu”), *sore throat*.

Children often get: *measles* (including “German” measles), *mumps, scarlet fever* and *whooping-cough*. You can generally know that a child is not well if it has a *temperature* (i. e., is above the normal 98,4<sup>0</sup> Fahrenheit).

Older people suffer from *indigestion, rheumatism*, heart troubles and *blood-pressure*.

Some disease are *infectious* or *contagious*, and great care must be taken by people who have these illnesses, so that they don't pass them on to other people.

You may have *toothache, earache, headache*.

Hob: And when I was a boy and ate a lot of green apples I had a *stomach-ache*.

Mr. Priestley: All these give you *pain*.

Then you may get *a burn, a scald, or a wound*; you may get *blood poisoning*, or break a bone.

Some of the commonest things used to prevent or cure illnesses are: *medicine, pills, powders, ointment; sleeping-draughts, injections, bandages, massage, disinfectants, antiseptics, tablets*.

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<sup>1</sup> Здесь встречается много «специальных» глаголов, не включенных в словарь базового курса.



Pedro: It isn't very cheerful, is it, to see this list of things you might have? I like the English saying — it's easy to put into practice, too — "An apple a day keeps the doctor away".

Hob: And a raw onion a day keeps everyone else away.



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами:

- |              |              |             |                    |
|--------------|--------------|-------------|--------------------|
| 1. practise  | 7. mast      | 13. pain    | 19. cure           |
| 2. situation | 8. grind     | 14. tongue  | 20. patient (noun) |
| 3. dentist   | 9. flavour   | 15. throat  | 21. bag            |
| 4. quality   | 10. crop     | 16. weigh   | 22. liquid         |
| 5. lean      | 11. appetite | 17. serious | 23. instrument     |
| 6. salt      | 12. cough    | 18. worry   | 24. speck          |

### II. Образуйте разделительные вопросы. (Разделительные вопросы рассмотрены в уроках 30 и 32 Книги I).

1. You know what I mean, — — ?
2. You don't need any help, — — ?
3. You are Mr. Brown, — — ?
4. He is Mr. Smith, — — ?
5. You have met Mr. Priestley, — — ?
6. You haven't met Mr. Priestley, — — ?
7. You met Mr. Priestley in Paris, — — ?
8. You didn't meet Mr. Priestley in Paris, — — ?
9. You were in Mr. Priestley's class, — — ?
10. You weren't in Mr. Priestley's class, — — ?
11. You haven't been in Mr. Priestley's class, — — ?
12. This is Danish butter, — — ?
13. You haven't any Australian butter, — — ?
14. This coffee was ground today, — ?
15. This coffee wasn't ground last week, — — ?
16. This coffee will be good, — — ?
17. This bacon won't be salty, — — ?
18. You gave me the bill, — — ?
19. You have given me the bill, — — ?
20. I had better see a doctor, — — ?

### III. Поставьте вопросы к выделенным словам. Первые три предложения даны как пример.

1. I bought *some bacon and some butter*.

*Question:* What did you buy?

2. Frieda is going *to buy some coffee*.

*Question:* What is Frieda going to do?

3. *Pedro* will be the doctor.

*Question:* Who will be the doctor?

4. *No*, madam, this bacon isn't salty at all.

5. I want *some Danish butter*.

6. *No*, I want Danish butter.

7. The price has gone up *because of the failure of the coffee crop*.

8. It is 7s.3d. *a pound*.

9. You pay *at the desk*.

10. Yes, Hob, you *may tell* us the story.

11. *No*, I don't sleep very well.

12. The pain is *in my chest*.

13. I get it *when I breathe*.

14. *Yes*, I smoke rather a lot.

15. *No*, I haven't lost weight.

16. I am going *to Cornwall*.

17. I'm going *with Jan*.

18. My husband is *much better*.

19. *Yes*, you may certainly have the tooth if you want it.

20. *An apple a day* keeps the doctor away.



NO, I DON'T SLEEP  
VERY WELL

IV. Назовите 5 слов или выражений, связанных с врачами; 5 — относящихся к зубным врачам; дайте названия 5 болезней и 5 вещей, помогающих вылечить болезнь.

### Диктант

Hob sat in doctor's waiting-room. On the chairs round the wall other patients were sitting. Some had coughs, some had colds and some had headaches. They all looked sad, except Hob who was reading an exciting story in a magazine. Just then the doctor came in to say he was ready to see the next person. Hob got up and went into the consulting-room.

Before Hob could say a word the doctor said, "Now, what's your trouble? Lie down there. We'll soon cure you. Unfasten your coat and shirt. I'll listen to your heart".

"But..." Hob started to speak.

"Say ninety-nine", ordered the doctor. Hob said it.

"Now let me see your throat. Open your mouth".

The doctor had a good look and then he said, "Well, young man, you are not ill at all. There's nothing wrong with you".

"I know there's not", said Hob. "I just came to get a bottle of medicine for Uncle Tom".

## **Сочинение**

### **I. Расскажите или напишите.**

- (a) the boy who went to buy butter.
- (b) the man who had the headache.
- (c) the man whose tooth was drilled.

### **II. Опишите.**

- (a) Frieda's visit to the grocer's.
- (b) Olaf's visit to the doctor.
- (c) Hob's visit to the dentist.

## LESSON 27

### WEIGHTS AND MEASURES

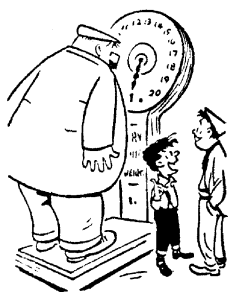
В уроке 26 нам встретилось несколько выражений, относящихся к системе мер и веса, например: “a *pound* of butter”, “a *pint* of milk”, “twelve *stone* two”.

Английская система мер и веса еще более запутана, нежели английская денежная система. К счастью, вам не нужно знать ее всю; вам понадобятся всего лишь основные меры, которых не так много — одиннадцать или двенадцать.

Для обозначения в быту самого маленького веса мы пользуемся унцией (ounce, сокр. oz.). В фунте (pound, сокр. lb.) 16 унций. На унции мы покупаем конфеты, табак и иногда сигареты. Большинство бакалейных товаров (сахар, масло, сыр и др.) или фруктов (яблоки, груши, земляника) мы покупаем на фунты, полфунта или четверть фунта.

Четырнадцать фунтов составляют один стоун (stone).

Вес людей всегда дается в стоунах и фунтах. Например, мистер Пристли весит 11 стоунов и 9 фунтов (а не 163 фунта). Если наш вес становится меньше, мы говорим, что теряем вес (to lose weight); если он увеличивается, мы говорим, что набираем вес (to gain weight) и (to put on weight). Часто можно услышать как молодые мамы и папы с гордостью говорят, что их малыши за последнюю неделю прибавил 4 унции в весе.



*Small boy (pointing to man on weighing machine that is out of order and is showing only 1 stone): I say, Bill, he must be hollow!*

Hob: I heard of a baby that was fed on elephant's milk and put on 11 lb. every day.

Frieda: Oh, Hob, that's absurd! Whose baby was it?

Hob: The elephant's.

Mr. Priestley: There are 8 stones, or 112 lb., in a hundredweight (written cwt.), and 20 hundred weights in 1 ton. A “sack” of potatoes is a hundredweight. We sometimes buy coal in hundredweight bags or sacks, but if we have room for it we buy it by the half-ton or ton.

We measure liquids in pints, quarts and gallons. There are 2 pints in a quart and 4 quarts in a gallon. Milk is sold in

half-pint, pint or quart bottles, beer in half-pint or pint glasses and in pint and quart bottles. We buy petrol in 2-gallon tins or we get a number of gallons from the pump.

Finally, for length the principal measurement, are inches, feet, yards and miles. The easiest way to remember them, perhaps, is by little tables like these:

12 inches (in.) = 1 foot (ft.)

3 feet (ft.) = 1 yard (yd.)

1,760 yards = 1 mile.

16 ounces (oz.) = 1 pound (lb.)

14 pounds = 1 stone

112 pounds, or 8 stones = 1 hundredweight (cwt.)

20 hundredweights = 1 ton.

2 pints = 1 quart (qt.)

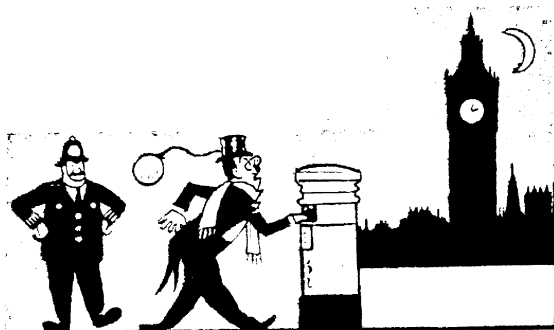
4 quarts = 1 gallon (gal.)

Hob: I know another one:   Two pints, one quart,  
  Two quarts, one fight.  
   One fight, two policemen.  
   Two policemen, one judge.  
   One judge, fourteen days.

I like the story, too, about the policeman who was giving evidence in the police court about a man that he had arrested very late the night before for being drunk. It goes like this:

Judge: What are your reasons for supposing the prisoner was drunk?

Policeman: Well, sir, at two o'clock this morning I saw the prisoner going along Whitehall. He crossed the road towards the Houses of Parliament, went to the letter-box, put a penny inside, looked up at Big Ben and said: "Good heavens, I've lost a stone and a half".



"I'VE LOST A STONE AND A HALF"



## УПРАЖНЕНИЯ

### I. Придумайте предложения со словами:

- |              |           |             |
|--------------|-----------|-------------|
| 1. confusing | 5. arrest | 9. evidence |
| 2. groceries | 6. weight | 10. scales  |
| 3. sweets    | 7. liquid | 11. hollow  |
| 4. sack      | 8. length | 12. pump    |

### II. Ответьте на вопросы:

1. How many ounces are there in a pound; pounds in a stone; stones in a hundredweight; hundredweights in a ton?
2. How many inches are there in a foot, feet in a yard, yards in a mile?
3. How many pints are there in a quart, quarts in a gallon?
4. What is bought (a) by the ounce, (b) by the pound, (c) by the ton?
5. What is bought (a) by the pint, (b) by the quart, (c) by the gallon?
6. What is the weight in stones and pounds of people who weight (a) 99 lb., (b) 125 lb., (c) 158 lb., (d) 198 lb., (e) 224 lb.?
7. What is the cost of (a) 6 quarts of milk at  $6\frac{1}{2}$  d a pint, (b) 1 lb. of tobacco at 4s. 6d. an ounce, (c) a ton of coal at 6s. 6d. a cwt., (d) 7 yards of telephone wire at  $1\frac{1}{2}$  d. a foot?
8. How many pounds did the man in Hob's story think he had lost?

### III. Составьте рассказ о полицейском, дающем показания.

## LESSON 28

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### THE ARTICLES

Mr. Priestley: There are two adjectives, perhaps the two commonest words in the language, that we ought to consider for a few minutes. I mean *a* (*an*), generally called the “indefinite article”, and *the*, the “definite article”.

#### A and An

1. *A* is used before a word beginning with a consonant sound; *an* before a word beginning with a vowel sound or an “*h*”, that is not sounded<sup>1</sup>, e.g.

*a* book, *a* horse, *a* child.

*an* apple, *an* open book, *an* angry child.

We say *a* European, *a* one-eyed man, *a* useful book, because the first sounds in these words are not vowel sounds but consonant ones [j], [w], [j].

2. The usual meanings of *a* or *an* are:

(a) one, e.g.

I have *a* sister and two brothers.

I want three pounds of sugar and *a* pound of butter.

(b) Any, it doesn't matter which, e.g.

*A* shilling is equal to 12 pennies.

Pass me *a* fork, please.

3. Note the use of *a* and *an*:

(a) in certain expressions of measurement, e.g.

Lucille drives at 60 miles *an* hour.

This material is 2s. 6d, *a* yard.

Butter is  $\frac{4}{_}$  *a* pound.

We have lessons three times *a* week.

He earns £1,000 *a* year.

(b) before *dozen*, *hundred*, *thousand*, *million*, e.g.

There are *a* dozen eggs here.

There were *a* hundred sheep in the field.

4. Compare the sentences:

(a) I have *a few* friends in London.

(b) I have *few* friends in London.

Both are correct, but each has a different meaning. In sentence (a) you are told that I have some friends; in sentence (b) it is fewness that is emphasised. So if you said to me, “I have a few

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<sup>1</sup> Например, перед словами *honour*, *honest*, *hour*, *heir*.

friends in London", I might perhaps reply, "That is very nice for you, you will be able to visit them". If you said, "I have few friends in London", I might then reply, "I am sorry about that; you must be rather lonely". Do you see the difference?

There is exactly the same difference between *little* and *a little*, e.g.

(a) I have *a little* money to spare every year on books and pictures, and so I have now quite a good collection.

(b) I have *little* money to spare for books and pictures, I need all the money that I have to live.

## The

1. Before abstract nouns used in a general sense we don't put *the*, e.g.

Life is very hard for some people. (Not "*the* life").

We will have freedom or death. (Not "*the* freedom", etc.)

Work is better than laziness.

But we use *the* before abstract nouns that are limited or qualified, e.g.

*The* life we live is hard.

*The* freedom of the seas...

*The* work that we do...

2. Before names or materials used in a general sense, e.g.

Butter is made from cream. (Not "*the* butter" ... "*the* cream").

Wheat is grown in Canada.

3. Before plural nouns used in a general sense, e.g.

Books are my best friends.

**but** *The* books that are on the table are mine.

I am referring in the second sentence not to books in general but to some particular books.

4. Before most proper nouns, e.g.

I walked in Hyde Park. (Not "*the* Hyde Park").

Do you know Regent Street?

Lucille comes from France.

But generally before the names of rivers and chains of mountains we use *the*, e.g.

*The* Thames, *The* Danube, *The* Alps, *The* Andes.

We also use it with countries that are plural in form, e.g.

*The* United States, *The* Netherlands.

5. Before names of meals used in a general sense, e.g.

Come to { dinner  
          lunch } with me.  
          tea



*but*

Are you coming to *the* dinner we are having in London next week?

### A and The

*A* is more general in meaning; *the* is more particular.

1. *The* means “the particular one”, e.g.

This is *the* book that I promised to lend you.

2. Or “*the* only one”, e.g.

*The* sun rises in *the* east and sets in *the* west.

(There is only one sun, one east and one west.)

3. Or “*the* one we have just spoken about”.

So we might begin — as *the* fairy stories do —

“Once upon a time there was *a* little boy. *The* boy grew up ...”

### A LITTLE MORE ON THE “PARTS OF SPEECH”

Mr. Priestley: I gave you, in Lesson 5, the simple definition of each part of speech so that you could recognize them when I referred to them. But we have learned quite a lot more about them since then and, as I shall not be giving you any more talks on grammar until we come to Book III, I think this is a good place to gather together what we have learned, and see what characteristics each part of speech has that mark it off from all the others:

(1) **Существительное.** Имеет показатели числа, в некоторых случаях — рода. У них нет показателей времени или залога. По отношению к глаголу они выступают как подлежащее или дополнение и имеют при себе предлог. Не имеют степеней сравнения. Единственная «падежная форма» — форма притяжательного падежа.

(2) **Местоимения.** Имеют те же характеристики, что и существительные. Кроме этого имеют ряд форм объектного падежа.

(3) **Прилагательные.** Имеют формы степеней сравнения. Их обычное место — перед существительными или после глагола *to be*. Они не имеют падежа, времени, залога, лица. Лишь у некоторых из них есть категория числа.

(4) **Наречия.** Обладают теми же характеристиками, что и прилагательные. Стоят, как правило, после глаголов или перед прилагательными.

(5) **Глаголы.** Имеют формы времени, залога, лица, числа. Не имеют рода, степеней сравнения, падежей. Их обыч-

ное место — между двумя существительными или местоимениями, либо между существительным и прилагательным или наречием. Они часто придают значение перехода действия с одного существительного на другое.

**(6) Союзы и предлоги.** Не обладают ни одной из характеристик, перечисленных выше частей речи. Показывают связь между словами или группами слов.



## УПРАЖНЕНИЯ

### I. Вставьте *a* или *an*:

1. He is — honest man, I will give him — day's work.
2. That is — usual way of working.
3. He has — uncle who is — teacher at — university.
4. He had — hot breakfast at — hotel in Blackpool.
5. They worked for half — hour and then began to read — historical novel.

### II. Объясните разницу между:

- (1) few and a few,
- (2) little and a little.

### III. Задайте вопросы к приведенным ниже предложениям. Начинайте вопросы следующими словами:

***How? How much? How many? Who? When? Do you? Did you? Have you? Were you? What? Where? Why? Which?***

1. All are here except Olaf and Pedro.
2. They are coming back on Thursday.
3. Yes, I had a very nice holiday.
4. I have been in England for three years.
5. I came here in 195 —.
6. No, I didn't take my car with me.
7. I shall stay for a fortnight.
8. Yes, we went for a long drive.
9. Yes, it was rather expensive.
10. I wrote home for more.
11. They collected about £2,000.
12. There were about three thousand.
13. I stayed in London over Christmas.
14. Because you get a very good meal there.
15. Oh, about £5.

## LESSON 29

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### MEALS

Frieda: Could you please tell us something about English meals and food and cooking — how to lay the table and so on? I am going to keep house for an English family in the summer holidays and I want to know as much as I can about it before I go.

Mr. Priestley: Well, here is Mrs. Priestley. She can tell you about it better than I can.

Mrs. Priestley: Oh, yes; I will do that gladly.

The usual meals are breakfast, lunch, tea and supper. Breakfast is generally a bigger meal than you have on the Continent<sup>1</sup>, though some English people like a “continental” breakfast of rolls and butter and coffee. But the usual English breakfast is porridge or “Corn Flakes” with milk or cream and sugar, bacon and eggs, marmalade (made from oranges) with buttered toast, and tea or coffee. For a change you can have a boiled egg, cold ham, or perhaps fish.

We generally have lunch about one o’clock. The business man in London usually finds it impossible to come home for lunch, and so he goes to a cafe or restaurant; but if I am making lunch at home I have cold meat (left over probably from yesterday’s dinner), potatoes, salad and pickles, with a pudding or fruit to follow. Sometimes we have a mutton chop, or steak and chips, followed by biscuits and cheese, and some people like a glass of light beer with lunch.

Afternoon tea you can hardly call a meat, but it is a sociable sort of thing, as friends often come in then for a chat while they have their cup of tea, cake or biscuit.

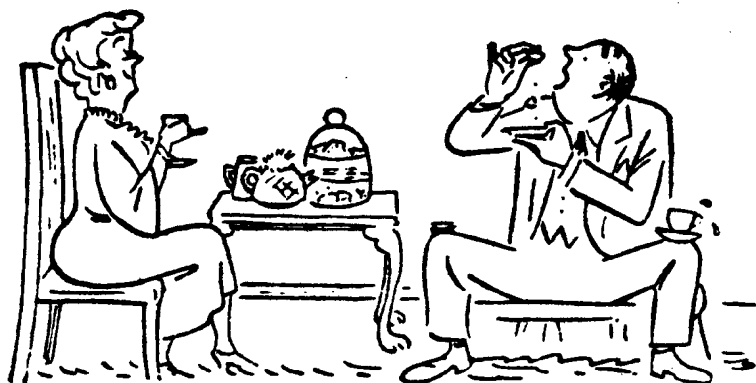
In some houses dinner is the biggest meal of the day. We had rather a special one last night, as we had an important visitor from South America to see Mr. Priestley.

We began with soup, followed by fish, roast chicken, potatoes and vegetables, a sweet, fruit and nuts. Then we went into sitting-room for coffee and cigarettes.

But in my house, as in a great many English homes, we make the midday meal the chief one of the day, and in the evening we have the much simpler supper — an omlette, or sausages, sometimes bacon and eggs and sometimes just bread and cheese, a cup of coffee or cocoa and fruit.

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<sup>1</sup> The Continent = Europe.



#### UNCLE ALBERT HAS AFTERNOON TEA

Hob: My Uncle Albert always has "high tea". He says he has no use for these "afternoon teas" where you try to hold a cup of tea in one hand and a piece of bread and butter about as thin as a sheet of paper in the other. He's a Lancashire man, and nearly everyone in Lancashire likes high tea. So do I. We have it between five and six o'clock, and we have ham or tongue and tomatoes and salad, or sausages, with good strong tea, plenty of bread and butter, then stewed fruit, or a tin of pears, apricots or pineapple with cream or custard and pastries or a good cake. And that's what I call a good tea.

Mrs. Priestley: Have you now got what you wanted, Frieda?

Frieda: Yes, that is very useful, but I'd like to know exactly how to lay a table and names of all the things you use.

Mrs. Priestley: Well, here is Susan. She does it every day and will tell us what she does.

Susan: First, I spread the table cloth and then I put out table-mats to protect the table from hot plates and dishes — a small mat for each guest and larger ones for the hot dishes. I take out of the drawer in the sideboard all the cutlery — a fish-knife and fork for the fish, a large knife and fork for the meat, a small knife for the butter, and a fruit-knife for the dessert. Then there is a pudding-spoon and a fork for the sweet, and a soup-spoon for the soup.

I put the knives and the soup-spoon on the right-hand side and the forks on the left, except the pudding-spoon and fork, which I put across the top.

Then I put out the serving-spoons and forks, the carving-knife and fork, the bread-board and a knife to cut the bread, and I sharpen the carving-knife, as I know Mr. Priestley hates a blunt carving-knife.

On the left of each guest I put a small plate for bread and on his right a wine-glass if we are having wine, and in the middle of the table I put a jug of water with a few pieces of ice from the refrigerator in it. Then I put out the table-napkins for each guest, put the coffee-cups and saucers, with cream and brown sugar and coffee-spoons on the tray, and I am ready for the guests to come in.

Frieda: Thank you very much, Susan.

There's another thing I want to ask you about, Mrs. Priestley. I have never tasted anywhere else such lovely cake as I get at your house; will you please tell me how you make it?

Mrs. Priestley: I'm glad you enjoy my cakes and it's very nice of you to say so. They are quite easy to make. I'll write down the quantities of flour, butter, sugar, fruit, etc., that you need and directions for mixing and baking. If you follow these directions you can't go wrong.

Frieda: Thank you very much, Mrs. Priestley. I'll do exactly what you tell me and if I can make a cake like yours I shall be very proud of myself.

Hob: Well, Frieda, I hope your cake will be better than those made by Aunt Aggie. I went to see her one day and found her nearly in tears. "What's the matter?" I asked.

"Oh", she said, "I've just made a cake and the mice have been and eaten it!"

"Well", I said, "why worry about what happens to a few mice?"

## КОММЕНТАРИИ

В этом уроке нам встретились слова, произношение которых может вызывать трудности. Например, в слове *marmalade* три буквы *a* и все они произносятся по-разному [ˈma:məleɪd].

Все эти слова и их произношение приводятся ниже:

*apricot* [ˈeɪprɪkɒt], *biscuit* [ˈbɪskɪt], *cocoa* [ˈkəʊkəʊ], *drawer* [drə:], *fruit* [fru:t], *guest* [gest], *pastries* [ˈpeɪstrɪz], *pears* [peəz], *pineapple* [ˈpaɪnæpl], *salad* [sæləd], *salmon* [ˈsæmən], *spread* [spred], *steak* [steɪk], *stewed* [stju:d], *tomatoes* [təˈma:təʊz]<sup>1</sup>, *tongue* [tʌŋ].

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<sup>1</sup> Американский вариант — [təˈmɛrtəʊz].

## LAY

Вот формы этого глагола: *lay, laying, laid, laid*.

Это переходный (*transitive*) глагол, т. е. после него стоит дополнение. Вот несколько примеров его употребления:

Susan *lays* the table.

The chicken *laid* five eggs today.

In Shakespeare's "Macbeth", the scene is *laid* in Scotland.

*Lay* the flowers on the table.



### УПРАЖНЕНИЯ

#### I. Придумайте предложения со словами:

1. meal.    2. ham.    3. salad.    4. important.    5. spread.
6. protect.    7. carve.    8. jug.    9. quantity.    10. directions.

#### II. Ответьте на вопросы:

1. Why did Frieda want to know about English meals and cooking?
2. What are the names of the usual meals?
3. What, to English people, is "the Continent"?
4. What is a "continental breakfast"?
5. What, does Mrs. Priestley say, is "the usual English breakfast"?
6. What is the difference (in England) between "marmalade" and "jam"?
7. Where does a business man in London usually go for lunch?
8. What do the Priestleys have for lunch?
9. Mrs. Priestley said that afternoon tea was hardly a meal. What phrase did she use to describe it?
10. What did they have for their "special" dinner?  
Why was this a special dinner?
11. What is a "high tea"?
12. Why are table-mats used?
13. What is cutlery?
14. What is a carving-knife used for?
15. Where did Susan get the ice?
16. Mention three things used in making a cake.

#### Диктант

(*Susan speaking*)

I like to lay the table carefully, especially when Mr. Priestley has an important visitor to dinner. I put out the cutlery, which I clean and polish every week, and I sharpen the carving-knife because Mr. Priestley hates a blunt one. The cutlery

is kept in a drawer in the sideboard; the wine-glasses are on shelves in the sideboard.

Many of our visitors, especially if they are Americans, like ice in the drinking-water. Luckily we have a refrigerator in the kitchen, so I can always get ice. I am glad that I know how to do all these things well, because Joe (that's the man I am going to marry) is trying to buy a little cafe in the High Street, and when we are married I am going to help him to run the cafe. There won't be a nicer cafe than ours anywhere in England; you must come and see it when it is open.

### **Сочинение**

- 1. Расскажите о пироге тети Эгги.**
- 2. Напишите о национальной кухне Вашей страны.**
- 3. Расскажите (а) как Вы накрываете стол, (б) печете пирог, (в) варите вкусный кофе.**
- 4. Опишите посещение ресторана.**

## LESSON 30

---

### SOME MORE SHOPPING

Mr. Priestley: I think it will be useful to know something more about shopkeepers and what they sell in their shops. Frieda, your conversation at the grocer's sounded so real that I am sure you are used to shopping of that kind.

Frieda: Well, my friend Mary Gardiner and I have a little flat together and we both do the shopping, generally on Saturday morning.

Mr. Priestley: Today is Monday, so you probably remember what you and Mary did on Saturday morning. Could you tell us?

Frieda: I shall be very glad to do so. You will remember that I bought some bacon, tea and so on; there was really a lot more. I have the bill here, so you can see exactly what I got at grocer's. While I was there Mary went to Bones the butcher's for a small joint of beef and half a leg of lamb (about 2 to 3 lb.), and then to the greengrocer's, which is also a fruiterer's, for 2 lb. of eating apples and 2 lb. of cooking apples, a dozen oranges, 1 lb. of mixed nuts, 2 lb. of beans, 8 lb. of potatoes and a good-sized cabbage.

I called round at the dairy to pay our bill for the milk (1 pint daily), the cream and the new-laid eggs (1 dozen) that had been sent to our flat during the last week. Mary went to the fishmoger's to get some herrings for our supper.

We went together to the baker's and paid for the bread that we had had, two brown loaves, two white loaves and six rolls, and bought 1 lb. of fruit cake and half a dozen small cakes (he's a confectioner as well as a baker) — and then went home, feeling rather tired.

Mr. Priestley: Well, Frieda, you have certainly given us some useful vocabulary there.

Hob: A confectioner is a man who makes cakes, isn't he, sir?

Mr. Priestley: Yes.

Hob: Good. Then I know a story about a confectioner.

Mr. Priestley: All right, Hob, let us hear it.

Hob: Well it's really about two confectioners in the main street of Lowton Cross, where my Uncle Tom lived. Their shops were just opposite each other and there was great rivalry between them. One day one of them put a big notice in his shop window:



TRY OUR CAKE AT 2/3 A POUND.  
TO PAY MORE IS TO BE ROBBED.

About an hour later his rival put a notice in his shop window:

TRY OUR CAKE AT 2/6 A POUND.  
TO PAY LESS IS TO BE POISONED.

\* \* \*

I'm sorry I can't tell you one about a butcher, but I can give you a short conversation I heard between Uncle Tom and the butcher at Lowton Cross. Tom never got married, and he used to do all his own cleaning and cooking and shopping. One day I went with him to the butcher's and this was the conversation that I heard:

Uncle Tom: Is the beef tender?<sup>1</sup>

Butcher (*he'd just fallen-in-love with Daisy Bell, one of the girls in our village*): Tender, Tom? It's as tender as a woman's heart.

Uncle Tom: Oh! Then I'll take a pound of sausages, instead.

\* \* \*

Mr. Priestley: Now, Pedro, suppose you tell us something about men's shops.

Pedro: Well, I often go to a men's outfitter when I want new gloves or ties, socks, handkerchiefs or shirts. The one I go to in Regent Street has also hats and collars, and all of very good quality.

Mr. Priestley: What size do you take in hats, collars and gloves?

Pedro: Oh, yes; the English sizes are not the same as most continental ones. I take size 7 in hats, 15 in collars, 8 in gloves and 8  $\frac{1}{2}$  in shoes.

Hob: You sound as if you were bigger round the neck than round the head!

Pedro: Another shop I go to frequently is he tobacconist. I always have the same kind of cigarette, a hand-made Virginia, though he has excellent Turkish and Egyptian cigarettes too, and he has all the popular kinds in packets of ten and

---

<sup>1</sup> Антонимом к *tender* meat является *tough* [taʃ] meat; антонимом *tender-hearted* может быть *hard-hearted*.

twenty and boxes of fifty and a hundred. He has, too, a good choice of lighters, cigarette-holders and cigarette-cases. If you are a pipe-smoker you can get good pipes and pouches, and he has an excellent quality of pipe tobacco in 1 oz. packets and 2 oz. and 4 oz. tins.

Then I went yesterday to the newsagent to pay my bill for papers. He is a bookseller and stationer as well as a newsagent, and I gave him an order for a new book that I wanted. I had borrowed it from the library, but I liked it so much that I wanted to have a copy of my own. At the same time I ordered three or four boxes of writing-paper and a hundred envelopes.

Then I went along Piccadilly to the Fine Art Galleries. I had seen a water-colour that I liked, so I had it sent to my rooms. It was about one o'clock by this time and I had an appointment for lunch at the Ritz with a friend, so I turned in there — and that was my morning.

Mr. Priestley: Very good. Now, Lucille, can you tell us a little about your shopping?

Lucille: I went to Bond Street one day last week to have a look at a hat that I had been told had just arrived from Paris. I tried it on and liked it very much, so I bought it.

I needed a new pair of dancing-shoes; my present ones are rather worn and I am going to a dance tonight. I saw a beautiful pair of walking shoes in snake skin, so I bought those as well and had them sent to my address.

Then I remembered that I wanted a new toothbrush. There was a chemist's near, so I went in. They had some new face cream and a face powder that the chemist said was very good, but I never use anything but Guerlain from Paris. I always get my lipstick from Paris, too, but unfortunately I lost my lipstick yesterday, the last one that I had, so I had to buy a new one there. It is quite good, but not like my Parisian one.

My watch doesn't go very well just now; it has been gaining about ten minutes a day for some time, and every now and then it stops altogether for no reason at all. I took it to a watchmaker just off Bond Street so that he could examine it. He said it wanted cleaning, so I left it with him.

I called in at Cartier's the jeweller's to buy a birthday present for my sister, Marie. They showed me some lovely ear-rings, necklaces and bracelets, but I finally decided on a very pretty brooch of diamonds and rubies set in platinum — and that completed my shopping.

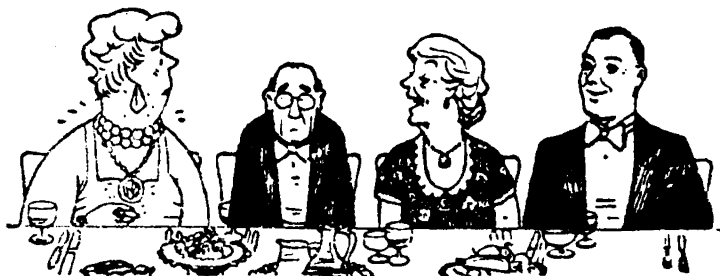
Hob: When I hear Lucille talking about diamonds and rubies and platinum, it reminds me of something that happened a long time ago. Uncle Albert was just beginning to make his fortune and he had been invited to a big party in Manchester. The invitation was for

***Mr. Albert Hobdell and Lady.***

Uncle Albert hadn't a wife so he took his mother with him, my grandmother; he was very proud of his mother, even if she wasn't a "lady". Well, they happened to sit next to a woman (or should I say, a "lady"?) who was very anxious that you should know how much jewellery she had and how wealthy she was.

"I clean my diamonds with warm water", she said "my rubies with red wine, my emeralds with brandy and my sapphires with fresh milk. What do you do?" she said, turning to Albert's mother.

"Oh! I don't clean mine at all", she said smilingly, "when they get dirty, I just throw them away".



"I JUST THROW THEM AWAY"



**УПРАЖНЕНИЯ**

**I. Придумайте предложения со словами:**

- |                         |           |            |
|-------------------------|-----------|------------|
| 1. flat ( <i>noun</i> ) | 5. rival  | 9. quality |
| 2. bill                 | 6. rob    | 10. packet |
| 3. joint                | 7. poison | 11. borrow |
| 4. dairy                | 8. tender | 12. brooch |

**II. Придумайте предложения со следующими словосочетаниями из урока 30:**

and so on; to fall in love; try it on; make his fortune; very anxious; get dirty; you are used to; you used to.

**III. Что Вы можете купить у:**

- |                        |                 |                    |
|------------------------|-----------------|--------------------|
| 1. a men's outfitter's | 4. a jeweller's | 7. a greengrocer's |
| 2. a tobacconist's     | 5. a chemist's  | 8. a diary         |
| 3. a stationer's       | 6. a grocer's   | 9. a baker's       |

**IV. Куда бы Вы пошли покупать следующие предметы:**

- |                           |                     |
|---------------------------|---------------------|
| 1. a pencil               | 11. writing-paper   |
| 2. a brooch               | 12. a lady's hat    |
| 3. cream                  | 13. a watch         |
| 4. a toothbrush           | 14. a ring          |
| 5. a pair of socks        | 15. a cabbage       |
| 6. apples                 | 16. biscuits        |
| 7. a packet of cigarettes | 17. a piece of beef |
| 8. a water-colour         | 18. a herring       |
| 9. a shirt                | 19. a loaf          |
| 10. a daily paper         | 20. a book?         |

**V. Перескажите следующие рассказы Хоба:**

1. Uncle Albert's mother.
2. The notice outside the confectioner's shop.
3. Uncle Tom and the butcher.

**Сочинение**

**1. Перескажите рассказы персонажей о покупках, которые они сделали. Используйте как можно больше слов, связанных с каждым отдельным магазином.**

**2. Опишите посещение какого-нибудь магазина, о котором в тексте не говорилось.**

## LESSON 31

---

### DRESS

Mr. Priestley: I think it's your turn to speak to us today, Lucille, and I want you to talk about clothes. Then we will ask Pedro and Olaf to speak about men's clothes.

Lucille: I am very pleased to talk about clothes. They are something that I am really interested in. I like to have pretty dresses of the latest fashion and style, well-cut tailored costumes, nylon "undies"<sup>1</sup>, nylon stockings and well-made shoes.

In the morning I generally wear a blouse and skirt or a jumper and skirt, especially in winter. In spring or summer I like something lighter, and I wear a cotton or a linen frock and a hat to match. In the evenings I like to dress for dinner, especially if I am going out to a theatre or a dance. My favourite is a black evening dress, beautifully cut. With this dress I wear platinum and pearl ear-rings and a necklace of pearls.

For tennis I wear a short white linen dress, and for the seaside a beach dress.

Pedro: I, too, like well-cut clothes, so I always go to a good tailor. When I want a new suit I go to his shop and look at the patterns or the rolls of cloth that he shows me, and I choose the one that I want. I prefer suits of dark brown or grey or blue. It pays to choose a good cloth for a suit; then it wears well and keeps its shape.

As I always go to the same tailor, he knows my measurements and doesn't need to take them again every time. But sometimes he measures me again just to make sure I haven't got fatter or thinner since my last suit.

I usually got for a fitting in about a week's time. Sometimes there are slight alterations to be made — the sleeve to be made a little shorter, the trouser-leg a little longer, the coat to be let out a little (if I have grown fatter) or taken in a little (if I have grown thinner) or a button to be moved half an inch or so. But often the fit is perfect,



---

<sup>1</sup> undies — нижнее белье (разг.).

and the tailor can finish the suit without making any alterations at all.

In the evening I dress for dinner, generally in a dinner jacket, with black tie, but if I am going to a dance I wear full evening dress ("tails"), with a white tie.

Ola f: Well, to begin at the beginning; in the morning I take off my pyjamas—

Hob: Oh, that reminds me of the story of the famous big-game hunter. He was showing a charming young lady the skin of a lion that he had shot. "One night", he said, "I heard the roar of a lion: I jumped out of bed and shot it in my pyjamas".

"Good heavens", she said, "however did it get in your pyjamas?"

Ola f: To come back to what I was saying. I take off my pyjamas, have my bath, and then put on my vest, pants, shirt, collar and tie, socks, trousers, waistcoat (or sometimes a pull-over) and jacket. When I go out in the winter I put on an overcoat or a raincoat, gloves and a hat, or sometimes, in the country, a cap. If it is very cold, I sometimes wear a scarf round my neck. My clothes are not so expensive as Pedro's and I can usually get a good suit ready-made; this is considerably cheaper than having it made to measure.

Hob: I once knew a man who was so fat that the only ready-made thing that fitted him was a handkerchief.

Ola f: I like rough tweeds or a sports jacket and flannel trousers. My clothes don't keep their shape so well, perhaps, as Pedro's suits, and so my trousers have never as beautiful a crease as Pedro's, but they are fine for walking in the country, for climbing or for golf, and they wear for years without getting worn out.

I like a good strong pair of shoes for country wear and a lighter pair for town wear, and, as I always wear out the heels rather quickly, I usually ask the shoemaker to put iron tips on the heels of my country shoes and rubber tips on my town shoes.

Hob: I don't trouble much about clothes and I couldn't tell nylon from cotton, or a well-cut suit from a badly cut one; all I know is that women now wear ounces of clothes where they used to wear pounds — but they pay pounds for the ounces.

But your talk about clothes reminds me of a story. There was a fire in the middle of the night at a country house, and as some of the guests were standing outside watching the flames,

another guest joined them. "There was no need for you people to get so excited", he said. "Now look at me; when I heard people shouting that the house was on fire I got out of bed, lit a cigarette, and went on calmly with my dressing; — in fact when I had put my tie on, I thought it didn't match my shirt very well, so I took it off and put on another. I didn't lose my head at all. When there is a danger I always keep calm, perfectly calm".

"That's good", said one of his friends, "but why haven't you put your trousers on?"

## THE PASSIVE INFINITIVE

### *Инфинитив в страдательном залоге*

В уроке 23 мы говорили и приводили примеры действительного и страдательного залога. В действительном залоге инфинитив имеет форму *to make, to let, to move*. В этом уроке используются формы инфинитива в страдательном залоге. Например:

There are alterations *to be made*.

The sleeve needs *to be made* a little shorter, the coat *to be let* out or *to be taken* in. A button has *to be moved*.



### УПРАЖНЕНИЯ

#### I. Придумайте предложения со словами:

1. style. 2. costume. 3. blouse. 4. wear. 5. slipper. 6. pattern.
7. measurement. 8. alteration. 9. button. 10. skin. 11. raincoat.
12. scarf. 13. ready-made. 14. rough. 15. calm.

#### II. Ответьте на вопросы:

1. What is a costume?
2. What are Lucille's stockings made of?
3. What does she generally wear in the morning (a) in winter, (b) in summer?
4. Describe Lucille's dress when she is going out to a theatre or dance.
5. Where does one wear (a) a necklace, (b) ear-rings, (c) socks, (d) gloves, (e) a cap, (f) a scarf?
6. Are shoes the same as slippers? What is the difference?
7. When Pedro goes to get a suit, what does the tailor show him?
8. Why does it pay to choose good cloth for a suit?
9. When must a suit be "let out", and when must it be "taken in"?

10. What is the difference in Pedro's clothes (a) when he is going to dinner, (b) when he is going to a dance?
11. What noise does a lion make?
12. What does Olaf generally wear?
13. When does he wear (a) a cap, (b) a raincoat, (c) a scarf?
14. What is the opposite of "a suit made to measure"?
15. How could you tell a pair of Olaf's trousers from a pair of Pedro's?
16. Make sentences to illustrate two meanings of *tip*.
17. What is (a) a man who makes shoes, (1) a man who makes clothes for men, (c) a man who shoots lions, (d) a visitor who is staying in your house, (e) a man who sells ear-rings, necklaces, etc.?
18. On page 330 Hob uses the word *pounds* with two meanings. Say what they are.

**III. Объясните значения этих слов и словосочетаний и придумайте с ними предложения:**

1. a cap *to match*. 2. I go for a *fitting*. 3. the coat is *let out* or *taken in*. 4. *the fit* is perfect. 5. "tails". 6. *ready-made*. 7. the clothes *keep their shape*. 8. my trousers haven't *so beautiful a crease* as Pedro's. 9. They *wear* for years without getting *worn out*. 10. I didn't *lose my head*.

**Сочинение**

1. Перескажите рассказ Хоба об (а) охотнике на крупную дичь, (б) пожаре в деревенском доме.
2. Опишите одежду, которая в данный момент на Вас.
3. Напишите разговор на тему: "*A visit to the tailor*" (or *dressmaker*).



## LESSON 32

---

### FRIEDA'S FIRST DAY IN LONDON

Mr. Priestley and all the Students.

Mr. Priestley: You are getting near the end of your year's work now and I think we want something rather different for our last lesson or two. Now suppose one of two of you give a short talk, or tell a little story or describe an adventure that happened to you; You can choose whatever you like; I want you to talk to the other students for about four or five minutes and then I will tell you what mistakes you made — if there were any — in grammar or construction or pronunciation.

Now who will speak to us at tomorrow's lesson? You will, Frieda? That's very good.

Frieda: I don't suppose I shall do it very well, but I could tell you about a little adventure that happened just after I came to England.

Hob: Oh! I can tell you of something that happened to me the first day I came to England.

Olaf: A funny family named Wiggins lives next door to me. There's Mr. Wiggins, a little fellow who get blamed for everything; there's Mrs. Wiggins who does all the blaming; there's young Timothy Wiggins, and last, but not least, there are Grandma and Grandpa, Mrs. Wiggins' parents. I've written a little play about them. Could I read that to you?

Mr. Priestley: That sounds splendid. So, at tomorrow's lesson Frieda can tell her adventure, the next day we will have Olaf's play, and then, the day after that, Hob will gave us his story.

\* \* \*

The next day

Frieda: I shall never forget, as long as I live, the day when I first set foot in London. I had come from a quiet little town in Switzerland and I had never before lived in a big city, so London was a new world to me and I was dying to find out more about it for myself.

The general opinion abroad is that London has fog or rain, or both every day of the year, but on the day that I arrived it was fine and warm, there was a bright sun and a cloudless sky. The next day was just as beautiful; there was a slight wind that gently moved the leaves on the trees, and you could smell the

spring in the air. "Life is grand", I thought, as I took Anthony, the little boy of the house, for a walk in Kensington Gardens. It was a straight road and I found the way quite easily. When I got my first sight of the gardens the beauty of it all nearly took my breath away. The trees were just bursting into leaf, fresh and green and lovely, and there were beds of spring flowers, red and yellow and blue, in the beautiful, smooth grass under the trees.

People in light spring clothes were walking about, and, to my surprise, they walkers not only along the paths but also across the grass, and no one said a word to them about it. I had never seen such a thing before. We passed a pool in which ducks were swimming, a children's playground with crowds of happy children, a figure of Peter Pan in bronze, more water with boats on it, and everywhere people — people whose language I could not understand.

Well, it was time for us to go home; but which way was it? We hurriedly turned down one path that I thought would take us back — and found ourselves in Hyde Park. My mind was quite confused now and I was rather frightened. I ran to the left and to the right and asked several old ladies for the way to Addison Road, but I found to my horror that I could not understand a single word they said in reply. I wandered on till I came to a big open place where I saw men standing on a chair, or a platform, or on the ground speaking or preaching, and people of all kinds were listening or asking questions or making remarks and sometimes laughing at the speaker. Other groups were singing loud and earnestly. Of course, I could not understand a word and was greatly surprised, but now I know this is the famous Hyde Park meeting; there is perhaps nothing else like it in all the world.

Meanwhile, the sun had gone behind a cloud, I was terribly tired and wanted nothing in the world so much as to be at home. At last we got to the park gate at Marble Arch, but this was worse than ever; there were buses, high and fearfully red; motor cars, bicycles, people, and again in an endless line buses everywhere and people climbing in them or hurrying along, while I stood lost in the midst of them.

I was ready to cry, but there was little Anthony who had waited two hours for his tea. In despair I crossed the street on to an island, where I found a policeman. He was a head taller than any other man, and I took my last bit of courage in both

hands<sup>1</sup> and said, "Please, sir, where is Addison Road?"<sup>2</sup> He began to explain, but when he saw that I couldn't understand he became helpless too. "Are you French?" he said. "No, Swiss", I replied, "but I speak French".

"Wait a moment. I learned French at school, *mais j'ai presque tout oubliée. Prenez cette route, allez tout droit, et la onzième rue à gauche c'est Addison Road*"<sup>3</sup>. The French was bad and the pronunciation worse, but it was more beautiful to me than all the words of all the poets. He smiled and then he raised his hand. How wonderful! The traffic stopped; even the red buses stood still and waited until I crossed the road. I soon found myself in streets and roads that I recognised again. Life was grand once more. The sun came out from behind the cloud and London was a beautiful city; but for me, the best thing in it was the blue policeman at Marble Arch.



## УПРАЖНЕНИЯ

### I. Придумайте предложения со словами:

- |           |                   |               |
|-----------|-------------------|---------------|
| 1. cloud  | 5. confused       | 9. group      |
| 2. smooth | 6. path           | 10. despair   |
| 3. pool   | 7. to my surprise | 11. wonderful |
| 4. horror | 8. slight         | 12. earnestly |

<sup>1</sup> To take your courage in both hands. Это выражение означает: «Вести себя как можно храбрее».

<sup>2</sup> Фриде лучше было бы сказать: *Can you tell me the way to Addison Road, please?*

<sup>3</sup> Но я почти все забыл. Идите прямо по этой дороге, и одиннадцатая улица слева и будет Эдисон Роуд.

**II. Поставьте вопросы к следующим предложениям, начиная их следующими словами: *How much? How many? Who? When? Did you? Have you? What? Where? Why? Which? What sort?***

1. I had come from a quiet little town in Switzerland.
2. There was a bright sun and a cloudless sky.
3. I had never been in a big city before.
4. There was a slight wind that moved the trees.
5. Anthony, the little boy of the house, was with me.
6. The general opinion abroad is that English weather is always bad.
7. As I walked in the park I thought, "Life is grand".
8. The beauty of the gardens nearly took my breath away.
9. There were beds of flowers in the grass under the trees.
10. I had never seen such a thing before.
11. I passed a pool and a children's playground.
12. I ran to the left and to the right.
13. I asked several old ladies the way.
14. Because they couldn't understand my language.
15. There were ten children playing by the pool.
16. It was about five o'clock then.
17. The people were listening and asking questions.
18. Most of the buses were red.
19. Anthony had waited two hours for his tea.
20. The best thing in London was the big policeman.

**III. Покажите разницу (если она есть) в произношении и значении следующих слов в двух группах. Придумайте предложение на каждое слово. Все слова встречались в Книгах I и II.**

- |                      |                    |
|----------------------|--------------------|
| 1. wear, where, were | 6. and, hand       |
| 2. there, their      | 7. hour, our       |
| 3. air, hair, her    | 8. know, no, now   |
| 4. buy, by           | 9. its, it's       |
| 5. eye, I            | 10. cloth, clothes |

### **Сочинение**

1. Перескажите этот рассказ от третьего лица.
2. Напишите о приключении, которое у Вас было.

## LESSON 33

---

### OLAF READS HIS PLAY

Olaf: Here's my story about the Wiggins family:

The Picnic Lunch

Mr. and Mrs. Wiggins are taking their son Timothy and Grandma and Grandpa out in the car for a picnic lunch.

Mrs. Wiggins: It's half-past twelve, James, and time we found somewhere to eat.

Timothy: Oh, good! I am hungry.

Grandma: I could certainly do with a cup of tea.

Mr. Wiggins: Well, all keep your eyes open, and we'll see who can find the best place.

Mrs. Wiggins: James, look! There's a field on the left that will do nicely. Quick, stop the car by the gate.

*(The car stops)*

Timothy: Oh, look, there are cows in the field.

Grandma: Cows! I'm not going to eat in a field with cows breathing down my neck.

Grandpa: I expect there are a few bulls among them. And Nellie's got her red dress on; anything red makes 'em absolutely wild.

Mrs. Wiggins: Yes, you're right. That cow by the gate has a most unfriendly look on its face. Drive on, James.

*(The car moves on)*

Timothy: But I'm hungry.

Grandma: It's time I had my cup of tea.

Mr. Wiggins: Don't worry, there are plenty of good places along the road.

Grandpa: We're passing one of them now.

Mrs. Wiggins: James, stop quickly! Here's a nice stretch of grass.

*(The car stops)*

Grandma: No, no, this is no good. There's no shade at all. I can't have the sun beating down on me. We must look for a shade place.

Mrs. Wiggins: All right, drive on, James. We all want Grandma to enjoy her cup of tea.

Grandpa: Even if it's bedtime before she has it.

*(The car moves on. A quarter of an hour later the car stops again).*

Mr. Wiggins: Well, how does this suit you, Grandma? There are woods on each side.

Grandpa: No fear of getting sunburnt here.

Mrs. Wiggins: It's far too dark, James. Almost frightening. We might as well have lunch in our coal cellar. Drive on till we are clear of these trees.

(The car moves on)

Grandpa: Now, let's see. We're looking for something with no cows, no sun and no trees. Not too easy.

Grandma: When am I going to get my cup of tea? I wish I hadn't come.

Mrs. Wiggins: Now, don't worry, Grandma. We're coming to the end of the wood now. James, slow down. I can see just the right spot. Over there by the river.

(The car stops)

Grandpa: No, Nellie, not there. That ground's damp. You can tell by the greenness of the grass. Being up to the knees in water when I eat my lunch is not my idea of a good picnic.

(The car moves on)

Timothy: But I want my dinner. I'm hungry.

Grandpa: You'll have to wait, my boy. Anything damp and my rheumatism comes back.

Grandma: You and your rheumatism! It's nearly half-past one. One o'clock's the proper time for lunch; and then a nice cup of tea after it.

Mrs. Wiggins: Now, just sit back and enjoy yourself, Grandma. Look at the nice scenery.

Grandpa: A brick wall on one side, and a factory on the other.

Timothy: I want my dinner. I'm hungry.

Grandma: Can't you stop the boy talking, Nellie? He's done nothing but complain ever since we started.

Mrs. Wiggins: James, James, stop! This field here. The very place we've been looking for.

Grandma: With a lovely big tree to keep the sun off.

Grandpa: And it looks dry enough. Any dampness and my rheumatism will be back.

Timothy: At last! At last!

(The car stops)

Mr. Wiggins: I'll go and unstrap the picnic basket. It's in the back of the car.

Grandma: Now for a cup of tea.

Timothy: I say, look at all these flies coming towards us.

Grandma: They're all over the car.

Mrs. Wiggins: Where have they come from?

Grandma: I hope they don't bite.

Timothy: Ow! Ow! They do!

Grandma: Oh, dear! We'll get bitten to death, I wish we weren't going to eat our lunch here.

Mr. Wiggins (*returning from the back of the car*): Don't worry. We're not!!

Mrs. Wiggins

Grandma

Grandpa

Timothy

} We're not?

} Not going to eat our lunch here?

Mr. Wiggins: No! We've forgotten to bring the picnic basket.



\* \* \*

Mr. Priestley: Well done, Olaf. That was quite a good little play. I think we all want to hear more about the Wiggins family.

Olaf: I have written another play about them.

Mr. Priestley: Good. You can read that to us in the next lesson. Hob, I'm sorry but I'm afraid we must leave your story, too, until then. I'm sure it will be interesting.

Hob: It is!

Mr. Priestley: But I want, now, to give you piece of dictation on Olaf's play. Here it is:

### Диктант

“Let’s have a picnic lunch”. This is easy to say and nice to think about. You imagine a beautiful green field with a big tree in the middle which gives some shade from the sun. All around is lovely scenery, and in the distance you can see the cows quietly eating the grass. After a meal of delicious sandwiches, and raw fruit you can imagine lying in the warm sun, and perhaps getting a little sunburnt. Then as darkness comes you stray up your basket and drive happily home.

But it does not always happen like this. You must not forget that flies also like raw fruit, that green fields are sometimes damp fields, that rain may follow the sun, that peaceful cows may be unfriendly bulls, and that even careful men like Mr. Wiggins don’t remember everything.

### Комментарии

В уроке 22 нам встретились примеры разговорного английского. В уроке 33 есть еще ряд примеров иллюстрирующих особенности разговорной речи. Например:

(1) Отсутствие части предложения (подлежащего или сказуемого). Например:

No fear of getting sunburned here ( = There is no fear...).

The very place we’ve been looking for. This field here.

Anything damp ( = If I stand or sit on anything damp) and my rheumatism comes back.

Not too easy ( = That will not be too easy).

Over there by the river.

No, Nellie, not there ( = we do not want to stop there).

A brick wall on one side, and a factory on the other.

Quick, stop the car ( = Be quick and ...).

(2) Восклицательные предложения:

Oh! Good. Cows! I’m not going ... You and your rheumatism! At last! at last!

(3) Замена сказуемого глаголами do и be:

They do ( = They do bite).

We’re not ( = We’re not going to eat our lunch here).

(4) Разговорные идиомы:

I *could do with* a cup of tea ( = I want; I should like).

A field that *will do* nicely ( = that will suit our purpose);

Now *let’s see* ( = let us consider what is required).

A few bulls among *’em*.

Anything red makes *’em* wild ( = makes them wild).



You'll have to wait, *my boy*.

A nice cup o'tea (use of *nice*: o' for *of*).

Look at the nice scenery.

*I say*, look at these flies. (*I say* here has practically no meaning; it is just an exclamation that is used to draw attention to something, to express surprise, or just to open a conversation.)

Вы также заметили, что эти предложения короче других, встречавшихся в этой книге.



## ФОНЕТИЧЕСКАЯ ТРЕНИРОВКА

[i:]	[ɪ]	[ɒ]	[ɔ:]	[ʌ]	[a:]
lean	liquid	socks	sort	duck	burst
bean	syringe	watch	raw	drunk	worth
breathe	[u:]	wander	sore	stomach	earnest
leaf	wound	horror	sausage	tongue	circus
preach	fruiterer	bronze	salt	thorough	absurd
meanwhile	goose	cough	quart	onion	surgery
[ʊ]	[eɪ]	[əʊ]	[aʊ]	[ɔɪ]	[eə]
put	gain	stone	loud	joint	pear
full	famous	hosier	pouch	poison	dairy
look	ache	loaf	bow	annoy	care
good	flavour	boat	powder	avoid	wear
could	bracelet	grocer	ounce	point	hair
woman	weigh	brooch	pound	loyal	their



## УПРАЖНЕНИЯ

### I. Придумайте предложения со словами:

- |          |             |             |
|----------|-------------|-------------|
| 1. field | 5. sunburnt | 9. scenery  |
| 2. neck  | 6. cellar   | 10. factory |
| 3. wild  | 7. damp     | 11. strap   |
| 4. worry | 8. knees    | 12. basket  |

### II. Вставьте предлоги:

1. I could certainly do — a cup of tea.
2. There's a field — the left; but there are cows — the field.
3. I expect there are a few bulls — those cows.
4. The cow — the gate has an unfriendly look — its face.
5. There are plenty of good places — this road.
6. I can't have the sun beating down — me; we must look — a shade place.
7. We are looking — somewhere — no cows, no sun and no trees.
8. We are coming — the end — the wood.

9. You can tell it is damp — the greenness — the grass.
10. Look — all these flies coming us.

**III. Закончите разделительные вопросительные предложения:**

1. It's half-past twelve, — — ?
2. You could do with a cup of tea, — — ?
3. That field will be all right, — — ?
4. You've had a cup of tea, — — ?
5. You haven't had dinner yet, — — ?
6. You didn't see that bull — — ?
7. There's no shade at all here, — — ?
8. We are looking for a place for lunch, — — ?
9. Timothy will have to wait, — — ?
10. The basket is in the back of the car, — — ?
11. James can unstrap the basket, — — ?
12. James didn't unstrap the basket, — — ?
13. Those flies don't bite, — — ?
14. Those flies won't bite, — — ?
15. The flieg didn't bite, — — ?
16. You haven't forgotten the basket, James — — ?

**IV. Объясните значение выделенных слов и словосочетаний:**

1. "Well, all *keep your eyes open*".
2. "I could *do with* a cup of tea".
3. "This field *will do* nicely".
4. "Drive on until we *are clear of* the trees".
5. "*Unstrap* the basket".
6. "The *very place* we've been looking for".
7. "The sun *beating down* on me".
8. "A nice *stretch* of grass".

**V. Опишите (устно или письменно):**

- (a) The Picnic Lunch.



**КОНТРОЛЬНАЯ РАБОТА No. 3**

**I. Переведите из действительного залога в страдательный залог:**

1. Susan closes the window. 2. Lucille drives the car. 3. We are eating cake. 4. The postman will bring the letters. 5. The guard waves the flag. 6. Somebody made this plate in 1760. 7. You must use a dictionary. 8. That dog will bite the postman. 9. Shakespeare wrote many plays. 10. Do you understand the questions?

**II. (1) Напишите утвердительные, вопросительные и отрицательные формы глагола *to write* в прошедшем продолженном времени.**

(2) Напишите утвердительные, вопросительные и отрицательные формы глагола *to drive* в будущем совершенном времени.

(3) Напишите утвердительные, вопросительные и отрицательные формы глагола *to teach* в прошедшем совершенном времени.

III. Перепишите следующий отрывок, заменив, где это возможно, род существительных и местоимений на мужской, и поставьте глаголы в прошедшее время.

A small girl lives with her mother and her aunt. Every day she goes along the road to play with the daughter of the doctor. The two girls play many games. Sometimes they are great actresses, sometimes famous heroines or great ladies. At other times they cross the fields to the farm and watch the ducks and hens and cows eating their food.

IV. Ответьте на вопросы:

How many:

1. pennies in a shilling?
2. shillings in £1?
3. ounces in a pound?
4. hundredweights in a ton?
5. inches in a foot?
6. feet in a yard?
7. yards in a mile?
8. pints in a quart?
9. What is usually bought by the ton?
10. What is the weight in stones and pounds of someone who weighs 148 lbs.?

V. Вставьте в пропуски приведенные ниже слова:

*enjoyed; black; fit; whole; caught; cat; mind; lots; a; home; once; all; company; doubt; fail.*

— upon a time there was — dog called Jock. He was — in colour, and there is no — that he was a handsome dog. He kept — by taking — of exercise, and sometimes he was out for the — day trying to catch a rabbit. He never — one, but he didn't —, because there was always a good meal waiting at —. Jock liked — the other animals who lived near, but every day without — he visited his best friend, Sally, Mr. Priestley's —. He was very glad of Sally's —, and Sally — his visits too.

VI. Назовите по одному предмету, которые можно купить в следующих местах:

1. a diary.
2. a grocer's.
3. a newsagent's.
4. a stationer's.
5. a station booking-office.

**Где можно купить:**

6. a bottle of medicine. 7. a packet of cigarettes. 8. a loaf of bread. 9. a ring. 10. a cabbage?

**VII. Закончите разделительные вопросы:**

1. You won't drop it, — — ?
2. There are no bulls here, — — ?
3. It's time for dinner, — — ?
4. You can do this, — — ?
5. The flies didn't bite, — — ?
6. Hob has done his work, — — ?
7. Jock didn't visit Sally, — — ?
8. Grandpa was a grocer, — — ?
9. We are working hard, — — ?
10. This is nearly the end, — — ?

**VIII. Поставьте в настоящем времени:**

1. Jan often looked at Frieda.
2. Mr. Wiggins bought a new car.
3. He wrote a letter, but forgot to put the stamp on.
4. The grocer weighed the butter, and I watched him.
5. The teacher came in and saw that the boys were working hard.

**Поставьте в будущем времени:**

6. He went to London in April.
7. Mr. Wiggins carries the picnic basket.
8. Lucille drove the car.
9. The cat tried to catch a mouse.
10. The mouse ran away.

**IX. Придумайте предложения со следующими словами и словосочетаниями:**

1. proud. 2. pardon. 3. recognise. 4. bunch. 5. market. 6. abroad. 7. all the time. 8. looking forward. 9. nothing in between. 10. fault. 11. landlady. 12. beside. 13. job. 14. strict. 15. much better. 16. all over the place. 17. scenery. 18. for a change. 19. pain. 20. patient (noun).

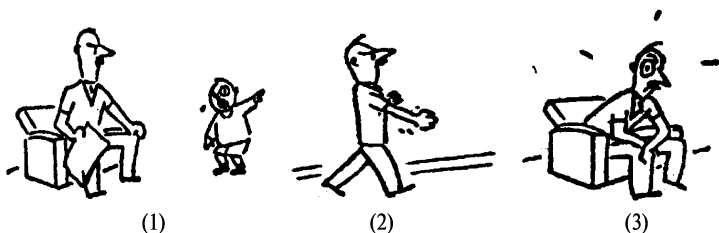
**X. Укажите, к какой части речи принадлежат выделенные слова:**

1. We went for a *ride*.
2. I can *ride* a horse.
3. That car *costs* four hundred pounds.
4. I *talk* too much.
5. Hob gave an interesting *talk*.
6. Susan *burned* the toast.

7. The driver had a bad *burn* on his arm.
8. I had many *presents* for my birthday.
9. The *present* year is 1955.
10. Hob likes to wear a *paper* hat.
11. I am writing on *paper*.
12. These are good *paint* brushes.
13. He *painted* very well.
14. Jock will jump *through* the window.
15. This is a *through* train to Brighton.

XI. Поставьте предложения из упражнения X в отрицательную форму.

XII. Посмотрите на картинку и ответьте на вопросы:



### A Black Eye<sup>1</sup> or Two

1. What people do you see in picture No.1?
2. What relation do you think the man is to the boy?
3. Who has got a black eye? How do you think he got it?
4. What do you think he is saying to his father?
5. Why is he pointing with his finger?
6. Do you think it was a small boy or a big boy who had given him the black eye? (Picture No.3 may help you to give the answer.)
7. In picture No.2, the father looks angry. Where do you think he is going? What for?
8. He's come back now. What is he doing?
9. Who has a black eye now?
10. What do you think has happened?

Перескажите рассказ "A Black Eye or Two".

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<sup>1</sup> *black eye* — синяк.

# ENGLISH-RUSSIAN DICTIONARY

## A

able [ˈeɪbl] способный  
 abroad [əˈbrɔːd] за границей  
 absent [ˈæbsənt] отсутствующий  
 absent-minded [ˈæbsənt-maɪndɪd] рассеянный  
 absolutely [ˈæbsəluːtli] абсолютно  
 absurd [əbˈsɜːd] абсурдный  
 accident [ˈæksɪdənt] случай  
 according [əˈkɔːdɪŋ] согласно  
 account (n.) [əˈkaʊnt] счет  
 ache [eɪk] болеть  
 across [əˈkrɒs] через  
 actor [ˈæktə] актер  
 actress [ˈæktɪs] актриса  
 addition [əˈdɪʃn] добавление  
 adventure [ədˈventʃə] приключение  
 aerodrome [ˈeəroʊdrʌm] аэродром  
 afraid [əˈfreɪd] бояться  
 afterwards [ˈɑːftəwəɪdʒ] позже  
 against [əˈɡenst] против  
 agent [ˈeɪdʒənt] агент  
 allow [əˈlaʊ] разрешать  
 along [əˈlɒŋ] вдоль  
 alter [ˈɔːltə] изменять  
 alteration [ˈɔːltəˈreɪʃn] изменение  
 amount [əˈmaʊnt] количество  
 anxiety [æŋˈzaɪəti] беспокойство  
 anxious [ˈæŋ(k)ʃəs] беспокойный  
 apologise [əˈpɒlədʒaɪz] извиняться  
 appetite [ˈæpɪtaɪt] аппетит  
 apply [əˈplaɪ] применять  
 appointment [əˈpɔɪntmənt] встреча  
 apricot [ˈeɪprɪkɒt] абрикос  
 arithmetic [əˈrɪθmətɪk] арифметика  
 armchair [ˈɑːmˈtʃeə] кресло  
 army [ˈɑːmi] армия  
 around [əˈraʊnd] вокруг  
 arrange [əˈreɪndʒ] устраивать  
 arrest [əˈrest] арестовывать  
 ashes [ˈæʃɪz] пепел  
 astonishment [əsˈtɒnɪʃmənt] удивление  
 attention [əˈtenʃn] внимание  
 audience [ˈɔːdiəns] аудитория  
 aunt [aːnt] тетушка  
 awake [əˈweɪk] просыпаться

## B

backwards [ˈbækwəɪdʒ] назад  
 bad-tempered [ˈbædˈtempəd] раздражительный  
 bag [bæg] сумка  
 bake [beɪk] печь

balloon [bəˈluːn] воздушный шар  
 bank [bæŋk] банк  
 barn [bɑːn] амбар  
 basket [ˈbɑːskɪt] корзина  
 bathroom [ˈbɑːθruː(ɪ)m] ванная  
 battleship [ˈbætlɪʃɪp] линкор  
 bay [beɪ] бухта  
 beach [biːtʃ] пляж  
 bean [biːn] боб  
 beard [biəd] борода  
 beat [biːt] бить  
 become [bɪˈkʌm] становиться  
 bedroom (ˈbedruː(ɪ)m) спальня  
 beer [biə] пиво  
 beg [beg] просить  
 behave [biˈheɪv] вести себя  
 behaviour [biˈheɪvjə] поведение  
 bell [bel] звонок  
 belong [bɪˈlɒŋ] принадлежать  
 belt [belt] пояс  
 beside (bɪˈsaɪd) рядом  
 besides [biˈsaɪdʒ] кроме того  
 beyond [bɪˈjɒnd] за  
 biscuit [ˈbɪskɪt] печенье  
 bit (n.) [bɪt] кусок  
 bite [baɪt] кусать  
 blame [bleɪm] винить  
 blanket [ˈblæŋkɪt] одеяло  
 blaze [bleɪz] пламя  
 blind [blaɪnd] слепой  
 blouse [blaʊz] блуза  
 blow [bləʊ] удар  
 blunt [blʌnt] тупой  
 blush [blʌʃ] краснеть  
 boarding-school [ˈbɔːdɪŋskuːl] школа-интернат  
 boat [bəʊt] корабль  
 bone [bəʊn] кость  
 book (v.) [bʊk] заказывать  
 bookcase [ˈbʊkkeɪs] книжный шкаф  
 booking-office [ˈbʊkɪŋ ɒfɪs] билетная касса  
 bookstall [ˈbʊkstɔːl] книжный киоск  
 borrow [ˈbɒrəʊ] занимать  
 bottle [ˈbɒtl] бутылка  
 bowl [bəʊl] миска  
 box-office [ˈbɒks ɒfɪs] театральная касса  
 bracelet [ˈbreɪslɪt] браслет  
 braces [ˈbreɪsɪz] подтяжки  
 brains [breɪnz] мозги

brandy [brændɪ] бренди  
 brass [brɑ:s] латунь  
 break [breɪk] ломать  
 breath [breθ] дыхание  
 breathe [bri:ð] дышать  
 brick [brɪk] кирпич  
 bridge [brɪdʒ] мост  
 bronze [brɒnz] бронза  
 brooch [brəʊʃ] брошь  
 build [bɪld] строить  
 bull [bʊl] бык  
 bun [bʌn] булочка  
 bunch [bʌn(t)] букет  
 bundle [bʌndl] связка  
 burst [bɜ:st] взрываться  
 bury [ˈberɪ] хоронить  
 business [ˈbɪznɪs] бизнес  
 butcher [ˈbʊtʃə] мясник

**С**

cafe [ˈkæfi] кафе  
 calf [kɑ:f] теленок  
 call [kɔ:l] звать  
 calm [kɑ:m] спокойный  
 can [kæn] банка  
 candle [ˈkændl] свеча  
 cap [kæp] кепка  
 card [kɑ:d] карта  
 cargo [ˈkɑ:gəʊ] груз  
 carol [ˈkær(ə)] песня  
 carpet [ˈkɑ:pɪt] ковер  
 carriage [ˈkæriɪdʒ] карета  
 carve [kɑ:v] вырезать  
 case [keɪs] ящик  
 catch [kæʃ] ловить  
 cattle [ˈkætl] скот  
 ceiling [ˈsi:lɪŋ] потолок  
 cellar [ˈselə] подвал  
 cent [sent] цент  
 ceremony [ˈserɪməni] церемония  
 chain [tʃeɪn] цепь  
 chance [tʃɑ:ns] случай  
 charge [tʃɑ:ɟʒ] плата  
 charming [ˈtʃɑ:mɪŋ]  
     очаровательный  
 chat [tʃæt] разговор  
 cheerful [ˈtʃi:fʊl] веселый  
 chemist [ˈkemɪst] аптекарь  
 cheque [[tʃek] чек  
 chest [tʃest] грудь  
 chief [tʃi:f] шеф  
 chips [tʃɪps] хрустящий картофель  
 chop n [tʃɒp] рубить  
 church [tʃɜ:ʃ] церковь  
 circle [ˈsɜ:kl] круг  
 circular [ˈsɜ:kjʊlə] круглый  
 city [ˈsɪti] город

clergyman [ˈklɜ:dʒɪmən]  
     священник  
 clerk [kla:k] клерк  
 cliff [klɪf] утес  
 clockwork [ˈklɒkwɜ:k] часовой  
     механизм  
 close (adj.) [ˈkləʊs] закрытый  
 club [klʌb] клуб  
 coal [ˈkəʊl] уголь  
 coast [ˈkəʊst] берег  
 coat [kəʊt] пальто  
 cocoa [ˈkəʊkəʊ] какао  
 coin [kɔɪn] монета  
 coke [kəʊk] кокс  
 collar [ˈkɒlə] воротник  
 collar-stud [ˈkɒləstʌd] запонка  
 collect [kəˈlekt] собирать  
 collection [kəˈlektʃn] коллекция  
 college [ˈkɒlɪdʒ] колледж  
 comb [kəʊm] расческа  
 company [ˈkʌmpəni] компания  
 compare [kəmˈpeə] сравнивать  
 compartment [kəmˈpa:tment]  
     отделение  
 complain [kəmˈpleɪn] жаловаться  
 complete (v.) [kəmˈpli:t]  
     заканчивать  
 composer [kəmˈpəʊzə] композитор  
 concert [ˈkɒnsət] концерт  
 confectioner [kənˈfekʃənə] кондитер  
 confused [kənˈfju:zd] запутанный  
 congregation [kɒŋgrɪˈgeɪʃn]  
     конгрегация  
 considerably (kənˈsɪdərəbli)  
     значительно  
 consulting-room [kənˈsʌltɪŋru(:)m]  
     кабинет врача  
 continental [kɒntɪˈnentl]  
     континентальный  
 continue [kənˈtɪnju:] продолжать  
 copper [ˈkɒpə] медь  
 copy [ˈkɒpi] копия  
 cornflakes [ˈkɔ:nfleɪks] кукурузные  
     хлопья  
 costume [ˈkɒstju:m] женский  
     костюм  
 cottage [ˈkɒtɪdʒ] коттедж  
 cotton [ˈkɒtn] хлопок  
 cough [kɒf] кашлять  
 counter [ˈkaʊntə] прилавок  
 county [ˈkaʊntɪ] графство, округ  
 courage [ˈkʌrɪdʒ] храбрость  
 court [kɔ:t] двор  
 cousin [ˈkʌzn] кузен  
 cover [ˈkʌvə] покрывать  
 coward [ˈkəʊəd] трус

cowardice ['kavədɪs] трусость  
crease [kri:s] складка  
crew [kru:] экипаж  
crop [krɒp] урожай  
crowd [kraʊd] толпа  
cure [kjʊə] лечить  
curious ['kjʊəriəs] любопытный  
curtain ['kɜ:tɪn] занавес  
custom ['kʌstəm] обычай  
customer ['kʌstəmə] покупатель  
customs ['kʌstəmz] таможня  
cutlery ['kʌtləri] ножи, вилки,  
ложки

## D

dairy ['deəri] молочный магазин  
damage ['dæmɪdʒ] ущерб  
damp [dæmp] сырой  
danger ['deɪndʒə] опасность  
dare [deə] сметь  
deaf [def] глухой  
deal [di:l] соглашение  
death [deθ] смерть  
decide [dɪ'saɪd] решать  
decorate ['dekəreɪt] украшать  
deer [diə] олень  
dentist ['dentɪst] дантист  
department [dɪ'pɑ:tmənt] отдел  
despair (dɪ'speə) отчаяние  
detective [dɪ'tektɪv] детектив  
determination [dɪ'tɜ:mɪn'eɪʃn]  
решимость  
determine (dɪ'tɜ:mɪn) определять  
diamond ['daɪəmənd] бриллиант  
dictionary ['dɪkʃənəri] словарь  
die [daɪ] умирать  
dining-car ['daɪnɪŋ ka:] вагон-  
ресторан  
direct [dɪ'rekt] прямой  
direction [dɪ'rekʃən] направление  
dish [dɪʃ] блюдо  
disobedient [dɪsə'bi:djənt]  
непослушный  
disobey [dɪsə'beɪ] не слушаться  
distinction [dɪs'tɪŋkʃn] различие  
district ['dɪstrɪkt] район  
divide [dɪ'vaɪd] делить  
doer (dʊə) тот, кто делает  
doll [dɒl] кукла  
dollar ['dɒlə] доллар  
doubt [daʊt] сомнение  
downstairs ['daʊn'steəz] вниз по  
лестнице  
dozen ['dʌzn] дюжина  
drake [dreɪk] селезень  
drawer [dɹɔ:] ящик стола  
dressing-gown ['dresɪŋgaʊn] халат

drill [drɪl] сверлить  
drop [drɒp] капля  
drunk [drʌŋk] пьяный  
duck [dʌk] утка  
during ['djʊərɪŋ] в течение  
duty ['dju:ti] долг  
dying ['daɪnɪŋ] умирание

## E

earn [ɜ:n] зарабатывать  
east [i:st] восток  
Easter ['i:stə] пасха  
effort ['efət] усилие  
eiderdown ['aɪdədaʊn] пуховое  
одеяло  
electric [ɪ'lektrɪk] электрический  
elephant ['elɪfənt] слон  
emerald ['emərəld] изумруд  
empire ['empaɪə] империя  
empty ['emptɪ] пустой  
enemy ['enəmi] враг  
engine ['endʒɪn] двигатель  
engineer [endʒɪ'nɪə] инженер  
enormous [ɪ'nɔ:məs] огромный  
envelope ['envɪləʊp] конверт  
equal ['i:kwəl] равный  
equipment ['ɪkwɪpmənt]  
оборудование  
esquire [ɪs'kwɪə] эсквайр  
essay ['eseɪ] эссе  
everlasting [evə'la:stɪŋ] вечный  
evidence ['evɪdəns] улики  
examination [ɪgzæmɪ'neɪʃn] экзамен  
excellent ['eksələnt] превосходный  
excited [ɪk'saɪtɪd] возбужденный  
excuse (v.) [ɪks'kju:z] извинять  
existence [ɪg'zɪstəns] существование  
explanation [eksplə'neɪʃən]  
объяснение  
express [ɪks'pres] выражать  
expression [ɪks'preʃn] выражение

## F

fact [fækt] факт  
factory ['fæktəri] фабрика  
fade [feɪd] увядать  
fail [feɪl] не удаваться  
failure ['feɪljə] неудача  
fairy ['feəri] фея  
faithfully ['feɪθfʊli] верно, честно  
false [fɔ:ls] фальшивый  
familiar [fə'mɪljə] знакомый  
famous ['feɪməs] известный  
farewell ['feə'wel] прощание  
farthing ['fɑ:ðɪŋ] фартинг  
fashion [fæʃn] фасон  
fasten ['fɑ:sn] застегивать  
fault [fɔ:lt] ошибка



favourite ['feivərɪt] любимый  
 fear [fiə] страх  
 fearfully ['fiəfʊli] боязливо  
 fiddle ['fɪdl] скрипка  
 fill [fɪl] наполнять  
 finally ['faɪnəli] наконец  
 fireplace ['faɪəpleɪs] камин  
 firm (adj.) [fɜ:m] твердый  
 firm (n) [fɜ:m] фирма  
 fisherman ['fɪʃmən] рыбак  
 fishmonger ['fɪʃmlŋgə] торговец  
 рыбой

fit [fɪt] соответствовать  
 flag [flæg] флаг  
 flame [fleɪm] пламя  
 flannel ['flænl] фланель  
 flat (adj.) [flæt] плоский  
 flat (n.) [flæt] квартира  
 flavour ['fleɪvə] привкус  
 fleet [fli:t] флот  
 flesh [fleʃ] плоть  
 flock [flɒk] стадо  
 floor [flo:] пол  
 fool [fu:l] дурак  
 foolish ['fu:liʃ] глупый  
 fork [fɔ:k] вилка  
 freedom ['fri:dəm] свобода  
 freeze [fri:z] замораживать  
 frequently ['fri:kwəntli] часто  
 fried [fraɪd] жареный  
 frightened ['fraɪtnd] испуганный  
 frock [frɒk] платье  
 frosty ['frɒsti] морозный  
 fruiterer ['fru:təɹə] торговец  
 фруктами  
 furnish ['fɜ:nɪʃ] снабжать  
 furniture ['fɜ:nɪʃə] мебель

## G

gain [geɪn] получать  
 gallon ['gæln] галлон  
 game [geɪm] игра  
 gander ['gændə] гусак  
 gas [gæs] газ  
 gather ['gæðə] собирать  
 gentleman ['dʒentlmən] джентльмен  
 ghost ['gəʊst] привидение  
 glass [glɑ:s] стекло  
 glasses ['glɑ:sɪz] очки  
 glorious ['glɔ:riəs] славный  
 glory ['glɔ:ri] слава  
 gloves [glɒvz] перчатки  
 golf [gɒlf] гольф  
 goods [gʊdz] товар  
 goose [gu:s] гусь  
 government ['gʌvənmənt]  
 правительство

grammar ['græmə] грамматика  
 gramophone ['græməfəʊn]  
 проигрыватель  
 grand [grænd] величественный  
 grandfather ['græn(d)fɑ:ðə] дедушка  
 grandmother ['græn(d)mʌðə]  
 бабушка  
 grapes [greɪps] виноград  
 greet [gri:t] приветствовать  
 grind ['graɪnd] молоть  
 grocer ['grəʊsə] бакалейщик  
 groceries ['grəʊsəɹɪz] продукты  
 group [gru:p] группа  
 grow [grəʊ] расти  
 guest [gest] гость  
 guide [gaɪd] гид  
 gum [gʌm] жевательная резинка  
 gun [gʌn] ружье

## H

half-crown ['haf'kraʊn] полкроны  
 halfpenny ['heɪpəni] полпенни  
 hall [hɔ:l] холл  
 ham [hæm] ветчина  
 handkerchief ['hæŋkətʃɪ:f] носовой  
 платок  
 handle ['hændl] ручка, рукоятка  
 hang [hæŋ] висеть  
 hat [hæt] шляпа  
 headache ['hedek] головная боль  
 headmaster ('hed'ma:stə] директор  
 школы  
 health [helθ] здоровье  
 heat [hi:t] тепло  
 heel [hi:l] пятка  
 height [haɪt] высота  
 herd [hɜ:d] стадо  
 hero ['hɪərəʊ] герой  
 heroine ['herəʊn] героиня  
 herring ['herɪŋ] сельдь  
 hers [hɜ:z] ее  
 herself [hɜ: 'self] себя  
 himself [hɪm 'self] сам  
 historical [hɪs'tɔ:ɹɪkl] исторический  
 hollow ['hɒləʊ] полый  
 holly ['hɒli] остролист  
 honey ['hʌni] мед  
 honour ['ɒnə] честь  
 horror ['hɒrə] ужас  
 hospital ['hɒspɪtl] больница  
 hostess ['hɒstɪs] хозяйка  
 however [haʊ'evə] однако  
 hundredweight ['hʌndrədweɪt]  
 английский центнер (50,8 кг)  
 hung [hʌŋ] прош. вр. от *hang*  
 hunt [hʌnt] охотиться  
 hurry ['hʌɹɪ] спешить

# I

illustrate ['iləstreɪt] иллюстрировать  
 imaginary ['ɪmædʒɪnəri] воображаемый  
 imagine ['ɪmædʒɪn] воображать  
 important ['ɪm'pɔ:tənt] важный  
 impossible ['ɪm'pɒsəbl̩] невозможный  
 impression ['ɪm'preʃn] впечатление  
 indeed [ɪn'di:d] в самом деле  
 information [ɪnfə'meɪʃn] информация  
 injection [ɪn'dʒekʃn] инъекция  
 insect ['ɪnsekt] насекомое  
 inside ['ɪn'saɪd] внутри  
 instance ['ɪnstəns] пример  
 instrument ['ɪnstrʊmənt] инструмент  
 insurance [ɪn'sʊərəns] страхование  
 insure [ɪn'sʊə] страховать  
 intend [ɪn'tend] намереваться  
 intention [ɪn'tenʃn] намерение  
 introduce [ɪntrə'dju:s] знакомить  
 iron ['aɪən] железо  
 itself [ɪt'self] сам, сама, само

# J

jacket ['dʒækɪt] пиджак  
 jam [dʒæm] варенье  
 jeweller ['dʒu:ələ] ювелир  
 jewellery ['dʒu:əlɪ] драгоценности  
 job [dʒɒb] работа  
 join [dʒɔɪn] присоединять  
 joint [dʒɔɪnt] сустав  
 journey ['dʒɜ:ni] путешествие  
 jug [dʒʌg] кувшин  
 jump [dʒʌmp] прыгать  
 jumper ['dʒʌmpə] джемпер

# K

keep [ki:p] держать  
 kept [kept] прош. вр от *keep*  
 kettle ['ketl] чайник  
 key [ki:] ключ  
 kill [kɪl] убивать  
 kipper ['kɪpə] копченая сельдь  
 knee [ni:] колено  
 knife [naɪf] нож  
 knight [naɪt] рыцарь  
 knock [nɒk] стук

# L

label ['leɪbl] ярлык  
 lamb [læm] ягненок  
 lamp [læmp] лампа  
 lamp-shade [læmp'ʃeɪd] абажур  
 land [lænd] земля  
 landlady ['lændlədi] домовладелица

lavatory ['lævətəri] туалет  
 lawn [lɔ:n] газон  
 lay [leɪ] класть  
 leaf [li:f] лист  
 lean ['li:n] тощий  
 lend [lend] одалживать  
 lift [lɪft] лифт  
 linen ['lɪnən] белье  
 lion ['laɪən] лев  
 lipstick ['lɪpstɪk] губная помада  
 liquid ['lɪkwɪd] жидкость  
 list [lɪst] список  
 load (v.) [ləʊd] грузить  
 loaf [ləʊf] буханка  
 loan [ləʊn] заем  
 lose [lu:s] терять  
 lost [lɒst] прош. вр. от *lose*  
 loud [laʊd] громкий  
 loyal ['laɪəl] лояльный  
 luck [lʌk] удача  
 luggage ['lʌɡɪdʒ] багаж

# M

magazine [mæɡə'zi:n] журнал  
 maid [meɪd] служанка  
 mail [meɪl] почта  
 manner ['mænə] манера  
 march (v.) [mɑ:tʃ] маршировать  
 mare [meə] кобыла  
 mark [mɑ:k] метка  
 market ['mɑ:kɪt] рынок  
 marry ['mæri] жениться  
 mat [mæt] коврик  
 match (n.) [mætʃ] матч  
 measurement ['meʒəmənt] мера (measure)  
 measure ['meʒə] мера (measurement)  
 meat [mi:t] мясо  
 medicine ['medsɪn] лекарство  
 member ['membə] член  
 mention ['menʃn] упоминать  
 mess [mes] беспорядок  
 metric ['metrɪk] метрический  
 mice [maɪs] мн. ч. от *mouse*  
 midst [mɪdst] среди  
 mill [mɪl] мельница  
 mince [mɪns] фарш  
 mine [maɪn] мой, моя, мое  
 mirror ['mɪrə] зеркало  
 miserable ['mɪzrəbl̩] несчастный  
 mistletoe ['mɪsltəʊ] омела белая  
 mix [mɪks] смешивать  
 mixture ['mɪkstʃə] смесь  
 moment ['məʊmənt] момент  
 mouse [maʊs] мышь

multiplication [ˌmʌltɪplɪˈkeɪʃn]  
умножение  
multiply [ˈmʌltɪplaɪ] умножать  
mummy [ˈmʌmi] мама  
murmur [ˈmɜ:mə] бормотание  
myself [maɪˈself] сам, сама

**N**

nasty [ˈna:sti] противный  
nation [ˈneɪʃn] нация  
naturally [ˈnætʃr(ə)li] естественно  
neck [nek] шея  
necklace [ˈneklɪs] ожерелье  
negro [ˈni:grəv] негр (Negro)  
nephew [ˈnevju:] племянник  
nevertheless [ˈnevəðəˈles] тем не  
менее  
new-laid [ˈnju:leɪd]

только что снесенное (яйцо)

newsagent [ˈnju:zeɪdʒənt] продавец  
газет

niece [ni:s] племянница  
nonsense [ˈnɒnsəns] вздор  
normal [ˈnɔ:ml] нормальный  
north [nɔ:θ] север  
nowadays [ˈnaʊədeɪz] в наши дни  
nut [nʌt] орех  
nylon [ˈnaɪlɒn] нейлон

**O**

obedience [əˈbi:djəns] послушание  
obedient [əˈbi:djənt] послушный  
obey [əˈbeɪ] повиноваться  
occasion [əˈkeɪʒn] случай  
office [ˈɒfɪs] контора  
oil-painting [ˈɔɪlˈpeɪntɪŋ] картина,  
написанная маслом  
omelette [ˈɒmlɪt] омлет  
oneself [wʌnˈself] сам, сама  
onion [ˈʌnjən] луковица  
operation [ˈɒpəˈreɪʃn] операция  
opinion [əˈpɪnjən] мнение  
optimist [ˈɒptɪmɪst] оптимист  
orange [ˈɒrɪndʒ] апельсин  
order (v.) [ˈɔ:də] приказывать  
origin [ˈɒrɪdʒɪn] происхождение  
otherwise [ˈʌðəwaɪz] иначе  
ounce [aʊns] унция  
ours [aʊəz] наш  
ourselves [aʊəˈselvz] сами  
owing [ˈəʊɪŋ] из-за  
ox [ɒks] вол  
oxen [ˈɒks(ə)n] мн. ч. от ox

**P**

pack (n.) [pæk] рюкзак  
pack (v.) [pæk] паковать  
packet [ˈpækɪt] пакет  
pain [peɪn] боль

pair [peə] пара  
pants [pænts] штаны (разг.)  
parallel [ˈpærəlel] параллельный  
parcel [ˈpa:sl] сверток  
pardon [ˈpa:dən] извинение  
parent [ˈpeərənt] родители  
park [pa:k] парк  
parrot [ˈpærət] попугай  
pass [pa:s] пропуск  
pastries [ˈpeɪstrɪz] пирожные  
pat [pæt] похлопывать  
path [pa:θ] дорожка  
patter [ˈpætən] образец  
payee [ˈpeɪi:] предъявитель чека  
peace [pi:s] мир  
peach [ˈpi:tʃ] персик  
pear [peə] груша  
pearl [pɜ:l] жемчуг  
pence [pens] мн. ч. от penny  
penny [ˈpenɪ] пенс  
perfectly [ˈpɜ:fɪktli] прекрасно  
period [ˈpɪəriəd] период  
permission [pəˈmɪʃn] разрешение  
permit [v.] [pəˈmɪt] разрешать  
persuade [pəˈsweɪd] убеждать  
pessimistic [pesɪˈmɪstɪk]  
пессимистический

petrol [ˈpetrəl] бензин  
phone [fəʊn] телефон  
pickles [ˈpɪklz] соленые  
picnic [ˈpɪknɪk] пикник  
pie [paɪ] пирог  
pineapple [ˈpaɪnæpl] ананас  
pint [paɪnt] пинта  
plain [pleɪn] простой  
plan [plæn] план  
platform [ˈplætfɔ:m] платформа  
platinum [ˈplætɪnəm] платина  
playfellow [ˈpleɪfeləʊ] партнер  
pleasure [ˈpleɪə] удовольствие  
plenty [ˈplenti] изобилие  
pocket-knife [ˈpɒkɪtnaɪf]  
перочинный ножик  
poison [ˈpɔɪzn] яд  
poke [pəʊk] тыкать  
policeman [pəˈli:smən]  
полицейский  
polish [ˈpɒlɪʃ] польский  
pond [pɒnd] пруд  
pool [pu:l] бассейн  
popular [ˈpɒpjələ] популярный  
pork [pɔ:k] свинина  
porridge [ˈpɒrɪdʒ] овсяная каша  
postage [ˈpəʊstɪdʒ] почтовые  
расходы

postcard [ˈpəʊs(t)kɑ:d] почтовая открытка  
 postman [ˈpəʊs(t)mən] почтальон  
 post-office [ˈpəʊs(t)ɒfɪs] почта  
 pouch [ˈpaʊtʃ] сумка  
 powder [ˈpaʊdə] порошок  
 practically [ˈpræktɪkli] практически  
 practice [ˈpræktɪs] практика  
 practise [ˈpræktɪs] практиковаться  
 praise [ˈpreɪz] похвала  
 preach [pri:tʃ] проповедовать  
 prefer [priˈfɜ:] предпочитать  
 presence [ˈprezns] присутствие  
 present (adj.) [ˈpreznt] присутствующий  
 presume [priˈzju:m] полагать  
 pretend [priˈtend] притворяться  
 prevent [priˈvent] предотвращать  
 prick [prɪk] укол  
 prince [prɪns] принц  
 princess [prɪnˈses] принцесса  
 principal [ˈprɪnsɪpl] принципиальный  
 print [prɪnt] печатать  
 prisoner [ˈprɪzənə] заключенный  
 prize [praɪz] премия, приз  
 probably [ˈprɒbəbli] вероятно  
 professional [prəˈfeʃnl] профессиональный  
 professor [prəˈfesa] профессор  
 programme [ˈprəʊgræm] программа  
 promise [ˈprɒmɪs] обещать  
 properly [ˈprɒpəli] правильно  
 property [ˈprɒpəti] собственность  
 protect [prəʊˈtekt] защищать  
 prove [pru:v] доказывать  
 proverb [ˈprɒvɜ:b] пословица  
 provide [prəˈvaɪd] снабжать  
 pudding [ˈpu:dɪŋ] пудинг  
 pullover [ˈpʊləʊvə] пуловер  
 pulse [pʌls] пульс  
 pump [pʌmp] насос  
 pupil [piju:pl] ученик  
 puzzle [ˈpʌzl] загадка  
 pyjamas [ˈpɜːdʒɑ:mɑz] пижама

## Q

quality [ˈkwɒlɪti] качество  
 quantity [ˈkwɒntəti] количество  
 quart [kwɔ:t] кварта

## R

race [reɪs] гонка  
 radio [ˈreɪdiəʊ] радио  
 railways [ˈreɪlweɪz] железная дорога  
 raise [reɪz] поднимать  
 rang [ræŋ] прош. вр. от *ring*  
 raw [rɔ:] сырой

realize [ˈrɪəlaɪz] реализовать  
 receive [rɪˈsi:v] получать  
 recognize [ˈrekəɡnaɪz] узнавать  
 record (n.) [ˈrekɔ:d] рекорд  
 refer [rɪˈfɜ:] отсылать  
 reference [ˈrefr(ə)ns] сноска, упоминание  
 reflect [rɪˈflekt] отражать  
 reflection [rɪˈflekʃn] отражение  
 refreshment [rɪˈfreʃmənt] закуска  
 refrigerator [rɪˈfrɪdʒəreɪtə] холодильник  
 refuse (v.) [rɪˈfju:z] отказывать  
 regards [rɪˈga:dz] привет  
 regiment [ˈredʒɪmənt] полк  
 regret [rɪˈɡret] сожалеть  
 remain [rɪˈmeɪn] оставаться  
 remark [rɪˈma:k] замечание  
 repair [rɪˈpeə] ремонт  
 reply [rɪˈplai] ответ  
 represent [repriˈzent] представлять  
 respect [rɪsˈpekt] уважать  
 rest [rest] отдых  
 restaurant [ˈrest(ə)rənt] ресторан  
 result [rɪˈzʌlt] результат  
 retail [ˈri:teɪl] в розницу  
 retire [rɪˈtaɪə] выходить в отставку  
 return [rɪˈtɜ:n] возвращаться  
 reverend [ˈrevərənd] преподобный  
 ring [rɪŋ] звонить  
 risk [rɪsk] риск  
 rival [ˈraɪvl] соперник  
 rivalry [ˈraɪvlrɪ] соперничество  
 road [rəʊd] дорога  
 roar [rɔ:] рев  
 rob [rɒb] грабить  
 robbery [ˈrɒbəri] грабёж  
 robin [ˈrɒbɪn] малиновка  
 roof [ru:f] крыша  
 rose (n.) [rəʊz] роза  
 royal [ˈrɔɪəl] королевский  
 rub [rʌb] тереть  
 rubber [ˈrʌbə] ластик  
 ruby [ˈru:bi] рубин  
 rule [ru:l] правило

## S

sack [sæk] мешок  
 sailor [ˈseɪlə] моряк  
 salad [ˈsæləd] салат  
 salmon [ˈsæmən] семга  
 salty [ˈsɔ:ltɪ] соленый  
 sandwich [ˈsænwɪdʒ] [ˈsænwɪtʃ] бутерброд  
 sapphire [ˈsæfəɪə] сапфир  
 sausage [ˈsɔsɪdʒ] колбаса  
 save [seɪv] спасать

scarf [ska:f] шарф  
 scenery ['si:nəri] пейзаж  
 scissors ['sizəz] ножницы  
 secretary ['sekrətəri] секретарь  
 separate (v.) ['sepəreɪt] отделять  
 separate (adj.) ['sepəreɪt] ['sepɪt]  
 отдельный  
 serious ['sɪəriəs] серьезный  
 several ['sevrəl] несколько  
 shake [ʃeɪk] тряссти  
 shape [ʃeɪp] форма  
 sharp [ʃa:p] острый  
 shave [ʃeɪv] брить  
 sheet [ʃi:t] лист бумаги  
 shirt [ʃɜ:t] рубашка  
 shook [ʃuk] пр. вр. от *shake*  
 shoot [ʃu:t] стрелять  
 shopping ['ʃɒpɪŋ] покупка  
 shout [ʃaʊt] кричать  
 sideboard ['saɪdbɔ:d] буфет  
 sign [saɪn] знак  
 signal ['sɪgnl] сигнал  
 silly ['sɪli] глупый  
 silver ['sɪlvə] серебро  
 similar ['sɪmələ] сходный  
 sincerely [sɪn'sɪəli] искренне  
 single ['sɪŋgl] одинокий  
 situation [sɪ'tju:'eɪʃn] ситуация  
 size [saɪz] размер  
 skin [skɪn] кожа  
 skirt [skɜ:t] юбка  
 slang [slæŋ] слэнг  
 sleeve [sli:v] рукав  
 slight [slaɪt] небольшой  
 slippers ['slɪpəz] тапочки  
 smile [smaɪl] улыбка  
 smooth [smu:ð] гладкий  
 snake [sneɪk] змея  
 snow ['snəʊ] снег  
 soap [səʊp] мыло  
 sociable ['səʊfəbl] общительный  
 socks [sɒks] носки  
 soldier ['səʊldʒə] солдат  
 solid ['sɒlɪd] твердый  
 sore [sɔ:] болячка  
 sort [sɔ:t] сорт  
 sovereign ['sɒvrɪn] монарх  
 spare [speə] запасной  
 specially ['speʃəli] специально  
 speck [spek] пятнышко  
 spend [spend] тратить  
 spit [spɪt] сплевывать  
 splendid ['splendɪd] великолепный  
 sports [spɔ:ts] спорт  
 spot [spɒt] пятно  
 square [skweə] площадь

staff [sta:f] штат  
 stairs [steəz] лестница  
 stamp [stæmp] марка  
 start [sta:t] старт  
 state [steɪt] состояние  
 stationer ['steɪʃnə] торговец  
 канцелярскими товарами  
 station-master ['steɪʃn ma:stə]  
 начальник вокзала  
 steal [sti:l] воровать  
 steak [steɪk] бифштекс  
 stewed ['stju:d] тушеный  
 stir [stɜ:] помешивать  
 stomach ['stamək] желудок  
 stone ['stəʊn] камень  
 stove [stəʊv] плита  
 straight [streɪt] прямой  
 straightforward [streɪt'fɔ:wəd]  
 прямо  
 strange [streɪndʒ] странный  
 strict [strikt] строгий  
 string [strɪŋ] бечевка  
 substance ['sʌbstəns] вещество  
 subtract [səb'trækt] вычитать  
 subtraction [səb'trækʃn] вычитание  
 successful [sək'sesfʊl] удачный  
 suddenly ['sʌdnli] вдруг  
 suggestion [sə'dʒestʃn] предложение  
 suitcase ['sju:t keɪs] чемодан  
 sum [sʌm] сумма  
 sunburnt ['sʌnbɜ:nt] загорелый  
 sunset ['sʌnsɛt] закат  
 supply [sə'plaɪ] снабжать  
 surface ['sɜ:fɪs] поверхность  
 surname ['sɜ:nem] фамилия  
 surroundings [sə'raʊndɪŋz]  
 окрестности  
 sweets [swi:ts] конфеты  
 syringe ['sɪrɪndʒ] шприц  
 system ['sɪstɪm] система  
 Т  
 tablet ['tæblɪt] таблетка  
 team [ti:m] команда  
 tears [tiəz] слезы  
 teeth [ti:θ] зубы  
 telegram ['telɪgræm] телеграмма  
 television [telɪ'vɪʒn] телевидение  
 temperature ['temprətʃə]  
 температура  
 tend [tend] быть склонным  
 tender ['tendə] нежный  
 test [test] тест  
 text-book ['tekst bu:k] учебник  
 theirs [ðeəz] их  
 themselves [ðem'selvz] сами  
 therefore [ðə'fɔ:] поэтому

thief [θi:f] вор  
 thorough ['θʌrə] тщательный  
 though [ðəʊ] хотя  
 throat [θrəʊt] горло  
 tie (v.) [taɪ] связывать  
 tie (n.) [taɪ] галстук  
 tight [taɪt] тугой  
 timetable ['taɪmtetbl] расписание  
 tin [tɪn] консервная банка  
 tip [tɪp] чаевые  
 title ['taɪtl] заглавие  
 tobacconist [tə'bækənɪst] табачная лавка  
 tomato [tə'mɑ:təʊ] помидор  
 ton [tʌn] тонна  
 tongue [tʌŋ] язык  
 tooth [tu:θ] зуб  
 toothache ['tu:θeɪk] зубная боль  
 toothbrush ['tu:θbrʌʃ] зубная щетка  
 torn [tɔ:n] прич. II от *tear*  
 touch [tʌʃ] трогать  
 traffic [træfɪk] транспорт  
 travel ['trævl] путешествие  
 triangle ['traɪæŋɡl] треугольник  
 triangular [traɪ'æŋɡjələ] треугольный  
 trouble ['trʌbl] беда  
 trousers ['traʊzəz] брюки  
 truck [trʌk] грузовик  
 trunk [trʌŋk] ствол дерева  
 truth [tru:θ] правда  
 turkey ['tɜ:kɪ] индейка  
 twist [twɪst] скручивать

## У

uneasy ['ʌn'i:zi] беспокойный  
 unfriendly ['ʌn'frendli] недружелюбный  
 unsteadily ['ʌn'stedɪli] нетвердо  
 upstairs ['ʌp'steɪz] на верхнем этаже

## V

valley ['væli] долина  
 value ['vælju:] ценность  
 van [væn] автофургон  
 veal [vi:l] телятина  
 velvet ['velvɪt] бархат  
 village ['vɪlɪdʒ] деревня

visit ['vɪsɪt] визит  
 visitor ['vɪsɪtə] посетитель

## W

wagon ['wæg(ə)n] повозка, фургон  
 waistcoat ['weɪstkəʊt] жилет  
 waiting-room ['weɪtɪŋ ru(:)m] комната  
 ожидания  
 wake [weɪk] просыпаться  
 wander ['wʌndə] бродить  
 waste [weɪst] тратить  
 watchmaker ['wɒtʃmeɪkə] часовщик  
 water-colours ['wɔ:təklɒlz] акварель  
 wave [weɪv] волна  
 week-end ['wi:k end] уикенд  
 weigh [weɪ] взвешивать  
 weight [weɪt] вес  
 welcome ['welkəm] приветствовать  
 west [west] запад  
 whatever [wɒt'evə] что бы ни  
 wheel (n.) ['wi:l] колесо  
 whenever [wen'evə] когда бы ни  
 wherever [weə'evə] где бы ни  
 whether ['weðə] ли  
 whistle ['wɪsl] свист  
 wholesale ['həʊlseɪl] оптом  
 whose [hu:z] чей  
 widower ['wɪdəʊə] вдовец  
 wild [waɪld] дикий  
 willingness ['wɪlɪŋnɪs] усердие  
 win [wɪn] побеждать  
 wind (n.) [wɪnd] ветер  
 windmill ['wɪnmɪl] ветряная мельница

wisdom ['wɪzdəm] мудрость  
 wish [wɪʃ] желать  
 wolf [wʊlf] волк  
 woollen ['wʊlən] шерстяной  
 worn [wɔ:n] прош. вр. от *wear*  
 wound (n.) [wu:nd] рана  
 wrap [ræp] завертывать

## Y

yard [jɑ:d] двор  
 yours [jɔ:z] ваш  
 yourself [jɔ:'self] себя

**КНИГА ТРЕТЬЯ**

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**Book Three**

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## LESSON 1

### HOB GIVES HIS FIRST IMPRESSIONS OF ENGLAND

(The students whom we have met in Books I and II, Lucille, Frieda, Olaf, Jan, Pedro and Hob, are back again with Mr. Priestley, their teacher, in his study.)

Hob: Do you remember, sir, that at our last lesson before the holidays you promised to let me tell the story of my first day in England?

Mr. Priestley: I remember it very well; and so now, at our very first lesson, we are all waiting to hear what you have to tell us.

Hob: Thank yow, sir. Well, my first impressions of England are connected with food.

Lucille: You don't need to tell us that!

Hob: ...and, strange to say, they are of how an English breakfast beat me.

Frieda: You don't really expect us to believe that, do you, Hob?

Hob: Well, it's quite true. Of course, it was some time ago and, though I say it myself, I'm a better man now than I was then, but, honestly, I was beaten. But let me begin at the beginning.

\* \* \*

When I left the train at Victoria Station my first impression was of rain and fog and people with umbrellas. A taxi-cab, which might have been used by Lot and his family as they left Sodom and Gomorrah, took me and my luggage and struggled bravely through the traffic. And what traffic and what crowds! I had never believed my geography teacher when he told us then were more people in London than in the whole of my country.



I thought he had just said it to make his lesson more interesting, but I believed him now.

However, I got to my little hotel at last, and the first thing that took my eye was the porter,

a big fat man with a round pink face like an advertisement for babies' food. Then I met the manager. He rubbed his hands all the time as if he was washing them, and smiled without stopping. What he said I could not understand, though I had learned English at school. I said to myself "Perhaps he doesn't speak it very well — some English people don't". But I told him my name, and he smiled again and told one of the little boys with brass buttons to show me up to my room. Ten minutes later I was lying a hot bath washing off the last dusty reminders of the Continent; another ten minutes and I was under the bedclothes and fast asleep.

When I woke next morning, I felt hungrier than I had ever felt in my life before; I seemed to have a hole instead of a stomach. I dressed quickly and hurried down to the dining-room. It was a big room with six tall windows and the ugliest wallpaper I had ever seen. However, I had been told that the hotel was not beautiful but that you were better fed there than in any other hotel in London; — and that was what I wanted just then.

The waiter came hurrying up. Before I came downstairs I had prepared myself very carefully for what I must say. I had looked three times in my dictionary to make sure that "break-fast" really meant "breakfast". I had tried to get the right pronunciation and had stood in front of a mirror and twisted my mouth until it ached.

The waiter asked me something I could not understand, but I spoke only my one prepared word, "BREAKFAST". He looked at me in a puzzled way, so I repeated it. Still he did not understand. It was unbelievable that English people didn't understand their own language. The waiter shook his head, bowed and went away, but he came back in a minute and brought the manager with him. I was feeling slightly annoyed, but I said, "BREAKFAST". The manager smiled and washed his hands, but looked as helpless as the waiter, so I took out a pencil and wrote on the table napkin, "Breakfast". I have never seen such surprised faces in my life—so perhaps I did not pronounce it correctly after all.

A little later the waiter brought a tray with tea, toast, butter and marmalade — enough to feed a small army — and went away. But I was hungry, and I left nothing; I am sure I drank at least two pints of tea, ate almost a loaf of toasted bread and large quantities of butter and marmalade with it. When the waiter came back I thought his face showed a little surprise,

but you can never tell what a waiter's face really shows. In another minute he brought another tray with a huge portion of bacon and eggs. He must have misunderstood me, but I thought it was no use explaining to people who don't understand their own language, so I just set to work on the bacon and eggs and ate on steadily, wondering all the time whether I could possibly clear that plate or whether I should burst.

Well, I finished the bacon and eggs, and was just trying to get up out of the chair when here was the waiter again with another tray. This time it was a whole fish in a thick white sauce. Surely this must be a joke, I thought; but before I could tell him anything, he had put down the tray and gone away. There was nothing for it but to face that fish with what little courage I had left, but all the time I was eating it I was trying to think of what I could say to that waiter when he returned. I had brought my grammar book with me in case of need, but have you noticed how all these grammar books give you sentences like this:

*The little girl gave the pen of my aunt to the gardener.* — but not the *essential* English about breakfasts big enough to feed an army?

But at last I had made up two sentences in my mind — avoiding verbs as much as possible, because I was never sure which were irregular. I called the waiter to me. He bowed, and then I told him in very correct English what I thought of English breakfasts. I told him that only a man who was dying of hunger could eat such a breakfast. He must have understood me at once. I felt very proud of my English, especially “dying of hunger”; that was a grand expression. I have never seen anyone clear away the empty plates as fast as he did; he almost ran out of the room, but in a minute he was back again — with a big plateful of sandwiches. This was too much. I gave up the struggle. I got up and made my way slowly and heavily to my room — at least five pounds heavier. I never believed until then that any meal could defeat me, but on that day I met my Waterloo...<sup>1</sup>



## УПРАЖНЕНИЯ

(В упражнениях II—VII повторяется грамматический материал из Книги II).

**I. Придумайте предложения со следующими словами и словосочетаниями:**

1. expect

2. connected with

3. struggle

---

<sup>1</sup> To meet one's Waterloo = to be completely defeated. Napoleon was defeated at Waterloo in 1815.

- |                  |                     |                     |
|------------------|---------------------|---------------------|
| 4. traffic       | 10. twist           | 16. avoid           |
| 5. dusty         | 11. bow             | 17. dying of hunger |
| 6. umbrella      | 12. loaf            | 18. big enough      |
| 7. advertisement | 13. tray            | 19. defeat          |
| 8. brass         | 14. burst           | 20. marmalade       |
| 9. ugly          | 15. in case of need | 21. sauce           |

**II. Поставьте глаголы в соответствующее прошедшее время и дайте его название:**

- When I leave the train my impression is of rain and fog.
- He takes my luggage and struggles through the traffic.
- I have never believed my geography teacher; I think he has said that to make the lesson interesting.
- The first thing that takes my eye is the porter.
- I can't understand what he says.
- He tells one of the little boys to show me to my room.
- When I wake I feel hungry.
- I have been told that you are well fed in this hotel.
- I can't understand him, but I speak my prepared words.
- He doesn't understand me.
- I take out a pencil and write "breakfast".
- Perhaps I do not pronounce it correctly.
- The waiter brings in a tray with tea and toast and goes away.
- He misunderstands me.
- I set to work on the bacon and eggs and eat steadily.
- I am wondering whether I can clear the plate, or whether I shall burst.
- I tell him that only a man who is dying of hunger can eat such a breakfast.
- He almost runs out of the room.
- I give up the struggle and get up to make my way out.
- I don't believe a meal can defeat me — but I meet my Waterloo.
- I shall finish my breakfast by ten o'clock. (Turn this verb into the Future Perfect Tense.)

**III. Замените выделенные слова притяжательными местоимениями-существительными:**

- You told me your first impressions, now I will tell you *my first impressions*.
- Those are my first impressions. What are *your first impressions*?
- Your taxis look very old; *our* taxis are newer.

4. I shook my head, and the waiter shook *his head*.
5. In the breakfast-room of the hotel there were four people: a woman, her two small sons and I. I ate my breakfast, she ate *her breakfast*, and the boys ate *their breakfast*.

IV. "I had prepared *myself* very carefully". Каким местоимением является здесь *myself*? Назовите соответствующие местоимения для you (ед. ч.), him, her, you, it, us, them. Объясните разницу в предложениях:

1. He helped him.
2. He helped himself.

V. Что выражают *shall*, *will* и *going to* в следующих предложениях:

1. Tell me what you want for breakfast and I will get it for you.
2. Shall I bring you some more sandwiches?
3. If you want more sandwiches you shall have them.
4. I will learn to speak English even if it takes me five years.
5. I am going to write a letter home tomorrow afternoon.
6. There are a lot of black clouds in the sky; I think it is going to rain.

VI. Назовите время, используемое в предложениях, и объясните его употребление:

1. I am sure Hob won't be feeling hungry after that breakfast.
2. This time tomorrow I shall be flying to Paris. What will you be doing then?

VII. Укажите разницу между предложением с глаголом в действительном залоге и предложением с глаголом в страдательном залоге. Преобразуйте действительный залог в страдательный:

1. Mr. Priestley teaches the students.
2. A taxi-cab took me to my hotel.
3. In this hotel the manager meets all the new guests.
4. The waiter brings the breakfast.
5. The waiter brought the breakfast.
6. The waiter will bring the breakfast.
7. They feed you well at this hotel.
8. They speak English there, but not Ruritanian.
9. They will feed me well at this hotel.
10. They fed me well at that hotel.

### Сочинение

1. Опишите происшествие в отеле с точки зрения официанта.

2. Напишите рассказ, который заканчивался бы словами: "...but that day I met my Waterloo".

## LESSON 2

---

### OLAF AND PEDRO DISCUSS THEIR PLANS

Pedro: How much longer are you staying in England, Olaf?

Olaf: Well, I don't quite know, but I shall be here for another year at any rate, probably two years.

Pedro: That's good. I shall be here for at least another year.

Olaf: What are you going to do when you leave Mr. Priestley's?

Pedro: I want to go to Cambridge. I discussed all this with my father before I left home and he said that he wanted me to spend a year in Paris and a year in Germany so that I could get a really good knowledge of French and German. Then he wanted me to spend two or three years with Mr. Priestley and try for an English degree at Cambridge.

Olaf: Have you enjoyed your stay in England?

Pedro: Oh yes, very much. If I knew it would be pleasant but I didn't think I should meet such interesting people. But what are you going to do when you leave England?

Olaf: I am going into my father's business, a shipping company.

Pedro: That will be very interesting.

Olaf: Yes, I think so. At first I didn't think it would and I wanted something quite different. I thought life in an office was very dull.

Pedro: What did you want to do?

Olaf: I wanted to be an artist and paint pictures. I said that nothing would ever make me go into an office. "The only life for me", I said, "is a life of art. In a few years I shall earn fame and fortune by my pictures". Of course I was only fifteen or sixteen and hadn't much sense.

Hob: I painted a picture once. I showed it to an artist, Miguel Macasso, who had sold a picture to Uncle Albert, and do you know what he said about it? He said that my picture would hang in the British Museum long after Rubens and Rembrandt were forgotten.

Olaf: Did he really?

Hob: Yes. But he added, "But not until they are forgotten". Macasso was a funny fellow. I remember one time I was at his house and, as he looked through the window, he saw an old fisherman going by. Macasso thought the old man would

make a good subject for a picture so he told me to go out and tell the fisherman that Mr. Macasso wanted to paint him. I went. The man thought about it for a minute or so and said, "What will he pay me?" I said that he would give him two pounds. The man still hesitated, so I said, "It's an easy way to earn two pounds". "Oh! I know that", said the man, "but I am wondering how I shall get the paint off afterwards".

Pedro: To come back to your story, Olaf, what did your father say?

Olaf: Oh, he was very good about it. He said I could go to the best art teacher in Stockholm and have some lessons. Well, after a week or two the teacher told me that it was a waste of time for him to go on teaching me. "You will never be a painter", he said, "not if you live to be a hundred. Don't come for any more lessons. Go back to your office".

Pedro: Well, that was honest enough, but rather hard on you.

Olaf: Oh, I didn't mind. I told him that I knew he was right.

Pedro: So you went to your father's office then?

Olaf: Yes. My father was very pleased and said he wanted me to spend a year there to get a good knowledge of the organization of the business. "At the end of a year", he said, "you can go to my friend, Mr. Priestley, to learn English well". You see, we do a lot of business with England. He added that when I knew English well, he would arrange for me to go into an English firm to learn English business methods.

Pedro: So I suppose that some day you will be managing a shipping business in Stockholm.

Olaf: Well, my father said that in nine or ten years' time he wanted to retire, and he hoped that by that time I should be able to run the business.

Pedro: That sounds fine.

Olaf: Yes, I shall be very proud when I can write to you on paper headed:

*Gustav Petersen & Son,  
Shipping Agents,  
Stockholm*

and say, "Come and spend a holiday with me in Sweden".

Hob: I must tell you another story about Miguel Macasso. One day a very wealthy American, Hiram Boost, came to Macasso — you may have heard of Boost, he's in films — and he said he had bought, secretly, a valuable 16th century "old



master". He said, "I know that the English Government won't let me take it out of England, but I have a plan to get round that. I want you to paint a picture — it doesn't matter what it is — on top of the 'old master'". Hiram then explained that he could quite easily get Macasso's picture removed from the canvas when he got to New York, without damaging the painting underneath. Well, Macasso painted a picture of a London gas-works on it, and old Boost got the canvas to New York all right and sent it to the firm he knew to have Macasso's painting removed. About a week later he got a telegram from the firm. It said: "We have removed the picture of London gas-works, also 'old master', and are now down to a portrait of Queen Victoria. When do you want us to stop?"



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами и словосочетаниями:

- |                |                 |               |
|----------------|-----------------|---------------|
| 1. at any rate | 8. office       | 15. get round |
| 2. discuss     | 9. organization | 16. remove    |
| 3. knowledge   | 10. method      | 17. down to   |
| 4. degree      | 11. manage      | 18. portrait  |
| 5. company     | 12. firm        | 19. arrange   |
| 6. artist      | 13. plan        | 20. fisherman |
| 7. fame        | 14. damage      |               |

### II. Составьте вопросы, ответы на которые содержались бы здесь:

- I shall be here for another year.
- I'm going to Cambridge.
- Yes, I spent a year in Paris and a year in Germany.
- So that I could get a good knowledge of the language and the people.
- Oh, yes, I enjoyed very much.
- He has a shipping office.
- Because I thought it would be a terribly dull business.
- He asked the servant what the artist would pay him.
- Because he was wondering how he would get the paint off afterwards.
- Oh, they were very nice about it, and let me take lessons.
- He thought I should never be a painter.
- Because we do a lot of trade with England.
- He says in nine or ten years.
- Because he knew the Government wouldn't let him take it out of England.
- It doesn't matter what the picture is.

### III. Поставьте слова в правильном порядке:

1. You in England are staying how much longer?
2. I here for another year shall be at any rate.
3. When you leave here to do what are you going?
4. Your stay here you have enjoyed?
5. With my father all this before I left home I discussed.
6. Pleasant it would be I knew, but such interesting people I should meet I didn't think.
7. How the paint I shall get off afterwards am I wondering.
8. A picture on top of the "old master" you to paint I want what is it it doesn't matter.
9. A telegram about a week later from the firm he got.
10. That my picture in the British Museum would hang he said after long were forgotten Rubens and Rembrandt.

### IV. Замените одним словом следующие словосочетания. Все необходимые слова есть в уроке. В скобках дана первая буква слова и количество букв.

1. trade and the getting of money (b — — — — — ).
2. not interesting (d — — — ).
3. a lot of money: wealth (f — — — — — ).
4. to make up one's mind (d — — — — — ).
5. to be unable to make up one's mind (h — — — — — ).
6. house or room used as a place of business (o — — — — — ).
7. to give up one's work when one is old (r — — — — — ).
8. to get pleasure from (e — — — — — ).
9. to have in mind, not to forget (r — — — — — ).
10. arrangement so that all parts work together well (o — — — — — — — — — — ).

### Сочинение

1. Расскажите (*письменно или устно*) а) о рыбаке, который не хотел позировать, б) о картине Хайрема Буста.

2. Перескажите рассказ Олафа, приведенный в этом уроке.

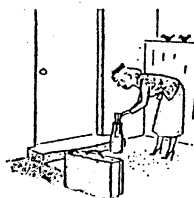
### THE BIRDS THAT LIKED MILK

Ответьте на вопросы к картинкам, используя следующие слова: *bag, bottle, fence, full, empty, beak, milkman.*

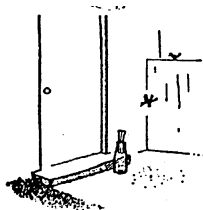


*Picture I.* What is the woman carrying in her right hand? Where do you think she is going? Do you think she will be away from home for an hour or two or a day or two? What makes you think that? What is she holding in her left hand? What can you see near the door-step? Is that milk bottle full or empty?

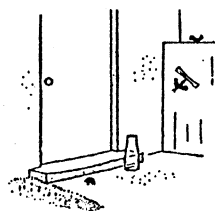
*Picture 2.* Who are watching her? Where are the birds? Where is she putting the note? What do you think she has written on it? What has she done with her bag?



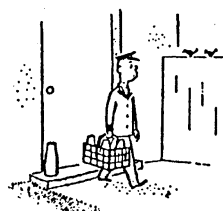
*Picture 3.* What is one of the birds doing? What is the other one doing?



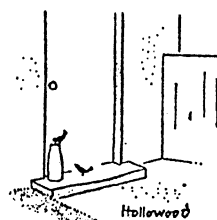
*Picture 4.* What is the bird doing now? What is it carrying in its beak? How do you know that bottle is empty? Has the artist made it clear to you?



*Picture 5.* What is this man? What is he carrying? How many bottles of milk has he left on the door-step? Is it a full bottle or an empty one? What has he done with the empty bottle? Where are the birds? What are they doing?



*Picture 6.* Where are the birds now? What are they doing? Why did they take away the note?



**А теперь составьте (устно или письменно) рассказ:  
THE BIRDS THAT LIKED MILK**

## LESSON 3

### DIRECT AND INDIRECT SPEECH (I)

Мы можем передать чье-либо высказывание двумя способами. Мы можем привести его непосредственно. Например: Pedro said, "I want to go to Cambridge".

Это прямая речь (**Direct Speech**). С другой стороны, вместо того, чтобы приводить высказывание Педро, мы можем передать его следующим образом:

Pedro said that he wanted to go to Cambridge.

Это непрямая, или косвенная, речь (**Indirect or Reported Speech**). В уроке 2 нам встретились оба способа. Вот эти примеры:

#### *Direct*

1. "The only life for me is a life of art".

2. "It's an easy way to earn two pounds".

3. "I know that, but I am wondering how I shall get the paint off afterwards."

4. Pedro's father said, "I want you to spend a year in Paris and a year in Germany so that you can get a really good knowledge of French and German".

5. He said, "Your picture will hang in the British Museum long after Rubens and Rembrandt are forgotten".

6. He said, "In nine or ten years' time I want to retire, and by that time you will be able to run the business."

#### *Indirect*

1. Olaf said that the only life for him was a life of art.

2. Hob said that it was an easy way to earn two pounds.

3. The man said that he knew that, but he was wondering how he would get the paint off afterwards.

4. He said that he wanted me to spend a year in Paris and a year in Germany so that I could get a really good knowledge of French and German.

5. He said that my picture would hang in the British Museum long after Rubens and Rembrandt were forgotten.

6. He said that in nine or ten years' time he wanted to retire, and by that time I should be able to run the business.

Вы, наверное, обратили внимание, что все глаголы, которые в прямой речи стояли в настоящем времени, в косвенной речи употребляются в прошедшем.

The only life *is* a *становится* The only life *was*  
life of art a life of art

You <i>can</i> get a good knowledge of English	<i>становится</i>	I <i>could</i> get good knowledge of English
Your picture <i>will</i> hang	<i>становится</i>	My picture <i>would</i> hang
I <i>want</i> to retire	<i>становится</i>	He <i>wanted</i> to retire

И это не удивительно, поскольку мы сообщаем о том, о чем говорилось в прошлом.

Глаголы *will* и *shall* имеют форму прошедшего времени *would* и *should* соответственно. На первый взгляд кажется абсурдным образовывать форму прошедшего времени глаголов, участвующих в образовании будущего времени. Действительно, когда Олаф говорит "*I know it will be pleasant in England*", он подразумевает будущее время и пользуется глаголом *will*. Но когда он говорит Педро: "*I knew it would be pleasant in England*", он мысленно возвращается в прошлое и говорит о том, что было, вкладывая в свои слова понятие будущности. Такое использование глаголов *should* и *would* называется «будущее в прошедшем» (**Future in the Past**).

Мы уже говорили, что прошедшее время (т. е. «будущее в прошедшем») от *will* — *would*, а от *shall* — *should*. Следующие примеры, на первый взгляд, противоречат этому:

#### **Direct**

"I am wondering how *I shall* get the paint off".

"You *will* be able to run the business".

#### **Indirect**

He was wondering how he *would* get the paint off.

He said that I *should* be able to run the business.

Но *should* и *would* используются точно так же, как *shall* и *will*.

Вы помните формы глаголов *shall* и *will*:

I shall

We shall

You will

They will

He, she, it will

А вот формы *should* и *would*:

I should

We should

You would

You would

He, she, it would

They would

Поэтому в приведенных примерах *I shall* (1 л.) становится *he would*, (3 л.); *you will* (2 л.) становится *I should* (1 л.).

Обратите внимание, что при переводе из прямой речи в косвенную местоимения (*my*, *his*, *you*) также изменяются. Например:

#### **Direct**

Pedro said, "I want to go to Cambridge".

#### **Indirect**

Pedro said that he wanted to go to Cambridge.

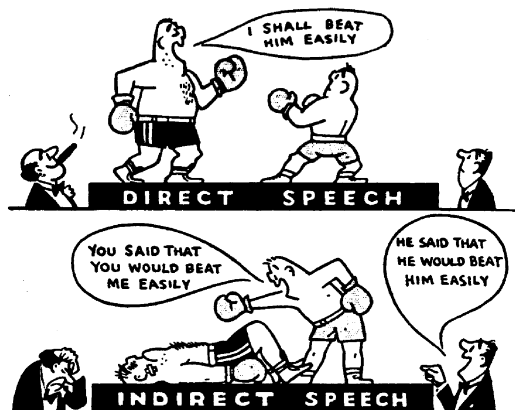
Olaf said: "I am going into my father's office".

The firm said, "We have removed your picture of the gas-works"

Olaf said that he was going into his father's office.

The firm said that they had removed his picture of the gas-works.

И еще одно: кавычки в косвенной речи не употребляются.



## УПРАЖНЕНИЯ

I. Переведите из косвенной речи в прямую. Не забудьте поставить кавычки:

1. Olaf said that he was staying in England for another year.
2. Hob said that his friend was a painter.
3. My father said that I could go to England for a year or two.
4. Olaf said that his father did a lot of business with England.
5. Olaf said that he could run that part of the business.
6. Hob said that he knew a man who was a painter.
7. The painter said that he wanted to paint the old man.
8. The painter said that he would pay him two pounds.
9. The teacher said that Olaf would never paint well.
10. Hiram Boost said that he knew the English Government wouldn't let him take the picture out of England.
11. Hob said his first impressions of England were connected with food.
12. Lucille said he didn't need to tell them that.
13. Pedro said that he wanted to go to Cambridge.
14. John said that he was up at Oxford.

15. Hob said that he would do the exercises later.
16. Mr. Priestley said that he would be surprised if they were done at all.
17. Mr. Wiggins said that he would never take Grandma out for a picnic again.
18. Jan said he had enjoyed his holiday in Switzerland.
19. Frieda said that he must come again.
20. Mr. Wiggins said that he was going to paint the sitting-room.
21. Timothy said that he wanted to help.
22. Hob said that exercise had a lot of sentences.
23. Olaf said that there were only thirty.
24. Hob said that he called thirty a lot.
25. Olaf said that he could do them in a quarter of an hour.
26. The schoolmaster said that I should be able to win the race easily.
27. I said that I would try my best.
28. Lucille said she was going to drive her friend's car.
29. Hob said that none of his friends had a car.
30. Olaf said he enjoyed travelling by train.

## II. Переведите из прямой речи в косвенную:

1. Hob said, "My friend is a painter".
2. Olaf said, "I am staying in England for a year or two".
3. Olaf said, "When you get to know the work of a shipping office it is most interesting".
4. Olaf: "My father does a lot of business with England".
5. Olaf: "Nothing will make me go into an office".
6. Hob: "I know a man who is a painter".
7. The firm said, "We have removed the picture of London gas-works".
8. Olaf: "I don't think office will be interesting".
9. The painter said, "I will pay you two pounds".
10. Hob said, "I want more breakfast".
11. The waiter said to Hob, "I will fetch some for you".
12. Hob said, "I have never eaten a bigger meal in my life".
13. Mrs. Priestley said, "I must go to the butcher's".
14. She said to Lilian, "You can come with me".
15. Lilian said, "I will go and fetch your basket".
16. Mr. Priestley said, "Sally needs some more fish".
17. Olaf: "There is no life like a painter's".
18. Hob: "I am good at painting".
19. Olaf said to him, "I never knew that you could paint".
20. Hob: "I paint only doors and walls and windows".

21. Lucille: "I want to go to Germany, so that I can get a really good knowledge of German".
22. Frieda: "My sister and I spent six months in Frankfurt, and we enjoyed it very much".
23. She added, "I will go back there some day, if I ever have enough money".
24. Olaf: "A knowledge of German is very useful in my father's business".
25. Mr. Priestley to his students: "I am going to give you an exercise on Indirect Speech. It will not be easy, but if you are thoughtful you can do it, as I have given you all the information that you need. You can look in your book if you wish, but I don't want you to ask anyone to help you".

### **III. Выберите правильную форму глагола:**

1. I said that I didn't (understand, understood) this sentence.
2. The porter knew that the train (would, will, had) be late.
3. The waiter said that there (was, is, had, are) no more bacon.
4. He said that I (should, can, could) be able to get some later.
5. Mr. Priestley told me that I was (speak, speaking, spoken) very well.
6. He added that it was hard to tell I (was, has, am) not an Englishman.
7. I said that he had (teach, taught, learned) me very well.
8. Pedro said that a man who (dressed, clothed, dresses) well, always got on well in business.
9. Mr. Priestley said that it always rained when he (forgets, forgot, forgotten) his umbrella.
10. Hob said he (knows, knew, had known) a funny story about that.



## LESSON 4

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### OLAF READS ANOTHER OF HIS PLAYS

Olaf: "I have written another little play about those funny neighbours of mine, the Wiggins family. May I read it to you?"

Mr. Priestley: Please do, Olaf. I am sure we shall all enjoy it.

Olaf: Here it is.

### MR. WIGGINS PAINTS THE SITTING-ROOM

*Scene:* The sitting-room of the Wiggins' home.

Grandma and Grandpa are seated by the fire.

Enter Mrs. Wiggins with a paint-brush, Timothy with a pot of paint, and last Mr. Wiggins having some trouble with a large ladder.

Grandma: It certainly is time this room was painted, isn't it, Grandpa?

Grandpa: Indeed it is. I hope the job's going to be done properly. As I always say, if a job's worth doing, it's-er-er. What is it I always say, Grandma?

Grandma: If a job's worth doing, it's worth doing properly.

Grandpa: Ah, yes, that's it. You know, James, if it wasn't for my rheumatism I'd paint the room myself.

Mrs. Wiggins: That's very kind of you, Grandpa, but James will manage; I'll see to that. You know, this is going to brighten up the room for you a lot. James, get up the ladder, and I'll pass the paint up.

Timothy: Oh, look, Daddy nearly fell off!

Mrs. Wiggins: Well, hold the ladder, then, Timothy. We don't want your father to fall; paint makes a terrible mess on the floor. Now here's the paint, James. Be careful with it.

Grandpa: Ah, you've forgotten something already. You haven't stirred the paint.

Mrs. Wiggins: I do think you might have remembered that, James. Pass it down again.

Grandma: Grandpa never used to forget a simple thing like that.

Mrs. Wiggins: Now, here's the paint, James. Come on, make a start.

Mr. Wiggins: You haven't handed me the brush yet.

Mrs. Wiggins: Timothy, hand your father the brush.

(Timothy lets go of the ladder and passes up the brush)

Mr. Wiggins: Here, hold the ladder. I nearly fell.

Timothy: Well, I can't do two things at once.

Grandma: You'd better be careful, James. You might get hurt badly if you fell off that ladder.

Grandpa: A man who helped in my grocer's shop, broke his back falling from that height. He never left his bed again, poor fellow.

Mr. Wiggins: Well, here goes! How's that?

Grandma: Oh, what a terrible colour! Surely you're not going to paint the room green. It makes me feel quite ill.

Mrs. Wiggins: I know just you need, Grandma. Timothy, go and put the kettle on, and we'll make Grandma a nice cup of tea.

(Timothy lets go of the ladder and goes into the kitchen)

Grandpa: You're not holding the brush right, James. You won't get a smooth surface like that.

Grandma: You always got a beautiful finish, Grandpa.

Mr. Wiggins: Here, who's holding the ladder? It's not safe.

Mrs. Wiggins: Don't make such a fuss, James. Timothy is just getting some tea for poor Grandma. I'll hold the ladder.

Grandma: You haven't done much yet, James. I don't know when you will finish at that rate.

Grandpa: I expect it will be like painting the Forth Bridge. When they've finished at one end, they have to start again at the other, eh?

Grandma: At least they don't paint the Forth Bridge green.

Mrs. Wiggins: James, your brush is dripping.

Grandpa: It's very difficult to clean paint marks off the floor. I've a friend who scrubbed for two hours at a spot of paint and couldn't get it off.

Mrs. Wiggins: You must be more careful, James. Did you hear what Grandma said?

Mr. Wiggins (a strange note in his voice): Yes, I've heard all right what everybody's said.

Grandma: Of course, Grandpa was always a very clean painter. He used to paint our grocer's shop from top to bottom, and there was never a spot to clean.

Grandpa: The best-looking shop in town, it was.

Grandma: You used red and white for it, and very nice the shop looked. People never painted rooms green in my young days. Where's that cup of tea, Nellie? I need something to cheer me up with that horrible colour spreading all over the wall.



Mrs. Wiggins: Timothy, hasn't the kettle boiled yet?

Timothy: Nearly.

Mrs. Wiggins: Well, I'll go and make the tea.

Mr. Wiggins: Nobody's holding this ladder. It's moving all over the place.

Grandma: You nearly came off that time, James.

Mr. Wiggins: Well, come and hold the ladder, then.

Grandma: Don't shout at us, James. We're not deaf.

Grandpa: I suppose I'd better help him, though my rheumatism will be back for certain.

Grandma: Don't you do it, Grandpa. James will be all right if he takes a bit of care.

Grandpa: No, I'll do it. I don't mind suffering in a good cause. I may be able to give James some useful advice.

Mr. Wiggins: I don't need advice, thank you. All I need is someone to hold the ladder.

Mrs. Wiggins (*returning with the tea*): Now don't be ungrateful, James. It's very good of Grandpa to offer advice. Now, here's your cup of tea, Grandma.

Grandma: I must say I **need** it, too.

Mr. Wiggins: Here, Timothy, take this picture, will you? It's getting in my way.

Timothy: Isn't it a funny picture? That girl does look silly with all those old clothes on.

Mrs. Wiggins: Not so loud, Timothy. That's a picture of Grandma when she was young.

Grandma: What did the boy say about me?

Mrs. Wiggins: He just said it's interesting how fashions change, Grandma.

Grandma: Yes, indeed. No one would have painted a room green in my young days. And I must say James seems to need a lot of people standing round the bottom of the ladder helping. Grandpa always did the painting on his own.

Grandpa: That's so. It's all a matter of knowing how to do the job. An army of helpers is quite unnecessary if you do the job properly.

Mr. Wiggins: Here, hold the ladder steady, Grandpa. It's slipping.

Timothy: Look out! The paint-pot's falling!

Mr. Wiggins: Hold the ladder!

Timothy: The paint's all over Grandpa.

Mrs. Wiggins: James, why didn't you take more care?

Grandpa: Get this pot off my head!

Grandma: If only it hadn't been green!

Timothy: Grandpa's not just a grocer any more. He's a greengrocer.



## УПРАЖНЕНИЯ

### I. Придумайте предложения со словами и словосочетаниями:

- |            |            |              |                 |
|------------|------------|--------------|-----------------|
| 1. ladder  | 6. deaf    | 11. terrible | 16. drip        |
| 2. stir    | 7. advice  | 12. brush    | 17. bottom      |
| 3. steady  | 8. scrub   | 13. hurt     | 18. suffer      |
| 4. smooth  | 9. fashion | 14. fellow   | 19. cheer up    |
| 5. surface | 10. manage | 15. fuss     | 20. for certain |

### II. Вставьте пропущенные предлоги:

1. Here's the paint, be careful — it.
2. You might get hurt if you fell — that ladder; a man broke his back falling — that height.
3. Timothy lets go — the ladder and goes — the kitchen.
4. You will never finish it — that rate.
5. It will be like the painting — the Forth Bridge. When they've finished at one end they have to start again — the other.
6. I've a friend who scrubbed — two hours — a spot — paint.
7. He used to paint our grocer's shop — top — bottom.
8. I need something to cheer me up — that horrible colour spreading all — the wall.
9. What did the boy say — me?
10. Grandpa always did the painting — his own.
11. Don't worry. I'll see — that.
12. Grandpa was seated — the fire.
13. Mr. Wiggins had some trouble — the ladder.
14. He climbed — the ladder till he reached the top.
15. Don't shout — us.

### III. Закончите разделительные вопросы:

1. It's time this room was painted, — — ?
2. You could paint very well, — —?
3. That was Timothy's fault, — —?
4. That wasn't Timothy's fault, — —?
5. You're not going to paint it that colour, — —?
6. Your brush is dripping, — —?
7. Your brush isn't dripping, — —?
8. You haven't done much, — —?
9. Daddy nearly fell off, — —?
10. Your father didn't fall off, — —?

### IV. Замените одним словом каждую из фраз. Все слова встречались Вам в этом уроке. В скобках дана первая буква и количество букв в слове.

1. To move something round with a stick or spoon.  
(s — — —)
2. To make more cheerful and full of colour.  
(b — — — — — — —)
3. Mistake; something for which you can be blamed.  
(f — — — —)
4. A piece of work. (j — —)
5. To succeed in doing something. (m — — — — —)
6. In the correct way. (p — — — — — — —)
7. To rub hard with a brush. (s — — — —)
8. Used to boil water in. (k — — — — —)
9. The lowest part of something. (b — — — — —)
10. Without any rough parts. (s — — — — —)

### Сочинение

1. Приготовьте рассказ (письменно или устно) на тему: "Mr. Wiggins Paints the Sitting-room".
2. Напишите, как Вы красили что-либо; рисовали картину; или опишите Вашу любимую картину.

## LESSON 5

### DIRECT AND INDIRECT SPEECH (II)

#### QUESTIONS AND COMMANDS

##### *(Вопросы и команды)*

С помощью простого предложения можно: 1) сделать утверждение, 2) задать вопрос, 3) выразить просьбу или отдать команду. Мы уже знаем, как перевести утверждения из прямой речи в косвенную. Теперь посмотрим, как выражаются в косвенной речи вопросы и приказы.

#### INDIRECT QUESTIONS

##### *Косвенные вопросы*

Обратите внимание на то, что происходит, когда мы вопрос из прямой речи переводим в косвенную.

##### *Direct Question*

*Pedro*: "How much longer are you staying in England, Olaf?"

*The old fisherman*: "How much will the artist pay me?"

*The picture firm to Mr. Boost*: "When do you want us to stop?"

*Mrs. Wiggins*: "Did you hear what Grandma said, James?"

*Grandma*: "Where's that cup of tea, Nellie?"

##### *Indirect Question*

Pedro asked how much longer Olaf was staying in England.

The old fisherman asked how much the artist would pay him.

The picture firm asked to Mr. Boost when he wanted them to stop.

Mrs. Wiggins asked James if he heard what Grandma said.

Grandma asked where the cup of tea was.

Помимо изменения времени глагола и замены местоимений, следует обратить внимание еще на три момента:

(1) В косвенном вопросе глагол *say* заменяется глаголом *ask*.

(2) Изменяется порядок слов. Вместо вопросительной формы (глагол перед подлежащим), используемой в прямой речи, в косвенной речи используется утвердительная форма (глагол следует после подлежащего). Например:

"... are you stayng?" становится "he was staying".

"... will the artist pay?" становится "... the artist would pay..."

"... when do you want?" становится "... when he wanted..."

"... did you hear?" становится "...if he heard..."

"... where is that cup?" становится "... where that cup was..."

(3) Вопросительный знак в косвенном вопросе опускается.

Рассмотрим еще несколько примеров:

**Direct Question**

*Olaf to Lucille:* "Where are you going for your holidays?"

*Andrew (to shopkeeper):* "How much is that bicycle?"

Olaf said, "When will you get back from Paris, Pedro?"

Olaf said, "How long does it take to get from Paris to London?"

Hob said, "Can you swim, Andrew?"

*Jan (to Mr. Priestley):* Shall I finish my exercise at home?"

*Hob:* "May I have another piece of cake, please?"

*Lucille (to Frieda):* "Do you like my new dress?"

**Indirect Question**

Olaf asked Lucille where she was going for her holidays.

Andrew asked how much that bicycle was.

Olaf asked Pedro when he would get back from Paris.

Olaf asked Pedro how long it took to get from Paris to London.

Hob asked Andrew if he could swim.

Jan asked Mr. Priestley if he should finish his exercise at home.

Hob asked if he might have another piece of cake.

Lucille asked Frieda if (whether) she liked her new dress.

**INDIRECT COMMANDS**

**Команды в косвенной речи**

**Direct Command**

*Macasso to Hob:* "Go out and speak to the fisherman".

*Art teacher to Olaf:* "Go back to your office".

*Olaf to Pedro and Hob:* "Come and spend a holiday with me in Sweden".

*Art teacher to Olaf:* "Don't come for any more lessons".

**Indirect Command**

Macasso told Hob to go out and speak to the fisherman.

The art teacher told Olaf to go back to his office.

Olaf asked (invited) Pedro and Hob to spend a holiday with him in Sweden.

The art teacher told Olaf not to come for any more lessons.

**ВНИМАНИЕ:**

(1) Приказы в косвенной речи вводятся словами *told, ordered, commanded*.

(2) В прямой речи для выражения приказа используется повелительное наклонение глагола; в косвенной речи используется инфинитив.

(3) В прямой речи запрет начинается словами *Don't...* (или *Do not...*). В косвенной речи *do* опускается и *don't* сокращается до *not*.

Вот еще несколько примеров на приказ в прямой речи:

**Direct Command**

*Andrew to his dog:* "Lie down, Jock".

*Officer to soldiers:* "Fire".

The teacher said to the boy, "Come in".

Mr. Priestley said to Hob: "Write your work more carefully or I shan't read it".

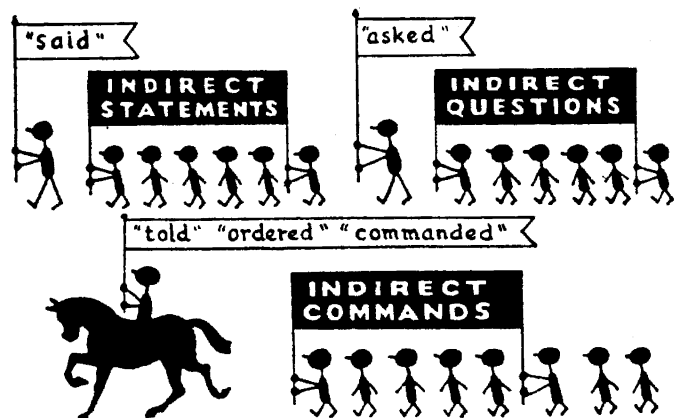
**Indirect Command**

Andrew ordered Jock to lie down.

The officer commanded the soldiers to fire.

The teacher told the boy to come in.

Mr. Priestley told Hob to write his work more carefully or he wouldn't read it.



INDIRECT STATEMENTS ARE INTRODUCED BY "SAID", INDIRECT QUESTIONS BY "ASKED", INDIRECT COMMANDS BY "TOLD", ETC.

**Direct Command (negative)**

*Teacher (to his class):* "Don't waste your time".

Andrew's father said: "Don't climb that tree in your new trousers".

**Indirect Command (negative)**

The teacher told his class not to waste their time.

Andrew's father told him not to climb that tree in his new trousers.

Иногда повелительное наклонение глагола выражает скорее просьбу, чем приказ. Конструкция для просьбы та же, что и для приказа, за исключением того, что в косвенной речи она вводится словами *asked*, *requested* и т. п. Например:



### ***Direct Request***

*Mother (to Andrew):* "Please don't eat all the cake".

*Farmer (to visitors):* "Please don't leave the gate open".

*Frieda (to Jan):* "Pass me the sugar, please".

### ***Indirect Request***

Mother asked Andrew not to eat all the cake.

The farmer asked (requested) the visitors not to leave the gate open.

Frieda asked (requested) Jan to pass her the sugar.

\* \* \*

Frieda: Thank you, Mr. Priestley; I have understood your explanation of direct and indirect speech; but there was one word that you used — I wrote it down — I'm not quite sure of its meaning. It was "contradict".

Mr. Priestley: Its general meaning is "to say the opposite"; "to declare that a thing just said is not true". So if Olaf said: "The sun rises in the west".

Pedro might say: "I'm sorry to contradict you, Olaf, but the sun rises in the east". When I said "will" and "shall" are used to express an idea in the *future*, and then added, "the *past* form of 'will' is 'would' and of 'shall' is 'should'", that looked like a contradiction. Is the meaning quite clear now?

Frieda: Oh yes, thank you.

Hob: I think a drink that an Englishman has ought to be called "Contradiction".

Pedro: Whatever do you mean?

Hob: Well, he wants a *strong* drink, so he chooses whiskey; then he adds water to make it *weak*. He puts in lemon to make it *sour*, and then adds sugar to make it *sweet*. He holds up his glass and says to his friend, "Here's to *you*"; and then he drinks it *himself*!



## **УПРАЖНЕНИЯ**

**I. Преобразуйте предложения из косвенной речи в прямую, не забывая про кавычки и вопросительный знак:**

1. Mr. Priestley asked Hob how much longer he would take over the exercise.
2. Hob asked if it was lunch-time yet.
3. Margaret asked where Sally had gone.
4. Andrew said he had seen her in the garden.
5. Mrs. Priestley asked Olaf how his neighbour, Mr. Wiggins, was getting on.
6. Frieda asked how much Lucille's new skirt had cost.
7. Andrew asked Lilian if she was going out shopping.

8. Margaret asked if she could go for a swim.
9. Mrs. Priestley asked the butcher what the price of the beef was.
10. Olaf asked the station-master if he should catch the train from Victoria to get to Brighton.
11. Andrew asked if he might have some more chocolate.
12. Lilian told Andrew not to eat it all.
13. The teacher told the class to pay attention.
14. He told them not to go on talking.
15. The officer ordered the soldiers to stay in the woods.
16. Frieda invited Jan to come and spend a holiday in Switzerland.
17. Mr. Wiggins told Timothy to pass up the paint.
18. Grandma told Mr. Wiggins not to use that colour.
19. Mr. Wiggins asked Olaf if he liked the colour.
20. Olaf said that he thought it was very nice.

## II. Переведите в косвенную речь:

1. Andrew: "How much is that dog in the window?"
2. Pedro: "When are you leaving England, Olaf?"
3. Lucille: "How shall I get to the dance in time?"
4. Mr. Priestley to Hob: "Can you do the exercise on Indirect Questions?"
5. Hob: "Shall I try it?"
6. Olaf to Jan: "Come for a bicycle ride with me next weekend".
7. Mrs. Priestley to the jeweller: "When will my watch be repaired?"
8. Mrs. Wiggins: "Don't make such a fuss, James".
9. Grandpa: "You're not holding the brush right, James".
10. The teacher said to the class, "You must work harder".
11. Mr. Priestley said to me, "Have you ever been to Venice?"
12. Mrs. Wiggins: "Did you hear what Grandpa said, James?"
13. Andrew said to Jock: "Don't go away".
14. The Officer to the Soldiers: "Fire at the enemy!"
15. Mrs. Priestley said to Margaret, "Take more care of your clothes or I shan't have time to repair them before we go on our holiday".

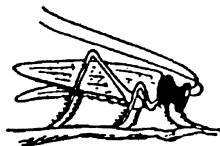
III. В коротком рассказе «Муравей и кузнечик» в прямой речи есть и утверждения, и вопросы, и приказы. Переведите его в косвенную речь, начиная словами: "*The writer said that...*" (Называйте муравья *he*, а кузнечика *she*).

## The Ant and the Grasshopper

I will tell you the story of the ant and the grasshopper. It is a cold winter's day and an ant is bringing out some grains of corn that he had gathered in the summer as he wants to dry them. A grasshopper, who is very hungry, sees him and says, "Give me a few grains of corn; I am dying of hunger".



"But", says the ant, "what did you do in the summer? Didn't you store up some corn?"



"No", replies the grasshopper, "I was too busy".

"What did you do?" says the ant.

"I sang all day", answers the grasshopper.

"If you sang all summer", says the ant, "you can dance all winter".

**IV. Выразите несогласие с утверждениями, начиная словами:  
"I'm sorry to contradict you but..."**

1. There are eleven pennies in a shilling.
2. Glasgow is the capital of Scotland.
3. The sun moves round the earth.
4. It costs 2p. to send a letter from London to Paris.
5. Hob gets all his exercises right.

## LESSON 6

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### MRS. PRIESTLEY TELLS A STORY AND MR. PRIESTLEY PUTS UP A HEN-HOUSE

[Do you remember Andrew Macaulay, Mr. Priestley's nephew? We met him in Book II (Lesson 10). He is staying again at the Priestleys' for a short holiday, so we'll look into the sitting-room and listen to their talk. Andrew is about eleven years old.]

Andrew: I wish I had a million pounds.

Margaret Priestley: Why, Andrew?

Andrew: I'd buy a motor-boat, a big car like Lucille's, and I'd go all over the world. I'd be the happiest boy alive.

Margaret: I don't think you would.

Andrew: Of course I should. With all that money I could have everything I wanted. Don't you think so, Uncle Charles?

Mr. Priestley: I don't know, Andrew, I've never had a million pounds, and I'm not sure that I should recognize a happy man if I saw one.

Andrew: Aunt Mary, you agree with me, don't you?

Mrs. Priestley: Well, I don't know, but that last remark of your Uncle Charles reminds me of an old story... but you've probably heard it.

Andrew and Margaret: Oh no, I'm sure I haven't. Please tell us a story.

Mrs. Priestley: Well, I'll tell you the story — but after that it's bedtime for both of you.

\* \* \*

Once upon a time (all old stories begin like that), and in a country a long way off, there was a king who was very ill. All the doctors of the court attended him but, in spite of all they could do, he got worse instead of better. At last in despair they called in a famous doctor from another country. He came, looked at the king, and then, looking very grave, said, "Your Majesty, there is only one thing that can cure you".

"What is that?" said the king. "Whatever you want shall be brought for you".

"You must sleep for one night", said the doctor, "in the shirt of a happy man!"

So the king sent two of his chief servants to find a happy man and, when they had found him, to bring back his shirt.

Well, they went first to the richest man in the city and asked him if he was a happy man.

“Happy!” he said, “when I never know whether my ships are going to be wrecked next day, when thieves are always trying to break into my house. How can a man be happy with all these worries?”

So they went to the king’s Chief Minister, the most powerful man in the country, except for the king.

“Are you a happy man?” they said.

“Don’t be silly”, he said. “There’s Ruritania threatening to make war on us any day. There’s that villain Popoff trying to push me out of power, the workers are always wanting to have more money, and the wealthy wanting to pay less taxes. How do you think a Chief Minister can be a happy man?”

So they went all over the country looking high and low for a happy man but never finding one.

They were returning home, tired and miserable (for they quite expected that the king would have them put to death for not finding what he wanted), when they saw a beggar, sitting by the roadside. He had made a little fire, and was frying some sausages in a frying-pan, and singing merrily as he watched his supper cooking.

They looked at each other. Had they found what they were looking for? They went up to him and one of them said, “You sound very happy, my friend”.

“Of course, I’m happy”, he said.

They could hardly believe their ears. With one voice they said, “We want your shirt”.

The beggar roared with laughter.

“I’m sorry, gentlemen”, he said, “but I haven’t got a shirt”.

Margaret: Oh, Mummy, what a nice story. You are nearly as good as Hob at telling stories.

Mrs. Priestley: Thank you, dear. And now come on, bedtime!

Mr. Priestley: Yes, Andrew, get to bed early, I’ve a big job for you and me in the morning.

Andrew: Oh, Uncle Charles, what is it?

Mr. Priestley: You’ll hear tomorrow morning. Good night.

The Next Morning  
Andrew and Mr. Priestley

Andrew: What’s the job, Uncle Charles, that you want me to help you with?

Mr. Priestley: Well, we are getting ten new hens and I want a house for them. I’ve bought a hen-house, it arrived

yesterday afternoon, but it's in parts and needs to be put together.

Andrew: That's just the sort of job I like.

Mr. Priestley: Come on then to the back-garden.

\* \* \*

(Between you and me, I don't feel too hopeful about the success of this job. Mr. Priestley is all right at teaching English, but I shouldn't call him a good "practical" man. And as for Andrew, well, he has all the confidence of a boy of eleven. We'll leave it at that and go to the back-garden and watch them.)

\* \* \*

The Back-garden

Mr. Priestley: Right. Now let's get to work. Here are the parts. These two long ones will be the sides, I think. That one will be the back and that one the front.

Andrew: Oh yes, and the other piece will be the roof. It's easy. We'll soon have it up.

Mr. Priestley: Well, it may not be so easy as it looks, but we'll try what we can do.

Andrew: Have you all the tools: hammer, nails, saw, screws, screwdriver?

Mr. Priestley: Here are nails and a hammer. We shan't need a saw; the wood is sawn into the right sizes already. And I don't think we'll need screws or screwdriver.

Andrew: Suppose we put the back and one side into position and I will hold them there while you nail them together.

Mr. Priestley: I don't think we should nail them together. The makers of the hen-house have sent a small bag of nuts and bolts. We should bolt them together.

Andrew: Oh yes, that's right. Look, there's a hole here for the bolt to go in. Now I'll hold the side and end together while you push the bolt through the hole. Oh! look out!

(There's a crash as the side falls down)

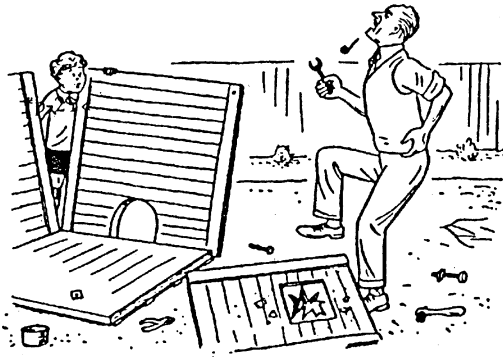
Sorry, Uncle Charles, the wind caught that side and I couldn't hold it. I hope it didn't hurt your foot.

Mr. Priestley: Oh, it's nothing much; I'm probably lamed for life, but never mind. I think, Andrew, it would be better if I held the side and you pushed the bolt through the hole.

Andrew: Right ho! Here it comes.— You see it?

Mr. Priestley: Yes. That's all right. Now you come to this side, put the nut on and screw it up tight with the span-

ner... Good. Now we'll put on the other side in the same way. Push the bolt through the holes, put the nut on and screw it up.



Andrew: We are getting on well, aren't we, Uncle Charles; we can put the front on now. I'll go inside and push the bolt through and you can screw the nut on.

... It doesn't seem to go through very well. (That's probably because they are putting it through from the wrong side; the nut ought to be on the inside!)

I'll get a hammer and knock it through.

Mr. Priestley: All right, but be careful what you do.

Andrew: Oh, I know how to use a hammer. (*Knock*) ... It's going... (*Knock*) ... (*CRASH!*)

Mr. Priestley: Now what's happened?

Andrew: Oh, I'm sorry, Uncle Charles; the hammer slipped out of my hand and went through the window. I'm afraid the glass is no use now.

Mr. Priestley: Oh, well, it's no use crying over spilt milk. I'll go to the shop tomorrow and ask them to cut me another piece of glass.

Andrew: We'll put the roof on now. I'll stay inside and see that it fits properly. You just nail it on, don't you; I don't see any holes for bolts. Here's the hammer and you've plenty of nails outside. You should drive some nails in here... (*Knock, knock*) ... Good! ... now some more nails all round here (*Knock, knock, knock*). — That's very good... just one or two more and the roof will be on (*Knock, knock, knock*). Oh, splendid, that's the job done. I'll come out now and see what it looks like from outside...

Hey! I say, how do I get out? The door's locked.

Mr. Priestley: Well, unlock it; isn't the key inside?

Andrew: No, isn't it outside?

Mr. Priestley: No, the makers must have forgotten to send me a key!

*(I think at this point we'd better go away and leave them to it.)*



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами и словосочетаниями:

- |                    |             |                      |
|--------------------|-------------|----------------------|
| 1. million         | 6. threaten | 11. fry              |
| 2. attend          | 7. villain  | 12. merrily          |
| 3. in spite of     | 8. tax      | 13. practical        |
| 4. grave (adj.)    | 9. minister | 14. confidence       |
| 5. wreck           | 10. beggar  | 15. leave it at that |
| 16. tools          |             | 21. screwdriver      |
| 17. saw (noun)     |             | 22. lame             |
| 18. saw (verb)     |             | 23. spanner          |
| 19. screw          |             | 24. never mind       |
| 20. nuts and bolts |             | 25. remark (noun)    |

### II. Объясните значения следующих выражений:

- |  |                        |
|--|------------------------|
| 1. It's no use crying over spilt milk.   | 4. Between you and me. |
| 2. We are getting on well.               | 5. Right ho!           |
| 3. They could hardly believe their ears. |                        |

### III. Вставьте пропущенные слова, чтобы предложения имели смысл:

1. I wish I — a million pounds.
2. I don't think that I — recognize a happy man — if I saw one.
3. You — reminded me of a story, but I expect you have — it before.
4. Once — — — there was a king — was ill.
5. The — suggestion for curing the king was a — one.
6. There is — one thing that can — you.
7. The king sent servants to find the — of a man — was happy.
8. They had no —. Nobody seemed to be —.
9. As they — home they noticed a beggar — by the roadside.
10. He was — sausages over a little —, and he — merrily as his supper was —.
11. They thought that at last they had — what they were looking —.
12. They were wrong. The beggar — no shirt.
13. Andrew were full of —, and Mr. Priestley was better at — English — putting up a hen-house.



14. That's just the — of job I like.
15. Now let's — to work.

**IV. Поставьте вопросы к следующим предложениям, пользуясь словами: "Where?", "How much?", "Did you?", "What?", "Why?", "Have you?", "How old?", "When?", "How many?"**

1. I'd buy a motor-boat and a big car.
2. No, I've never heard a story about a happy man's shirt before.
3. It's just five to four.
4. Because ten new hens are coming tomorrow.
5. The 2 1/2 p. stamp is red.
6. He is eleven years old.
7. I am going to North Wales this year.
8. No, I looked up, but it had flown away.
9. I first came to England in 1955.
10. The hen-house costs £5. 4s. 6d.
11. He was singing and frying sausages.
12. He said there was only one thing that could cure him.
13. Mr. Priestley had ordered ten new hens.
14. No, he didn't succeed in unlocking the door.
15. Because the makers had forgotten to send a key.

**V. Объясните назначение следующих предметов:**

1. A hammer.
2. A nail.
3. A screwdriver.
4. A lock on a door.
5. A frying-pan.
6. A saw.

### **Сочинение**

**Составьте устно или напишите рассказ на тему:**

- (a) The Happy Man's Shirt.
- (b) Mr. Priestley, Andrew and the hen-house.
- (c) Say or write what you would do if you had a million pounds.

## LESSON 7

### SENTENCES AND CLAUSES

Дадим сначала несколько определений, и прежде всего определение предложения (**sentence**).

Предложением называется группа слов, образующих законченное по смыслу высказывание. Оно обычно выражает следующее: (1) утверждение, (2) вопрос, (3) приказ или просьбу. Например:

I am teaching you English. (Утверждение)

Do you understand that? (Вопрос)

Bring your book here. (Приказ)

Please help me with my work. (Просьба)

В каждом из этих предложений есть только один глагол в личной форме.

Такие предложения называются простыми (**Simple Sentence**).

Несколько простых предложений могут объединяться между собой при помощи союзов. Например:

I am teaching you English and you are listening to me.

Do you understand that or is the matter still not clear?

Bring your book here and open it at page 2 but don't begin reading.

Предложение, состоящее из нескольких простых, соединенных союзами, называется сложносочиненным (**Compound Sentence**).

Предложения, входящие в сложносочиненное предложение, являются законченными по смыслу и одинаково важными по своей значимости.

Однако встречаются предложения, которые не имеют законченного смысла. В них, как и во всех предложениях, есть личная форма глагола, но они приобретают законченный смысл лишь в сочетании с другим предложением. Вот несколько примеров таких предложений, не являющихся самостоятельными:

*which I want; that he was tired; when he saw the policeman.*

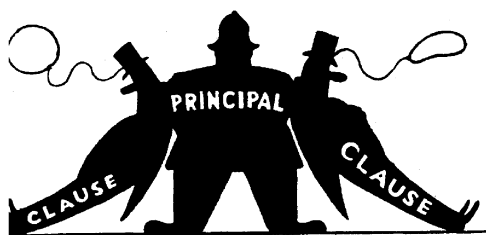
Но в сочетании с другими предложениями они обретают смысл. Например:

That is the book *which I want*.

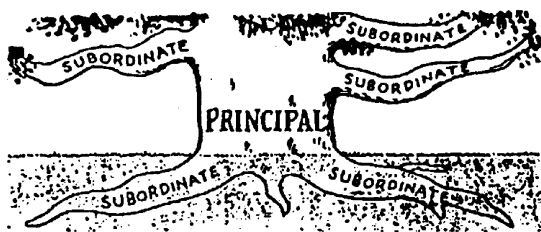
Hob said *that he was tired*.

The thief ran away *when he saw the policeman*.

Такие предложения называются придаточными (**Clauses**). Предложения, к которым они относятся и без которых они не могут существовать, называются главными (**Principal**) предложениями; зависимые же предложения называются подчиненными (**Subordinate**). Предложение, состоящее из одного главного и нескольких придаточных, называется сложноподчиненным (**Complex**) предложением.



CLAUSES CANNOT STAND ALONE



A COMPLEX SENTENCE CONTAINS ONE PRINCIPAL AND ONE OR MORE SUBORDINATE CLAUSES

***Principal Clause***

That is the book

Hob said

The thief ran away

***Subordinate Clause***

*which I want.*

*that he was tired.*

*when he saw the policeman.*

Посмотрим, какие функции выполняют эти три придаточных предложения, приведенных в таблице. В первом содержится информация о книге. Оно выполняет функцию определения и называется определительным придаточным (**Adjective Clause**). Второе предложение стоит в позиции дополнения к глаголу *said*. Оно выполняет функцию дополнения и называется дополнительным (**Noun Clause**). Третье предложение играет роль обстоятельства,

т. е. показывает, каким образом и когда совершается действие (в нем говорится, когда убежал вор). Это придаточное обстоятельственное предложение (**Adverb Clause**). Все три предложения подчинены главному.

Придаточные предложения соединяются с главным при помощи союзов *which, that, when* и др. Но слово *which* больше, чем союз. Помимо присоединения предложений, оно еще может замещать существительное. В нашем случае оно замещает слово *book*.

Рассмотрим еще несколько определительных придаточных предложений:

1. That is the book *which I want*.
2. Here is Joe Marsden *who looks after Lucille's car*.
3. This is the house *that Jack built*.
4. That is the man *whom I met*.

Их можно записать и по-другому (хотя вариант этот выглядит непривычно):

1. That is the book *and I want it* (the book).
2. Here is Joe Marsden *and he* (Joe) looks after Lucille's car.
3. This is the house *and Jack built it* (the house).
4. That is the man *and I met him*.

Можно заметить, что слова *who, that, which, whom* выполняют роль союза *and*, а также роль существительного, заменяя его. Слова *who, which, that, whom*, выполняя такую роль, называются относительными местоимениями<sup>1</sup> (**Relative Pronouns**). Существительное, которое замещается относительным местоимением (book, Joe Marsden, house, man), называется антецедентом<sup>2</sup> (**Antecedent**).

Для лучшего понимания представим все сказанное в виде таблицы:

Главное предложение		Определительное придаточное		Функция придаточного
<i>Антецедент</i>		<i>Относительное местоимение</i>		
That is	the book	which	I want	определяет <i>book</i>
Here is	Joe Marsden	who	looks after Lucille's car	определяет <i>Joe Marsden</i>
This is	the house	that	Jack built	определяет <i>house</i>
That is	the man	whom	I met	определяет <i>man</i>

<sup>1</sup> Потому что они «соотносят», т. е. соединяют, предложения вместе.

<sup>2</sup> Буквально значит «стоящий ранее».

Относительные местоимения *who* и *whom* относятся к лицам; *which* относится к вещам; *that* относится как к лицам, так и к вещам. *Who* стоит в именительном падеже, *whom* — в объектном падеже; *that* и *which* могут стоять в обоих падежах.

Иногда определительное придаточное может стоять внутри главного, деля его на две части. Например:

1. The house that Jack built has fallen down.

2. Joe Marsden who looks after Lucille's car is a very good mechanic.

3. The book which I want is on the table.

4. The man whom I met knows Lucille.

Изменив место определительного придаточного в главном предложении, мы исказим смысл всего высказывания:

The book is on the table which I want.

The man knows Lucille whom I met.

означает не то же, что:

The book which I want is on the table

The man whom I met knows Lucille.

Общее правило можно сформулировать так: относительное местоимение должно стоять как можно ближе к антецеденту.

Довольно часто, особенно в разговорной речи, мы опускаем относительное местоимение, если оно стоит в объектном падеже. Например, предложения:

That is the girl	{	whom	I met at the party.
		that	

Where is the boy	{	whom	you spoke to?
		that	

The boy	{	whom	I spoke to was Andrew.
		that	

The book	{	which	I want is on my study table.
		that	

можно записать:

That is the girl I met at the party.

Where is the boy you spoke to?

The boy I spoke to was Andrew.

The book I want is on my study table.

Мы уже знаем, что относительное местоимение *who* имеет объектную форму *whom* (это единственное относительное местоимение, имеющее более чем одну форму). Оно также имеет притяжательную форму *whose*. Например:

That is the boy *whose* brother was killed.

The girls *whose* singing you admired are in my class.

He is a man *whose* name is known all over the world.

Слово *as* также является относительным местоимением, если оно следует после *such* или *same*. Посмотрим на предложение:

Meet me at the place that you did yesterday.

Вполне очевидно, что *that* здесь относительное местоимение. Но если в главном предложении поставить *same*, вместо *that* мы употребим *as*. Например:

Meet me at the *same* place *as* you did yesterday.

Сравните также следующие предложения:

1. I never say the things *that* you do.

2. I never say *such* things *as* you do.

В них *as*, стоящее после слова *such*, также является относительным местоимением.



## УПРАЖНЕНИЯ

**I. Определите вид предложений (простое, сложносочиненное, сложноподчиненное):**

1. I like eggs and bacon.
2. Hob likes eggs and he often has three for breakfast.
3. I prefer eggs which are new-laid.
4. When Margaret is laughing and singing, we know she is happy.
5. Andrew wants to play with Sally, but Sally runs away.

**II. В следующих предложениях найдите определительное придаточное. Укажите, какое слово является относительным местоимением (если оно есть), а какое — антецедентом.**

1. This is the hammer that Mr. Priestley used.
2. The window which Andrew hit is broken.
3. I enjoyed the book about the climbing of Everest, which you gave me for my birthday.
4. I met his brother, who teaches at a boarding-school.
5. The birds which flew away in the autumn have returned.
6. The boarding-school to which Andrew was sent is excellent.
7. Do you know the man whose house we have just passed?
8. Jock walked round the house in which Sally lived.

9. The dress Lucille is wearing suits her very well.
10. The train by which we travelled from Newhaven was very slow.
11. Frieda and Jan have just returned from a Bach concert, which was conducted by Sir Malcolm Sargent.
12. The composer I like best is Beethoven.
13. I hope to marry a girl who is a good cook.
14. The person who said the last sentence is Hob.
15. The landlady, whose rooms I had taken, took my luggage upstairs.

**III. Составьте из двух простых предложений одно сложноподчиненное, используя местоимения *who, whom, which, that, whose*. В предложениях под звездочками не используйте *that*.**

1. I liked the story. Hob told it.
2. \*Here is the girl. You spoke to her this morning.
3. I have read the book. You told me about it.
4. There is the plane. I came to London by it.
5. There is the man. His dog bit me.
6. The plane has flown 10,000 miles. I came to London in it.
7. Andrew's dog ran after a car. The dog is called Jock.
8. The bicycle was for my birthday. My Uncle Albert sent it.
9. That is the house. We lived in it in 1950 .
10. \*We liked the boy. You brought him to the house.
11. Our friend wrote a well-known book. He lives in that house.
12. I never saw such a bad work. Hob has done it.
13. The apples grew on my tree. You are eating them.
14. The girl is going to sing a song. She is called Margaret.
15. \*There is the boy. You saw him this morning.
16. Mary has invited us to tea. Her mother makes lovely cakes.
17. That is the same story. Hob told it.
18. \*His brother is the headmaster of a school. I once met him in Beirut.
19. This man works at a garage. His name is Joe Marsden.
20. Joe Marsden works at a garage. He looks after Lucille's car.

## LESSON 8

### ADVERB CLAUSES

Обстоятельство образа действия обычно говорит нам, как протекало действие; обстоятельство времени — когда оно протекало; обстоятельство места — где оно протекало. Например:

Jan did his work *well*. (Manner)

I saw him *yesterday*. (Time)

We met the boys *there*. (Place)

Обстоятельственные придаточные предложения выполняют ту же функцию. Например:

Jan did his work *as work ought to be done*. (Manner)

I saw him *when I was walking to the football field*. (Time)

We met the boys *where we generally meet them*. (Place)

Но кроме обстоятельственных придаточных образа действия, времени и места есть и другие предложения. Они также характеризуют глагол главного предложения. По этой характеристике мы можем определить вид придаточного. В ряде предложений говорится, почему произошло действие. Это придаточное предложения причины (**Reason**). Например:

The thief ran away *because he saw the policeman*.

Jan passed his examination *because he worked hard*.

*Because he hadn't worked hard*, Hob didn't pass his examination.

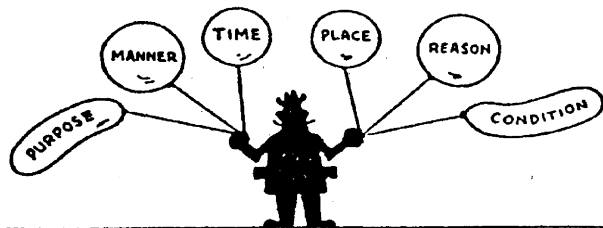
В других предложениях говорится, при каких условиях состоится действие. Это придаточные предложения условия (**Condition**). Например:

Olaf will pass his examination *if he works hard*.

*If the rain stops*, I shall go for a walk.

We will help you *if you need help*.

I cannot drink coffee *unless it is well made*.



ADVERB CLAUSES



В некоторых придаточных предложениях говорится о цели совершения действия. Это придаточные предложения цели (**Purpose**). Например:

Olaf is working hard *so that he will pass his examination.*

The thief hid behind the tree *so that the policeman would not see him.*

Hob ate a big lunch before he went to London *so that he wouldn't hungry on the way.*

## NOUN CLAUSES

Часто можно встретить придаточные предложения, являющиеся дополнениями; гораздо реже — придаточные — подлежащие по отношению к главному предложению. Вот несколько примеров предложений, где дополнением является существительное:

I know	<b>Object</b>
Hob said	<i>arithmetic.</i>
George dreamed	<i>a few words.</i>
	<i>a dream.</i>

А в следующих предложениях дополнениями являются придаточные предложения:

I know	<b>Object</b>
Hob said	<i>that two and two make four.</i>
George dreamed	<i>that he would tell us a story.</i>
	<i>that he was flying to the moon.</i>

А вот несколько примеров предложений, где подлежащим является существительное:

<b>Subject</b>	
Your work	seems very difficult.
The prisoner's <i>escape</i>	is a complete mystery.

И примеры, где подлежащими являются придаточные предложения:

<b>Subject</b>	
What you are doing	seems very difficult.
How the prisoner escaped	is a complete mystery.

Это примеры придаточных-подлежащих.



## Анализ

Для проверки своих знаний и для того, чтобы увидеть структуру сложноподчиненных предложений, вы можете проанализировать, т. е. расчленить, сложноподчиненное предложение, как это сделано ниже:

### Сложноподчиненное предложение

When Mr. Priestley asked him a question, Olaf said that he knew the answer because it was in the lesson that he had just read (главное предложение — *Olaf said*).

#### Анализ

##### Придаточное

When Mr. Priestley asked  
him a question  
that he knew the answer  
because it was in the lesson

that he had just read

##### Тип

Adverb Clause of Time,  
qualifies “asked”  
Noun Clause, object of “said”  
Adverb Clause of Reason  
qualifies “knew”  
Adjective Clause, qualifies  
“lesson”

И, наконец, рассмотрим сложноподчиненное предложение, состоящее из главного и нескольких подчиненных ему придаточных:

The boy, who was crying as if his heart would break, said, when I spoke to him, that he was hungry because he had had no food for two days.

Расчленим это предложение, выделив придаточные, учитывая, что главное предложение — *The boy said*.

##### Придаточное

The boy said  
who was crying

##### Тип

Principal Clause  
Adjective Clause, describes  
“boy”  
Adverb Clause (Manner)  
Adverb Clause (Time)  
Noun Clause, object of “said”  
Adverb Clause (Reason) for  
two days

Вот, пожалуй, и все, что вам сейчас необходимо знать о сложноподчиненных предложениях.



### УПРАЖНЕНИЯ

I. Вычлените в следующих предложениях придаточные и укажите их тип.

1. Unless you drive home carefully, you will have an accident.
2. Andrew used the hammer, while Mr. Priestley held the side.
3. He went to the heart of Africa, so that he could shoot wild animals.
4. If the stamp is torn, it's no good for my collection.

5. Mr. Priestley wouldn't go to bed, until he had finished the last chapter of his new book.
6. Because the medicine tasted so unpleasant, Andrew usually forgot to drink it.
7. The policeman raised his hand so that the traffic would stop.
8. You will find it if you look carefully.
9. After it was dark, the battleship steamed into the bay.
10. The hammer laid where Andrew had dropped it.

**II. Вычлените придаточные дополнительные и придаточные-подлежащие:**

1. Andrew said that he was taking Jock for a walk.
2. Hob hopes that Mr. Priestley won't ask him a question.
3. The pupil said that the questions were too difficult.
4. "They are quite easy", replied the teacher.
5. What you said was quite true.

**III. Вставьте необходимые союзы и определите тип придаточного:**

1. — you have worked so hard, you may have a holiday.
2. You can't blame Mr. Priestley — Hob fails his exam.
3. I don't like coffee — it is really hot and strong.
4. — you are ready to go, I'll go with you.
5. Mrs. Priestley baked a cake — — the students would have something to eat at eleven o'clock.

**IV. Сделайте анализ следующих предложений:**

1. Mr. Priestley, who is writing a new book, said that he did not hear the bell when the postman rang.
2. The thief, who had hidden the money under a tree, went back again because he thought that he could now take it away with safety.
3. When Mr. Priestley asked what part of speech a word was, Pedro said, "I can tell you the answer if you will give me a sentence in which the word is used".

## LESSON 9

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### A VISIT TO STRATFORD

(Lilian, Mr. Priestley's niece, is staying, with her brother Andrew, at the Priestleys' house. She writes a letter home.)

April 24th.

Dear Mother and Father,

We had a heavenly day yesterday; Cousin John is home from Oxford for a short holiday (he calls it "vacation") so he took Margaret and Andrew and me in Uncle Charles's car to Stratford-on-Avon, the place where Shakespeare was born and died. It was a very suitable day, for yesterday was April 23rd; that is St. George's Day — the Saint of England — and that is the day on which Shakespeare was born<sup>1</sup>, and also the day on which he died<sup>2</sup>.

Stratford is a very interesting town, right in the centre of England. You can't get very far from the sea anywhere in England, but Stratford is about the farthest point you can get from it. It's nice to think that Shakespeare was born right in the heart of England and in the midst of country that is so typically English, quite unlike our Scottish<sup>3</sup> country round Inverness. There are no mountains or deep valleys near Stratford; there's nothing of the grand scenery that we have round the Cairngorms<sup>4</sup>, but there are beautiful woods, green fields, a quiet gentle river — the winding Avon — and lovely houses, black and white with thatched roofs.

Stratford is quite a busy town, especially on market day when the farmers from the countryside round Stratford come to buy or sell cows or pigs or sheep. At least so John told me, and he knows Stratford well. But it wasn't market day yesterday, so we were able to look round comfortably. The first place we went was Shakespeare's birthplace, a small house with small room in the centre of Stratford. We saw the very room where Shakespeare was born. Lots of people who had visited the house had written their names on the walls. It seemed a wrong thing to do — although among the names were Walter Scott, Dickens, Thackeray and Browning.

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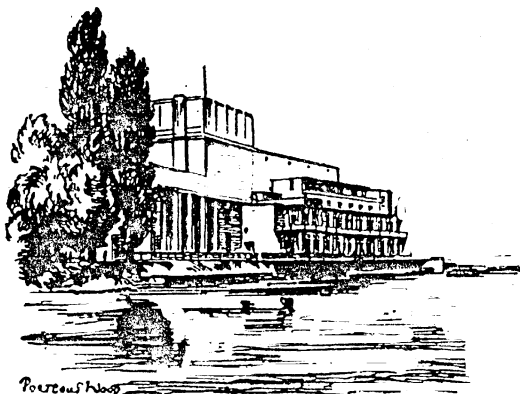
<sup>1</sup> 1564.

<sup>2</sup> 1610.

<sup>3</sup> Lilian's home is in Scotland.

<sup>4</sup> Mountains in the north of Scotland.

In one room was a little wooden desk, the very desk that Shakespeare sat in when he went to the grammar school in Stratford. But one of the things I liked best was the garden behind the house, because in it are growing all the flowers, trees and plants that are mentioned in Shakespeare's plays.



SHAKESPEARE'S MEMORIAL THEATRE, STRATFORD

When Shakespeare became successful in London he bought the biggest house in Stratford, a house called New Place, to retire to. Here he probably wrote *The Winter's Tale* and *The Tempest*; and here he died. Well, I wanted to see that; but there's nothing left of it but a few bricks and the garden. The man who owned it, Mr. Gastrell, was so bad-tempered, because so many people came to see the house, that he pulled it down<sup>1</sup>. It's hard to believe that, isn't it, but John said it's true. Shakespeare had planted a mulberry tree in the garden and Mr. Gastrell cut that down, too, but the people of Stratford took pieces of the tree and planted one of them in the garden of New Place, and that tree is still growing there. I'm sorry to say that while we were not looking at him, Andrew took a piece of it, about three inches long, from one of the branches. He said he knew Uncle Charles was very fond of Shakespeare and so he was going to plant his little piece in Uncle Charles's garden that Uncle Charles could have a tree from "Shakespeare's tree".

Then we went to the church where Shakespeare is buried. There's a bust of Shakespeare that was carved by a Dutch sculptor who lived near Shakespeare's Globe Theatre and must have seen Shakespeare many times, and on the stone of Shakespeare's grave are the lines:

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<sup>1</sup> In 1758.

Good friend, for Jesus' sake forbear  
To dig the dust enclosed here.  
Blest be the man that spares these stones  
And curst be he that moves my bones.

John said that, though it wasn't very good poetry, it was almost certainly written by Shakespeare himself. At any rate, I'm glad it has been successful in keeping anyone from "moving his bones".

By this time we were very hungry; Andrew had been saying for the last hour or so that he would be glad when was time for lunch. So John took us to a very old hotel that was probably there in Shakespeare's time. It had some beautiful Tudor tables and chairs; and the rooms haven't numbers on the doors as most hotels have. Instead every room has the name of a Shakespeare's play on it — the "Hamlet" room, the "Romeo and Juliet" room and so on. And we had a jolly good lunch there. After lunch John took us across the fields, about a mile out of Stratford, to Anne Hathaway's Cottage. Anne Hathaway was the woman that Shakespeare married, and the cottage is just as it was in Shakespeare's time. There are the old chairs by the fire-place where Shakespeare must have sat, the plates from which he probably ate his dinner, and a leather bottle from which Anne poured out beer for him. In that little house I felt as if I was living in the 17th century, and if Shakespeare had come walking down the narrow stairs I shouldn't have felt very surprised.

We had a look at the Shakespeare Memorial Theatre, built on rather plain practical lines (someone said it was "like a modern factory"), but John said it has the best stage in England. I wish we could have seen a play there; they were doing *A Midsummer Night's Dream* that evening, but all the tickets had been sold long ago. However, John is going to try to get seats for another night.

We were very tired when we got back, but it had been a lovely day — and I do hope John can get those tickets.

Lots of love,  
LILIAN.



## УПРАЖНЕНИЯ

I. Составьте предложения со следующими словами и словосочетаниями:

- |             |           |                 |
|-------------|-----------|-----------------|
| 1. heavenly | 3. unlike | 5. plant (verb) |
| 2. typical  | 4. wooden | 6. plant (noun) |

- |                 |               |                     |
|-----------------|---------------|---------------------|
| 7. sculptor     | 12. leather   | 17. long ago        |
| 8. grave        | 13. pour      | 18. in the midst of |
| 9. branch       | 14. practical | 19. vacation        |
| 10. at any rate | 15. stage     | 20. thatched        |
| 11. jolly good  | 16. carve     |                     |

**II. Придумайте вопросы, ответами на которые могут служить следующие предложения.**

Вопросы могут начинаться так: “Did she?”, “Is it?”, “Why?”, “Where?”, “When?”, “Has?”, “What?”, “Who?”, “What sort of?”, “Are?”, “How many?”

1. Shakespeare was born in Stratford.
2. It was on April 23rd.
3. He died in 1616.
4. It is quiet, gentle scenery.
5. He bought the biggest house in Stratford.
6. It was called New Place.
7. Yes, he probably wrote *The Winter's Tale* and *The Tempest* there.
8. Because he was bad-tempered about the number of people who came to see it.
9. Andrew took a piece of the mulberry tree.
10. Because he knew Uncle Charles was very fond of Shakespeare.
11. It was carved by a Dutch sculptor.
12. No, John did not think it was good poetry.
13. No, they aren't. Each room is called by the name of a Shakespeare's play.
14. No, it is quite modern.
15. Yes, it is said to be the best in England.
16. Three. Margaret, John and Andrew.
17. No, it is about as far from the sea as you can get in England.
18. She lives near Inverness in Scotland.
19. No, she went by car.
20. Yes, she said it had been a lovely day.

**III. Вставьте пропущенные слова:**

1. You can't get very far from the sea — in England.
2. The scenery round Stratford is quite — the Scottish countryside — Inverness.
3. Shakespeare was — in Stratford and he — there too.
4. It seemed — that visitors should — their names on the walls.

5. In the garden grow all the flowers, trees and plants that are — in Shakespeare's —.
6. When Shakespeare became — in London, he — New Place to — to.
7. Mr. Gastrell — the tree down.
8. Andrew — a piece about three — —.
9. Then we went to the church where Shakespeare is —.
10. There are four — of poetry on Shakespeare's —.

**IV. Поставьте слова в таком порядке, чтобы получились правильные предложения:**

1. you to Stratford been have ever?
2. in yes 1955 went I
3. winds through the slowly the river Avon town
4. cottage about a mile Anne Hathaway's from Stratford is
5. Hob when Stratford to went, Avon fell into the he
6. was this funny very thought Olaf
7. but the garden is left nothing of New place and a few bricks
8. well John Stratford knew Oxford because is it near quite
9. glad in the heart was Shakespeare right I am of England born
10. many books wrote Dickens name his and also of the house on the wall born Shakespeare where was

**Сочинение**

1. Напишите письмо другу и сообщите в нем, что Вы будете делать и на что смотреть, когда поедете в Стратфорд, или что Вы посмотрели и что делали в Стратфорде, если уже были там.
2. Опишите место, где родился кто-нибудь из знаменитых людей Вашей страны.



## LESSON 10

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### MOOD

Наклонение — это форма глагола, показывающая, каким образом совершается действие.

До сих пор Вам встречалось два наклонения: (1) изъявительное (**Indicative**), в котором выражаются утверждения и вопросы, (2) повелительное (**Imperative**), в котором выражаются приказы и просьбы.

Существует и третий вид наклонения — сослагательное (**Subjunctive**), которое используется для выражения пожелания или надежды на совершение действия. Например:

God *save* the Queen.

Это означает: "I hope and pray that God will save the Queen".

Очень часто сослагательность выражается с помощью одного из «специальных» глаголов, таких как *may (might)*. Например:

Long *may* she reign.

A happier time is coming. *May* I live to see it.

He wished that he *might* see happier times.

Сослагательное наклонение употребляется и в других случаях в условных придаточных предложениях, подразумевающая отрицание.

Olaf: Excuse me, sir, but I don't understand what "implying a negative" means.

Mr. Priestley: I am quite sure you don't, and I was just going to explain it.

Suppose, Olaf, I say to you: "If I were captain of a ship, I would take you on a voyage round the world". What do you know about me from that sentence? Do you know that I am the captain of a ship or not?

Olaf: I know that you are not a captain of a ship.

Mr. Priestley: But I didn't say so.

Olaf: No, but anyone could gather that from the sentence.

Mr. Priestley: I quite agree. The remark "implies" that I am not the captain. Now, Jan, here's a sentence for you:

"If John were here, he would help me with my work".

From that sentence could you say whether John is here or not?

Jan: He is not here.

Mr. Priestley: But "not" is a negative word and there wasn't a "not" in my sentence.

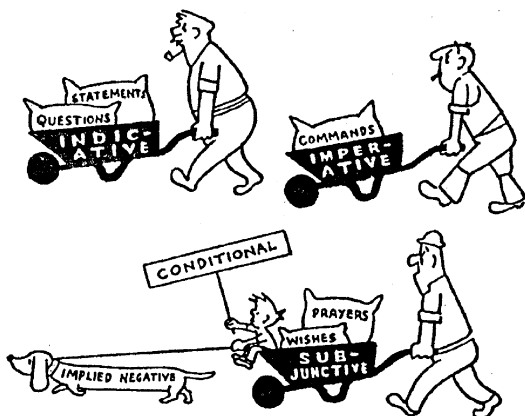
Jan: No, there isn't a negative in it, but you gather the negative idea from the sentence.

Mr. Priestley: Oh, I see. You mean that the negative is implied but not actually expressed. Let us take just one more sentence. There is a children's song that goes:

"If I were King, you should be Queen".

What is the "implied negative", Frieda?

Frieda: The implied negative is "...but he is not King" and "she is not Queen".



Mr. Priestley: Now I think you all understand the point, so I will repeat what I said at first.

Сослагательное наклонение употребляется в условных придаточных предложениях, подразумевая отрицание.

Например:

**Условное придаточное**

If I were captain of the ship

If John were here

If I were King

**Подразумевается отрицание**

I am *not* the captain

John is *not* here

I am *not* King

And I want you to look again at the verbs in these conditional clauses.

If I *were* captain; if John *were* here; if I *were* King. With the pronouns *I* and *he* — both singular number — you would expect a singular verb, *am*, *is*, *was*. The form *were* is generally only used for the plural. But in the sentences I have just given you *were* is not plural, but **Subjunctive**. That one construction *if I were*, *if you were*, *if he were*, *if they were*, etc., is practically the only example we have in modern English of the Subjunctive Mood expressed by the form of the verb.



## УПРАЖНЕНИЯ

### I. Вставьте нужный глагол (Сослагательное наклонение):

1. Long — our Queen reign.
2. If I — you would accept the offer.
3. It will be good match. — the best man win.
4. If Hob — here, we could start the lesson.
5. Long — the Queen.
6. He wished that he — see his children again.
7. If you — the only girl in the world, and I — the only boy, there would be such wonderful things to do.
8. If they — rich they could buy a new car.
9. He is going to Italy so that he — get well again.
10. He has served his country well. — he now enjoy a happy old age.

### II. Укажите, в каком наклонении (изъявительном, повелительном или сослагательном) стоят выделенные глаголы в предложениях:

1. Are you *coming*?
2. *Hurry* up!
3. He *is* always late.
4. *May* I live to see the day when he is early.
5. *Don't drop* that cup.
6. He wished that he *might get* all the sentences right.
7. To whom *must* I *give* the money?
8. The School of English *is* just past St. John's College.
9. On August 3rd I start my holiday. *May* that day come quickly.
10. *Put* down your pens.

### III. В следующих предложениях укажите «подразумеваемое отрицание».

1. If you were Henry what would you do?
2. If I were a bird I wouldn't sing in a cage.
3. If George were here he would tell us the answer.
4. "If you were the only girl in the world and I were the only boy..." (*Popular song.*)

В каком наклонении находится слово *were* в этих предложениях? Почему?

### IV. Напишите пять предложений с условными придаточными с «подразумеваемым отрицанием».

**The man who didn't like washing up**

Следующие слова помогут Вам в ответах:

*apron, blush, bowl, kitchen, mop, propose (proposal), scullery, sink (noun), steam, wedding.*



PICTURE 1



PICTURE 2



PICTURE 3



PICTURE 4



PICTURE 5



Merrill Wilson.  
PICTURE 6

*Picture 1.* This is George Robinson. What is he doing? What's the difference between *washing* and *washing up*? In what room does one usually wash up? What is George holding in his right hand? What is he holding in his left hand? What is he wearing round his waist? Why? What does the water come out of? What is holding the water? What is the bowl standing in? Is the water hot or cold? How do you know? Does George look happy or unhappy? Why? What room can you see through the open door? What furniture can you see in the room?

*Picture 2.* George is looking happier; why? What thought do you think is in George's mind?

*Picture 3.* Which room is George in now? What is he doing? What do you think he is saying?

*Picture 4.* The lady is Lizzie Appleton. What is George doing now? What do you think he is saying? What colour are Lizzie's cheeks? Why? What can you say about her eyes?

*Picture 5.* What has happened? What place are they leaving? What is Lizzie carrying in her hand? What colour do you think her dress is?

*Picture 6.* Which picture is almost exactly like this one? What is the only difference?

## LESSON 11

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### CONDITIONS

В уроке, где говорилось об обстоятельственных придаточных предложениях, Вам встретились придаточные предложения типа:

Olaf will pass his examination *if he works hard*.

We will help you *if you need help*.

I cannot drink coffee *unless it is well made*.

Эти предложения просто означают:

“If Olaf works he will pass his examination; if he doesn’t he probably won’t pass”. “If you ask us we will help you; if you don’t ask us, then we won’t help you. If the coffee is good I can drink it; if it isn’t, well, I can’t”. “Olaf may work hard — or he may not; you may ask for help — or you may not”.

Такие предложения называются предложениями «открытого типа» (open condition). Обратите внимание на конструкцию «открытого условия». Глагол придаточного условного стоит в простом настоящем времени, глагол главного предложения — в простом будущем времени.

Но есть и другой тип условного предложения. Ниже приводятся примеры таких предложений параллельно с предложениями «открытого условия».

#### **A (Open Condition)**

If Hob works hard, he will learn grammar.

I will help him if he asks me.

He will do the work if he has time.

I shall go for a walk if the rain stops.

I shall speak if I am sure of the answer.

#### **B**

If Hob worked hard, he would learn grammar.

I would help him if he asked me.

He would do the work if he had time.

I should go for a walk if the rain stopped.

I should speak if I were sure of the answer.

Mr. Priestley: Do you notice anything about the sentences marked B, Pedro?

Pedro: Well, the Present Tense, *work, help, will, shall*, has become the Past Tense, *worked, helped, would, should*.

Mr. Priestley: Yes, quite true, but do you see anything else? Think back to our last grammar lesson. When I say: “If Hob worked hard, he would learn grammar”, what do I imply?

Pedro: Oh, I see it; you imply that he doesn't work hard. It's an "implied negative". It's like the Subjunctive!

Mr. Priestley: Exactly. In fact, one of the ways of showing the Subjunctive is by using *should* and *would*. And all the other sentences are the same.

"I would help him if he asked me "implies" but he doesn't ask me".

"... if I were sure of the answer" implies "... but I am not sure of the answer".

В группе «А» — предложения «открытого условия» (**Open Condition**);

В группе «В» — условные придаточные в сослагательном наклонении (**Subjunctive Condition**).

Hob: I remember a fellow once said to me: "What would you do if you had Lord Moneybags' income?"

Jan: He implied that you hadn't an income as big as Lord Moneybags'.

Hob: I haven't!

Lucille: So what did you say?

Hob: I said, "What would Lord Moneybags do if he had an income like mine?"

Mr. Priestley: I'll also tell you a story.

Hob: Oh yes, sir, please do.

Mr. Priestley: Well, one day, when my daughter Margaret was quite a little girl, she came in to dinner with dirty hands. I said to her, "Margaret, what would you say if my hands were as dirty as yours when I came to dinner?" (implying, of course, that my hands were *not* as dirty as hers).

Lucille: And what did she say?

Mr. Priestley: She said: "If your hands were as dirty as mine, I should be too polite to say anything about it".

Frieda: Margaret certainly knew what an implied negative was!



## УПРАЖНЕНИЯ

### I. Вставьте правильную форму глагола:

1. I will see John if I — to Oxford.
2. If you lend me two pounds, I — pay you back tomorrow.
3. I shall go out for coffee at eleven if my essay — finished.
4. Lucille will fly to Paris if she — get a ticket.
5. If it is not too cold, I — go for a swim.
6. If he behaves badly, I — have a talk with him.
7. If you stir the sugar, the tea — be sweeter.

8. You will win much praise if you — your duty.
9. The secretary — help you if you have any difficulties.
10. I shall be very much surprised if these sandwiches — fresh.

**II. Найдите в упражнении I условные предложения.**

**III. Какие из следующих предложений придаточные «открытого условия», а какие — условные придаточные в сослагательном наклонении?**

1. If it is not foggy tomorrow, we will come.
2. If I saw him, I would speak to him.
3. I would play football if you asked me.
4. If you are right, then I am wrong.
5. If you gave that answer, you would be wrong.
6. If he spoke to me, I should speak to him.
7. If he asked for money, would you give him any?
8. Will you give him money if he asks for it?
9. If it were not so foggy, we would play football.
10. If he feels hungry, he will eat his dinner.

**IV. Сделайте предложения из упражнения I условными придаточными в сослагательном наклонении.**



## LESSON 12

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### THE PAST CONDITIONAL

В предыдущем уроке в придаточных условных, стоящих в сослагательном наклонении, Вам встретились глаголы *worked, helped, would, should*. Интересно отметить, что, хотя они и стоят в прошедшем времени, их значение относится к настоящему времени. Они означают следующее:

... if Hob worked hard NOW (but he doesn't work hard NOW).

... if he needed help NOW (but he doesn't need help NOW).

... if he had time NOW.

... if the rain stopped NOW.

... if I knew the answer NOW.

Другими словами, все эти предложения относятся к условным предложениям в сослагательном наклонении со значением настоящего времени.

Есть также условные предложения в сослагательном наклонении со значением прошедшего времени. Вот как они образуются:

"Hob *would have learned* grammar if he *had worked* hard" (but he didn't work hard—in the past, and he didn't learn grammar in the past).

"I *would have helped* him if he *had needed* help" (but he didn't need help in the past, and I didn't help him in the past).

"He *would have done* the work, if he *had had* time".

"I *should have gone* for a walk if the rain *had stopped*".

"I *should have spoken* if I *had been* sure of the answer".

Hob: It reminds me of an Irishman I know. A friend of his said to him "I hear your mother-in-law has died. How long has she been dead?" The Irishman replied "If she *had lived* till tomorrow, she *would have been dead* three months".

Mr. Priestley: As you can see, we make the Past Conditional by using *would (should) have* and a past participle in the Principal Clause, and the Past Perfect Tense in the Conditional Clause.

Вот еще несколько примеров этих трех конструкций для лучшего их понимания:

**Открытое условие.** If the master pays him properly, the workman will work well.

**Условное настоящее.** If the master paid him properly, the workman would work well.

**Условное прошедшее.** If the master had paid him properly, the workman would have worked well.

**Открытое условие.** If these stamps are genuine, they will be worth a lot of money.

**Условное настоящее.** If these stamps were genuine, they would be worth a lot of money.

**Условное прошедшее.** If these stamps had been genuine, they would have been worth a lot of money.

**Открытое условие.** If I know what you want, I will buy you a present.

**Условное настоящее.** If I knew what you wanted, I would buy you a present.

**Условное прошедшее.** If I had known what you had wanted, I would have bought you a present.

Все три конструкции представлены в таблице:

		<i>Principal Clause</i>	<i>Conditional Clause</i>
SUBJUNCTIVE	OPEN CONDITION	he will learn	if he <i>works</i> ( <i>Simple Present</i> )
	PRESENT CONDITIONAL	he would learn	if he <i>worked</i> ( <i>Simple Present</i> )
	PAST CONDITIONAL	he would have learned	if he had <i>worked</i> ( <i>Past Present</i> )



## УПРАЖНЕНИЯ

**I. Преобразуйте предложения в (а) условное настоящее, (б) условное прошедшее.**

- I will go if you want me to.
  - I would go if you wanted me to.
  - I would have gone if you had wanted me to.
- If you help me with the chairs, the room will soon be ready.
- If it rains, we shan't have the picnic.
- You will see the Eiffel Tower if you go to Paris.
- If you have any doubts about this exercise, Mr. Priestley will help you.
- If I receive any news, I shall let you know.
- If you want to, we shall take a boat out on the Avon.
- I will iron your shirt if you bring it to me.
- If you bring that bucket, I'll fill it with water.

10. If you hit that boxer on the nose, he will hit you much harder.
11. You will become a strong man if you eat porridge.
12. If these sausages are nice, I shall go to the butcher for some more.
13. You will have rolls and coffee for breakfast if you go to the Continent.
14. If the manager is in, the secretary will tell you.
15. If the blouse matches this skirt, I will buy it.
16. If you do that, you will be all right.
17. If the cat is hungry, I will give it some food.
18. If it rains, the garden-party will be spoiled.
19. Fred will pass his examination if he works.
20. I will give him the money if I see him.
21. If you drink that, it will kill you.
22. The boy will post your letter if you give it to him.
23. It will be safer if you don't give him the money.
24. If you don't wear a thick coat, you will be very cold.



## **КОНТРОЛЬНАЯ РАБОТА No. 1**

**I. Поставьте глаголы в предложениях в прошедшее время и назовите его:**

1. I think I can have lunch on the train.
2. The building is very ugly and I can never live in it.
3. I have sixpence to spend.
4. You are doing this exercise well.
5. He gives me so much that I feel I can't repay him.
6. Do you wish to marry my daughter?
7. I am hoping that the weather will be fine.
8. Hob gets the sentence wrong, but he's still cheerful.
9. You will finish your work by nine o'clock.  
(Use *Future Perfect Tense*.)
10. I don't expect that my painting will win a prize.

**II. Преобразуйте прямую речь в косвенную:**

1. Mr. Priestley asked, "Are all my students here?"
2. Joe said, "That car will cost a lot of money".
3. Lucille said, "I know where I can get a cheaper one".
4. The porter said, "I have put your luggage on the train".
5. Pedro asked, "How much is that blue suit?"
6. The teacher to the boys: "Open your books".
7. Andrew: "When will tea be ready?"
8. Mrs. Priestley to the baker: "Don't leave any bread tomorrow".

9. Grandma said, "I am having trouble with my false teeth".
10. Pedro to the Waiter: "Why isn't this tablecloth clean?"

**III. Объедините предложения, используя относительное местоимение вместо выделенного слова. (Например: I have bought a new car. I paid £540 for *it*. — I have bought a new car for *which* I paid £540).**

1. This is Olaf. *He* arrived at Newcastle this morning.
2. Here's the book. I told you about *it*.
3. That hen has escaped again. You ate *its* egg for breakfast.
4. Look at the blackbird. We heard *him* singing this morning.
5. What is the name of that lady? *She* always dresses charmingly.
6. Where is my money? I left *it* here last night.
7. You can collect the tickets from the booking office. I paid for *them* yesterday.
8. Andrew goes to a boarding-school. *The school* has a good reputation.
9. I went to the college in Oxford last week-end. I used to live in *it*.
10. Put it in the book-case. *The book-case* stands by the fireplace.

**IV. (а) Найдите придаточное предложение.**

**(б) Определите его тип.**

**(в) Измените время на прошедшее.**

1. He says these sentences will be easy.
2. What you are writing is all wrong.
3. Because my passport hasn't come, I have to spend the night at Harwich.
4. I lock the door so that a burglar can't get in.
5. He promises that it won't happen again.

**V. Закончите следующие предложения:**

1. Unless... I shan't come to this hotel again.
2. As soon as the meal was finished, Hob...
3. I don't think that...
4. After... the aerodrome was silent.
5. The actress is so bad-tempered that...
6. If I were Prime Minister...
7. You should have known that...
8. ...so that I should not miss the plane for Berne.
9. May you live to see the day...
10. We shall go for a bathe, if...

**VI. (а) Что такое «подразумеваемое отрицание»? Приведите пример.**

**(б) Назовите три наклонения. Приведите пример на каждое.**

**(в) Поставьте глаголы в предложениях в нужную форму и определите вид наклонения.**

1. Don't (leave) me to do all the work.
2. If you (eat) so much, you will be ill.
3. If I (be) you, I should be very careful.
4. God (save) the Queen.
5. (Go) home at once!
6. Where (be) the money you promised me?
7. You would never have known if I (not tell) you.
8. I (study) English for three years now.

**VII. Опровергните высказывания, используя краткие формы. (Например: "It rained yesterday". — "No, it didn't").**

1. John is at Cambridge.
2. Hob can't eat the breakfast.
3. The painter paid three pounds.
4. Jan doesn't like Frieda.
5. I'm not going to get up yet.
6. You didn't do that exercise very well.
7. The last train has gone.
8. Mrs. Priestley takes sugar in her tea.
9. I shall leave here at six o'clock.
10. They hadn't washed the dishes.

**VIII. Придумайте вопросы, на которые можно было бы дать следующие ответы:**

1. No, I don't.
2. It has stopped raining.
3. Four and sixpence, sir.
4. Yes, if you hurry.
5. It's a quarter to four.
6. You can get a good cup at Susan's Cafe.
7. The 14 bus will take you there.
8. He's called Jock.
9. Yes, if you want to.
10. That's Big Ben.

### **Сочинение**

**Напишите небольшой рассказ (около 200 слов) на одну из следующих тем:**

- (а) Посещение большого города.
- (б) Морское путешествие.
- (в) Семья Уиггинз.

**X. Внимательно прочтите следующий отрывок, а затем выполните задания после текста.**

Since his retirement Uncle George had become a frequent visitor at art exhibitions, and Aunt Judith was pleased not only because it did not cost much but also because it made a good impression on the neighbours. However, after a time, Uncle, not content with just looking at the pictures, began to buy them and his wife's pleasure grew less.

What happened when Uncle returned home with his latest picture was always the same. Aunt Judith's welcome used to die on her lips as she saw the large parcel under his arm, but Uncle never seemed to notice. He would rush past his wife, place the parcel on the hall table and with excited fingers begin to untie the knots.

(1) Приведите слова или словосочетания, близкие по значению приводимым ниже словам и словосочетаниям:

- (a) Since his retirement
- (b) had become a frequent visitor
- (c) neighbours
- (d) place
- (e) parcel

(2) Почему тетушка Юдит обрадовалась, когда ее муж стал ходить на художественные выставки?

(3) Почему позднее ее радость поубавилась?

(4) Что находилось в большом свертке?

(5) Во втором абзаце назовите две вещи, которые указывают на большой интерес дяди Джорджа к искусству.

## LESSON 13

### “SHOULD” AND “WOULD”

Суммируем все употребления глаголов *should* и *would*.

(1) Они используются как формы прошедшего времени глаголов *shall* и *will* для образования времени «будущее в прошедшем».

(2) Они используются в условных придаточных в со-  
слагательном наклонении с подразумеваемым отрицанием.

Эти два употребления нам уже известны. Но есть и другие.

(3) *Should* используется, чтобы показать обязанность (duty) или долженствование (obligation). В этом значении он сходен с глаголом *ought*. Например:

You *should* do better work than this (=you ought to do better work than this).

If he left here at four o'clock he *should* (=ought to) be home by now.

The students *should* (=ought to) know by now that the teacher won't accept bad work.

You *shouldn't* (=oughtn't to) eat peas with a knife.

Hob: One day I heard Aunt Aggie talking to a workman. She said, “When I use a hammer I always hit my thumb with it. What *should* I do to prevent that?” He said, “The only thing that I can think of, madam, is that you *should* hold the hammer with both hands”.

Pedro: I knew a poet (not a very good poet) who said to a friend, “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”.



Hob: Oh, I must tell you about my young cousin, Ted. One day he came downstairs crying loudly. "What's the matter now?" I said. "Father was hanging a picture and hit his thumb with the hammer", said Ted. "Well", I said, "that's not serious. A big boy like you *shouldn't* cry about a little thing like that. Why don't you laugh?" "I did", said Ted.

Mr. Priestley: We also express the idea of past obligation or duty by means of *should* and the Perfect Infinitive, like this: "You *should have done* better work than this".

(=You ought to have done better work than this.)

"You *should have known* by now that the teacher won't accept bad work".

"You *shouldn't have eaten* your peas with a knife".

Or, to take Hob's story:

"What *should I have done* to prevent that?"

"You *should have held* the hammer with both hands".

(4) *Should* and *would* are used to express a wish, e. g.

We *should like* to know what he is going to do next (= we wish we knew what...).

I *should like* you to play some Chopin for me (= I wish you would...).

Hob *would like* to know when this lesson is going to end. (he wishes he knew when...).

(5) *Would* is sometimes used in making requests (especially in the phrase "Would you mind ...?") because we feel it is rather more polite than a direct Imperative or *will*, e. g.

"*Would* you shut the door, please?"

(Imperative — Shut the door, please. With "*will*": Will you shut the door, please?)

*Would* you mind opening the window, please?

*Would* you mind passing me the salt?

Hob: You know that reminds me of a story of the old gentleman and the impolite little boy. It goes like this:

*Old Gentleman: Would you mind* telling me the way to the London Home for Lost Dogs?

*Little Boy:* It's a long way; are you in a hurry?

*Old Gentleman:* Yes, I am.

*Little Boy:* Then, if I were you, I *should* bite a policeman.

Mr. Priestley: There is just one other use of *should* and *would* that I want to mention.

(6) They are sometimes used in an Adverbial Clause of Purpose, e. g.



"I got up early, so that I *should not* be late for the train".

"Hob had a good breakfast, so that *he wouldn't* feel hungry before 11 o'clock".

And that's enough of *should* and *would*.



## УПРАЖНЕНИЯ

### I. Перепишите предложения, используя *should* вместо *ought to*:

1. He ought to work much harder.
2. Aunt Aggie ought to hold the hammer with both hands.
3. You oughtn't to cry about a little thing like that.
4. The children ought to be asleep by now.
5. That bicycle ought to be big enough for you.
6. Hob ought to have passed that exam.
7. My doctor says that I oughtn't to lift heavy things.
8. You oughtn't to have smoked a cigarette in class.
9. What ought Ted to have done, when his father hit his thumb?
10. He ought to have kept quiet.
11. You ought to see a Shakespeare's play if you go to Stratford.
12. Mr. Wiggins really ought to buy a new car.
13. The boy ought to be punished.
14. All these papers ought not to be left on the ground.
15. I really ought to get on with my work.

### II. Вставьте в пропуски *would* и *should*.

1. I — like to hear that song again.
2. Do you think I — take a holiday.
3. No, it — be better if you got on with your work.
4. — you mind carving the meat?
5. The boys — play more quietly.
6. The fire — have burned better, if I had more wood.
7. If I were you, I — go for a bathe now.
8. I — like to know when we will have breakfast.
9. My landlady — not try to make coffee.
10. He worked hard so that he — pass the exam.

### III. Напишите в вежливой форме следующие просьбы, начиная словами "*Would you mind...?*" и заканчивая словом "*please*". (Например: *Come here.* — *Would you mind coming here, please?*)

1. Open the window.
2. Stop the car.
3. Get on with your work.

4. Tell Timothy to come here at once.
5. Talk less loudly.
6. Go away.
7. Hold this hammer.
8. Repeat that sentence.
9. Pay at the booking-office.

### **Сочинение**

**Придумайте рассказ на одну из тем:**

- (a) Тетушка Эгги и работник.
- (б) Тед и молоток.
- (в) Пожилой джентльмен и невоспитанный малыш.

## LESSON 14

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### OLAF GIVES US ANOTHER “WIGGINS” PLAY

Olaf: I've written another little play about the Wiggins fami-ly and I've tried to use a lot of examples of *should* and *would*. May I read it to you?

Mr. Priestley: We should enjoy that very much.

Olaf: Thank you. Here's the play.

#### A VISIT TO THE CINEMA

*Scene: the drawing-room  
At the Wiggins' house*

Mr. Wiggins: Ah, a chair by the fire at last. It's nice to sit down and take it easy after a hard day's work.

Grandma: You wouldn't be so pleased if you had to sit here all day long like Grandpa and me.

Mrs. Wiggins: Well, Grandma, what would you like to do?

Grandma: I'd like to go to the pictures.

Mr. Wiggins: You wouldn't if you looked out of the window. It's pouring with rain.

Mrs. Wiggins: Then you should offer to take them in the car, James.

Mr. Wiggins: I've just put the car away. Grandma should make up her mind earlier if she wants to go to the pictures.

Grandpa: Did I hear James say that he would take us to the pictures?

Mrs. Wiggins: Yes, Grandpa. As it's raining he'll take you in the car. He thought it would be a change for you.

Timothy: I want to go to the pictures too.

Mrs. Wiggins: You can't go tonight, dear. The pictures won't finish till long past your bedtime.

Mr. Wiggins: It will finish past mine too. I was looking forward to an early night.

Mrs. Wiggins: Now don't be selfish, James. Grandma and Grandpa get little enough pleasure from life, as it is.

Grandpa: And sitting in this room with the walls painted green isn't one of them. I would have painted them red.

Grandma: Yes, red would have been much better. Are you going to take us, James, or not?

Mr. Wiggins: Well, what's on at the pictures?

Mrs. Wiggins: It should be in the local paper. Ah yes, here we are. "The Private Life of Walter Mitty", starring Danny Kaye.

Mr. Wiggins: I've seen that once already.

Grandma: Ah, Grandpa always says that the only way to appreciate a picture properly is to see it twice, don't you, Grandpa?

Grandpa: Yes, always.

Mrs. Wiggins: Well, I'm sure you will all enjoy it. Timothy, go and get Grandma's coat, and you must go and get the car started, James. We don't want to keep Grandma waiting.

\* \* \*

(Half an hour later. In the cinema)

Mr. Wiggins: Well, here we are.

Grandma: And we're lucky to be here in one piece. The way you came round that corner was most dangerous.

Mr. Wiggins: Well, I knew you wouldn't want to be late.

Grandma: Ah, Grandpa always made a joke about that. He always said, "It's better to be 'late' than 'the late'".

Mr. Wiggins: I know. You've told me before.

Grandma: Well, you wouldn't think so the way you drove.

Grandpa: How long must we go on waiting, listening to that dreadful music?

Mr. Wiggins: The main picture starts in two minutes.

Grandma: This isn't a very good seat. It would be better if Grandpa moved up to the next one. Tell him to move up, James.

Mr. Wiggins: He wouldn't be very comfortable if he did.

Grandma: Why not?

Mr. Wiggins: Someone's sitting there.

Grandma: Have you any chocolates?

Mr. Wiggins: No.

Grandma: Oh, what a pity. Grandpa would never take someone to the pictures without buying a box of chocolates, would you, Grandpa?

Grandpa: What's that?

Grandma: I was saying you always bought a box of chocolates.

Grandpa: Chocolates? Yes, I would like a chocolate.

Grandma: We haven't any. James has forgotten.

Mr. Wiggins: Be quiet. The picture's starting.

Grandma: I shan't see much of it from this seat. You should have bought us better seats, James.

Mr. Wiggins: Oh, look at the picture.

Grandpa: Who's that young man with red hair? I've seen him somewhere before.

Mr. Wiggins: I expect so. He's a well-known star.

Grandpa: Have you noticed he drives a car just like James, Grandma?

Grandma: Yes, you're right, Grandpa. Very dangerous. He's behaving very queerly altogether. He's nothing like the fine handsome film stars of my day; you should have seen...

Mr. Wiggins: I wish you wouldn't talk so much. The people in front are looking round.

Grandma: Well, ask that lady in front of me if she would mind taking her hat off. She seems to have a bowl of fruit on her head.

Mr. Wiggins: Change seats with me. I can see perfectly.

(They change seats. Two minutes later)

Grandma: James, I've seen this picture before.

Mr. Wiggins: Well, so have I. I thought you enjoyed seeing a picture twice.

Grandma: Don't be silly. Who would want to see the same picture twice? We're going home. I can't think why you dragged us away from a warm fire to see a film that we've already seen. We should have been far better at home. Come along, Grandpa, come along, James!



## УПРАЖНЕНИЯ

**1. Придумайте предложения со следующими словами и словосочетаниями:**

offer; lucky; drag; pour; dreadful; silly; selfish; dangerous; seat; local; pity; take it easy; appreciate; queerly; in front

**II. Преобразуйте прямую речь в косвенную:**

1. Mr. Wiggins said, "It's nice to sit down after a hard day's work".
2. Timothy: "Take us to the pictures, Father".
3. Mr. Wiggins: "It's pouring with rain".



4. Mrs. Wiggins: "Can't you take them in the car?"
5. Mr. Wiggins: "I've just put the car away".
6. Grandma: "Get the car out again".
7. Hob: "I'm glad I don't live with Grandma Wiggins".
8. Olaf to Hob: "I expect Grandma is glad she doesn't live with you".
9. John Priestley: "Come to see me in Oxford".
10. Mrs. Priestley to Frieda: "May I give you a cup of tea before you go?"
11. Pedro: "It always pays to go to a good tailor".
12. Hob: "I always pay when I go to any sort of tailor".
13. Grandma: "I've seen this picture before".
14. Lucille: "How much is that coat?"
15. Frieda: "I hope Jan will come with me".

**III. Не изменяя значения предложения, перестройте его конструкцию, используя инфинитив и местоимение "it".**

**Например:** "Sitting in this room is no pleasure to me". — "It is no pleasure to me to sit in this room".

1. Seeing a picture twice is not my idea of fun.
2. Doing these exercises is excellent practice.
3. Driving a car at night is not always easy.
4. Reading a book by the fire is pleasant after a hard day's work.
5. Climbing mountains is sometimes dangerous.
6. Telling jokes is one of Hob's great joys.
7. Doing these exercises is not always as easy as it looks.

**IV. Ответьте на вопросы:**

1. Why did Mr. Wiggins say it was nice to sit down?
2. Why did Grandma disagree?
3. What was the weather like?
4. Grandpa was rather deaf. Find two instances of it in this play.
5. What did Mr. Wiggins mean by an "early night"?
6. Why couldn't Timothy go to the pictures?
7. What is a "local paper"?
8. What is "a film star"? Mention three by name.
9. What colour would Grandpa have painted the walls?
10. What entertainment was there in the cinema before the picture started? How do you know?
11. Why couldn't Grandpa move up to the next seat?
12. What did Grandma think of Mr. Wiggins' driving?
13. What did the hat of the lady in front remind Grandma of?

14. What was the name of "that young man with red hair"?  
15. Why did Grandma decide to go home?

**V. Какая разница между:**

- |                            |                          |
|----------------------------|--------------------------|
| 1. a car and a van.        | 5. late and "the late".  |
| 2. a chair and a seat.     | 6. a minute and an hour. |
| 3. a picture and a cinema. | 7. warm and hot?         |
| 4. handsome and pretty.    |                          |

**Сочинение**

**1. Расскажите или напишите:**

- (а) Рассказ о том, как мистер Уиггинз ходил в кино.  
(б) Рассказ о любом фильме, который Вы смотрели.

**2. Кто Ваш любимый актер кино? Почему? Назовите его лучшие роли.**

## LESSON 15

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### RULES OF GRAMMAR AND “STANDARD ENGLISH”

Jan: There is one thing that rather puzzles me. You have given us from time to time a “rule” of grammar, or sometimes we are told, “That is not good grammar”. Who makes the “rules” of grammar? Who decides whether a sentence is right or wrong?

Mr. Priestley: No one.

Jan: But isn’t there an Academy that does it?

Mr. Priestley: Not in England.

Lucille: Hasn’t Oxford University or Cambridge anything to do with it?

Mr. Priestley: No. You see, the grammar of a language is not a list of rules forced on the people who speak it; it is just a record made by careful observation of how the people speak the language.

Pedro: But you have “rules” and laws of grammar to say “this is right and this is wrong”. Surely the language must obey these rules?

Mr. Priestley: You have “rules and laws of Nature”, but these are not rules for Nature that Nature has to obey, they are just a few things that wise men have observed as to the way Nature acts. If we find that Nature is not acting according to these rules we don’t try to force Nature to obey them; we change the rules and make new ones.

Lucille: And is it the same with grammar?

Mr. Priestley: Exactly. Language is a living thing, always changing; old words die, new words come in; some constructions gradually fall out of use, others push their way in. The English of today is not quite the same as the English of the eighteenth century; the English of King Alfred<sup>1</sup> could not be understood at all by Englishmen of today. What was good grammar for Shakespeare could be bad grammar for Shaw.

Pedro: To come back to this question of what is grammatically “right” and what is grammatically “wrong”: how do you decide?

Mr. Priestley: Whatever form is used by the majority of educated speakers or writers is correct; or as Sweet<sup>2</sup> puts it,

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<sup>1</sup> A. D. 849 — 901.

<sup>2</sup> Henry Sweet (1845 — 1912), a famous writer on the English language.



“Whatever is in general use in a language is, for that reason, grammatically correct”. That is all.

Frieda: Is what you have said about grammar true also about pronunciation?

Mr. Priestley: Yes. Pronunciation has changed, and is changing constantly.

Jan: It must be more difficult to decide what is right and what is wrong in pronunciation than it is in grammar, for in different parts of England there are different pronunciations.

Olaf: Yes, I noticed that. In Scotland the pronunciation is quite different from the London one.

Frieda: I noticed that, too, in Devon.

Hob: My uncle Albert speaks with a Lancashire accent. It seems to me that almost every part of England has a different pronunciation.

Mr. Priestley: Yes, you are not far wrong. And if you are considering different kinds of English, you might have included the English spoken in Wales, Scotland, Ireland, Australia, South Africa, New Zealand, Canada and the United States.

Lucille: Well, where is the best English spoken? That is, naturally, the one we want to learn to speak and write.

Mr. Priestley: I think I am asked that question by every class that I teach. From the point of view of the student of language there is no form that is better than any other. The best Devonshire English is spoken in Devon, the purest Scottish English in Scotland, the most correct London English in London and the best American English in the United States.

Pedro: I see. But which type of English must we learn?

Mr. Priestley: Ah, that's rather another matter. The most convenient form, and the one I am teaching you, is that used by the great majority of educated speakers in South and South-East England, especially in London and its neighbourhood. It is used, too, in most of the universities and public schools in England. It is easily understood in all parts of the English-speaking world. It is, at the present time, more widely spoken than any other form and, owing to the spread of education and the influence of the B.B.C., whose announcers use this form, it is getting more widespread every day. For that reason and from that point of view you can, if you like, call it “Standard” English.

Hob: Well, if it's good enough for the B.B.C., it's good enough for me.

Jan: Could you tell us more, some time, about Standard English? There's a lot more I want to know.

Frieda: So do I. Not only about Standard English but about the English language generally.

Lucille: Such as — ?

Jan: Well, such things as: "Why doesn't everyone in England speak Standard English?"

Olaf: And, "Is Standard English the same as the 'King's (or Queen's) English'?"

Jan: Yes, and "Why does Standard English seem to belong to the South of England rather than the North?"

Pedro: And, "Do all speakers of Standard English speak the same?" I mention this because I think I have heard differences between your pronunciation, Mr. Priestley, and your son John's.

Mr. Priestley: You have certainly given me some questions to answer, and I shall be very pleased to deal with them all at some later date.



## УПРАЖНЕНИЯ

**I. Придумайте предложения со следующими словами и словосочетаниями:**

- |                 |                    |                         |
|-----------------|--------------------|-------------------------|
| 1. puzzle       | 6. educated        | 11. influence           |
| 2. weather      | 7. constantly      | 12. B.B.C.              |
| 3. obey         | 8. naturally       | 13. at the present time |
| 4. according to | 9. majority        | 14. widespread          |
| 5. gradually    | 10. Public Schools | 15. convenient          |

**II. Образуйте глаголы от следующих существительных; придумайте предложения с этими глаголами и существительными:**

1. obedience. 2. pronunciation. 3. influence. 4. decision.  
5. speech. 6. student. 7. trial. 8. explanation. 9. thought.  
10. death. 11. record. 12. difference.

Образуйте прилагательные от 1, 3, 4, 6, 8, 9, 10, 12 и наречия от 1, 3, 4, 6, 9, 12. Придумайте с ними предложения.

**III. Замените следующие слова и фразы одним словом, которое встречалось в этом уроке. В скобках дана первая буква слова и количество букв в нем.**

1. to become different, not to stay the same.

(с — — — — —)

2. the opposite of *live*. (d — —)

3. the opposite of *easy*. (d — — — — — — —)

4. one hundred years. (с — — — — — — —)

5. a law. (r — — —)
6. right, not wrong. (c — — — — —)
7. to be ruled by, to do as you are told. (o — — —)
8. unlike, not the same. (d — — — — — — —)
9. sort (*noun*). (t — — —)
10. instruction. (e — — — — — — —)
11. found in a great many places.  
(w — — — — — — —)
12. nearly. (a — — — — —)

**IV. Ответьте на вопросы:**

1. Who made the rules of grammar?
2. What is Standard English?
3. Why does Mr. Priestley teach it?
4. What does he mean when he says, "Language is a living thing"?
5. What is an accent?
6. Why is Standard English becoming more widely spoken?
7. What did Mr. Priestley reply when asked where the best English was spoken?
8. Mention five countries not in the British Isles where English is spoken.
9. When was King Alfred born?
10. What two writers of plays are mentioned in this lesson?

**Сочинение**

**Что Вы думаете о БИ-БИ-СИ? Напишите о программах, которые Вы слышали, и сравните с радиопрограммами в Вашей стране.**

## LESSON 16

### LUCILLE'S STORY: "THE SAND-GLASS"

Lucille: It's usually Hob who has the interesting relatives, Aunt Aggie, Uncle Tom, Albert, Theophilus — to mention just a few of them, but, though it is not about an actual relative, I could tell you a story about my old nurse Anna. May I do so?

Mr. Priestley: We should be delighted to listen to you, Lucille. Please tell us the story.

Lucille: Well, Anna was a dear old servant in our house in Paris. She had been a servant in our family before I was born and had been nurse to my sisters Marie and Yvonne and to me. She helped with the work in the house, she did the sewing, she could cook an omelette, or any other dish, better than anyone else I know. We all loved her, she was so kind, so helpful and so constantly busy. From early morning till late at night she never rested and nothing was too much trouble for her. If ever we were in difficulties, from a torn frock to a broken heart, it was to Anna that we went for help and comfort.

Then, one day, she came to say that she was leaving us. "Leaving us, Anna!" I said, hardly able to believe my ears.

"Yes, Miss Lucille", she said, and then, blushing and looking rather confused, she said, "I'm going to be married". You could, as Hob said, have knocked me down with a feather. Because we had known her all our lives, we girls naturally thought of Anna as old, but I don't suppose she was more than forty when she left us; for had she did leave us, and married Henri Behr.

It was the greatest mistake she ever made in her life, and, though than Anna never said a word about it, I am sure she regretted it almost from the day she was married. Anna had saved quite a bit of money during the years she had been with us, and with it she bought a house in Tours.

It was quite a big old house, and she made her living by letting rooms in it. And when I say she made the living, I mean that, for Henri did absolutely nothing at all. My father and mother and my sisters and I at some time or other all visited Anna, but none of us liked Henri. He was ten or twelve years older than Anna, a big, unpleasant, selfish, bad-tempered man. I never once saw him smile or say a kind word to anyone. But all this was nothing compared with his laziness. That was al-

most beyond belief. I don't think he had ever done a stroke of work in his life. He certainly never did after he married Anna. He got up about ten o'clock in the morning (by which time Anna had been up for four or five hours) and sat in his arm-chair by the big stove, and there he would sit until it was time to go to bed. Anna had to leave her work and hurry to bring him his breakfast of rolls and butter and coffee. Then he sat and read his paper and smoked his pipe or slept while Anna ran about upstairs cleaning all the rooms (and with Anna everything was always as clean and bright as a new pin), making the beds, doing the washing, or running downstairs half a dozen times to answer the door-bell. And in the midst of it all she had to prepare the vegetables and cook the huge meal that he always expected promptly at one o'clock. A dozen times a day you would hear him shout, "Anna", and she had to leave her work and hurry to see what he wanted. It would usually be to pick up the pipe that he had dropped, or find another cushion for his head, get him a glass of wine or put some more wood on the fire. If she didn't come running the moment he called, he would burst into a fit of rage, his face would go red with anger and you could hear his shouting all over the house.

Well, for the next year or two we lost touch with Anna. Tours is a hundred and fifty miles or so from Paris, and in any case we hated to see her so unhappy, so we never went to see her. Then, one day, I went to Tours to visit some friends and I thought I would call and see Anna. I went to the house where she lived near the Church of Notre-Dame-la-Riche. I rang the bell — it was one of those old-fashioned ones that you pulled — and I could hear it ringing through the house. I waited, but there was no sound of footsteps in the house. I waited, perhaps for two minutes, but still all was silent. But the house was occupied; there was smoke coming from the chimney (it was in December), and I recognised Anna's clean, bright curtains in the windows. I rang again, louder than before, and then, after another minute or so, I heard footsteps slowly coming down the stairs. The door opened and I saw Anna. The moment she saw me her face lighted up with a smile. I threw my arms round her and said, "Oh, Anna, how nice to see you again!" There was no doubt about her joy at seeing me. She took me upstairs to her cosy room, neat and clean and tidy as Anna's rooms always were. The room was exactly as I had always known it — except that Henri wasn't there. Oh, yes, and except for one other



thing. On the table near Anna's chair (the chair where Henri always used to sit) was a big sand-glass, I think you call it an egg-timer.

Frieda: I know what you mean. The sand takes four minutes to run through from the top to the bottom of the glass; and that's the time you need to boil an egg.

Olaf: I saw a big one like that in an old church in Scotland. But they called them "hour-glasses". The sand took an hour to run through, and when the preacher began his sermon he used to turn the glass upside down and then he preached until all the sand had run through. The old Scots liked good value for their money!

Hob: Never mind the Scots. Let Lucille get on with her story. I want to hear what happened to Henri. I think Anna had murdered him; I hope she had.

Lucille: Well, I noticed that Anna looked every now and then at the sand-glass and whenever she saw that the sand (a peculiar, dark-coloured sand) had run through, she turned the glass and let the sand run through again. Just then the front doorbell rang again, but instead of jumping up at once to answer it as Anna always used to do, she just turned the sand-glass over and sat still. When the sand had all run through, she got up quietly and went downstairs to answer the door. So that was why I had to wait so long! It all seemed very funny, but I didn't say anything. She came back and we continued our chat, and then she said, "But you must be hungry, Miss Lucille; I'll make lunch. Would you like an omelette?" I certainly was hungry and, knowing Anna's omelette of old, I said there was nothing I should like better. But again she didn't get up. She just turned over the sand-glass and when she saw the sand had run through, she got up and cooked the lunch. It was not until we had finished lunch that I said, "Where's Henri?" Anna said, "He's dead; he died about a year ago". I couldn't say, "I'm sorry to hear it", I just sat silent. Anna continued, "He got into one of his rages and suddenly dropped down dead". There was a pause. She picked up the sand-glass. "I had him cremated", she said. "These", and she pointed to the sand, "are his ashes. He never worked while he was alive, but I see to it that he does now he's dead".

And she turned the sand-glass over again.



## УПРАЖНЕНИЯ

**I. Придумайте предложения со следующими словами и словосочетаниями:**

- |                        |                     |              |
|------------------------|---------------------|--------------|
| 1. actual              | 6. in difficulties  |              |
| 2. delight             | 7. beyond belief    |              |
| 3. nurse               | 8. laziness         |              |
| 4. torn                | 9. a stroke of work |              |
| 5. comfort             | 10. prompt          |              |
| 11. cushion            | 16. neat            | 21. value    |
| 12. a fit of rage      | 17. tidy            | 22. murder   |
| 13. we lost touch with | 18. cosy            | 23. peculiar |
| 14. old-fashioned      | 19. preach          | 24. omelette |
| 15. occupied           | 20. sermon          | 25. cremate  |

**II. Поставьте глагол в нужное время:**

- How long (you know) Anna?
- She (stay) with our family for twenty years.
- After her marriage we (not see) her for a long time.
- I (visit) Tours a few months ago.
- We (be) at Victoria in ten minutes.
- It (be) ten years since I (leave) school.
- We (not see) John for two months.
- How long (you stay) in England?
- Olaf (finish) that exercise five minutes ago.
- I (not be) to Lisbon since the war.

**III. Поставьте в начале предложений необходимые по смыслу вопросительные слова: *Why? What? Where? Whose? When? Which?***

- was the name of your old nurse?
- did she go to live?
- did she marry an unpleasant man like Henri?
- sort of man was he?
- money bought the house in Tours?
- will you be ready?
- are you doing?
- have you changed your clothes?
- is my tie? I can't find it.
- train shall we catch? The four o'clock or the five-thirty?

**IV. Перепишите предложения, заменяя *other* на *else*. Вам могут понадобиться следующие выражения: *nothing else, everyone else, no one else, someone else, anything else, somewhere else*.**

*Первое предложение дано в качестве образца:*

- She is a better cook than any other person I know. (She is a better cook than anyone else I know.)

2. Hob asked if there was any other thing for lunch.
3. Do you want to see Olaf or some other person?
4. Every other person thought Henry was lazy and unpleasant.
5. He sat and read his paper, but never did any other thing.
6. Hob got it wrong, but every other person got it right.
7. Shakespeare was a great writer, and there is no other person like him.
8. My pen is not on my desk. I must have left it in some other place.
9. I wanted to use the phone but some other person was using it.
10. I want some two-inch nails, and no other things will do.

**V. Ответьте на вопросы:**

1. How long had Lucille known Anna?
2. What was the greatest mistake Anna ever made?
3. What sort of a man was Henry Behr?
4. What time did Anna usually get up after she was married?
5. Why did Lucille's family stop visiting Anna?
6. What two things were different when Lucille visited Anna's home again?
7. Why two sand-glasses used in some Scottish churches?
8. How did Anna make Henry work after he was dead?

**VI. Подберите слова или словосочетания со сходным значением:**

- |              |                  |                    |
|--------------|------------------|--------------------|
| 1. delighted | 6. rage          | 11. I'll see to it |
| 2. blushing  | 7. occupied      | 12. suddenly       |
| 3. regretted | 8. joy           | 13. a pause        |
| 4. a dozen   | 9. murder (verb) | 14. a chat         |
| 5. a sermon  | 10. continue     | 15. peculiar       |

**Сочинение**

**1. Расскажите или напишите о браке Анны и Генри.**

**2. Напишите письмо своему другу, которому нужна кухарка, расскажите в нем об Анне и рекомендуйте ее ему.**



## LESSON 17

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### “RULES OF GRAMMAR” AGAIN

Jan: You spoke to us in one lesson about “rules of grammar”. Well, I was looking at a grammar book (not one of yours) and on one page it gave some teaching about the use of *whom*. I don’t think you have said anything to us about this, but some of the sentences it gave, and especially a rule that it added, seemed rather strange to me. It said, for example:

“A common mistake that students make is to say:

Who do you want to see?

Who is he speaking to?

*Who did you play with?*

These should be:

Whom do you want to see?

Whom is he speaking to?

*Whom did you play with?*

or, better still for the second and third ones:

*To whom is he speaking?*

*With whom did you play?*

These forms are better because a preposition is generally placed immediately before the noun or pronoun that it governs, and you ought not to end a sentence with a preposition”.

What is your opinion, sir?

Mr. Priestley: Let us take the point about *whom* first. The relative pronoun and the interrogative pronoun *who* has three forms: *who* (nominative), *whom* (objective), *whose* (possessive). Here are examples of each:

#### ***Relative pronoun***

That is the man *who* spoke to me.

That is the man *whom* I spoke to.

or That is the man to *whom* I spoke.

That is the man *whom* I saw.

That is the man *whose* house was burnt down.

#### ***Interrogative pronoun***

*Who* is speaking now?

*Whom* do you want to see?

*Whom* are you looking at?

*Whose* is this book, yours or mine?

Now in writing, and perhaps in formal speaking, we use *whom* when the relative pronoun or the interrogative pronoun is in the objective case. But in conversation, especially in in-

formal colloquial<sup>1</sup> speech, most people would use the interrogative pronoun *who* instead of *whom*. They would say, for example:

*Who* do you want to see?

*Who* did you speak to?

*Who* are you looking at?

If the relative pronoun is in the objective case and if it is a defining relative, it is usually omitted in colloquial speech, e. g.

That's the man I spoke to.

That's the man I saw.

\* \* \*

Now let us come to the second point, the "rule":

"Never end a sentence with a preposition".

That is just nonsense. Practically every great writer and every speaker of English has broken that rule; in fact there are some prepositions<sup>2</sup> which are used in phrases that can only be put at the end of the sentence. They are usually prepositions that are closely associated with verbs. For example:

It was worth *waiting for*. It's not a thing to *laugh about*. When I went swimming, I handed him my watch *to take care of*. Bread is a thing we can't do *without*.

Hob: Sir, I know a story about ending sentences with prepositions.

Mr. Priestley: Hob, there seems to be nothing you don't know stories about. (And there's another end preposition!) But let us have it by all means.

Hob: It's about Sir Winston Churchill when he was Prime Minister of England. He had written out an important speech that he was going to give, and he handed it to one of his secretaries to type. When he got back he found that the secretary had gone through the speech and changed all the sentences that ended with a preposition. Sir Winston marked all these alterations in red ink and wrote underneath:

"This is the sort of English up with which I will not put".

Mr. Priestley: Very good, Hob. But there is a story about the funny effect you get if you get too many end prepositions.

Hob: Oh, sir, tell us the story.

Mr. Priestley: Well, it's about a very small boy who couldn't read. He asked his mother to read to him, so she went

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<sup>1</sup> Don't mistake *colloquial* speech for *slang*. Colloquial speech is the kind of speech that educated English people would use in natural, informal talk.

<sup>2</sup> Many of these prepositions have an adverbial force.

to get a book; but it was not the one he wanted, and as soon as he saw it he said: "Oh, Mummy, what did you bring me that book to be read *to out of for*?"

Pedro: Are there any occasions when you mustn't have the "end preposition"?

Mr. Priestley: Yes, there are. Here is one:

"The unwillingness *with which Hob comes* to a grammar lesson, and the speed *with which he goes away from it*, have always amused me". You couldn't say "The unwillingness he comes to a grammar lesson *with*" and "the speed he goes away from it *with*".

And now to end this lesson I want to tell you about a conversation that I took part in (or "in which I took part"). It was with Professor Grey. He is a Professor of Ancient Languages. He knows so much about ancient languages that I think he always lives in the past. He also has some very fixed ideas about English. My new book on "Colloquial English" had just been published, and I happened to meet him on the station when we were both going in to London.



"Oh, Priestley", he said, "you're the very man I wanted to see... About that book of yours ... you know, *Spoken English* or something... I forget the exact name ... did you — er — go over it carefully before it went to the printers?" So of course I said, "Good heavens, Grey, yes. You don't suppose I'd let them publish anything with my name to it without knowing whether they'd done it properly?"

So then he said:

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<sup>1</sup> But this could be expressed more neatly by saying "Hob's unwillingness in coming... and his speed in going away..."

"Well, look here — er — I don't want to hurt your feelings but, well, to put it bluntly, there are a lot of mistakes in it".

So I said:

"Really? That's interesting. Can you mention one off-hand?"

So he said:

"Well, you've got two in one sentence".

I guessed what was coming as a matter of fact. But I kept quiet about it. I pretended to think he was referring to some misprints I hadn't noticed, you see. So I just said:

"Hm! That's rather serious. I'm sorry about that. I went through it very carefully indeed before it was printed".

So he went on:

"Well, one of the mistakes *may* be a misprint. But the other can't be. You've put a preposition at the end of a sentence. And you put *who* for *whom*. You've put "Who's it by?" on the first page, and a little later you say, "It depends who you're speaking to". Everyone'll see it directly they pick the book up. They'll say, "That's a fine person to learn English from! Why, he can't talk it properly himself. Who does he expect to buy a book like that? And both you and your publishers will be laughed at".

So of course I said:

"Well, if anyone says that to me, I shall just say, 'Well, what's good enough for a Professor of Ancient Languages is good enough for me'".

He said, "Professor of Ancient Languages? Who do you mean?" So of course I said: "You. You've just made the very mistakes you accuse me of. First you said, "That's a fine person to learn English from" (that's a preposition at the end of the sentence). Then you went on by saying "Who does he expect to buy a book like that?" (that's *who* instead of *whom*). You said I and my publishers would be laughed at (a preposition at the end of the sentence), and you've just finished by saying "Who do you mean?" (that's another *who* instead of *whom*).

Of course he denied he said so. People like Grey never do admit they talk that way. And of course you can't prove it unless they've been talking into a gramophone. Still, he knew all the time he had said it, so he began to say, "Oh, well, I was only saying what *other people* would say. Very likely they wouldn't speak correctly".

So I said, "You know perfectly well that you — and ninety-nine out of every hundred educated Englishmen — *always* talk like that".

So he said: "You don't know what you're talking about". You see? He'd put a preposition at the end of the sentence again!

Then he saw what he'd done and began correcting himself. Of course I couldn't help laughing, and that put him in a bad temper. He's not spoken to me since.



## УПРАЖНЕНИЯ

**I. Объясните, почему в следующих предложениях употребляется *whom*, а не *who*:**

1. I met a boy *whom* you know.
2. Do you know the boy to *whom* I am referring?
3. Yes, I know the boy *whom* you mean.
4. He is the brother of a boy *whom* I taught.
5. There is the man *whom* I wrote the letter to.
6. There is the man from *whom* I got a letter.
7. Those children, *whom* you saw studying grammar, are in my class.
8. The children about *whom* you spoke are learning grammar.
9. The man with *whom* I was talking is the pilot of the plane.
10. The man *whom* I got the information from is the pilot of the plane.

Перепишите эти предложения в «разговорной форме».

**II. Вставьте правильное вопросительное или относительное местоимение а) в формальной речи, б) в обычном, неформальном разговоре или письме, если оно отличается от (а) и (в) скажите, когда это вопросительное, а когда относительное местоимение:**

1. — is that boy?
2. That is the boy — won the race.
3. — car is that new one?
4. To — did you give my best hammer?
5. — shall we ask about a new television set?
6. — goes there?
7. I don't know — work this is.
8. — are you looking for? (*of a person*)
9. He is a person — I trust.
10. Solomon was a king to — the Queen of Sheba gave many gifts.
11. With — did Lilian go to Stratford?
12. It was Caesar — Brutus killed in Rome.
13. "— threw that?" said the master angrily.
14. The boy, to — the ruler belonged, got up slowly.
15. "It is always you — make trouble", said the master.

### III. Придумайте предложения со следующими глаголами:

- |                |                   |
|----------------|-------------------|
| 1. laugh at    | 11. look for      |
| 2. laugh about | 12. look at       |
| 3. speak of    | 13. look after    |
| 4. speak to    | 14. remind ... to |
| 5. wait for    | 15. remind ... of |
| 6. wait at     | 16. call in       |
| 7. put up with | 17. call out      |
| 8. put up      | 18. call for      |
| 9. talk about  | 19. pass down     |
| 10. talk to    | 20. pass by       |

### IV. Вставьте нужные предлоги:

1. Lilian and Andrew live — Scotland not far — Inverness.
2. Sir Winston Churchill thinks a preposition is sometimes a good word to end a sentence —.
3. What did you do that — ?
4. John Bunyan wrote most — his greatest book, *Pilgrim's Progress*, while he was — prison.
5. Five planes flew low — the field — which the men were working.
6. Come here — once!
7. I am writing — a pen — my hand, I am sitting — a chair — a table.
8. It is shady — the trees — the river.
9. The army marched — the bridge.
10. Professor Grey was not the sort — man — whom you could argue.
11. He was never wrong — anything.
12. I expect you are tired — the sentences — this exercise now.

### Сочинение

1. Подготовьте рассказ (письменно или устно) о мистере Пристли и профессоре Грее.
2. Расскажите о Вашем знакомом, который никогда не ошибается.

## LESSON 18

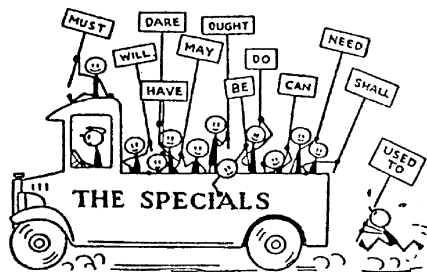
### SOME STRANGE, BUT VERY IMPORTANT VERBS. "THE SPECIALS" (I)

Mr. Priestley: I wonder if you've noticed in our study of English grammar the strange behaviour of a group of verbs that we might call the "Peculiars" or the "Specials". They are a little band of rebels that insist on going their own way, refusing to be influenced by the behaviour of all the other verbs. Practically all of them are the verbs most frequently used in the language. You already know them all. There are only twelve of them. One or two of the group are not quite whole-hearted rebels — they are inclined sometimes, as you will see, to go over to the side of the majority — but the others are real out-and-out rebels. Here they all are with the related forms in brackets:

**be** (am, is, are, was, were); **have** (has, had); **can** (could); **do** (does, did); **shall** (should); **will** (would); **may** (might); **must**; **ought**; **need**; **dare**; **used to**.

Olaf: In what ways are they different from all the other verbs?

Mr. Priestley: In nine ways.



I. Прежде всего они образуют вопросительную форму путем инверсии, т. е. глагол ставится перед подлежащим. Например:

#### ***Affirmative***

She was there.

They can speak English

They ought to finish the work.

#### ***Interrogative***

Was she there?

Can they speak English? .

Ought they to finish the work?

Это невозможно сделать с любым обычным глаголом; в таких случаях, как вам известно, используется вспомогательный глагол **do** (does, did). Например:

**Affirmative**

He speaks English.

I write quickly.

He finished his work.

**Interrogative**

Does he speak English?

(NOT "Speaks he English?")

Do I write quickly?

(NOT "Write I quickly?")

Did he finish his work?

(NOT "Finished he his work?")

II. Эти глаголы образуют отрицательную форму не так, как другие глаголы. Она образуется лишь добавлением *not*, которая в разговорной форме сокращается до *n't*. Краткая отрицательная форма является надежным средством распознавания этих глаголов (напр.: *isn't*, *haven't*, *oughtn't* и др.). Только эти глаголы способны на такое сочетание с *not*. Вот еще несколько примеров:

**Affirmative**

She was there.

They can speak English.

You ought to finish the work.

**Negative**

She was not (wasn't) there.

They cannot (can't) speak English.

You ought not (oughtn't) to finish the work.

Обычные глаголы на это не способны. Нельзя сказать (хотя когда-то это и было возможно) "He speaks not English". В этом случае необходимо использовать *do* и *not*.

Например:

**Affirmative**

He speaks English.

I write quickly.

He finished his work.

**Negative**

He does not (doesn't) speak English.

I do not (don't) write quickly.

He did not (didn't) finish his work.

III. Мы уже рассматривали вопросительные фразы в разделительных вопросах:

It's time for dinner, *isn't it*?

You would do that, *wouldn't you*?

He can speak Russian, *can't he*?

или другой тип:

They mustn't do that, *must they*?

He can't speak Russian, *can he*?

He speaks Russian, *doesn't he*?

Вы обратили внимание на то, что мы не говорим "He speaks Russian, *speaks he*?"

Немногочисленными глаголами, которые можно использовать в вопросительных фразах, являются наши «не-



покорные» глаголы: *be, have, can, do, shall, will, may, must, need, ought, dare, used to*.

Pedro: Excuse me, but aren't there two meanings to some of these question phrases according to the tone of voice that you use?

Mr. Priestley: Yes, that's quite true; for example, if I want information or confirmation of an opinion I say the question phrase with a rising intonation like this:

"It's raining, isn't it?" (You see, I'm not quite sure whether it's raining or not and I want confirmation. The answer might be: "No, the rain's stopped now").

"Your name's Brown, isn't it?" (I am not quite sure that his name is Brown. The answer might be "No, it's Smith").

"We needn't pay the money, need we?" (Here again I'm doubtful whether I need to pay or not).

Then there's the other form with a falling intonation. In this case you are not asking for information. The "question" is just a conversational remark.

"It's a nice day, isn't it?"

(I know quite well it's a nice day, and I know I'll get an answer like, "Yes, very nice").

"Your name's Brown, isn't it?" (and I am sure I'll get an answer like "Yes, it is").

But whichever meaning I want to express, the only verbs that can be used are: *be, have, can, do, shall, will, may, must, need, ought, dare, used to*.

These verbs are sometimes called **auxiliary** (that is "helping") verbs because they help other verbs to form their different tenses (e.g. He *was* walking. I *shall* go. They *have* written) or moods (e.g. Long *may* she reign) and the passive voice (e.g. The work is done by machinery). But *be* and *have* are not always auxiliaries.

Hob: I can tell you a story with a lot of auxiliaries.

Here it is:

### THREE CHEERS FOR THE NAVY!

Jack, an old sailor who had spent many years in the Navy, was walking along a country road when he came to a farmhouse. The farmer was standing at the door and Jack said, "I have been walking all day looking for work. Will you give me a job?"

"Have you ever done any farm-work?" said the farmer.

"No", said Jack. "I have been a sailor all my life, but I will do any job you like to give me".

"All right", said the farmer. "I'll give you a chance. Do you see that flock of sheep scattered over the hillside?"

"Yes", answered Jack.

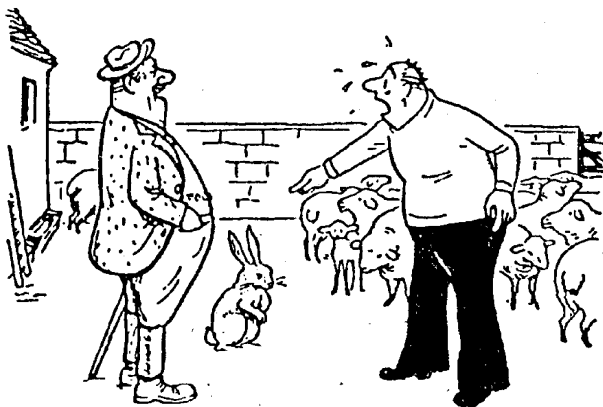
"Well", said the farmer. "Get them all through that gate and into the yard".

"Right", said Jack. "I'll do that".

About an hour later the farmer went to the yard. Jack was leaning on the gate wiping his forehead.

"Did you get them all in?" said the farmer. "Yes", said Jack. The farmer looked and made sure enough all the sheep were gathered in the yard and the gate was shut. And then the farmer saw a hare running round among the sheep. The sailor saw what he was looking at.

"Yes", he said, "that little fellow there gave me more trouble than all the rest put together".



## УПРАЖНЕНИЯ

I. Придумайте предложения со следующими словами и словосочетаниями:

- |                     |                 |
|---------------------|-----------------|
| 1. band             | 6. out-and-out  |
| 2. rebel            | 7. tone         |
| 3. insist           | 8. confirmation |
| 4. go their own way | 9. in this case |
| 5. whole-hearted    | 10. doubtful    |

II. Приведите примеры «специальных» глаголов: а) образующих отрицание; б) образующих вопрос; в) образующих время; г) обра-

зующих страдательный залог; д) образующих сослагательное наклонение.

III. Найдите в рассказе Хоба вспомогательные глаголы (всего 17) и определите их функцию.

IV. Превратите следующие предложения в: а) отрицательные; б) вопросительные; в) разделительные вопросы, на которые ожидаются утвердительные ответы; г) разделительные вопросы с отрицательным ответом. Например:

It is raining.

(a) It isn't raining.

(b) Is it raining?

(c) It is raining, isn't it?

(d) It isn't raining, is it?

1. These verbs are difficult.

2. My aunt is awake.

3. You saw the ashes in the sand-glass.

4. He ought to change his doctor.

5. The students can speak Italian.

6. Lucille spoke Italian well.

7. The policeman will arrest the thief.

8. He used to eat an apple and some chocolate for lunch.

9. Olaf plays tennis well.

10. He has a new tennis racket.

11. We shall arrange a party for our friends.

12. You must go now.

13. The boys could swim across the Thames.

14. They did it easily.

15. Professor Grey was wrong.

16. I am right.

17. You should polish your shoes every morning.

18. You need to find a better job (*the "to" disappears in (a) and (b)*).

19. He caught a fish in the Seine.

20. We may have a swim.

21. You can find your way in the moonlight.

22. It will be warm on the beach.

23. Jock had a large bone.

24. He ought to grow a beard.

25. You have almost finished.

## LESSON 19

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### HOB'S STORY: "UNCLE THEOPHILUS"

(I'm afraid we're rather late in getting into Mr. Priestley's lesson today; it looks as if it's just finishing; but we'll listen to the last of it.)

Mr. Priestley: ... Well, I think that's enough grammar for today, but before we go on to something else, do you remember, Hob, what an auxiliary verb is?

Hob: An auxiliary verb?... an auxiliary?... No I'm sorry I don't know.

Mr. Priestley: But I told you about it only yesterday.

Hob: Yes, I've heard the word — at least I think I have — but I've completely forgotten all about it.

Mr. Priestley: Oh, Hob, what a memory you've got!

Hob: Yes, it's terrible, isn't it? But talking about "memory" reminds me of my Uncle Theophilus.

Lucille: What, another uncle?

Hob: Oh yes, and the best of the family. May I tell them about him, Mr. Priestley?

Mr. Priestley: Well, as I don't suppose you'll ever know what an auxiliary is, and as this lesson is really over now, I think you might as well.

Hob: Thank you, sir. Well, my Uncle Theophilus (we always call him Theo) is the uncle with the real brains. You would like him, Mr. Priestley — he could tell you at once what an auxiliary is. He's my oldest uncle, a tall, thin, grey-haired man whose thoughts were always on learning and nothing else. He's quiet and gentle and absent-minded and with about as much sense as a child where money is concerned. Well, he applied for a post in Camford University. It was a very good post and there were hundreds of candidates who applied for it, and about fifteen, including Theo, were asked to go to be interviewed.



Now Camford is a very small town; there is only one hotel in it, and this was so full that they had to put many of the candidates two in a room. Theo was one of these, and the man who shared the room with him was a self-confident fellow called Adams, about twenty years younger than Theo,

with a loud voice, and a laugh that you could hear all over the hotel. But he was a clever fellow all the same and had a good post in Iscariot College, Narkover. Well the Dean, that's the head of the department of the University, and the committee interviewed all the candidates; and, as a result of this interview, the number was reduced to two, Uncle Theo and Adams. The committee couldn't decide which of the two to take, so they decided to make their final choice after each candidate had given a public lecture in the college lecture-hall. The subject they had to speak on was — just a moment while I look at my notebook. Yes, it was "The Civilisation of the Ancient Sumerians", and the lecture had to be given in three days' time.

Well, for three days Uncle Theo never left his room. He worked day and night at that lecture, writing it out and memorising it, almost without eating or sleeping. Adams didn't seem to do any preparation at all. You could hear his voice and his laughter in the bar where he had a crowd of people round him. He came



HE SLEPT  
LIKE A LOG

to his room late at night, asked Uncle Theo how he was getting on with his lecture, and then told him how he had spent the evening playing billiards, or at the theatre or music-hall. He ate like a horse and slept like a log; and Uncle Theo sat up working at his lecture.

The day of the lecture arrived. They all went into the lecture-room and Theo and Adams took their seats on the platform. And then, Theo discovered, to his horror, that the typewritten copy of his speech had disappeared! The Dean said he would call on the candidates in alphabetical order, Adams first: and, with despair in his heart, Theo watched Adams calmly take the stolen speech out of his pocket and read it to the professors who were gathered to hear it. And how well he read it! Even Theo had to admit that he couldn't have read it nearly so eloquently himself, and when Adams finished there was a great burst of applause. Adams bowed and smiled, and sat down.

Now it was Theo's turn. But what could he do? He had put everything he knew into that lecture. His mind was too much upset to put the same thoughts in another way. With a burning face he could only repeat, word for word, in a low, dull voice the lecture that Adams had spoken so eloquently. There was hardly any applause when he sat down.

The Dean and the committee went out to decide who the successful candidate was, but everyone was sure what their decision would be. Adams leaned across to Theo and patted him on the back and said, smilingly, "Hard luck, old fellow, but, after all, only one of us could win".

Then the Dean and committee came back. "Gentlemen", the Dean said, "the candidate we have chosen is — Mr. Hobdell". Uncle Theo had won. You could have knocked him down with a feather. The audience were completely taken by surprise, and the Dean continued, "I think I ought to tell you how we arrived at that decision. We were all filled with admiration at the learning and eloquence of Mr. Adams. I was greatly impressed; I didn't think he had it in him. But, you will remember, Mr. Adams *read* his lecture to us. When Mr. Hobdell's turn came, he repeated that speech, word by word from memory, though, of course, he couldn't have seen a line of it before. Now a fine memory is absolutely necessary for this post; and what a memory Mr. Hobdell must have! That is why we decided that Mr. Hobdell was exactly the man we wanted".

As they walked out of the room, the Dean came up to Uncle Theo, who was so confused but so happy that he hardly knew whether he was standing on his head or his heels; and as he shook Theo's hand he said, "Congratulations, Mr. Hobdell! But, my dear fellow, when you are on our staff, you must be more careful and not leave valuable papers lying about!"

Mr. Priestley: Which just shows that Deans (and even teachers of English) are not quite so innocent as some people think they are. Well, Hob, you may not have a memory like your Uncle Theophilus — but you certainly can tell a good story.



## УПРАЖНЕНИЯ

I. Придумайте предложения со следующими словами и словосочетаниями:

- |                  |                     |                   |              |
|------------------|---------------------|-------------------|--------------|
| 1. completely    | 7. all the same     | 13. bar           | 19. feather  |
| 2. terrible      | 8. interview (verb) | 14. billiards     | 20. valuable |
| 3. concerned     | 9. final            | 15. to his horror |              |
| 4. apply         | 10. candidate       | 16. eloquently    |              |
| 5. absent-minded | 11. share           | 17. applause      |              |
| 6. nothing else  | 12. memorise        | 18. word for word |              |

II. Ответьте на вопросы:

1. What relation was Hob to Theo?
2. How many people applied for the post at Camford?

3. What sort of a man was Uncle Theo?
4. What sort of a man was Adams?
5. How did Uncle Theo spend his time before the lecture?
6. How did Adams spend it?
7. Why did Hob need to look at his notebook while telling this story?
8. Why didn't Adams trouble to do any preparation?
9. Why did Adams say, "Hard luck, old fellow", before they had heard the committee's decision?
10. Do you think any of the committee guessed Adams had stolen the papers? Give a reason for your answer.

**III. Перепишите предложения, вставляя в пропуски одно из следующих слов: *some, any, something, someone, anything, anyone*:**

1. There was hardly — applause for Uncle Theo.
2. Adams didn't seem to do — preparation.
3. Perhaps the Dean guessed — was wrong.
4. — people thought Adams should have the job.
5. Hob didn't know — about auxiliaries.
6. He just remembered he had heard — about them yesterday.
7. — people have bad memories.
8. Are there — cigarettes in the box?
9. No, I'm afraid there aren't — left.
10. — must have smoked them all.
11. I'll go out and get — more.
12. Won't — come with me?
13. — child knows more English grammar than Hob.
14. I don't know — who can tell a story as well as Hob.
15. I want — fresh strawberries; have you — ?
16. Andrew can't have — more apples; I'm keeping — for Lilian.
17. — has borrowed my pen.
18. Is — else coming today?
19. I thought I heard — at the door.
20. I hope there aren't — more of these sentences.

**IV. Замените слова в скобках одним словом со сходным значением. Все слова встречаются в тексте.**

1. The (people who applied for the job) all came to Camford.
2. They were all (seen and asked questions) by the committee.
3. Adams didn't seem to do any (work to be ready) for the exam.
4. After the orchestra finished there was great (clapping and cheering).

5. Sir Winston Churchill spoke so (well and with such feeling) that everyone was stirred.
6. The singer (bent his body as a sign of respect) to the audience.
7. The headmaster couldn't (make up his mind) what to do with the boy.
8. I shan't (say again) the lesson on auxiliaries.
9. I made a copy of the speech, and now I'm trying to (get into my memory) the first ten lines.
10. This bracelet is (worth a lot of money).

### **Сочинение**

**1. Расскажите или напишите своими словами историю о публичной лекции и решении комитета.**

**2. "He who laughs last, laughs loudest". (английская пословица). Эта пословица верна в отношении дяди Тео. Придумайте рассказ, также подтверждающий эту пословицу.**

**3. Вы когда-нибудь нанимались на работу? Напишите или расскажите об этом.**



## LESSON 20

### THE "SPECIAL" VERBS (II): SHORT ANSWERS

В прошлом уроке мы рассматривали особые глаголы *be, have, can, do, shall, will, may, must, ought, need, dare, used to*. Теперь рассмотрим краткие ответы. Если мы зададим вопрос:

"Can you speak Russian?",

то полным ответом на него будет: "Yes, I can speak Russian" или "No, I can't speak Russian". Но почти в каждом случае ответ будет в краткой форме: *Yes, I can* или *No, I can't* (или просто *Yes* или *No*).

Вот еще несколько примеров кратких ответов:

Could he answer the question? No, he *couldn't* (=No, he couldn't answer the question).

Will he help us? *No, he won't* (=No, he won't help us).

Are Lucille and Pedro going to the dance tonight? Lucille *is*, but Pedro *isn't*.

Has she written the letter? No, she *hasn't*.

Shall I see you at the party? Yes, you *will*  
(or No, you *won't*).

Dare you go there alone? No, I *daren't*.

Do you speak Russian? No, I *don't*.

Did they answer the question? No, they *didn't*.

Существует еще один вид краткого ответа. Например:

Who was here first, Pedro or Jan? Jan *was*.

Who can answer that question? I *can*.

Who wrote this letter? I *did*.

Who doesn't understand this? Hob *doesn't*. I *don't*.

Which is the best of these books? This one *is*.

И вновь наши краткие ответы можно использовать для выражения согласия (**agreement**) с каким-либо мнением. Например:

I think Jan is working well. Yes, he *is*.

Olaf has done well in his exams. Yes, he *has*.

He'll pay the money all right, won't he? Of course he *will*.

Don't you think Lucille ought to work harder? { Certainly I *do*.  
Yes, she *ought*.

That window is open. So it *is*.

I told you the answer yesterday. So you *did*.

There's a mouse eating the apples. So there *is*.

You've dropped your handkerchief. So I *have*.

Либо они могут выражать несогласие (**disagreement**):

It will take you hours to do this work. No, it *won't*.

That car must have cost a lot of money. Oh, no, it *didn't*.

He'll pay the money. Of course he *won't*.

Lucille works hard. I'm afraid she *doesn't*.

Why didn't you say you knew him? But I *did*.

Обратите внимание на то, какие глаголы использованы в кратких ответах (это единственные глаголы, которые здесь можно использовать). Это — *be, have, can, do, shall, will, may, must, need, dare, used to*.

### “AND SO...”

Вы, возможно, помните конструкцию, которая встречалась раньше:

You have written a short story	<i>and so have I.</i>
Jan has given the right answer	<i>and so has Frieda.</i>
Pedro can speak English well	<i>and so can Olaf.</i>
John will help	<i>and so will Margaret.</i>
Henry must come	<i>and so must Charles.</i>
Lucille speaks French	<i>and so does Pedro.</i>
Frieda answered the question well	<i>and so did Jan.<sup>1</sup></i>

Заметьте, нельзя сказать:

“Frieda answered the question well” *and so answered Jan.*  
*или* “Lucille speaks French” *and so speaks Pedro.*

Единственными глаголами, которые можно использовать в этой конструкции, являются: *be, have, can, do, shall, will, may, must, need, ought, dare, used to*.

### “NEITHER (NOR) ...”

Все рассмотренные нами только что предложения были утвердительными. Для них используется конструкция “*And so...*” Для отрицательных предложений используется другая конструкция: “*Neither (nor) has...*”

И вновь глагол предшествует подлежащему. Например:

Jan hasn't given right answer	<i>neither (nor) has Frieda.</i>
Pedro can't speak Russian	<i>neither (nor) can Olaf.</i>
John won't help	<i>neither (nor) will Margaret.</i>
Henry mustn't come	<i>neither (nor) must Charles.</i>
Lucille doesn't speak Arabic	<i>neither (nor) does Hob.</i>

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<sup>1</sup> **Внимание:** в этой конструкции глагол стоит перед подлежащим, а не наоборот.

Frieda didn't go to the dance *neither (nor) did Jan*.<sup>1</sup>

Нет нужды повторять, что единственными глаголами, которые здесь можно использовать, являются: *be, have, can do, shall, will, may, must, need, ought, dare, used to*.

И еще одно. Существует конструкция, сочетающая в себе краткий ответ и вопрос. Она используется при выражении удивления, неудовольствия, раздражения. Здесь необходимо внимательно прислушиваться к тону голоса. Например:  
"I've left my book at home". "Oh you have, have you?"  
"I can't pay you the money" "Oh you can't, can't you?"  
"I owe you".

"I won't be spoken to like this". "Oh you won't, won't you?"

"I don't like you". "Oh you don't, don't you?"

"Hob tore the book". "Oh he did, did he?"

"Pedro hates English coffee". "Oh he does, does he?"



## УПРАЖНЕНИЯ

I. Дайте полные, а затем краткие ответы в утвердительной и отрицательной форме на вопросы:

1. Can he speak Russian?
2. Will they come to dinner tomorrow?
3. Ought I to answer the letter?
4. Is Hob asleep again?
5. Do you go to the pictures often?
6. Did you hear what he said?
7. Have you spoken to him about it?
8. Shall I see you tomorrow? (*Be careful with "shall".*)
9. Will you be at the party tomorrow?
10. Didn't they finish the work?

II. Дайте краткие ответы, выражая согласие (agreement):

1. Jan is a very lucky fellow.
2. He'll come again tomorrow, won't he?
3. Lucille speaks English well.
4. Olaf answered that question correctly.
5. Don't you think he ought to pay the money?
6. You said that before. So — —.
7. It's begun to rain. So — —.
8. That window's open. So — —.

III. Дайте краткие ответы, выражая несогласие (disagreement):

1. It will be two hours before you get there.
2. That house must have been built before 1940.

<sup>1</sup> В первой части предложения глагол стоит в отрицательной форме *hasn't, can't, won't* и т. д. Во второй части мы видим утвердительную форму, отрицание выражается словом *neither (nor)*.

3. They built that house before 1940.
4. He'll return the book he borrowed.
5. Your car runs well.
6. Why didn't you tell me so? But — —.
7. Why are you angry with me? But — —.
8. Lord Northwood has a lot of money. Oh, no, — —.

**IV. Дайте полные и краткие ответы. Первые слова в ответах даны:**

1. Who is the better swimmer, Jan or Hob? Jan...
2. Who can open this door? I ....
3. Who will help me to move this table? Olaf....
4. Who did that exercise correctly? Frieda...
5. Who didn't do the exercise correctly? Hob...
6. Who gets up every morning at seven o'clock?

Дайте два ответа на вопрос 6, (1) начиная с "I...",  
(2) начиная с "Olaf..."

**V. Используйте *and so...* и *neither (nor)...*:**

1. I will write to you.
2. Jan plays football well.
3. Olaf didn't go to the cinema.
4. Lucille won't be at the dance tonight.
5. Olaf doesn't dance well.
6. Frieda needn't do the work.
7. Pedro must do the work.
8. Jan did the work.
9. Olaf likes walking and swimming.
10. Lucille doesn't like English cooking.

**VI. Добавьте вопросительную конструкцию, выражая удивление или гнев:**

1. I don't like this exercise.
2. Hob hasn't done his homework.
3. You mustn't open that box.
4. I'm very fond of chocolate.
5. I'd rather have chocolates than cake.
6. I hate sausages.
7. We've three dogs in our house.
8. The students want a holiday tomorrow.
9. I thought you would give us one.
10. I told him what you said.

**Trouble in the home**

There is an idea — how true it is, I don't know — that one reason why young wives, at least English ones, get annoyed is that their husbands *will* read their newspaper at breakfast time. And then the young wife leaves her husband and goes to her mother to pour out her sorrows. Now, here is the story of young Mrs. Macpherson (you remember we saw her on the station in Book II).



### TROUBLE IN THE HOME

Study the pictures and then tell the story as fully as you can. These words and phrases may help you: *angry (anger)*, *bang the door*, *bus stop*, *dressing-gown*, *handbag*, *pack (verb)*, *slippers*, *suit-case*.

## LESSON 21

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### THE "SPECIAL" VERBS (III): THE EMPHATIC FORM. POSITION OF ADVERBS. THIRD PERSON SINGULAR

Мы уже говорили о шести особенностях «специальных» глаголов, но есть еще три. Иногда мы хотим усилить наше высказывание. Мы это делаем, выделяя один из глаголов. Например:

My sister *will* be pleased to see you.

We *have* enjoyed your visit.

You *can* sing beautifully.

Oh, I *should* like a holiday in Switzerland.

I *do* enjoy good music.

Если мы хотим усилить отрицательный элемент, мы выделяем слово *not* или *never*. Например:

I did *not* steal the book.

They *will* never agree to that.

You *ought* not do that.

Но глаголами, которые можно выделять в утверждении, являются только «специальные» глаголы, а выделять слова *not* или *never* можно лишь тогда, когда они стоят сразу же после «специальных» глаголов.

Нам иногда требуется усиление, чтобы выразить недовольство, когда мы хотим оправдаться и снять с себя ложное обвинение. Например:

"Why don't you work hard?"

"But I *do* work hard".

"Why didn't she give him the book?"

"But she *did* give him the book".

"Why won't they keep their promise?"

"But they *will* keep their promise".

"Why haven't you tidied your room?"

"But I *have* tidied my room?"

Вне сомнения, вы обратили внимание, какие глаголы опять выделяются.

Ola f: But suppose you stress one of the other verbs. You could do it, couldn't you?

Mr. Priestley: You could, but it would give a quite different meaning. For example, if instead of saying:

"But she *did* give him the book", you said

“But she *gave* him the book”  
your sentence would now suggest:

She didn't *lend* him the book, or *sell* him the book, nor did he *steal it*; she *gave* it to him. You are separating that action from all other actions; you are not clearing up all doubt as to whether she gave it or not. Do you see the difference?

Olaf: Oh, yes, that's quite clear. In the sentence: “But she *did* give him the book”, the only point to be settled is “did she give him the book, or didn't she?” In “But she *gave* him the book”, we know he has the book. The only point to be settled is how did he get it; did he buy it, borrow it, or get as a gift?

Mr. Priestley: Excellent, Olaf. I couldn't have made it clearer myself. That, then, is peculiarity number seven.

## THE POSITION OF CERTAIN ADVERBS

### *Место наречий в предложении*

Одна из трудностей заключается в определении места в предложении таких наречий, как *never, always, often, sometimes, generally, almost, nearly, quite*.

Главное правило: они стоят непосредственно перед глаголом. Например:

I *always* sleep with my windows open.

He *never* pays the money he owes.

She *often* hears good music.

I *nearly* missed my train.

He *quite* forgot that he had a lesson at 10 o'clock.

Однако, если в предложениях есть «специальные» глаголы, наречие стоит после этих глаголов. Например:

I have *always* slept with my windows open.

He will *never* pay the money he owes.

She can *often* hear good music.

He had *nearly* missed his train.

I had *quite* forgotten that I had a lesson.

Pedro: But don't they sometimes come before the verb? I think I have seen cases when they do.

Mr. Priestley: Yes, they can. But then they have a special emphatic use, e.g.

“Jan seems very busy today”.

“You are early this morning”.

“Pedro answered that question”.

“Hob hasn't passed the examination”.

“He always *is* busy”.

“I generally *am* early”.

“He usually *can* answer the question”.

“He never *will* pass it”.

### THIRD PERSON SINGULAR *Третье лицо единственного числа*

И, наконец, еще одно отличие. В настоящем времени личные глаголы третьего лица единственного числа принимают окончание “s” или “es”. Например:

I write	he writes
I speak	he speaks
I wash	he washes
I go	he goes

Но, посмотрите на «специальные» глаголы — здесь этого не происходит:

I am	he is
I have	he has
I do	he does <sup>1</sup>
I shall/will	he shall/will
I can	he can
I may	he may
I must	he must
I ought	he ought
I need	he need
I dare	he dare

И здесь они до конца проявляют свое «упрямство». Интересная группа глаголов, не так ли? А вот небольшой диалог, иллюстрирующий применение усилительных форм.

#### “SUSAN’S KITCHEN”

Lucille, Pedro. (They have been doing some shopping.)

Lucille: Oh, I *am* tired.

Pedro: What about having a coffee?

Lucille: You *are* a clever boy. That’s just what I want. But I will *not* go to that horrid little cafe in Park Street.

Pedro: There’s a new cafe, just opened in the High Street. It looks very nice; here it is, “Susan’s Kitchen”.

Lucille (*entering*): Oh, this is nice. I *do* like those bright-coloured table-clothes and these fresh flowers on the table.

Pedro: Look who is bringing in the coffee-cups. It’s Susan, who used to be with Mrs. Priestley.

(Susan comes to their table)

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<sup>1</sup> *Do* ведет себя как обычный глагол, по крайней мере с точки зрения написания.



## WE ARE THE ONLY VERBS THAT:

1. *HAVE CONTRACTED FORMS.*
2. *MAKE OUR INTERROGATIVES BY INVERSION.*
3. *MAKE OUR NEGATIVE BY ADDING "NOT" ONLY.*
4. *ARE USED FOR QUESTION PHRASES.*
5. *ARE AUXILIARIES*
6. *ARE USED FOR SHORT ANSWERS.*
7. *ARE USED FOR ADDITIONS TO REMARKS.*
8. *MAKE THE EMPHATIC FORM.*
9. *TAKE ADVERBS LIKE "ALWAYS," "SOMETIMES,"  
"OFTEN," "NEARLY" ETC. AFTER US.*
10. *INCLUDE ALL THE DEFECTIVE  
VERBS.*



Susan: Good afternoon, sir. Good afternoon, Miss Lucille. It *is* nice of you to come to our cafe.

Lucille: Susan, you *have* furnished your cafe prettily. You must have worked very hard.

Susan: Oh yes, Miss Lucille, we *did* work hard. Joe, my husband, fitted up the shelves and the electric lighting. But, of course, you haven't met my husband, Joe.

Lucille: But I *have* met him. He works at Bradshaw's garage where I keep my car. He's the best mechanic they have.

Susan: Thank you. Joe *will* be pleased when I tell him; and, though I say it that shouldn't he *is* a good mechanic. And now I want you to try our coffee. I think you'll like it.

(She brings them a cup of coffee)

There you are.

Pedro: Will you give me the bill, Susan?

Susan: There's no bill. I want to give you this.

Pedro: Oh, no, Susan, I *must* pay you.

Susan: No, not this time. But I *do* hope you'll come again often.

Lucille: Oh, yes, Susan, we *shall*. I *do* like this coffee, don't you, Pedro?

Pedro: I certainly *do*. It has been nice to see you again. Good-bye, Susan.

Susan: Good-bye, and thank you.

Lucille: Good-bye, Susan, and give my regards to Joe.

Susan: I will, Miss Lucille. Joe *will* be pleased that you have been here.



## УПРАЖНЕНИЯ

I. Произнесите предложения, выделяя в каждом из них глаголы, усиливая этим значение:

1. Mrs. Priestley can play the piano well.
2. Andrew is a big boy for his age.
3. I shall be glad to be home again.
4. We were sorry you had to go so early.
5. You will try to come again, won't you?
6. I must get this work done before Friday.

II. Напишите усиленные формы этих предложений:

1. Hob likes cake.
2. He enjoyed the ones he ate at the party.
3. I like the cakes that Mrs. Priestley bakes.
4. We had a good swim this afternoon.
5. You bought a lot of chocolate.
6. Andrew runs fast.
7. The wind blew hard when we were at sea.

8. You brought a lot of clothes with you.
9. Jan came here quickly.
10. Jan comes here quickly.
11. Hob drank a lot of lemonade.
12. They took a long time to come here.
13. Those shoes I bought wore well.
14. He promised he would write and he wrote.
15. It froze hard last night.
16. You told me to see the picture at the cinema and I saw it.
17. He asked me to teach him French and I taught him.
18. You did these exercises well.

**III. Дайте усилительный ответ:**

1. Why don't you come by bus?
2. Why hasn't he written to his brother?
3. Why won't he sign the paper?
4. Why isn't he willing to come here?
5. Why aren't you going to the dance?

**IV. Объясните разницу между:**

"But I *did* write to him"

и

"But I *wrote* to him".

**V. Вставьте наречия.**

1. Olaf makes a mistake (sometimes).
2. Olaf has made a mistake (sometimes).
3. I listen to the radio (often).
4. Hob does his work well (never).
5. I have listened to the radio (often).
6. Hob has done his work well (never).
7. I come here by bus (usually).
8. I can come here by bus (usually).
9. Mr. Priestley is busy (always).
10. Mr. Priestley *is* busy (always).

**VI. Перепишите предложения, расставив наречия в скобках по своим местам.**

1. I get up at seven o'clock (always).
2. He has done this before (never).
3. Jan and Frieda are early for their class (generally). Hob comes late (usually).
4. Mary comes to our house (often); Margaret has come with her (often).
5. I think (sometimes) that Hob will learn grammar (never).

6. We have finished our work (nearly); I forgot (nearly) it had to be done by six o'clock.
7. It is easy (always) to do something that you have done before (never).
8. I have seen deer in these woods (never) but my father says he saw one (often) when he was a boy.
9. We go for a holiday (sometimes) in May and we get good weather (usually).
10. We go for a holiday in August (generally) and we have had good weather (nearly) always.  
(Remember "had" is sometimes a full verb.)

### Сочинение

1. Расскажите или напишите о том, что случилось, когда Педро и Лусил захотели выпить кофе.
2. Расскажите, каким, на Ваш взгляд, должен быть идеальный ресторан.

## LESSON 22

---

### OLAF WRITES A LETTER FROM OXFORD (I)

Sept. 3rd 19—

(Olaf wrote this letter home. The first part consisted of purely personal matters, so that has been left out. He continues:)

... but I want to tell you about the pleasantest time I have had since I came to England. John, Mr. Priestley's son invited me to Oxford for a week-end. He's an undergraduate there. He loves Oxford and seems to know all about it. He met me at the station and took me to the "guest room" at his college where I was to stay during my visit. Then we went to his rooms. They are on one side of the "Quad" (quadrangle) up a little narrow stairway with the number of his room and his name, "47 J. Priestley", painted neatly on the wall in white letters. He has a big study, with a desk, bookcase (with lots of books in it), armchairs, cupboards, reading-lamp, and some pleasant drawings of Oxford on the walls. It looked very comfortable, I must say. He has also a bedroom and a tiny kitchen where he can make tea or coffee if he has friends in his rooms. He took wine-glasses from the cupboard and we had a glass of sherry and then went out to see Oxford. Nearly all the students are on vacation just now but we saw a few of them about. They were wearing black gowns and queer-looking caps, not at all like the caps that our students at Upsala or Lund wear. Some of the gowns looked very old and even rather ragged, and I asked John if these students were very poor and couldn't afford new gowns. He laughed and said that undergraduates, especially those who had just come up, tried to get old, torn-looking gowns so that people would think they had been in Oxford for years. One student passed us, looking rather worried and wearing a black suit under his gown, a white collar and a white bow-tie. John said they had to wear that dress when they were taking an examination, and that unhappy-looking student was either going to or coming from the examination room.

We went into some of the colleges, through the quadrangle and gardens and into the dining-halls and chapels. The colleges are where the students live and they all have dinner together in the big dining-halls. Most of the halls are wonderful, especially the hall of Christ Church. This is the biggest, at least as far as buildings are concerned, and, perhaps, the most magnificent

of the colleges. Its chapel is the Cathedral of Oxford; this is a much older building than the college and had originally been an abbey, the Abbey of St. Frideswide. St. Frideswide is a Saxon saint who died in A. D. 750 and is buried under the floor of the Cathedral.



The college was founded by Cardinal Wolsey in the 16th century. His hat and his chair are there in the college, but before Wolsey could finish the college he fell from power and died in disgrace and the building was completed by King Henry VIII. All round the hall are portraits of great men who have been members of the college: Wolsey himself, Sir Philip Sidney, William Penn (who founded Pennsylvania), John Wesley, John Locke, Ruskin, Sir Robert Peel, Gladstone, Sir Anthony Eden (Christ Church gave England five Prime Ministers in a single century), and a great many other famous people. These men are merely from *one* college — and there are twenty-six other colleges. So there are many other great names connected with Oxford: Shelley, Dr. Johnson, Sir Christopher Wren, Dr. Arnold and his son (the poet Matthew Arnold), Cecil Rhodes, Gibbon, and dozens of others. I should think nearly every great man in England must have been at Oxford, though John admitted that a few had been at Cambridge. One of the portraits in Christ Church that interested me very much was that of Charles Dodgson, better known as “Lewis Carroll”, the writer of the most delightful of all children’s books, *Alice in Wonderland*. *Alice* belongs to Oxford, for it was told to the little daughter of Liddell, Dean of Christ Church, during an excursion up the river to Godstow, and I think it is characteristic of the odd things you meet with in Oxford that it was written, not by a typical “children’s author”, but by a lecturer in mathematics at Oxford. There is a story that Queen Victoria was so charmed with *Alice in Wonderland* that she gave orders that the next book by this writer should be sent to her. In due

course it arrived, and was: *The Condensation of Determinants, a new and brief method of computing Arithmetical Values.*

While we were talking, a scholarly-looking man in a cap and gown walked past and smiled at John. As he walked away I said: "Surely he's not an undergraduate".

John: No, that's my tutor.

Olaf: What is a tutor?

John: The Tutorial System is one of the ways in which Oxford and Cambridge differ from all the other English universities. Every student has a tutor and as soon as you come to Oxford one of the first things you do is to go and see your tutor. He, more or less, plans your work, suggests the book you should read and sets work for you to do, for example an essay to write. Each week you go to him in his rooms, perhaps with two or three other students, and he discusses with you the work that you have done, criticises in detail your essay and sets you the next week's work.

Olaf: Does the tutor also give lectures?

John: Yes, he may.

Olaf: But aren't lectures given by the professors?

John: Yes, though professors don't give a great many lectures. They are often appointed not so much to do teaching work as to carry on research in their particular subjects.

Olaf: Can you go to any lecture you like, no matter whether it is by a tutor or professor of your college or not?

John: Yes. Lectures are organized not by the colleges but by the university, and so any member of the university may attend, for all students are members of a college and of the university. The result is that where you get a famous professor, like, say, Lord David Cecil, who lectures in English Literature, you will often find that his lecture-room is crowded; a dull professor may have only a handful of students.

Olaf: You said that lectures were "organized by the university". Where is the university?

John: It must seem rather strange to you but there isn't really any university at Oxford as there is, for example, at Manchester or Bristol or Edinburgh. Oxford (like Cambridge) is a collection of colleges, each self-governing and independent. "The University" is merely an administrative body that organises lectures, arranges examinations, gives degrees, etc. The colleges are the real living Oxford and each has its own character and individuality. For example, most of the men at Queen's College come from the North of England, those at Jesus College from Wales. Brasenose has a high reputation for its rugby, Magdalen for its rowing men.

But remember that there are students of all kinds in each college; I mean you don't get all science students at one college, all law students at another. Every college has its arts men and its science men, its medical students and its engineers. Every student, of course, follows his own course of study, but he gains a lot from living among those who represent all other branches.

Ola f: I saw in the porch of one college some notices about "Societies"; there seemed to be quite a lot of societies.

John: There are dozens of them: dramatic societies, language clubs, philosophy societies, rowing, boxing, political clubs of all colours, cinema clubs — clubs, in fact, for almost every activity under the sun. Each society arranges for a leading expert in his subject to come and talk to its members. So in term time you get a regular stream of politicians, musicians, poets, painters, film-producers and so on. In a way I think we probably get more out of talking and listening at these clubs and societies than from any other side of university life. The best-known society, I suppose, is the Union, a debating club — a sort of training ground for our future statesmen. The next time you come to Oxford you must come in term time and I'll take you to one of the debates. You'll hear some attempts — not always very successful — by young speakers to be witty. But you'll hear, too, some first-class debating; and if you look round the walls of the Union at the photographs there, you'll see what a number of our greatest statesmen were once "Pre-sident of the Oxford Union".

Ola f: There's another tutor, I suppose, that man in the cap and gown with those two men in bowler hats behind him.

John: No, he's a proctor. And the two men behind him are "bull-dogs". The proctor's job is to keep discipline, to see that students aren't out after midnight, or aren't driving a car without having first received permission from the proctor.

Ola f: What punishment can the proctor give?

John: Students can be fined a sum of money, or, for a very serious offence, they can be expelled.

Ola f: And the "bull-dogs", what are they for?

John: They are to catch the student if he tries to run away before his name can be taken.

Ola f: By the way, what are you studying? It's medicine, isn't it? You're going to be a doctor.

John: As a matter of fact, I'm not. That was the idea when I came here, but my interest has always been in lan-



BOWLER HAT



guage learning and language teaching and so I changed from medicine to modern languages. I'm in my last year now.

Olaf: What do you want to do when you leave Oxford?

John: What I should like more than anything else would be to start a school in Oxford for teaching English to foreign students. And if I could get some Olafs and Jans and Friedas there, I should be very happy.

Olaf: I think they'd be very happy, too, to study English in Oxford. Well, I wish you luck.

John: Thanks, Olaf. But let's walk on again; you've hardly seen any of the colleges yet.

*(Continued in Lesson 24)*



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами и словосочетаниями:

- |                  |                             |                    |
|------------------|-----------------------------|--------------------|
| 1. undergraduate | 6. afford                   | 11. portrait       |
| 2. sherry        | 7. originally               | 12. connected with |
| 3. queer-looking | 8. in disgrace              | 13. in due course  |
| 4. personal      | 9. power                    | 14. merely         |
| 5. ragged        | 10. it is characteristic of | 15. criticise      |
| 16. in detail    | 21. activity                |                    |
| 17. appoint      | 22. expert                  |                    |
| 18. research     | 23. politician              |                    |
| 19. organize     | 24. club                    |                    |
| 20. gain         | 25. offence                 |                    |

### II. Ответьте на вопросы:

1. What Oxford lecturer wrote a famous book for children?
2. What was the name of the book?
3. What do undergraduates wear for examinations?
4. Why do some undergraduates prefer to buy a ragged gown?
5. What does a tutor do?
6. How many colleges are there at Oxford?
7. Which is the best-known society?
8. What is the job of a proctor?
9. Why does he have two "bull-dogs" with him?
10. What does John wish to do when he goes down from Oxford?

### III. Объясните разницу между словами или словосочетаниями в каждой паре. Составьте с ними предложения:

1. an Oxford college; Oxford University.
2. a guest; a host.
3. a quadrangle; a triangle.

4. a book-case; a book-shelf.
5. a chair; an arm-chair.
6. statesmen; statesment.
7. he smiled at John; he laughed at John.
8. a tie; a bow-tie.
9. a chapel; a church.
10. he fined the student; he found the student.
11. John admitted...; John permitted...
12. a portrait; a picture.
13. a picture of Oxford; a photograph of Oxford.
14. a box; boxing.
15. owning; owing.

**IV. Поставьте вопросы к выделенным словам так, чтобы данные предложения являлись на них ответами:**

1. *John, Mr. Priestley's son*, invited Olaf to Oxford.
2. He met Olaf *at the station*.
3. He has *a study, a bedroom and a kitchen*.
4. They are not like *caps* that our students wear at Upsala.
5. They wore these old gowns *so that people would think they had been at Oxford for years*.
6. We went *through the quad* to the dining-hall.
7. He saw Wolsey's *hat and chair* at Christ Church.
8. The college was not finished by Wolsey *because he fell from power*.
9. Wolsey, Penn, Ruskin and Gladstone were some of *the great men who have been members of the college*.
10. There are *twenty-six other colleges*.
11. *Lewis Carroll* wrote "Alice in Wonderland".
12. He wrote *children's books and books on mathematics*.
13. *She gave orders* that the next book by Lewis Carroll should be sent to her.
14. *The Tutorial System* is one of the things in which Oxford and Cambridge differ from other English universities.
15. You go to your tutor *every week*.
16. The tutor *discusses your work*.
17. Magdalen has a high reputation *for its rowing men*.
18. The "bull-dogs" are *to catch the student if he tries to run away*.
19. I *should like to start a school for teaching English*.
20. I should like to start a school for teaching English *in Oxford*.

**V. Ниже приведена часть диалога между двумя студентами. Гордон только что вошел в комнату друга. Какими, по Вашему, могли бы быть реплики Джона? Вставьте в пропуски Ваш вариант.**

Gordon: Hullo, John. I just came round to see if you were making coffee.

John: \_\_\_\_\_

Gordon: Oh, thanks.

John: \_\_\_\_\_

Gordon: Yes, two lumps. Oh, I see you're in the middle of an essay.

John: \_\_\_\_\_

Gordon: You won't get much sleep tonight then. Nine o'clock is early for a tutorial.

John: \_\_\_\_\_

Gordon: Mine's at twelve o'clock on Thursdays.

John: \_\_\_\_\_

Gordon: Yes, though my tutor does talk rather a lot. It makes me late for lunch.

John: \_\_\_\_\_

Gordon: You're right. I'm not often late when there's anything to eat or drink.

**VI. Образуйте сравнительную или превосходную степень сравнения прилагательных и наречий, данных в скобках. Например:**

1. This exercise is (easy) than the last.
2. I think Christ Church is (magnificent) than St. John's.
3. However, the gardens of St. John's are (beautiful) of all.
4. The students hope that the gowns look (old) than they are.
5. I think Hob is the (lazy) of the students.
6. Tom ran fast, Dick ran (fast), but Harry ran (fast).
7. John's room looks (comfortable) than Gordon's.
8. Lewis Carroll's writing for children was (good) than his teaching of Maths.
9. Frieda is (lovely) than I thought.
10. The Union is Oxford's (famous) society.
11. (Many) of the men at Queen's College come from the North.
12. That is the (bad) film I have ever seen.
13. A bus is (slow) than a train.
14. A young man sometimes wishes he were (old) than he is.
15. A young woman sometimes would like to be (young) than she is.

### **Сочинение**

**1. Опишите комнаты Джона Пристли.**

**2. Студент, мимо которого проходил Олаф, нервничал. Он собирался сдавать экзамен. Опишите в трех-четырех предложениях свое состояние перед экзаменом.**

## LESSON 23

---

### THE “SPECIALS” AGAIN (IV): TO BE. CAN

Mr. Priestley: As I told you, most of the “special” verbs are the most frequently used verbs in the language. At one time, six hundred to a thousand years ago, English was an inflected language, as Polish, Czech, Spanish and many other languages still are today. But in modern English practically all those inflections have disappeared. A regular verb, e. g. *walk*, has only four forms:

*walk, walks, walked, walking.*

An irregular verb may have five forms, e. g.

*speak, speaks, spoke, spoken, speaking.*

The corresponding Spanish verbs have fifty-nine. The work that the inflected forms used to do is now done by two or three of the “specials”.

The verb *to be*, for example, is used with a present participle to form the continuous tense, e. g. He *is walking*, she *was speaking*. Or it is used with a past participle to form the passive voice, e. g.

He *was asked* to sign his name.

You *are invited* to the birthday party.

These uses you have, of course, already met. But there are one or two interesting constructions or usages with the verb *to be* that you might note.

Here is one: “When *is* the wedding *to be*?” (“When is the wedding going to take place?”)

Here’s another construction: “I *am* to have tea with Betty this afternoon”. Here are some other examples and idiomatic uses of the verb *to be*:

My sister and her husband Jim *were* to come to see us this week-end, but the arrangement is *off*. She *is* to let me know if they can come next week.

I looked for Hob’s homework but, as usual, *it is* nowhere *to be seen*.

That firm *is all out* to make money, honestly or dishonestly; they *are up to no good* and if they are not careful they will find they *are up against* the police.

And I think you’ll hear another one in Hob’s reply to my question: “What do you think of a holiday tomorrow, Hob?”

Hob: I *am all for it*!

Некоторые «специальные» глаголы употребляются с глаголом **do**<sup>1</sup>. Глагол же **to be**, за исключением употребления в повелительном наклонении, не употребляется с ним никогда. **Do** иногда используется в утвердительных предложениях в повелительном наклонении. В отрицаниях в повелительном наклонении используется форма **Do not (don't)**. Например:

*Do be careful what you are doing, Hob. You nearly knocked that table over.*

*Don't be late tomorrow; and don't be surprised if I tell you there's lots more learn about these "special" verbs.*

### CAN (COULD)

Одним из «специальных» глаголов является и глагол *can*.

У него есть свои особенности, о которых мы уже говорили. Остановимся на нем подробнее. Глагол *can* (форма прош. времени — *could*) имеет два основных значения:

(1) значение умения (т. е. знать, как делать). Например: *Pedro can speak French.*

*Jan could play football well when he was quite young.*

(2) значение разрешения. Например:

*You can go now.*

*Father said we could go to the theatre.*

*Pedro: Excuse me, but wouldn't it be better to say "You may go now" or "Father said we might go to the theatre"?*

*Mr. Priestley: In theory it would, and some writers of grammar books advise you to use may to express permission and can only for ability. But English people and American people in ordinary conversation use can in these circumstances.*

*Hob: I remember I once said to Aunt Eliza, "Can I smoke in your house?" She replied: "You probably can but you certainly may not".*

*Lucille: Has can any other parts besides could?*

*Mr. Priestley: No. It has no infinitive<sup>2</sup>, no imperative, no participles.*

*Frieda: How do you get over the difficulty of the missing parts? Suppose you want the future tense? You can't say "I shall can".*

---

<sup>1</sup> Например: *have, need, dare.*

<sup>2</sup> The verb *to can* has a quite different meaning, i.e. to put meat, fish, fruit or vegetables in tins or cans.

Mr. Priestley: We use "be able". The form "be able" can generally be used instead of *can*, e. g.

"I *can* do the work" or "I am *able* to do the work".

"I *could* do the work" or "I was *able* to do the work"

For the Future Tense we say:

"I *shall be able* to do the work".

For the Present Perfect:

"I *have been able*, to do the work".

For the Infinitive:

"I hope *to be able* to do the work".

*Could*, besides being the past tense, is also used for the conditional, e. g.

"If you tried, you *could* do that work."

"I would help you if I *could*".

Even if he had been here, he *couldn't* have helped you.

Pedro: Is there any difference in usage between *can* and *be able*? I have a feeling they are not always interchangeable.

Mr. Priestley: You are quite right, Pedro. It is rather a difficult point.

The question only arises in the past tense with *could*. The difference seems to be that for something that you can do because of knowledge or skill (swimming, speaking English, playing football, for example) you can use either *could* or *was able*.

Examples:

A

I *could* (was able to) swim well when I was only six years old.

Jan hurt his foot and *couldn't* (wasn't able to) play football.

The door was locked and I *couldn't* (wasn't able to) open it.

B

But we use *was able* and not *could* if we want to express the meanings: "managed to do something" or "succeeded in doing something".

You will see that usage in these sentences:

1. He worked very hard, and *was able* to pass his examination.

2. We had a holiday yesterday and so *were able* to go to the seaside.

3. "I wonder why Jane hasn't come here". "She may not *have been able* to getting away from the office".

In sentences B it would be wrong to use *could* because "*be able*" in each case means *managed* or *succeeded*

"... he managed to pass (he succeeded in passing) his examination".

"... we succeeded in getting to the seaside".

“... she may not have managed to get away (succeeded in getting away) from the office”.

Strangely, enough, if these sentences are negative could may be used, e. g.

“He worked very hard but couldn’t (or *wasn’t able to*) pass his examination”.

“We had a holiday yesterday, but *couldn’t* (or *weren’t able to*) go to the seaside”.

“Perhaps Jane *couldn’t* (or *wasn’t able to*) get away from the office”.

*Were you able* to understand all that, Pedro?

Pedro: Yes, I think we *were all able* to understand it.

Mr. Priestley: Good. Now just one final word about *could*. We sometimes use *could* as a kind of weaker variety of *can*. We have a feeling that it is perhaps rather more polite, e. g.

“*Could* you tell me the right time, please?”

And sometimes we use *could* to express a gentle doubt:

“I *could* do the job tomorrow but I’d rather put it off till Friday”.

“Yes, his story *could* be true but I hardly think it is”.



## УПРАЖНЕНИЯ

### I. Образуйте страдательный залог:

1. Shakespeare wrote *Hamlet*.
2. Our College Dramatic Society gave the play last year.
3. Jan took the part of Hamlet.
4. They are giving it again this year.
5. Jan will take the part of Hamlet again.

### II. Замените выделенные слова конструкцией с глаголом *to be*. Все необходимые конструкции находятся в уроке 23.

1. *It is arranged that we meet* at five o’clock.
2. When will the party *take place*?
3. Jan *does all he can* to pass his examinations.
4. We *had planned* to go to Switzerland last year, but we couldn’t go.
5. Today we *face* great difficulties.
6. I support the idea *whole-heartedly*.

### III. Хоб хочет, чтобы Вы объяснили его шутку:

“The Americans grow a lot of fruit. *They eat what they can, and can what they can’t*”.

### IV. Замените *can* или *could* правильной формой *to be able*:

1. Jan can speak English.

2. I can swim.
3. Hob can't do this exercise.
4. I could swim when I was six years old.
5. He couldn't speak English before he came to England.
6. They can all understand this lesson.
7. They could all understand this lesson.
8. I can tell Henry's address.
9. I can't tell you Henry's address.
10. He can't tell you Henry's address.
11. We couldn't remember Henry's address.

**V. Поставьте в будущее время, добавляя слова в скобках:**

1. I can speak English (after I have had some lessons).
2. I can play football (when my foot is better).
3. Jan can play football (when his foot is better).
4. Olaf can speak English better (after he has had more lessons).
5. We can do this exercise (now we have had it explained).
6. The students can do this exercise (now they have had it explained).
7. Frieda can cook well (when she has had more practice).
8. Hob can't do this work (until he tries harder).
9. I can read a lot of books (when my holidays come).
10. You can see the house (when you get to the top of this hill).

**VI. В каких из приведенных предложений выделенные слова можно заменить на *could*?**

1. I *was able* to drive a car when I was sixteen.
2. The night was clear and we *were able* to see the stars.
3. After a lot of hard work I *was able* to pass the examinations two years ago.
4. The aeroplane was damaged but the pilot *was able* to bring it safely to land.
5. I *was able* to finish the work by ten o'clock.
6. When I was a boy I *was able* to write with my left hand as easily as with my right hand.
7. *Were you able* to do things with your left hand as easily as with your right hand?
8. After hard fighting the soldiers *were able* to drive the enemy out of the town.
9. The firemen *were able* to put the fire out before it destroyed the house.
10. After I had studied the lesson I *was able* to do the exercise correctly.



## LESSON 24

---

### OLAF'S LETTER FROM OXFORD (II)

...There were so many beautiful and interesting things to see that I hardly know what to pick out as the most beautiful. Perhaps it is Magdalen Tower — I'm sending you a photograph of it. Don't you think it is lovely? Someone described it as "Sight music that is frozen". Every year at sunrise on May morning (so John told me, and he got up to see it) the choir of Magdalen gather on the top of the tower to sing a Latin hymn. The custom goes back to the first days of the tower, at the end of the 15th century, and has gone on ever since. Oxford is full of curious old customs like that. For example, Queen's College was founded in 1341 by Robert de Eglesfield. He must have been a man with a lively imagination for he ordered the college to be governed by a head of the college and twelve Fellows (in memory of Christ and the Twelve Disciples), and he said that on New Year's Day each year, the bursar (the man who is in charge of the money matters of the college) should present each Fellow with a needle and thread of coloured silk saying, "Take this and be thrifty". The needle and thread was a pun on his name, Eglesfield. (The Freach aiguille = needle; fil = thread).



MAGDALEN TOWER, OXFORD

With the same idea the shield of the college shows three golden eagles on a red field (“eagles-field”). That was 600 years ago. And still, though Eglesfield’s buildings were replaced in the 17th century by the present college, every New Year’s Day the bursar presents each Fellow with a needle and thread and says, “Take this and be thrifty”. In that same college, too, every Christmas Day a roast boar’s head is carried, with great ceremony, to the high table where the dons sit. The story of this custom goes back to the early years of the 16th century and celebrates the fight between a student of the college and a wild boar on the hills near the college. The student killed the boar by thrusting down its throat a copy of Aristotle that he happened to be reading at the time, saying as he did so, “Graecum est” (That’s Greek!). As John said, “You can believe the story if you like”.

As you walk through Oxford you seem to be living in history, so many things call up events and figures of the past. Here Queen Elizabeth I listened to Shakespeare’s plays in a college hall, and made jokes with the professors — in Latin and Greek! In Pembroke College you can see Dr. Johnson’s blue and white tea-pot (it holds about two quarts, for Johnson was a great tea drinker and on one of his visits to Oxford his host poured out for him eighteen cups of tea!). In Oxford, Charles I held his Court at Christ Church while the college melted down all their silver dishes to help his cause during the Civil War, and his Queen Henrietta and her ladies walked in the gardens of St. John’s (there are two fine statues by le Sueur<sup>1</sup> of Charles and Henrietta in the Quad there). Here, Roger Bacon laid the foundations of experimental science, not in the 18th but in the 13th century; here, every night you can hear the sound of “Great Tom”, the big bell in Tom Tower, the tower that Wren designed for Christ Church. Every night at five minutes past nine the bell is rung 101 times in memory of the 101 students in Christ Church in Henry VIII’s time. In the medieval library of Merton College you can see all the chained books and the old benches just as they were in the 13th century. These reminders of the past are everywhere.

John and I walked along St. Giles, one of the most beautiful streets in Oxford. It is not, like most of the Oxford streets, narrow and winding between colleges, but very wide with

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<sup>1</sup> Le Sueur made the statue of Charles I that stands in Whitehall, London, said to be the finest statue in London.

magnificent trees all the way along it. And there, outside Balliol College, is a monument very like the "Cross" at Charing Cross<sup>1</sup> in London. I asked John what it was. He said, "It's the Martyrs' Memorial. Bishop Latimer and Ridley and Cranmer were condemned to death at Oxford in 1555<sup>2</sup> for their religious beliefs and were burned at the stake in this place. As the fire was being lighted Latimer said, 'Be of good comfort Master Ridley and play the man. We shall this day light such a candle, by God's Grace, in England as I trust shall never be put out'".

\* \* \*

As I said, Oxford is not only beauty in stone, it is history in stone. John pointed out two church towers. "That is the tower of St. Martin's and that of St. Mary's. In the 14th century there were constant quarrels between the men of Oxford and the students of the University, or, as they said, between the 'town' and the 'gown', and on St. Scholastica's Day<sup>3</sup>, 1354, a quarrel broke out in an inn between some students and some townsmen Others joined in, and soon the bells of St. Martin's Church (the church of the townsmen) were ringing to gather the townsmen together. The Chancellor (that is the head of the University) tried to stop the fighting but he was shot at and had to retreat. So the bells of St. Mary's (the church of the students) were rung to collect the students together, and they shot at the townsmen with bows and arrows. Two thousand people from the countryside round Oxford came into the city to help the townsmen; colleges were attacked and the battle went on for three days. The King, Edward III, was at Woodstock about eight miles from Oxford, and he ordered the Chancellor of the University and the Mayor of Oxford to appear before him. He decided that the townspeople had been in the wrong and ordered the Mayor and the chief citizens of Oxford to attend the Church of St Mary's every St. Scholastica's Day for a service in memory of the students who had been killed in the fighting, and to pay an offering of forty pence. And nearly 500 years<sup>4</sup>, every St. Scholastica's Day the Mayor and chief citizens of Oxford went to St. Mary's and paid the forty pence".

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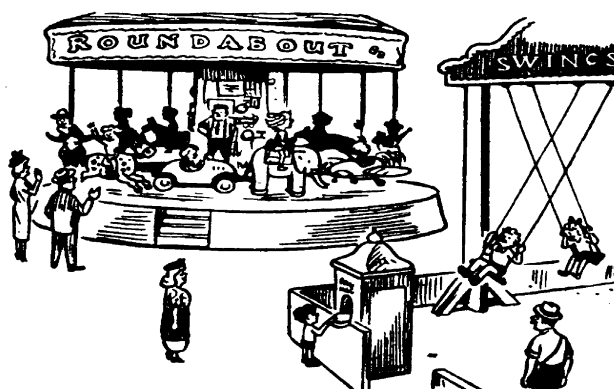
<sup>1</sup> The Charing Cross is one of a series that Edward I had built at every place where the body of his wife Eleonor (who had died in Scotland) rested on its last journey to Westminster.

<sup>2</sup> Cranmer in 1556.

<sup>3</sup> February 10th.

<sup>4</sup> The custom was ended in 1826.

The morning after this chat with John, I was very forcibly reminded of another old Oxford tradition. I was awakened at five o'clock in the morning by a terrible noise in St. Giles outside the college, the noise of hundreds of people. Half-awake, I thought for a moment that another St. Scholastica's riot had broken out, and quickly dressed and went outside to see what was happening. I discovered that it was St. Giles' Fair. This has taken place at the beginning of September ever since the 12th century. The whole appearance of St. Giles was quite changed. Preparations for the fair mustn't begin before 5 a. m. At five o'clock the entrances to St. Giles are closed to traffic. I looked out, and there, waiting to rush in, was a stream of carts, cars, wagons, roundabouts, swings, coconut-stalls, strong men, and "all the fun of the fair". It's all very noisy and jolly and you'd probably think it was rather silly — but it's great fun while it lasts.



It's all these contrasts in Oxford that make the place so fascinating. Oxford doesn't live only in the past; you feel there is a sense of continuity all through its history. To go from Magdalen Bridge, where the lovely Tower stands like a guardian of the city, through Radcliffe Square, the heart of the University, past the great Bodleian Library (to which a copy of every book published in Great Britain has to be sent) and on to the fine new science buildings of the Clarendon Laboratories, is to pass through streets where the Middle Ages, the 18th century and the modern world rub shoulders. Here, men have expressed in stone the finest culture of their periods. Norman, Gothic, Renaissance, Classic, Modern are all there in friendly rivalry, each beautiful thing adding something to the contrasting beautiful

thing that is its neighbour. I felt very strongly this mingling of old and new when we visited New College, which, in spite of its name is one of the oldest colleges.<sup>1</sup> Here, against a background of Gothic stonework, is the gigantic statue of Lazarus, carved by Epstein only a few years ago. And in New College I saw one of the most moving things I have seen in Oxford, moving because it seemed to me to express so well the noble, generous spirit of Oxford. It was a war-memorial that said:

In memory of the men of this College who, coming from a foreign land, entered into the inheritance of this place and, returning, fought and died for their country in the war 1914—1919.

Prinz Wolrad-Friedrich zu Waldeck-Pyrmont

Freiherr Wilhelm von Sell: Erwin Beit von Speyer.

The men to whom that memorial was raised were Germans who had fought against England.

The beauty of these buildings and the peace of the colleges and the loveliness of the gardens like St. John's and Worcester, these are the things I shall never forget. I'm afraid my letter has wandered on at great length, but I can't finish without — as my friend Hob would say — telling you a story that I had from John. I happened to say to him as we walked through one of the gardens, "I wonder how they get these lovely lawns". John said, "That's what an American visitor asked one of the gardeners here. He said he'd like to have a lawn like that in his big house in America. "Oh, it's quite easy," said the gardener, 'you just roll them and cut them and roll them and cut them. That's all.' 'And how long do you do that?' said the American.

'Oh', said the gardener, 'for about five hundred years'".

There's lots more I'd like to tell you about Oxford, but that must wait until I see you again.

Love to you all,  
OLAF.



## УПРАЖНЕНИЯ

**I. Придумайте предложения со следующими словами и словосочетаниями:**

- |                |                |              |
|----------------|----------------|--------------|
| 1. photograph  | 4. expenditure | 7. celebrate |
| 2. imagination | 5. thread      | 8. event     |
| 3. income      | 6. needle      | 9. medieval  |

<sup>1</sup> It was started in 1380. The oldest colleges are Merton, University College and Balliol, all between A. D. 1250 and 1300.

- |                          |                 |                     |
|--------------------------|-----------------|---------------------|
| 10. reminder of the past | 15. half-awake  | 20. publish         |
| 11. monument             | 16. riot        | 21. culture         |
| 12. quarrel              | 17. fair (noun) | 22. gigantic        |
| 13. retreat              | 18. contrast    | 23. noble           |
| 14. tradition            | 19. fascinating | 24. at great length |

## II. Ответьте на вопросы:

1. Why do some undergraduates det up early on May 1st?
2. Why does Olaf say that Robert de Eglesfield must have had "lively imagination"?
3. What work does the bursar of a college do?
4. Do you believe the story of the boar and Aristotle? Give a reason for your answer.
5. What famous man (he made the first great English dictionary) came from Pembroke College?
6. Why does Great Tom sound 101 times every night?
7. What reminded Olaf of Charing Cross?
8. What does a quarrel between "town" and "gown" mean?
9. Which road is closed to traffic early in September? Why?
10. What is the difference between St. Giles and many other Oxford streets?

## III. Вставьте в пропуски *since*, *for* или *till*:

1. The custom has continued — 1254.
2. That must wait — I see you again.
3. The singing of the Latin hymn has gone on — more than 350 years.
4. Preparations for the fair can't be made — five o'clock in the morning.
5. — nearly 500 years the money was paid.
6. I didn't get to bed — midnight.
7. I haven't been to Norway — six years.
8. Don't move — I say so.
9. I've been waiting here — four o'clock.
10. He has been teaching — twenty-nine years.
11. What have you been doing — yesterday?
12. "You must roll the lawn — about five hundred years", said the old gardener.
13. I've been reading this book — three hours.
14. I haven't looked at this photograph — years.
15. It has been raining — yesterday afternoon.

## IV. Преобразуйте предложения в вопросительные, ожидая получить: а) информацию; б) положительный ответ «да»; в) отрицательный ответ «нет». Например: *John is up at Oxford. (a) Is John up*

*at Oxford? (b) John is up at Oxford, isn't he? (c) John isn't up at Oxford, is he?*

1. That is Magdalen tower.
2. Cranmer was burnt to death at the stake.
3. Olaf thought the students' gowns were ragged.
4. He wants to go to Oxford again.
5. You have done sentences like this in Book II.
6. Mr. Wiggins fell off the ladder.
7. Hob can't understand Latin.
8. A party of Americans is visiting Oxford.
9. The lawns of St. John's garden are beautiful.
10. You would enjoy a visit to Oxford.
11. Adams drinks far too much.
12. Olaf ought to play more tennis.
13. Wolsey founded Christ Church.
14. You shouldn't have done that.
15. This exercise is finished now.

### Сочинение

1. Опишите (письменно или устно) три любопытных старинных оксфордских обычаев.

2. Найдите дополнительные сведения о следующих знаменитых людях: Samuel Jonson, Sir Christopher Wren, Shelley, Cecil Rhodes, Sir Anthony Eden.

Напишите о них небольшие рассказы (100—150 слов).

3. Вы были когда-нибудь в Оксфорде? Если да, скажите, что Вам больше всего понравилось. Если нет, скажите, что бы Вы больше всего хотели там увидеть.



### КОНТРОЛЬНАЯ РАБОТА No. 2

I. Поставьте глаголы в скобках в нужном времени:

1. He should be there by now, if he (go) straight home.
2. You should (hold) the ladder steady, and I shouldn't have fallen.
3. I shouldn't think of asking you to (wash) the dishes.
4. I shouldn't (like) Mr. Priestley to see this exercise.
5. The train should be here by now, but it (be not).
6. The train would be here by now, if it (be not) foggy.
7. They should have mended your watch by now, unless the spring (have) broken.
8. He said he would sit there as long as he (want) to.
9. Would you mind (help) me with this bag?
10. If he (do) that again, I should have knocked him down.

**II. В предложениях из упражнения I замените *should* на *ought*, но только там, где это возможно.**

**III. Используйте следующие словосочетания в собственных предложениях.**

- |                                 |                        |
|---------------------------------|------------------------|
| 1. take it easy                 | 6. do without          |
| 2. till late at night           | 7. hurt ... feelings   |
| 3. for help                     | 8. as a matter of fact |
| 4. nothing I should like better | 9. out-and-out         |
| 5. worth waiting for            | 10. in due course      |

**IV. Образуйте отрицательную форму. Там, где возможно, используйте краткую форму ответа.**

1. I was very happy to see him.
2. He hit the ball hard.
3. I will give a tip to the waitress.
4. You must leave the paper on the ground.
5. He ought to wash his neck.
6. That Italian speaks English well.
7. You need a haircut.
8. England lost the football match.
9. I shall go to the pictures after this Test Paper.
10. You have enough money, haven't you?

**V. Вставьте наречия, данные в скобках:**

1. He brings home an evening paper. (usually)
2. He has brought home an evening paper. (sometimes)
3. "You are up early". "I am up early". (always)
4. He can hear the news from Moscow on his wireless. (often)
5. Why do you remember that I don't take sugar in my tea? (never)

**VI. Закончите следующие предложения:**

1. Hob's story could be true, but ... .
2. I felt very strongly that ... .
3. It has been nice ... .
4. It will be two hours before ... .
5. ..., won't he?
6. There was hardly any applause ... .
7. I don't suppose ... .
8. You mustn't ... .
9. A dozen times a day ... .
10. Whatever you say, I ... .

**VII. Замените *can* и *could* правильной формой *to be able*:**

1. Can you hear me properly?



2. I can't hear what you're saying.
3. He could play the violin beautifully.
4. You can do this lesson easily.
5. That family can all sing well.
6. He couldn't remember my name.
7. I can drive a car.
8. We couldn't finish the job yesterday.
9. Couldn't he come today?"
10. No, I'm afraid he couldn't.

**VIII. Здесь приведена часть диалога Хоба и Олафа в комнате мис-тера Пристли. Какими, по-вашему, могли бы быть реплики Олафа? Вставьте их.**

Hob: I say, Olaf, there's still five minutes before Mr. Priestley comes. Can you help me with last night's exercise?

Olaf: \_\_\_\_\_

Hob: Oh, thanks.

Olaf: \_\_\_\_\_

Hob: I've got it here.

OLAF (*looking in Hob's book*): \_\_\_\_\_

Hob: I expect you're looking in the wrong place. I know, I'll start again. You just the answers and I'll write them down.

Olaf: \_\_\_\_\_

Hob: Oh, I don't think he'll mind. After all, he wants us to get them right.

Olaf: \_\_\_\_\_

Hob: The trouble was there was a good T. V. programme last night, and I didn't get much time for them.

Olaf: \_\_\_\_\_

Hob: Yes, I can hear him, too. Oh, dear, I don't think he'll be very pleased.

**IX. Напишите рассказ (около 200 слов) на одну из следующих тем:**

- (a) Oxford.
- (b) A character study of a friend.
- (c) Which do you prefer, the cinema or the theatre?

**X. Внимательно прочтите отрывок, а затем ответьте на данные под ним вопросы.**

As he crept up this rise in the ground, he knew that he could not go much further. His body was weak, but worse than that, his will to keep going, his will to live, had almost died away. It seemed now to Alan like a horrible dream in which he was a helpless actor. Three days without food or water had almost broken his spirit. He dragged himself slowly

across the burning sand to the of the hill and with tired eyes looked beyond.

At first he saw nothing but the sight he had seen for days. Then, away to his right, his eyes fixed on a dull spot of green. Trees. That meant water. That meant life. With a great effort he rose to his feet and with unsteady but determined steps he moved on.

(1) Give another word or phrase with similar meaning to that in which these words and phrases are used in the passage:

(a) crept, (b) almost, (c) for days, (d) unsteady, (e) determined.

(2) Why did Alan's journey seem to him like a dream?

(3) In what sort of country was Alan travelling?

(4) What brought back to him "his will to live"?

(5) Suggest in about eighty words what might have happened before this extract, explaining why Alan was in such a difficult situation.

## LESSON 25

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### THE “SPECIAL” VERBS (V): HAVE

Mr. Priestley: I told you in an earlier talk that some of the “special” verbs are sometimes conjugated with *do*. One of these is *have*, and students (even really advanced ones) often find difficulties here. Do we say “Has he?” or “Does he have?”, “She hadn’t” or “She didn’t have”? What do you think?

Olaf: I think I have heard both forms, but I’m not sure when I must use the one and when I must use the other.

Mr. Priestley: You are quite right, both forms are used. Look at these sentences:

*Has*<sup>1</sup> your sister brown eyes or blue eyes?

*Has* Switzerland a good climate?

This room *hasn’t*<sup>1</sup> enough windows in it.

I *haven’t*<sup>1</sup> a lot of time to spare.

Hob: As I say: “I haven’t much money, but I do see life”.

Mr. Priestley: Quite so. Those interrogative were formed by inversion, and the negative simply by adding *not* (’n’t). But look at these sentences with *have*. These, too, are all correct:

“*Did you have* a letter from home this morning?”

“*I didn’t have* much breakfast this morning”.

“What time *did you have* it?” “The usual time, we don’t usually have it until about nine o’clock”.

“*Did you have* tea or coffee?”

“*I don’t have* much difficulty with English Grammar”.

“*Did you have* a good time at the dance last *night*?”

Pedro: I think that in the first group of sentences the ones that made their interrogative by inversion — the meaning of *have* was, roughly, *possess*. But in the second group of sentences, the ones that are conjugated with *do*, the word *have* does not mean *possess*.

“I *haven’t* much money” means “I don’t *possess* much money”, but “I didn’t have much breakfast” means “I didn’t *eat* much breakfast”.

Jan: Oh yes. “Did you *have* coffee or tea?” means “Did you *drink* coffee or tea?”

Frieda: And “I didn’t *have* a letter from home” means “I didn’t *get* (or receive) a letter”.

Olaf: And “I don’t *have* much difficulty with grammar” means “I don’t *experience* much difficulty”

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<sup>1</sup> Очень часто в разговоре мы используем также *got*, например: “Has your sister *got* blue eyes”, “This room *hasn’t got* enough windows”, и т. п.

Lucille: And “I didn’t *have* a good time at the dance” means “I didn’t *experience* (or enjoy) a good time”. (Though, as a matter of fact, I *did* have a *good* time last night.)

Hob: All I know is that I have a headache with all this grammar and I *hadn’t* headache when I came here.

Frieda: Do you often have a headache when you have to discuss grammar?

Hob: Yes, I do!

Jan: Just a moment. Your rule doesn’t seem to apply here, Pedro. Hob said, “I have a headache ... I hadn’t a headache” — that’s the negative without *do*.

Pedro: Quite correct because *have* there means *posses*.

Jan: Yes, but Frieda said “Do you often *have* a headache?” which means, roughly, “Do you often *possess* a headache?” She was using *do* with *have* even though *have* meant *possess*.

Mr. Priestley: And Frieda’s sentence was quite correct. Pedro’s rule covers some cases but there are one or two other points to be considered.

1. When the “possession” is a *permanent* thing; as, for example, in the case of your sister’s brown eyes, we don’t use *do* with *have*.

2. When we are speaking of something that is regular or habitual — like Hob’s headache over grammar — we use *do* with *have*. So “Do you often *have* headaches?”, i. e. are they regular and habitual, is correct.

3. We do not use *do* when we are speaking of one particular occasion. You can compare:

Do you often *have* headaches? (habitual).

*Have you* a headache *now*. (particular occasion)<sup>1</sup>.

### CAUSATIVE USE OF “HAVE”

Следует отметить причинно-обусловленное использование глагола “*have*”: мы используем его, когда нужно указать на действие, которое должно быть сделано. Например:

We have just *had* our house painted ( = caused our house to be painted).

I’ve just *had* my hair cut; when did you have yours done?

---

<sup>1</sup> Американское использование отличается от английского. В Америке *have* обычно спрягается с *do*. Таким образом, Вы можете услышать: “Do you have a wife?” (American). “Have you (got) a wife?” (English). “Does he have any children?” (American). “Has he (got) any children?” (English).

Глагол *get* также используется с тем же значением в этой конструкции. Например: I *got* my hair cut today; where do you generally *get* yours done?

Есть аналогичная конструкция, где вместо причинной формы (*causing*) используется страдательная (*suffer*). Например:

I *had* (or *got*) my pocket picked (i.e. something stolen from my pocket) yesterday.

He *had* (or *got*) his arm *broken* playing football. *Did* he? (Note the usage with *do*.)

You won't. *have* (or *get*) your house burgled as easily as I did if you keep a good dog.

### HAVE TO (= MUST)

Наконец, есть другое использование глагола *have*, выражающее принуждение, обязательство или необходимость.

You *have to*<sup>1</sup> work hard nowadays to make a living.

My car wouldn't start this morning so I *had to* (I'd *got to*) walk to the office.

We *had to* (we'd *got to*) answer all the questions in the examination.

You *haven't* (got) to go home yet, have you?

Will he *have to* do the work all over again?

Как видно из этих примеров, обычная конструкция *have to* (=must) не использует глагол *do*.

Но иногда, если мы говорим о чем-то регулярном или обычном, мы используем в данной конструкции *do*.

A. Do you *have to* write exercises every day?

B. No, we *don't have to* write them every day but I like to write them as often as I can.

Теперь Вы знаете почти все об употреблении глагола *have*. На этом пока и остановимся.



### УПРАЖНЕНИЯ

#### I. Образуйте вопросительную форму:

1. Her brother has curly hair.
2. A triangle has three sides.
3. You had eggs and bacon for breakfast this morning.
4. He had a letter by the evening post.
5. They have a lesson every day.

---

<sup>1</sup> Или чаще на разговорном английском — “You *have* (you’ve) *got to* work hard...”

6. He has a lot of money.
7. They have a lot of trouble with their car.
8. Lucille had an enjoyable time at the dance.
9. Frieda has a bad cold.
10. She often has a cold in winter.

**II. Образуйте отрицательную форму:**

1. I have a dark blue suit.
2. A triangle has four sides.
3. I had coffee for breakfast this morning.
4. I had some letters by morning post. (*Be careful with "some"*).
5. They have lunch before twelve o'clock.
6. We have a lesson every day.
7. Mr. Brown has a lot of money.
8. We had a very comfortable journey to Scotland.
9. That country has a very good climate.
10. I have some cigarettes in my cigarette-case.

**III. Замените *have* на *have got*. Например: *Has he any complaints? Has he got any complaints?***

1. The butcher hasn't any change.
2. Mr. Wiggins has an Austin car.
3. Have you your books with you?
4. She has a new refrigerator.
5. I've some lovely flowers in my garden.
6. Have you everything you want?
7. I thought you had a new hat.
8. By this time tomorrow I shall have his reply.
9. He hadn't a job when last I saw him.
10. How much money has Uncle Albert?

**IV. Измените предложения, вводя сочетания глаголов *have* и *get* с *past participle*. Например: *The tailor made a new suit for me last week. I had a new suit made for me last week.***

1. Someone cleaned my shoes for me.
2. Painters painted my house last week.
3. One of my teeth was out this morning.
4. Someone must chop this wood for us.
5. We must ask someone to mend the car.
6. Someone picked Pedro's pocket at the football match.
7. It's time your hair was cut.
8. Jan broke his leg playing football.
9. This knife won't cut. We must ask someone to sharpen it.
10. His house was burgled while he was away on holiday.

## LESSON 26

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### THE “SPECIAL” VERBS (VI): DO

Mr. Priestley: We’ve talked a lot about *do*, and rightly, for it is perhaps the hardest-worked verb in the language. You see it is *both* a “full” verb and a “special”. You see its work as a full verb in Such sentences as:

He *does* his work well.

What *were* you *doing* this morning?

What *does* he *do* for a living? He *doesn’t* do anything.

When it is a “full” verb, it is conjugated with *do* as you can see in that last example.

We have already seen much of its work as a “special” where it is used to form the negative and interrogative of all verbs except the “specials” (and sometimes even with them). It is used to show emphasis, as in Hob’s remark on p. 000.

“I haven’t much money, but I *do* see life”.

and for short answers to avoid repeating the verb.

Do you understand that? Yes, I *do*.

Do you like grammar, Hob? No, I *don’t*.

You know that as well as I *do*.

Again, it is used for question phrases with all the verbs that aren’t “specials”:

You understand that, *don’t* you?

You didn’t come by bus, *did* you?

Finally it is used in the constructions:

I like swimming, and *so does* Olaf.

Olaf doesn’t like flying; neither *does* Hob.

Hob: And when we meet someone we say, How *do* you *do*?

Mr. Priestley: And I think *that will do* for grammar today.

\* \* \*

Frieda: I received a quite exciting letter this morning, Mr. Priestley. It was from Mr. and Mrs. Evans. They are old friends of my father’s and they live at Capel Curig, a little village in North Wales. They stayed last Christmas with us at my home in Switzerland, and now they have invited Jan and me (they met Jan last Christmas; you remember he came to spend Christmas at our house) to have a holiday in August at their house in Wales. I have always wanted to go to Wales; Mr. Evans talked so much about it, and now I’m going to get the chance of seeing it. Isn’t it lovely?

Mr. Priestley: That's splendid news, Frieda. I'm sure you will both enjoy it; it's a fascinating country, both for its scenery, which is some of the loveliest in the world, and for its people and its traditions.

Pedro: I envy you your holiday there, Frieda; I wish I were going there, too. You'll probably come back speaking Welsh.

Hob: But don't the Welsh people speak English?

Mr. Priestley: Most of them do, but that's not their native language.

Frieda: Mr. Evans speaks English as well as Mr. Priestley does, but Welsh is his mother tongue.

Olaf: How does it happen, Mr. Priestley, that the people there speak Welsh? After all, it is near England, it's not separated from it by the sea, and I suppose it has been part of the British Isles for hundreds of years.

Mr. Priestley: What Olaf says is quite true, but it is too big a subject to go into just now; but, one day, I'll give you a lesson on "Why the Welsh speak Welsh" and, incidentally, "Why the English speak English", for, at one time, the inhabitants of this island didn't speak English.

Jan: I should like that very much, sir. I'm sure I don't need to tell you how much I am looking forward to this holiday in Wales. While I am there I want to write a "diary" of the things that I have seen and heard.

Frieda: And I'll write down some of the stories that I'm sure Mr. Evans will tell us and we'll send you the "diary" and the stories, or bring them with us when we return so that you can all read them.

Mr. Priestley: That is an excellent idea, Frieda. We shall look forward very much to reading them.



## УПРАЖНЕНИЯ

I. Образуйте три предложения, где глагол *do* был бы: а) смысловым глаголом; б) «специальным» глаголом.

II. В каких конструкциях *do* является «специальным» глаголом?

III. Вставьте нужную форму глагола *do*:

1. You are — very well.
2. — you — that exercise on your own?
3. How — you —?
4. You know Mr. Jones, — you?
5. You must — as well as you can.
6. I — like eggs and bacon.
7. What — he — in the evenings?



8. He swam the English Channel, — he?
9. Jan enjoys a game of football, and so — Olaf.
10. — you speak Dutch? No, I —.
11. Hob — — anything, unless he has to.
12. Lucille — like brandy, and neither — Olaf or Yan.

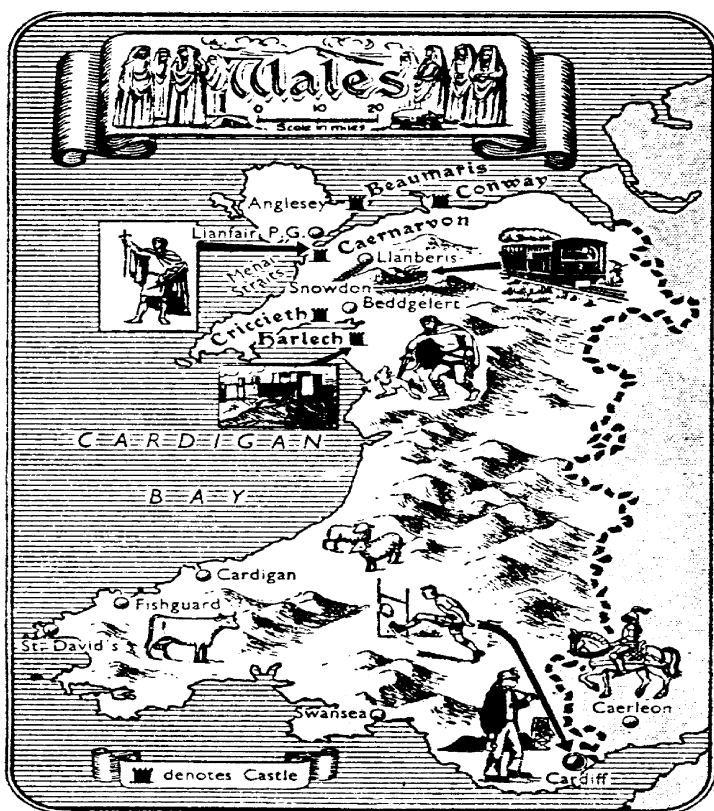
#### IV. Ответьте на вопросы:

What does the

baker	}	do?
carpenter		
engineer		
cook		
dressmaker		

#### Сочинение

Есть английская пословица "When in Rome do as the Romans do". Что, по-вашему, она означает? Подходит ли она путешественникам?



## LESSON 27

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### FRIEDA WRITES A LETTER FROM WALES

Capel Curig,  
N. Wales.

Dear Mr. Priestley,

Well, here we are in Wales; and what a lovely country it is. I was very excited when we crossed from England into Wales. The map shows a boundary between England and Wales, but there was no "frontier", no Customs officers, no armed guard. But you know you are in Wales all right, you soon hear Welsh being spoken, you see Welsh names on the sign-posts and you see them on the railway stations. One of these is:

Llanfairpwllqwyngyllgogerychwyrndrobwlllantysiliogogoch<sup>1</sup>

I know Hob won't believe this, but it's true, and I will bring him a picture postcard of the station to prove it.

I can't tell you about all our journey; it would take a book not just a letter, but I should like to tell you of a trip we made yesterday in Mr. Evans' car round some of North Wales. We went through lovely countryside, with great mountains, some of them beautiful and green and wooded, others bare and wild. There were gentle fertile valleys with little farmhouses or cottages sheltering on the slopes of the mountains, and quiet lakes and rivers winding down or, in places, dashing down to the coast, which is only twenty or thirty miles away; in places the mountains run right down into the sea.

We went to Snowdon, in fact we went up Snowdon, the highest mountain in England and Wales. The mountain is dark and wild-looking; but my home is among the mountains of Switzerland, and though Snowdon is impressive, well, it isn't Mont Blanc or the Jungfrau. We actually went right to the top of Snowdon *in a train*. (I daren't tell this to my Swiss mountaineering friends!) It happened like this. We had just gone through the town of Llanberis at the foot of the mountain, and there was a little station and in it was a little engine and train, just like the toy trains and station that my young brother has at home. So we got in. The carriages held fifteen or sixteen people and, with a lot of smoke and steam, the toy train moved out and puffed its way round and round and up the mountain.

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<sup>1</sup> Станция в Anglesey. Имя означает: церковь St. Mary в лесу светлых деревьев около быстрого водоворота и пещеры St. Tysilio неподалеку от красной пещеры. Город, известный как "Llanfair P. G."

For a time we had fine, extensive views, and then, all at once we entered a cloud. The whole view was blotted out. A thick grey mist was all around us, in the carriage (for it was quite open without any windows) and in our eyes and throats. And wasn't it cold! I sat close to Jan to try to keep warm. Suddenly, after about half an hour, we came through the cloud and into the sunlight. The train came to a stop in another little station and we were at the top of Snowdon. The clouds were breaking everywhere below us and through the gaps we had a wonderful view for miles, right across the Menai Straits to the Isle of Anglesey. Behind us we could see the enormous shadow of the two peaks of Snowdon, the one on which we stood, the highest one, and the slightly smaller peak beside it. Mr. Evans said something in Welsh. It was poetry and it sounded beautiful though I didn't understand a word of it. I asked him about it. He said it was from the poem *The Day of Judgement* by the Welsh poet Goronwy Owen. He wrote the lines down for me and I'm sending them so that Lucille and Olaf and the rest will know what Welsh looks like:

"Ail i'r ar ael Eryre,  
Cyraftal hoewal a hi"

and it means: "(on that day) the head of Snowdon shall be levelled with the ground, and the circling waters shall murmur around it".

But I'm no good at describing things or expressing ideas; I must leave that to Jan; he's much cleverer than I am, as you know. What I like doing is telling a story and Mr. Evans told us two that I want to tell you. He told us the first one as we came into the little town of Beddgelert that lies in a lovely valley about ten or twelve miles from Snowdon. We got out of the car and he took us a short walk along the side of a stream until we came to what looked like a little grave-stone. And this is the story he told us:

In the 13th century, Llewellyn, Prince of North Wales, had a palace here. He had a faithful dog, Gelert, that went with him everywhere and that he was very fond of. But one day the Prince went out hunting, and he told Gelert to stay at home and guard the Prince's baby son.

Gelert obediently lay down by the cradle of the baby, and Llewellyn went away. When he returned in the evening, Gelert came out joyfully to meet him, and the Prince was horrified to see that the baby's cradle was overturned, the bedclothes and floor were covered with blood and there was blood round Gelert's mouth. The baby was nowhere to be seen. The Prince

thought the dog had killed the child and wild with rage and fear he drew his sword and thrust it into Gelert's heart. The dying cry of the dog was followed by a child's cry. Llewellyn looked round hastily, and there, under the torn and bloodstained blankets, was his baby son, quite safe. And beside it was the body of a huge wolf that Gelert had killed in defending his master's son.

Llewellyn was so filled with sorrow that it is said he never smiled again. He buried Gelert in this spot; and ever since, the place has been known as Beddgelert, which means "The Grave of Gelert".

\* \* \*

My other story concerns Caernarvon, where we went on another day. It's a very interesting town, at least 2,000 years old. To the Romans it was Segontium and they built a great fort there. But what overshadows everything else in Caernarvon is the castle. When Edward I<sup>1</sup>, King of England, was trying to conquer Wales he built a great line of castles — the ruins of which you can still see at Harlech, Criccieth, Beaumaris and Conway — but Caernarvon was the greatest. It's the most magnificent thing of its kind, said Mr. Evans, in Great Britain. If you approach it from the sea, or if you stand outside under its walls, it looks exactly as it must have done when Edward built it to keep the Welsh in subjection, but when we went inside we could see the ruin that 600 years have caused. "Look at that little doorway that was the entrance to the dining-hall of the King", said Mr. Evans. "It was so narrow that only one man



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<sup>1</sup> Правил с 1272 по 1307.

could enter at a time, so, if the English King was surprised by an attack as he sat at dinner, his archers could kill the attackers one by one, while the King could get away down that little staircase on the other side.

"Now, come up here", he said, "to the top of the Eagle Tower". So we climbed up, and he pointed out stone figures that the builders had cleverly put there. The enemy thought they were soldiers keeping constant watch, but thought they shot many an arrow at those watchers they never killed one of them!" Then, with a smile he said, "How Time brings its changes. Edward's city of Caernarvon, where in his time a Welshman daren't set foot without risking death, is now, I should think, the most Welsh city in Wales".

"Yes", said Jan, looking at the stream of visitors below us paying their shillings to the Welsh doorkeeper to enter the castle, "in Edward's day the Welsh had to pay money to the English; and now the English have to pay money to the Welsh".

Mr. Evans thought that was a good joke — and so do I. "Listen", he said, "I'll tell you another story". And this is the story he told:

"Edward I had conquered Wales. The two great Welsh leaders, Llewellyn and his brother David, had been killed. But the Welsh people, though they were beaten, were rebellious. They had no great leader, but there were a number of chieftains — most of whom were jealous of one another — and at last three or four of these chieftains came to see Edward, who, with his wife Eleanor, was staying at Caernarvon Castle, to tell him their complaints and to try to get their wrongs put right.

"They wanted, they said, to be ruled not by an English King, but by a Prince of Wales, born in Wales, of royal blood, and not speaking English or French. They wanted a prince whose life was good, and who had not wronged any man — thought, owing, as I said, to their jealousy of one another, they couldn't agree who this prince should be. Well, they were certainly asking a lot, but Edward, after a little thought, told them to ask all the chiefs and their followers to come to Caernarvon Castle in a week's time and he would give them what they had asked, a Prince of Wales who fulfilled all their conditions.

"So the next week the great square outside the castle was crowded with excited people, all wondering which of their chieftains Edward had chosen".

I'll not finish the story here. Jan thought it would make a good little play, so he has written this next piece, which he has called:

## THE FIRST PRINCE OF WALES

*Scene:* Caernarvon Castle. A crowd of Welshmen, kept back by English soldiers. A group of Welsh chieftains push their way through the crowd and come to the front.

1st Welshman: It won't be long now; look, the chiefs are all here.

2nd Welshman (*to English soldier*): And you won't be here long now.

English Soldier: What do you mean?

2nd Welshman: When we get our Welsh prince, you English soldiers will all be sent back to England.

English Soldier: There's nothing I'd like better. I'm tired of the sight of your Welsh mountains and your rain and fog.

1st Welshman: They are lovely mountains, and it is a lovely country.

2nd Welshman: It will be when you English are out of it.

English Soldier: All right, all right; but give me good old London every time. Stand back there! Stand back! What are you pushing for? You'll see the show all right from there.

\* \* \*

1st Chieftain: I wonder who the new ruler is to be? Of course, you know my mother was a distant relation of Llewellyn.

2nd Chieftain: Yes, very distant — about as distant as mine to King Arthur. But it's a pity you took all that trouble to learn English. Edward said he would choose a prince who spoke no English. Welsh was always good enough for me.

3rd Chieftain: If you think I'd ever agree to having either of you for my prince you are very much mistaken; and I have 2,000 men. Once the English go, there is no one in Wales who would be stronger than I. And of course I don't speak any English — well, not very much.

4th Chieftain: But Edward said the prince would have wronged no man. I haven't forgotten those fifty sheep of mine that you stole. I'll not have a thief for prince over me.

3rd Chieftain: Do you call me a thief? —

2nd Chieftain: My father's second cousin was descended from Arthur —

3rd Chieftain: Two thousand men, I tell you —

English Soldier: Stop that noise! Stand back! Stand back! The King!

(Edward steps from a window on to the balcony in front of the castle.

Behind him is a knight carefully carrying Edward's shield flat in his hands.

On the shield is a bundle covered with a blanket. The whole crowd is excited but silent, and waiting for Edward to speak.)



Edward: Chieftains and people of Wales, you have asked for a prince and I have promised you one to rule ever you, of royal birth.

Welshmen: Yes, yes.

Edward: Born in Wales.

Welshmen: Yes.

Edward: And not able to speak a word of English.

Welshmen: Yes, yes.

Edward: And one, moreover, of blameless life, one who has wronged no man by word or deed in all his life. If I give you such a prince to rule over you, will you promise to be ruled by him?

Welshmen: We promise.

Edward: Then here is your prince. (*He turns to the knight behind, lifts the blanket, and shows a small baby.*) My son, a prince of royal blood, born a week ago in Wales, in Caernarvon Castle; he speaks no word of English, and he has wronged no man alive. Edward Prince of Wales.

\* \* \*

“Well”, said Mr. Evans, “the chiefs were angry and disappointed, but the Welsh people were pleased, and each chief consoled himself with the thought that, at any rate, no rival chief had been chosen. And from that day to this, the eldest son of the King and Queen of England has always been the Prince of Wales”.

It’s time I brought this long letter to a close. Jan and I send our kind regards and best wishes to you and Mrs. Priestley and all my friends who are with you.

Yours sincerely,  
FRIEDA.



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами и словочетениями:

1. boundary. 2. bare. 3. in places. 4. blot out. 5. frontier. 7. shelter. 8. actually. 9. enormous. 10. customs. 11. fertile. 12. puff. 13. peak. 14. sign-posts. 15. slopes. 16. fulfil. 17. obediently. 18. trip. 19. im-pressive. 20. extensive. 21. overturn. 22. hastily. 23. ruins. 24. I'm tired of. 25. blameless. 26. quite safe. 27. archers. 28. bundle. 29. console. 30. round and round. 31. from that day to this.

### II. Ответьте на вопросы:

1. How did Frieda know she was in Wales?
2. What sort of countryside did she see in North Wales?
3. Why was Frieda less impressed by Snowdon than, perhaps, a young English girl would have been?
4. What sort of train took Frieda up the mountain?
5. What could they see at the top?
6. Who was Goronwy Owen?
7. Why did Llewellyn kill Gelert?
8. What is the modern name for Segontium?
9. Why was the doorway to the dining-hall of Caernarvon Castle so narrow?
10. Why did the builders put stone figures at the top of the tower?
11. Which city did Mr. Evans think was the most Welsh?
12. What conditions did the Welsh chieftains want fulfilled by Edward I when he chose a ruler?
13. How did the chiefs like his choice?
14. How did the Welsh people like his choice?
15. What is the title given to the eldest son of the King and Queen of England?

### III. Перепишите следующие предложения, используя *although* вместо *but* (например, The English tried to conquer the Welsh but they remained free. — Although the English tried to conquer them, the Welsh remained free).

1. The Welsh fought bravely, but they were defeated.
2. Jan had never been to Wales before, but he soon felt at home there.
3. Wales was a beautiful country, but the English soldier preferred London.
4. The Welsh chiefs were disappointed, but they accepted their new prince.
5. Hob likes to read, but he does not like to write.



**IV. Образуйте страдательный залог, опуская, где можно, исполнителя действия (см. Книгу II, урок 27):**

1. Mr. Evans took Frieda and Jan to Snowdon.
2. The valleys shelter the little farmhouses.
3. We could see the enormous shadow of Snowdon.
4. Gelert was guarding the prince's son.
5. Blood covered the floor.
6. The prince buried Gelert at this spot.
7. Edward I built a great line of castles.
8. Mr. Evans is pointing out the stone figures.
9. The English are paying money to the Welsh.
10. Edward I had conquered Wales.
11. He told them to come in a week's time.
12. Olaf has written this little play.
13. The soldiers kept back the Welsh crowd.
14. Edwards chose a baby to be their ruler.
15. I must now bring this letter to a close.

**V. Замените следующие словосочетания одним словом из этого урока. В скобках дается количество букв в слове:**

1. a short journey (4).
2. to show that a thing is true (5).
3. the edge of a country next the sea (5).
4. mountain top (4).
5. small river (6).
6. to look after (5).
7. very large (8).
8. a baby's bed (6).
9. to go towards (8).
10. to go into (5).
11. shot by archers (6).
12. wanting something which another possesses; fearing that another will take what one has, and therefore hating him (7).
13. someone who steals (5).
14. not speaking or making a noise (6).
15. sad at not seeing one's hopes come true (12).
16. stretching for a long way; wide (9).
17. producing much; fruitful (17).
18. having no clothes or covering (4).
19. quickly; in a hurry (7).
20. to protect (7).

**Сочинение**

1. Составьте рассказ о Ллевелине и его собаке Гелерте.
2. Расскажите, как Фрида совершала восхождение на Сноудон.
3. А Вы ходили в горы? Если да, то расскажите.

или

"A mountain summit<sup>1</sup> white with snow  
Is an attractive sight, I know,  
But why not see it from below?"

**Вы согласны с автором этих строк? Что Вы думаете об альпинизме?**

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<sup>1</sup> Peak.

## LESSON 28

### THE “SPECIAL” VERBS (VII): OUGHT

Следующим «специальным» глаголом является глагол **ought**. Как и в предыдущих случаях, вопросительная форма с этим глаголом образуется при помощи инверсии, а отрицательная с помощью *not*.

Например:

He knows he *ought* to pay the money.

*Ought* he to pay the money?

He *ought not (oughtn't)* to pay the money, *ought* he?

You *ought* to be ashamed of yourself.

(1) Главное значение этого глагола — идея обязанности, долга. Это его единственная форма. У него нет форм инфинитива, причастия, перфектных форм, а в третьем лице он не получает окончания *s*.

Для выражения прошедшего времени этот глагол употребляется с перфектной формой смыслового глагола, т.е. *ought (oughtn't) to have + past participle*. Например:

I *ought to have* written that letter yesterday (with the implication “but I didn’t write it”).

You *oughtn't to have* gone to the football match, Hob (“... but you did”).

You *ought to have* done your homework last night (“but you didn’t”).

He *ought to have* told me that before (“but he didn’t”).

(2) Глагол *ought* может иметь значение вероятности. Например:

If Lucille left home at nine o'clock, she *ought* to be here any minute now.

There's a fine sunset; it *ought* to be a fine day tomorrow.

Considering all the work you have done, you *oughtn't to fail* your examination.

(3) Для образования будущего времени глаголу *ought* не требуются глаголы *shall* или *will*. Идея будущности в предложении выражается словом или сочетанием слов, относящимся к будущему. Например:

Jan's team *ought* to win the match tomorrow.

Your suit *ought* to be ready next Thursday.

You *ought* to write to her as soon as you can.

(4) Глаголы *should* и *ought* взаимозаменяемы практически во всех случаях и имеют в сущности одно и то же значение.

If you owe the money you (*should; ought to*) pay it.

Lucille left home at 9 o'clock; she (*should; ought to*) be here any minute now.

You (*shouldn't; oughtn't to*) have spent all that on a dress.

**Внимание:** после глагола *ought* всегда стоит частица *to*; с глаголом *should* она всегда опускается.

Вот, пожалуй, и все, что можно сказать о глаголе *ought*.



## УПРАЖНЕНИЯ

### I. Замените *should* на *ought*.

1. You should work harder.
2. It's six o'clock, she should be here by this time.
3. You should have done the work instead of going to the cinema.
4. He shouldn't have been late for that important meeting.
5. I suppose I should have been more careful.

### II. Измените предложения так, чтобы они относились к прошедшему времени.

1. You ought to get here by nine o'clock.
2. I suppose I ought to pay the money.
3. How much time should I spend on this exercise?
4. Mr. Priestley ought to tell you about this before you do the exercise.
5. You shouldn't leave my book out in the rain.
6. He ought not to speak like that.
7. Why should I do all the work?
8. Ought I to write out this exercise?
9. How much ought I to give him?
10. The wireless shouldn't make that noise.

## LESSON 29

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### FRIEDA TELLS A STORY: KING ARTHUR (*Extract from Frieda's diary*)

... I asked Mr. Evans today about King Arthur. His name kept coming up, at Snowdon, in his story about Cernarvon and when he told us about the great Roman city that had been discovered after months of digging in Monmouthshire<sup>1</sup> at Caerleon, "that's Camelot, where King Arthur held his Court" he said.

"Was King Arthur a real person, or is it all a story?" I asked.

Mr. Evans: Oh, yes; there was a real Arthur, an Arthur who fought the Saxon invaders and won a great battle at Mount Badon in A.D. 500. But around this shadowy human figure, fighting among the mountains of Wales or on the wild cliffs of Cornwall (where you can still see, at Tingatel, the ruins of Arthur's castle), has grown up a great collection of romantic stories that run like a brilliant thread through the pattern of English literature from the early Anglo-Saxon and Norman writers, through Chaucer and Malory to Tennyson. These old stories tell us of Arthur's miraculous coming, of how he became King and gathered together a brave company of knights — the Knights of the Round Table.

Frieda: Why was it round? Had that any special meaning?

Mr. Evans: Yes, it was to show that no knight, not even the King himself, was "head of the table"; all were equal and the King was just "first among equals". You can still see the table — a great round piece of wood hanging on one of the inner walls of Winchester Castle. But though 600 places in the British Isles claim some memory of him, he is for ever essentially the hero of Wales, and it's rather significant that the Welshman who became King of England, Henry VII, called his eldest son Arthur. I think Arthur's name is so widespread throughout England, and the Continent, too, because Welsh bards in Norman times and before that, travelled about singing the songs and telling the stories about him. Those stories were gathered together by Sir Thomas Malory<sup>2</sup> and it is from his *Morte d'Arthur* that all the later writers and poets have drawn the materials for their stories and poems.

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<sup>1</sup> In Arthur's time Monmouthshire was part of Wales.

<sup>2</sup> About 1470.

Frieda: Could you tell us one of the stories of Arthur and his Knights.

Mr. Evans: There's hardly anything that a Welshman likes better than telling a story — unless it's listening to one; and I'm a Welshman. And this is the story he told us:

### THE STORY OF SIR GALAHAD

One day as King Arthur sat in his Court at Caerleon surrounded by the Knights of the Round Table a servant entered and said, "Sir King, I have seen a strange sight. As I walked along the bank of the river I saw a great stone, and it floated on the water. There was a sword through the stone and the handle of the sword was thick with precious stones". When they heard this, the King and all the Knights went to see this strange thing. It was just as the servant had said: moreover, when they looked more closely they read the words on the sword: "No one shall draw me out of this stone except the knight at whose side I am to hang. And he must be the best knight in the world". The knights asked Sir Launcelot to draw the sword, for he was known as the best knight in the world. But Sir Launcelot said: "The sword is not for me. I dare not try to take it". Many of the knights tried, but none could draw out the sword. So they returned and took their places again at the Round Table.

No sooner were they seated than the door opened and on old man, dressed in white, entered the hall, followed by a young knight in red armour, by whose side hung an empty sword-sheath.

The old man bowed low to the King and said, "Sir, I bring you a young knight, Sir Galahad; through him Britain shall win great glory; and he shall see the Holy Grail". "The Holy Grail!" said the knights, their faces full of awe, for the Holy Grail was the cup from which Christ had drunk at the Last Supper. It had been brought to Wales by Joseph of Arimathea, but because of man's sinfulness it had been taken from human sight. None of the knights had seen it, for it could be seen only by the pure in heart, and all of them had sinned.

When the feast was over, the King took Sir Galahad to see sword in the stone. "I will try to take the sword", said Sir Galahad, "for, as you see, my sword-sheath is empty". He seized the handle of the sword and drew it easily from the stone and placed it in his sheath. While they were all filled with surprise, a lady came to them, riding on a white horse, and said, "I am sent to bring you word, O King, that great honour will be done to you and all your knights. Today the Holy Grail

will appear in your hall". Then she rode away and no one could ask her any further questions.

That evening as each knight sat in his seat round the table there was a noise of thunder, so great that the whole palace seemed to shake, and there came into the hall a great beam of light, brighter than any of them had seen before. The light touched them all, and a sweet scent was in the air. And in the beam was the Holy Grail. But no one could see it except the pure-hearted Sir Galahad. They all sat silent with amazement and awe until Arthur rose and gave thanks to God for the vision that had come to them.

Then Arthur's nephew, Sir Gawain, stood up and said that he would make a vow to go for a year and a day in search of the Holy Grail. Immediately other knights, a hundred and fifty in all, rose up and swore to do the same; and among them was Sir Galahad.

King Arthur was full of sorrow at this. His knights would wander into far-off countries; many of them, he knew, would forget that they were in search of the Holy Grail, and would go on other adventures and never return. Meanwhile, the heathen enemies from whom he had protected his land would come again to conquer him. Turning to Sir Gawain he said, "Nephew, you have done wrong, for by your act I have lost the noblest company of knights that ever brought honour to any country in Christendom; for I know that you knights, whom I have loved as my life, will never again all gather together in this hall". The knights, too, were filled with sorrow, but they could not break their vows.

So the next day, after they had worshipped in the church at Camelot, the knights who had made the vow rode together out of Camelot, and the people wept as they rode away for they felt they would never return.

Frieda: And did they ever return?

Mr. Evans: Some of them did; but not Sir Galahad. He wandered for years searching for the Holy Grail. He had many adventures (every one of which would be a separate story). He rescued maidens who had been imprisoned, he was himself imprisoned for a year by an evil king in Sarras in Babylon where Joseph of Arimathea had lived 300 years before teaching the people the true faith. Finally he was freed and he forgave the king who had imprisoned him, and when that king died, Galahad was made king. But though at times he had seen again the light of the Holy Grail, he never saw it in reality. Every morning, early, he used to go into the little church to pray. Then one morning, very early, as he knelt, he saw a man in the

dress of a bishop; and the bishop was surrounded by a great band of angels. The bishop said, "Come here, servant of the Lord, and see what you have so long wished to see". And Galahad took the Grail in his trembling hands. "Do you know who I am", said a bishop?" "No", said the knight. "I am Joseph of Arimathea whom God has sent to show you the perfect vision of the Holy Grail". Then Galahad knelt and prayed. As he prayed a hand came from Heaven and took away the Cup. And when, a little later, the people came to the church, they found Sir Galahad dead.

Frieda: What a wonderful story! But what happened to King Arthur?

Mr. Evans: Well, though some of the knights returned, the great days of the Round Table were over. While Arthur was fighting his enemies in France, the wicked knight Sir Modred, whom Arthur, had left to rule the land while he was away, plotted against the King and gathered together an army to fight against him. Arthur returned and a great battle was fought in the far west of Britain by the sea shore. The traitors were defeated and Modred was killed by Arthur, but only one of Arthur's knights, Sir Bedivere, was left, and Arthur himself was very badly wounded. Then Arthur said to Sir Bedivere, "The end has come. Take my sword Excalibur and throw it into the deep water. Watch what happens and come back and tell me". So Sir Bedivere took the sword and went to the water's edge. But the handle of the sword was thick with precious stones and he couldn't bear to throw it away. So he hid the sword under a tree and came back to the King. "What did you see?" said the King, "and what did you hear?" And Sir Bedivere said, "I saw nothing but the waves and heard nothing but the wind". "That is untrue", said Arthur. I order you, as a faithful knight, to go again and throw the sword into the sea". Again Sir Bedivere went and again he was tempted. "It is a sin and a shameful thing", he thought, "to throw away so noble a sword. It should be kept so that people in all future times can see it and be reminded of this great king". So he left the sword under the tree and returned again to the dying Arthur. "What did you hear; what did you see?" said Arthur slowly. And Bedivere said, "Sir, I saw the water washing on the rocks and heard the wind blowing in the trees". "Traitor", said Arthur, "you have betrayed your knighthood and your name. Go again and do as I command. If you fail this time I will rise and kill you with my hands". Then Sir Bedivere went quickly back to the water's



THE SHIP SLOWLY MOVED AWAY

edge and took the sword from where he had hidden it and closed his eyes for a moment so that he should not see the handle and the precious stones, and then he threw it with all his might out to sea. But before the sword touched the water, an arm rose out of the sea and caught the sword, raised it three times and then drew it under the water. Bedivere hurried back to the King and told him what he had seen. "Help me down to the water's edge", said Arthur, "but hurry. I have waited too long, my wound has taken cold and I may die". So Bedivere raised the King and took him on his shoulders and brought him gently down the rocks to the water's edge. And as they reached the shore they saw a small ship there, and in it were many noble figures and among them three queens dressed in black with crowns of gold on their heads. "Put me in the ship", said Arthur. So Bedivere gently lifted the King into it and laid him down. Then the most beautiful of the queens knelt beside him, took off his helmet, which was cut through with a sword, and, looking at his pale face, wept and said, "Dear brother, why have you waited so long?" Bedivere cried out, "Oh my lord Arthur; what shall I do now you are taken from me, and all my friends of the Round Table are dead? Where shall I go, alone, among new men, strange faces, other minds?"

And Arthur said, "Find comfort in yourself, for I can give you no comfort. My life is ended. The work of the Round



Table is done. The old order has changed, giving place to new; but God's will is done in many ways. Pray for my soul; more things are done by prayer than this world dreams, of. I am going now to the Valley of Avilion where my wound may be healed". As he spoke, the ship slowly moved away, and Bedivere watched it until it could be seen no more.

"So", said Mr. Evans, "Arthur went away, and, though you can see his grave at Glastonbury, where it says:

'Here lies Arthur, once King, and King to be' many people believed that he was not dead but was still living in the happy valley of Avillion until his country needed him, when he would come again to free it from its enemies".



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами и словосочетаниями:

- |                |                |                          |
|----------------|----------------|--------------------------|
| 1. discover    | 10. float      | 19. filled with surprise |
| 2. shadowy     | 11. armour     | 20. beam of light        |
| 3. human       | 12. handle     | 21. scent                |
| 4. cliffs      | 13. glory      | 22. vision               |
| 5. romantic    | 14. awe        | 23. vow                  |
| 6. miraculous  | 15. sinfulness | 24. go in search of      |
| 7. claim       | 16. sin (verb) | 25. rescue               |
| 8. significant | 17. feast      |                          |
| 9. material    | 18. sheath     |                          |

### II. Ответьте на вопросы:

1. Was King Arthur a real person?
2. What English writers have written about him?
3. Why was the Round Table round?
4. Was Sir Galahad present when news was brought by a servant about the sword?
5. Why did Sir Launcelot not try to take the sword from the stone?
6. What was the Holy Grail?
7. Why had none of the knights seen the Holy Grail?
8. What did Sir Gawain say after the vision? Why was Arthur full of sorrow at it?
9. Why did Sir Bedivere twice disobey his King's command to throw away the sword?
10. What did some people believe about King Arthur?

### III. Дайте антонимы к следующим словам:

- |           |          |           |          |
|-----------|----------|-----------|----------|
| 1. wicked | 3. edge  | 5. sorrow | 7. best  |
| 2. dead   | 4. early | 6. float  | 8. empty |

- |              |             |            |             |
|--------------|-------------|------------|-------------|
| 9. easy      | 13. servant | 17. mund   | 21. valley  |
| 10. appear   | 14. enemy   | 18. true   | 22. old     |
| 11. question | 15. against | 19. slowly | 23. under   |
| 12. remember | 16. deep    | 20. closed | 24. nothing |
|              |             |            | 25. future  |

**IV. Восстановите правильный порядок слов в предложениях:**

- us told stories many Mr. Evans King Arthur about.
- Arthur person was a real, it is or story a all only?
- still can at Tintagel ruins your castle his see the of.
- a story hardly anything than that there's a Welshman better likes.
- many knights but the sword of the out draw could none tried.

**V. Закончите предложения. Все они взяты из последних трех уроков:**

- I thought you would like ... .
- Could you tell us ...?
- There's hardly anything I like better than ... .
- No sooner had I arrived than ... .
- It's a pity ... .
- I'm no good at ... .
- What I like doing is ... .
- This story concerns ... .
- I'm tired of ... .
- If I ... will you promise ...?

**Сочинение**

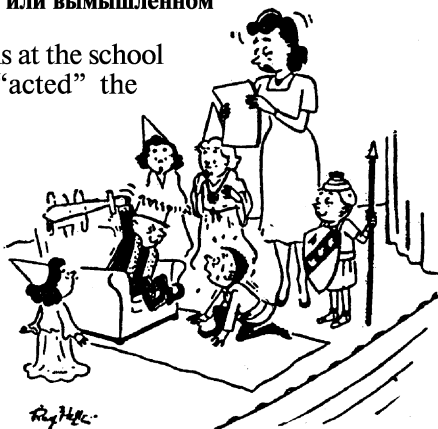
**1. Расскажите историю: Sir Bedivere and the death of Arthur.**

**2. Расскажите о настоящем или вымышленном герое Вашей страны.**

Н о b: The boys and girls at the school my cousin Ted goes to "acted" the story of King Arthur as the teacher read it to them.

Ted is the boy with the sword!

"And then King Arthur knights Galahad by tapping him gently on the head with his sword ... gently!"



## LESSON 30

### THE "SPECIAL" VERBS (VIII): NEED

Одна из трудностей использования этого слова состоит в том, что в действительности есть два глагола *need*. Один из них смысловой, а другой — «специальный».

I. Смысловой глагол, как и все смысловые глаголы, имеет несколько форм: I need, he needs, I needed, I have needed, I am needing. Например:

I *need* a new suit<sup>1</sup>; this one is very old.

I am glad you have had your hair cut; it *needed* cutting.

You look tired, you *need* a rest.

You *need* to work hard to pass this examination.

*Need* может иметь значение *want*, в разговорной речи, по сути, глагол *want* сплошь и рядом заменяет *need*. Сравните:

These windows *want* cleaning.

I never saw such a dirty boy; what he *wants* is a good wash<sup>2</sup>.

Вопросительная форма образуется с помощью глагола *do*, а отрицательная — с помощью *do not*, так же, как и у всех остальных смысловых глаголов. Например: *Do I need* a haircut?

I *don't need* a new suit.

My hair *didn't need* cutting.

Существует также и существительное *need*. Например:

I am in *need* of a good car.

There's no *need* to explain this word.

There's real *need* for a book of that sort.

"A friend in *need* is a friend indeed".

И прилагательное *needless* с отрицательным значением.

You see, all your worry was quite *needless*.

Обратите внимание на словосочетание *needless to say* и ее перевод. Например:

*Needless to say*, Hob didn't ask for some extra grammar lessons.



<sup>1</sup> Обратите внимание на конструкции: *need* + существительное или герундий; *need* + инфинитив.

<sup>2</sup> Обратите внимание на двусмысленность высказывания. Мальчика действительно нужно помыть, но ясно, что он ни за что не хочет мыться.

II. Второй глагол *need* является «специальным глаголом». Это неполный глагол, поскольку у него нет форм инфинитива, причастия, формы прошедшего времени. Его значение — «быть необходимым». Как и у других «специальных» глаголов, вопросительная форма здесь образуется с помощью инверсии, а отрицательная путем прибавления *not* (отрицательная форма почти всегда сокращается до *needn't*), и в третьем лице ед. числа глагол не принимает окончания *s*. Например:

*Need I answer that question?*

*Need he go so soon?*

*You needn't answer the question.*

*He needn't go so soon.*

Особенностью этого глагола является то, что он практически никогда не употребляется в утвердительных предложениях, а лишь в отрицательных или вопросительных. В тех редких случаях, когда он употребляется в утверждениях, ему сопутствуют такие слова как *hardly*, *scarcely*, которые частично имеют отрицательное значение. Например:

*I hardly need say how much I enjoyed my holiday.*

Подобно другим «специальным» глаголам, *need* может употребляться в вопросительной части разделительных вопросов. Например:

*You needn't go yet, need you?*

*I needn't tell you the answer, need I?*

Он может также использоваться в кратких отрицательных ответах. Сравните:

*Who needn't go before eleven o'clock? I needn't.*

*Is there anyone who needn't get up for breakfast? Yes, I needn't.*

Но в утвердительных предложениях нужно использовать *must*. Например:

*Need you go before eleven o'clock? Yes, I must. (He Yes, I need.)*

Подобно другим «специальным» глаголам, он может употребляться в конструкции "*neither do I*" (только в отрицательной; его нельзя использовать в конструкции *and so do I*). Например:

*Jan needn't come here tomorrow; neither need I.*

После него также могут стоять наречия *never*, *sometimes*, *often* и др. (но не перед ним). Например:

*I needn't always get up at seven o'clock.*

Ниже приведены примеры использования обоих глаголов: смыслового и «специального».

FULL VERB: He sent me the money he owed me; so I *didn't need* to write to him for it. (*You gather from this sentence that I didn't write.*)

“SPECIAL”: He sent me the money he owed me; so I *needn't have written*. (*You gather from this sentence that I did write.*)

FULL VERB: We had plenty of bread; so I *didn't need* to buy a loaf. (*I didn't buy one.*)

“SPECIAL”: We had plenty of bread; so I *needn't have bought* a loaf. (*I did buy one.*)

FULL VERB: John went to the station with the car to meet Lucille; so *she didn't need* to walk to the house. (*She didn't walk.*)

“SPECIAL”: John went to the station with the car to meet Lucille; so she *needn't have walked*. (*She did walk.*)



## УПРАЖНЕНИЯ

### I. Образуйте отрицательную форму.

1. His hair needs cutting.
2. They need a holiday.
3. Henry needed a new bicycle.
4. I need this book for my work.
5. You needed the help that I gave you.

### II. Закончите разделительные вопросы.

1. You needn't write to him.———?
2. I needn't come tomorrow. ———?
3. He needn't work on Sunday.———?
4. They needn't waken me so early.———?
5. We needn't answer all the questions.———?

### III. Ответьте на вопросы, вставляя в пропуски *need* или *must*.

1. Who needn't work for his living? I—
2. Who needn't catch the early train home? George—
3. Need you go so soon? Yes, I—
4. Needn't George go to London tomorrow? No, he—
5. Need George go to London tomorrow? Yes, he—
6. Need we read all this lesson? Yes, you—

### VI. Объясните, чем значение предложений (а) отличается от значения предложений (б):

1. (a) I didn't need to leave the door unlocked; John had a key.  
(b) I needn't have left the door unlocked; John had a key.

2. (a) She didn't need to tell me the time of the train;  
I knew it already.  
(b) She needn't have told me the time of the train; I knew  
it already.
3. (a) He didn't need to take a taxi; it is only five minutes  
walk to the house.  
(b) He needn't have taken a taxi; it is only five minutes  
walk to the house.

### **Сочинение**

**1. "Man is the only animal that can blush — or needs to". Что имел в виду Марк Твен, говоря эту фразу? Вы согласны с ним?**

**2. Напишите короткий рассказ под названием "A Friend in Need, is a Friend Indeed".**

## LESSON 31

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### WALES AND THE WELSH (*Extracts from Jan's Diary*)

...What a beautiful country Wales is, and how interesting its people are. We have been here nearly a fortnight now and Mr. Evans has taken us, on foot or in his car, round this countryside which he knows like the back of his hand and loves more than he can ever love any place outside heaven. In fact I shouldn't be surprised, if, when he gets to heaven, he thinks that Wales was practically as good. He and his father and his grandfather, and I don't know how many other generations, have always lived in this little village in North Wales and he knows every man, woman and child for miles around. In fact it almost seems as if everyone in the village is named either Evans or Jones or Hughes, which can lead to some difficulty if you ask for "Mr. Jones's house". Even if you ask, for example, for John Jones, it is almost as bad, for there are probably half a dozen of them. The Welsh people get over this quite well. They don't say just "Mr. Jones", they say "Jones the Milk" (that is the Jones who sells milk) or "Jones the Post" (that's Jones the postman) or "Jones the Bank". So our Mr. Evans being the schoolmaster of the village is "Evans the School".

"But you see", said Mr. Evans, "it's quite natural that you have all these Evanses here; we are all related. No one has a deeper love of his home and family than the Welshman, and he doesn't generally go far away from his home. The Englishman has spread his empire to the four corners of the earth; there are probably as many Scotsmen in Canada as there are in Edinburgh; there are more Irishmen in New York than in the whole of Ireland. But the Welshman has never been an empire-builder — in fact, he hasn't been able even to unite his own country. You've probably noticed that until a month or so ago<sup>1</sup> there was no capital of Wales as London is the capital of England, Edinburgh of Scotland, Paris of France. Throughout its whole history Wales has always preferred to live in small groupings. The Romans built cities in England and Wales; the English built great castles, and towns grew round them. But the Welsh would have nothing to do with Roman city or English town.

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<sup>1</sup> In 1956 Cardiff was made the capital.

The Welsh are countrymen, not townsmen<sup>1</sup>. The family is the centre of Welsh life; this village — like any village here — is just an extended family; and so, as I said, naturally you get a lot of Evanses there.

“You may have heard Welshmen, perhaps in London”, he continued “singing *Land of my Fathers*:

‘Till life is past

My love shall last

My longing, my “hiraeth” for Wales.’

I can’t give you the English for “hiraeth”; there isn’t any English word for it. But it expresses the deep, passionate homesickness that the Welshman feels for his home. It isn’t for “Wales”, in spite of all that our “Nationalists” may say; it is for some small part of Wales, a tiny village, a valley, a hillside where his family live. For that he would give his life; that is home and “Wales” to him. The love that he has for that could never be beaten down by Roman or Saxon or Englishman. Until you realise that, I don’t think you can understand the character of the Welsh and the spirit of Wales. That was what made us fight against the English; not because we ever wanted to conquer England but because we wanted keep our homes free, our religion free and to keep the Welsh way of life. That is why the story of King Arthur is a living story with us. When the light of Christianity that the Romans had brought to England was put out by the heathen Saxons who invaded the country, it was Arthur who battled against them, and it was the Welsh who kept Christianity alive in these islands. Have you noticed — I am sure you must have done — the number of Welsh place names that begin with “Llan” — Llanberis, Llandudno, Llangollen, Llanfair, there are hundreds of them in Wales? Well, in those dark days of the early Saxon occupation of England, Christianity still lived on among the Welsh, and specially chosen men, the first Celtic saints, went from place to place teaching the Christian faith, preaching, organising little groups of believers, and starting centres of worship. These centres were called *llans* (the word is generally translated *church*), and the llans often took the name of the saint who started them or

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<sup>1</sup> Mr. Evans is speaking more of North Wales (where he has always lived) than of South Wales. There, the coal and iron industries, and the position of the ports of Cardiff, Swansea and Newport, have led to the growth of big cities and towns and more “mixed” population.



some other holy name; for example, Llandudno was the llan started by St. Tudno, Llandewi was the llan of St. Ddewi (David), Llanfair was the llan of Fair (Mary).

## Land of My Fathers

JAMES JAMES  
Arr. by H.A.C.



“Everyone knows the story of how Christianity was brought to England by St. Augustine. (It’s quite a good story, as *English* stories go, though not to be compared with the Welsh ones.) But not so many people realise that there was a cathedral in

Wales, the Cathedral of St. David, that was built in A. D. 550, forty-seven years before St. Augustine came to Canterbury. And the Welsh are still, as they always were, a deeply religious people”.

I hardly needed to be told that. Every village seems to have two or three “Chapels” — usually extremely ugly buildings — and on Sunday a great silence falls over the village. No shops are open, no work is done, no games are played. The men that I had seen during the week in rough working clothes come out now dressed formal black with white collars to go to the chapel. The chapels are crowded and the whole congregation is a choir, for these Welsh people can certainly sing. The sermon, listened to by a deeply interested and highly critical congregation, lasts an hour.

“I know you think our chapels are ugly”, said Mr. Evans, voicing my unspoken thoughts, “but for us Welsh a church is above all else a place for worship, not an exercise in beautiful architecture. Besides, the Welsh have always been a poor people and could never afford magnificent churches. But it is in those chapels that our religion, our Welsh language and all the things that make us proud to be Welshmen have been kept alive”.

Oh yes, they are a great people.



## УПРАЖНЕНИЯ

**I. Придумайте предложения со следующими словами и словосочетаниями:**

- |                              |                             |
|------------------------------|-----------------------------|
| 1. like the back of his hand | 11. organise                |
| 2. Heaven                    | 12. holy                    |
| 3. generations               | 13. not to be compared with |
| 4. natural                   | 14. realise                 |
| 5. empire                    | 15. cathedral               |
| 6. unite                     | 16. religious               |
| 7. throughout its history    | 17. congregation            |
| 8. have nothing to do with   | 18. ugly                    |
| 9. passionate                | 19. formal                  |
| 10. occupation               | 20. critical                |

**II. Ответьте на вопрос:**

1. There are many people with the same name in a Welsh village. How do the Welsh get over this difficulty?
2. Why haven't many Welshmen gone abroad?
3. What is the English for (a) “llan”, (b) “hiraeth”?

4. Why are Welsh chapels often ugly?
5. Why was Mr. Evans not worried by the ugliness of some of the chapels?
6. How long does the sermon usually last?
7. How does Mr. Evans earn living? What is he called by his neighbours?

**III. Выберите правильное слово.**

1. We have (be, been, are) here nearly a (fortnight, two weeks).
2. Nearly (all, everyone, every) in the village seems to be (either, neither, both) Evans or Jones or Hughes.
3. There are probably as (much, more, many) Scotsmen in Canada (than, as, also) there are in Edinburgh.
4. All Welshmen have a (good, deep, high) love for (his, their) home.
5. The (town, house, family) is the centre of village (live, life).
6. When the Saxons (fought, invade, invaded) the land, it was the Welsh (who, by whom, whose) kept Christianity alive.
7. Frieda and Jan (can't, hadn't, didn't) know the story (of, to, on) St. Augustine.
8. The Welsh (never, often, still) are deeply religious people.
9. Jan would like to (go, visit, journey) Wales (again, ever).
10. I think he (would, will) like Frieda to go (from, with, of) him also.

**IV. Используя приведенные словосочетания, а также собственные слова, образуйте законченные предложения.**

1. Jan found...beautiful country...interesting people.
2. many trips...on foot...the countryside.
3. don't often leave...because...their homes...everything else.
4. what made us fight...to conquer ...homes free.
5. quite...good story...as English stories...not to be compared.
6. how much...one pound...tomatoes...window?
7. large crowds...at the stations...the Queen.
8. those sandwiches...restaurant...expensive.
9. Hob...oughtn't...chocolates.
10. run...post office...telegram.

**V. Поставьте краткие вопросы к следующим предложениям:**

- |                            |   |
|----------------------------|---|
| 1. Yes, you may.           | 4. No, I can't.                         |
| 2. At six o'clock.         | 5. I hope to go tomorrow.               |
| 3. I left it on the table. | 6. Only one of your sentences is right. |

- |                            |                                 |
|----------------------------|---------------------------------|
| 7. Yes, he must.           | 14. Very much, thank you.       |
| 8. It's raining hard.      | 15. I feel much better today.   |
| 9. He's a schoolmaster.    | 16. It's made of nylon.         |
| 10. No sugar, thank you.   | 17. We hope to go to Italy.     |
| 11. It costs four and six. | 18. No, we haven't.             |
| 12. No, they don't.        | 19. But, I have tidied my room. |
| 13. Very well, thank you.  | 20. And so have I.              |

### **Сочинение**

- 1. Расскажите, как в Вашей стране появилась религия.**
- 2. Почему валлийцы не создали империи?**

## LESSON 32

### THE "SPECIAL" VERBS (IX): DARE, USED (TO)

Mr. Priestley: There are three specials that we haven't already studied and I want to finish two of them off today. The first of them is *dare*. As you can see from these examples, it can form its interrogative and negative, its "question phrases" and "short answers" like the other specials.

*Dare* you climb that tree?

*Dare* he go and speak to her?

How *dare* you say such a thing?

You *daren't* climb that tree, dare you? Yes, I *dare*.

He *daren't* go and speak to her.

I have never *dared* to do that.

But *dare* can also form its negative like the usual verbs, i.e. with *do(did)* not.

She *didn't dare* to say a word.

He *doesn't dare* to answer my letter.

We *didn't dare* to ask if we could have a holiday.

Note that in these cases the *to* of the infinitive of the verb that follows *dare* is not omitted.

In all the examples just given, the meaning of *dare yore?* = "have you courage enough?", "are you brave enough?" There is another slightly different meaning, a meaning "to challenge", e.g.

I *dared him* to ask for a holiday tomorrow.

He *dared me* to walk down Picadilly in my pyjamas.

Do you *dare me* to swim to that rock and back again?

Here, as you see, *dare* has a personal object (*him, me, etc.*) and is conjugated with *do* and is followed by an infinitive with *to*.

Just one other expression should be noticed: *I daresay which* simply means *perhaps, it is probable*.

He is not here yet, but I *daresay* he will come later.

They haven't widened this road yet, but I *daresay*, they will some day.

Do you think Alice will come and see us today? Oh, I *daresay*.

The expression is not used with any pronoun except I.



## USED (TO)

*Used* [ju:st] only just manages to get into the group of specialials. Undoubtedly it is peculiar; for example, there is no other form of it except *used*, and the usual grammar books will tell you that the interrogative is *used you?* and the negative *usen 't*. But we are all rather doubtful about it. You will hear:

You *used* to live in London, *usen 't* you?

He *usen 't* to smoke as much as he does now.

There *used to* be old apple tree in the garden. Oh, *used there?*

*Used you* to climb the old apple tree in the garden?

You *usen 't* to make that mistake.

But the tendency is more and more in spoken English to say:

You *used* to live in London, *didn't* you?

He *didn't use* to smoke as much as he does now.

There *used to* be an old apple tree in the garden. Oh, *did there?*

*Did you use* to climb the old apple tree in the garden?

You *didn't use to* make that mistake.

We still feel uneasy about using *do* and *did*, and in negative sentences we often try to avoid the difficulty by using *never*.

You *never used* to make that mistake.

He *never used* to smoke as much, etc.

In all those sentences *used* expressed something that was usual or habitual in the past, e.g.

I *used to work* in London but I don't work there now, I *work* in Manchester.

You will note that the present tense of:

"I *used to work* (in London)" is NOT

"Now I *use to work* (in Manchester)" but the Simple Present Tense, "Now I *work* (in Manchester)".

Don't confuse *used* with this meaning and *used to* [ju:z tə] meaning "accustomed to", e.g.

Adam the gardener works better than I do in the garden.

He's *used* to doing hard work. I'm not *used to* hard work, but I'll get *used to* it in time.

Your cat, Sally, won't sit on my knee as she does on yours.

Well, she's *used to* me, she's not *used to* you.

You will see from the above examples how we *use* the phrase *used to* (= accustomed to). It is always followed by an object ("hard work", "it", "me", "you") or a gerund, e.g. "working", "doing", etc.

Nor must you confuse *used to* with the verb: *use* [ju:z], or the past participle of this verb *used* [ju:zd], e.g.

I *use* the same shaving brush now that I have *used* for ten years.

I think you have *used* your time well while you have been in England.

And that, I think, is the end for the time-being of the lessons on "The Specials".



## УПРАЖНЕНИЯ

### I. Дайте отрицательный ответ:

1. Dare you speak to her?
2. Dare the children drive the car alone?
3. Will he dare to come?
4. Did he dare to swim across the river?
5. Usen't you to go to school with John?
6. Didn't you use to go to school with John?
7. Usen't he to work in Liverpool?
8. Didn't he use to work in Liverpool?
9. Are you used to getting up early?
10. Used you to get up early when you were at home?
11. Is Lucille used to driving that car?
12. Usen't she to have a smaller car than that?

### II. Объясните разницу в значении предложений:

- (a) He dared to swim across the river.  
and (b) He dared me to swim across the river.  
(a) She dared to ask the teacher for a holiday  
and (b) She dared me to ask the teacher for a holiday

### III. Добавьте вопросительные фразы:

1. You daren't do that, —?
2. He didn't dare to do that, —?
3. He won't dare to do that, —?
4. He dared you to do that, —?
5. You used to live there, —?
6. He usen't to work in London, —?
7. He never used to spend so much money before he knew Lucille, —?
8. You used to like dancing, —?
9. He daren't say what he thinks, —?
10. He didn't dare to say what he thought, —?

## LESSON 33

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### THE EISTEDDFOD (*Extracts from Jan's diary*)

...I think the last two days have been two of the most interesting days I have ever spent. I have seen a Welsh Eisteddfod, a national gathering of an enormous crowd of people devoted to music and poetry. The Welsh are a nation of singers. Wherever you get a crowd of Welshmen, whether they're down the mine, in the factory or waiting on the platform for a train, they just can't help bursting into song. "Anyone", said Mr. Evans, "who has heard a crowd of 50,000 Welshmen before a Rugby match at Cardiff singing 'Land of my Fathers', will never forget it". You could hardly find a town in Wales, however small, that hasn't a choir. Its conductor isn't trained musician; he may be only a miner, an agricultural labourer or "Jones the milk"; but the university lecturer or the doctor's daughter will be happy to work under his leadership. The choir will gather in the little chapel almost every night for practice — for they are preparing for the Eisteddfod, and the pieces set for competition (this year they are two difficult works by Bach and Brahms) need a lot of practice to bring them to perfection. I should think the Welsh are the only people in the world whose only national festival is devoted to music and poetry. For that is what an Eisteddfod is. Their National Eisteddfod<sup>1</sup> is held every year in the first week in August, one year in the North of Wales, the next year in the South, and competitors come from all parts of Wales to compete in it. For twelve months thousands of Welsh people have been practising music; the shepherd on the hills, the teacher in the grammar school have been working at the poem that they hope will win the prize. A housewife may be a harpist, a parson a poet. During the week of the competition about a hundred thousand people will travel to the Eisteddfod to hear the competitors and listen to the judges' decisions.

The Eisteddfod is one of the oldest of all Welsh customs; the first one of which we have any record was held in the 6th century, and as early as A.D. 940 the prize for the winning "bard" (poet) was a chair or throne. And that is still the prize today. In medieval times every chieftain used to keep a bard, and there were other bards who wandered about the country singing songs

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<sup>1</sup>There are lots of local ones held in various towns throughout the year.



and making poems. There must have been quite a lot of poor singing and bad poetry then, for Queen Elizabeth I ordered an Eisteddfod to be held every year with the object of raising the standard of music and getting rid of the lazy, worthless bards.

By a stroke of great good fortune for Frieda and me, the Eisteddfod was due to take place this year at Caernarvon at the very time that we were in North Wales. Mr. Evans has a brother who lives in Caernarvon and he invited us to stay at his house the night before the meeting opened, "For", said Mr. Evans, "we must be up early tomorrow morning to see the Gorsedd". "What's a Gorsedd?" I asked. "You'll see, tomorrow", he replied.

So, early next morning we all went to a large grassy field or park just outside Caernarvon. The streets were busy with people and in the field there was, a large crowd gathered round a circle of big stones, with an "altar stone" in the middle, like Stonehenge.

Soon I could see a procession coming slowly towards the stone circle. And very colourful it was. First there were four men carrying on their shoulders a kind of platform on which was an enormous golden horn.

("That's the 'Hirlas Horn', the Horn of Plenty", said Mr. Evans. "It's kept all the year in the museum at Cardiff"). Behind them walked men in white robes.

("The Druids", said Mr. Evans. "Druidism was a culture and a religion that existed in Wales in the very earliest times. Caesar and Tacitus wrote about the Druids against whom the Romans fought in Anglesey. They were white-robed priests and law-givers who held their meeting in the woods where they offered up human sacrifices. One of their ceremonies was the cutting of the mistletoe that grew on the oak-trees in Anglesey — a custom that we still remember at Christmas-time. At one



STONEHENGE

time it was believed that the Druids had built the great stone circles that are still seen at Stonehenge and in other parts of Britain, but those stone circles are much older than that").

By this time the "Druids" had come to the stone circle and now stood in a double row before the altar stone. And then, between the lines of Druids came a man dressed in green and carrying a long two-handed sword. Behind him came a tall, bearded man in white, and wearing a great breastplate. "The Chief Druid", whispered Mr. Evans. A friendly Welshman next to me pointed to one of the "bards". "That's Cadwallo", he said "a great poet". I looked at the man he had pointed to and said to Mr. Evans, "But that's the Rev. J. A. Hughes, our parson at Capel Curig, isn't it?" "Yes", he said, "but all our great poets are known by their 'bardic' names".

Then the ceremony of the Gorsedd began. The sword-bearer drew the great sword from its sheath. One by one the Druids came forward and put their hands on it. Then the Chief Druid called out in a loud voice something in Welsh. "He says, 'Is it peace?'" whispered Mr. Evans. The Chief Druid shouted this three times, and each time the crowd called back, "It is peace". A woman dressed in red and carrying the golden horn came forward to the Chief Druid. He touched it, and she slowly talked back to her place. Then the Chief Druid stepped on to the altar stone and made a long speech in Welsh. I didn't understand a word of it but the audience loved it. Other bards spoke and the crowd enjoyed every minute of it. Then there were players in Welsh and, at the end of this, new bards, men and women dressed in blue robes, were brought before the Chief Druid. These were people who had done some particularly good work in poetry or music. The Chief Druid shook hands with them and gave each of them a bardic name by which he would be called at all future Gorsedds. Then the procession formed again; the great sword was held high above the heads of the people; bards and Druids moved off slowly; the crowds began to fade away; the Eisteddfod was opened.

\* \* \*

In the afternoon we went to the Eisteddfod. An enormous tent had been put up. "It holds 10,000 people", said Mr. Evans, "that's as many as the Albert Hall in London holds". There were thousands of people there, going into the Eisteddfod tent or sitting on the grass outside. We took our places inside. The three best competitors in each event had been chosen in "preliminary" trials, and now soloists and choirs came in turn to

sing, to play the harp, to speak their poems, while the judges listened and, at the end of the event, announced the winner and gave reasons for their choice. Though I enjoyed the music I couldn't understand anything else, for at the Eisteddfod everything is done in Welsh. One of the most interesting competitions (at least for those who understand Welsh) is "pennillion" singing. In this the competitors are accompanied on the harp and have to make up their song as they go along.



THE OPENING OF THE EISTEDDFOD

But the great event comes at the end. This is the choosing of the "crowned bard", the greatest honour the Eisteddfod can give. For a whole year bards have been working at a poem on a subject that has been set by the judges. These poems have

been sent to the judges before the Eisteddfod starts and have been carefully studied by the Council of the Druids. I looked round the scene. The tent was now crowded, every seat was taken and people were standing in the passageways. There was a tremendous feeling of excitement and expectation. The trumpets sounded, and in procession came all the bards that we had seen at the Gorsedd. The Chief Druid took his seat in the centre. Again the trumpets sounded and in a silence you could almost feel the Chief Druid said "The Crown has been won by ... *(there was a pause)* CADWALLO".

There was a great burst of cheering. The audience were on their feet. Mr. Evans was jumping about with excitement and joy; the crown had been won by Mr. Hughes, the parson of his village. I could see Mr. Hughes at the back of the tent. Two bards from the platform went towards him and, one at each side of him, brought him to the platform. He was told to sit on a finely-carved chair of Druid's oak that is to be his prize. They put a robe of purple on him with white fur at the edges. The great sword was held over him, and the Chief Druid came forward and put a crown on his head. The Chief Bard read the poem that Cadwallo had written and, though of course I couldn't understand it, the crowd clearly agreed completely with the Druids' decision.

So the Eisteddfod ended.

And our holiday in Wales has ended, too; tomorrow we leave for London and work again.

Frieda has bought a little silver Welsh harp to wear as a brooch; you'll see it when she gets back.



## УПРАЖНЕНИЯ

**I. Придумайте предложения со следующими словами и словосочетаниями:**

- |                         |                        |                         |
|-------------------------|------------------------|-------------------------|
| 1. devoted to           | 11. worthless          | 21. tent                |
| 2. mine(noun)           | 12. was due to         | 22. trial               |
| 3. Rugby match          | 13. procession         | 23. accompany           |
| 4. agricultural         | 14. shoulders          | 24. tremendous          |
| 5. labourer             | 15. horn               | 25. trumpet             |
| 6. under his leadership | 16. human sacrifices   | 26. purple              |
| 7. competition          | 17. row(noun)          | 27. fur                 |
| 8. perfection           | 18. every minute of it | 28. at the edges        |
| 9. shepherd             | 19. robe               | 29. at each side of him |
| 10. parson              | 20. fade away          | 30. brooch              |

**II. Ответьте в двух предложениях, что делают следующие люди:**

1. a miner;
2. a housewife;
3. an agricultural labourer;
4. a parson;
5. a doctor;
6. a schoolmaster;
7. a postman;
8. a milkman;
9. a shepherd;
10. a porter.

**III. Ответьте на вопросы:**

1. Are the conductors of Welsh choirs usually trained musicians?
2. What is an Eisteddfod?
3. What sort of people take part in an Eisteddfod?
4. Where do they come from?
5. When was the first Eisteddfod held?
6. Where and when does the Eisteddfod take place nowadays?
7. Do you think the Druids built Stonehenge?
8. Where is the Hirlas horn usually kept?
9. Why did Queen Elizabeth I order an Eisteddfod to be held?
10. Why didn't Jan understand anything at the Eisteddfod?
11. Who was Cadwallo?
12. What Christmas custom began with the Druids?
13. What do you think is the Welsh national musical instrument? (Frieda might help you.)
14. Why are the poems sent to the judges before the Eisteddfod begins?
15. What happens to the winner of the crown?

**IV. Выберите правильное слово.**

1. The Welsh are a nation of (sailors, singers, servants).
2. A choir (sees, accompanies, gathers) in the chapel for (poetry, a Rugby match, practice).
3. Anyone who has (hearing, hear, heard) a crowd of 50,000 singing at Cardiff will never (forgotten, forget, remember) it.
4. The Welsh are the (only, whole, all) people in the world (who, whom, whose) only national festival is devoted (by, from, to) music and poetry.
5. One year it is (in, near, to) the North of Wales, the (first, second, next) year in the South.
6. A housewife (should, may, will) be a harpist.
7. I don't (forget, understand, understood) a word of Welsh, but the (bards, audiences, Chief Druid) love it all.
8. The competitors have to (make, made, take) up their song as they (went, go, sing) along.
9. Jan can (see, saw, seeing) a (row, procession) coming towards him.

10. Frieda is (bought, brought, buying) a small brooch for (her, herself, she).

**V. В предложениях из упражнения IV измените время на прошедшее.**

**VI. Перед Вами часть диалога Яна и Фриды во время их визита в Айтседдфол. Заполните пропущенную часть диалога от лица Яна.**

Frieda: That was a lovely day, wasn't it?

Jan: \_\_\_\_\_

Frieda: Yes, if we'd been a week later we shouldn't have seen it at all?

Jan: \_\_\_\_\_

Frieda: I thought it was when Cadwallo won, and everybody cheered. What did you think was the best moment?

Jan: \_\_\_\_\_

Frieda: Yes, I thought that was good too. I liked the part when the procession came.

Jan: \_\_\_\_\_

Frieda: And it was also most impressive.

Jan: \_\_\_\_\_

Frieda: I'm glad I didn't live in those days when they had human sacrifices. I say, Jan, what's the time?

Jan: \_\_\_\_\_

Frieda: Oh, good, let's go for a walk along the valley before supper.

Jan: \_\_\_\_\_

### **Сочинение**

**1. Опишите, что случилось в Горседде.**

**2. Опишите любой фестиваль музыки, который проводился в Вашей стране.**

**3. Напишите письмо с рассказом о награждении лауреатов музыкального фестиваля, которое Фрида могла бы написать мистеру Пристли.**

**4. Королева Елизавета сказала: «Я хотела отделаться от «ничего не стоящих поэтов». Как Вы думаете, нужны ли сегодня поэты, доставляют ли их произведения удовольствие читателям? Обоснуйте Ваши ответы.**

## LESSON 34

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### PUNCTUATION

Olaf: If I write: “The castle which was built in the 13th century is one of the finest in Britain”, ought I to put a comma after *castle* and after *century*?

Mr. Priestley: Yes.

Hob: I never bother about commas. I don’t see that they matter at all.

Mr. Priestley: Don’t you, Hob? Let me tell you a little story.

One day, as a teacher walked into his classroom, he heard Tommy Andrews whisper to the boy next him: “Here’s the teacher. I’ll bet the silly donkey is going to talk about putting in commas”. The teacher didn’t say anything but he began to talk about putting in commas, and explained how important they could be. To show what he meant, he wrote on the black-board the sentence:

“Tommy Andrews says the teacher is a silly donkey”.

The class laughed and Tommy Andrews looked very red. “Now”, said the teacher, “I will show you how important commas are” He put two commas into the sentence, and it now read:

“Tommy Andrews, says the teacher, is a silly donkey”.

Pedro: I like the story about the barber who put a notice outside his shop:

What do you think  
I shave you for nothing  
and give you a drink

Of course he soon had his shop full of men all expecting to be shaved for nothing and then given a glass of beer. But the barber explained that that wasn’t what he meant. A little punctuation made all the difference, for the notice then read:

What Do you think I  
shave you for nothing,  
and give you a drink?

Mr. Priestley: Punctuation can often say quite a lot. There is a story of the great French novelist, Victor Hugo. When his first book was published, he wondered if it had been

a success, so he sent a postcard to his publisher with just a question mark on it (?). The publisher's reply was equally short. It was an exclamation mark (!).

Lucille: My favourite punctuation story is about the wife of a man who had just joined the Navy during the war, and, on Sunday, his wife handed a little note to the parson which read:

"Peter Smith having gone to sea his wife would like your prayers for his safety".

She had forgotten to put in the comma after the word *sea*, and the parson, without thinking, read:

"Peter Smith having gone to see his wife would like your prayers for his safety".

Mr. Priestley: Well, do you still think that commas don't matter?

Jan: Could you please give us a lesson on the rules of punctuation? There are a lot of things about punctuation that I am not sure about.

Mr. Priestley: I think the following points might be useful.

Многие из наиболее употребительных знаков пунктуации уже встречались нам в ранее приведенных примерах. Это кавычки **Quotation marks** (" "), используемые при передаче прямой речи; восклицательный знак **Exclamation mark** (!), употребляемый после междометий или для выражения сильных чувств; вопросительный знак **Question mark** (?), употребляемый после вопроса в прямой речи (но не в косвенной); запятая **Comma**(,) и точка **Full stop**(.).

Точка, точка с запятой **Semi-colon** (;) и запятая служат для обозначения пауз между словами. Точка соответствует самой большой паузе, затем идут точка с запятой и запятая.

### **Точка употребляется:**

(1) В конце всех предложений, исключая вопросительные и восклицательные. Например:

He needs your help. (*Statement*)

Help him. (*Command*)

Will you help me? (*Question*)

He cried, "Help! Help!" (*Exclamation*)

(2) В аббревиатурах. Например: M.A. (=Master of Arts), H.M.S. *Valiant* (=Her Majesty's Ship *Valiant*), U.S.A. (=United States of America), e.g. (= *exemplia gratia* (Latin) = for example), etc.



### **Двоеточие Colon (:) употребляется:**

(1) Для раздела двух предложений, из которых во втором более подробно дается информация о содержании первого. Часто двоеточие означает «то есть». Например:

Richard's work is unsatisfactory: his answers are thoughtless, his spelling is careless and writing is bad.

(2) При перечислении чего-либо. Например:

Some commonly used punctuation marks are: full stop, colon, semi-colon and comma.

### **Точка с запятой употребляется:**

(1) Для раздела предложения, особенно при отсутствии союза. Например:

"Your appearance pleased my friend; then it delighted me; I have watched your behaviour in strange circumstances; I have studied how you played and how you bore your losses; lastly, I have asked you to do a most dangerous thing, and you received it like an invitation to dinner".

R.L.STEVENSON.

Обратите внимание в этом примере на то, что более короткие паузы на письме передаются запятыми.

(2) Со словами *so, therefore, however, nevertheless, besides, then, otherwise*, соединяющими предложения. Вот несколько примеров:

Do the work well; then I will pay you.

You must take more exercise; otherwise you will get too fat.

Richard didn't work hard; so he didn't pass his examination.

**Запятая чаще всего употребляется на письме. Обычно она употребляется:**

(1) при перечислении. Например:

At the party we had cakes, jellies, ices, biscuits, chocolate and lemonade.<sup>1</sup>

(2) сигнализирует о начале и конце прямой речи. Например:

"Tell me", he said, "how you know all that."

The man replied, "I heard it on the radio".

(3) показывает, где при чтении нужно сделать паузу; в большей степени это относится к обстоятельственным придаточным. Например:

Although it was foggy, we played the match.

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<sup>1</sup> Запятая обычно не ставится перед союзом *and* и перед последним из перечисляемых предметов.

I have explained this work to Richard, but he still doesn't understand it.

If you will help me, I will help you.

John, who is in our class, has won a scholarship.

(4) при обращении. Например:

George, tell Richard the answer to the question.

I hope, sir, my answer is right.

(5) Для выделения слов *however, therefore, of course, for instance* и др. Например:

You know, of course, what a gerund is; I needn't, therefore, explain it now.

(6) при перечислении званий, титулов. Например:

Elizabeth II, Queen of Great Britain was born in 1926.

I saw Mr. Smith, your teacher, this morning.

(7) для выделения причастных оборотов, когда при чтении нужно сделать паузу. Например:

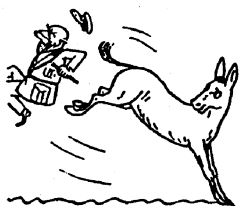
George, seeing that his brother was hurt, ran to help him.

Remembering how fond you are of fruit, I've brought you some apples from our garden.



## УПРАЖНЕНИЯ

I. Перепишите следующие рассказы, расставляя знаки пунктуации.



(1)

The following was written on the gravestone of an army mule here lies maggie the mule who in her time kicked a general two colonels four majors ten captains twenty-four lieutenants forty sergeants two hundred and twenty privates and a bomb.

(2)

i cant understand it said mr williams oh what cant you understand said his friend well said mr williams just look at this suit im wearing the wool was grown in australia the cloth was woven in yorkshire the buttons were made in india the suit was made in london and i bought it in cairo whats so remarkable about that asked his friend isnt it wonderful said williams taking no notice of the interruption that so many people can make a living out of something i havent paid for

(3)

a very agitated woman rang up her doctor and a servant answered the phone can i speak to dr russell she said its urgent im sorry madam the doctor is out will you leave a message oh

dear oh dear my ten year old little boy has swallowed a fountain pen when will the doctor be in im afraid madam he wont be in for two hours perhaps three hours three hours cried the woman what shall i do in the meantime im afraid madam youll have to use a pencil

(4)

the mayfair club for noblemen and gentlemen was famous one day a member who had lost his umbrella there went to the secretary and asked him to put up a notice which read will the nobleman who took an umbrella that did not belong to him please return it at once but why nobleman asked the suprised secretary well was the answer this is a club for noblemen and gentlemen and the person who took my umbrella was certainly no gentleman

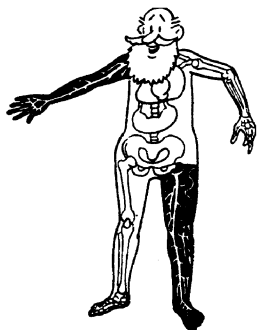
## LESSON 35

### THE BODY

Hob, Pedro, Lucille, Olaf, Frieda, Jan

Hob: In most of the books that I have seen for learning English there's a lesson on "Parts of the Body" to give you all the vocabulary. Here's one, by Professor Dryasdust, with a picture. That will show you what I mean. Mr. Priestley has never given us a lesson like that.

Lucille: And a jolly good thing, too; I can't think of anything more boring.



THE BODY

Olaf: Besides we know all those words: *head, arm, leg, nose*. It would be a waste of time.

Hob: All the same I'm going to ask Mr. Priestley for a lesson like that.

\* \* \*

*This is the picture that Hob brought to the class. It is from Professor Dryasdust's book *English for Ruritania* and is printed here by kind permission of the Professor's publishers, Messrs. Apfelstrudl & Co. Strelsau.*

\* \* \*

(A little later. Hob has asked for a lesson on "The Body". Mr. Priestley has listened to Hob's request and the objections of the other students.)

Mr. Priestley: I think there is a way of letting Hob have the lesson he wants (after all, it's not often that he wants a lesson) and yet of not boring you all. There are a good many idioms, which may be new to you, belonging to "parts of the body", so what I suggest is this: Hob can use his picture and give us the vocabulary, then any of you can supply an idiom, using the word Hob has given us. If none of you can give one, I'll try to do so. Is that all right?

Pedro: I think that sounds a most interesting and useful idea.

Mr. Priestley: Very good. Well, Hob, you can begin.

Hob: I have a head.

Pedro: "Tom was *head over heels* in love with Helen."

Frieda: Hob can do good work, when *he takes it into his head* to try.

Jan: When you are in danger, the important thing is never to *lose your head*.

Mr. Priestley: You are doing so well at this that I am afraid success may *turn your heads*. Go on, Hob.

Hob: I have a **neck**.

Olaf: I don't know who is going to win this competition in idioms; I think we are running *neck and neck*.

Frieda: I don't know many idioms, but I'll have a try. It's *neck or nothing*.

Hob: If you don't do better than that you'll *get it in the neck*<sup>1</sup> from Mr. Priestley.

Mr. Priestley: Continue, Hob.

Hob: I have two **eyes**.

Lucille: I can see that with half an eye.

Olaf: Will you accept a proverb, sir, instead of an idiom? If you will, I'll give you: "In the country of the blind, the *one-eyed* man is King".

Mr. Priestley: Well, we may not *see eye to eye* about that, Olaf, but we'll let it pass.

Jan: I'm *up to the eyes* in work, but I want to find time to play football on Saturday.

Frieda: And when you see what a good footballer Jan is, it will *make you open your eyes*.

Hob: That's *all my eye*<sup>2</sup>! Did I ever tell you the story of the man who was *cross-eyed* — and very bad-tempered?

He was hurrying along a crowded street one day and knocked into a man who was coming the opposite way.

"Why don't you look where you are going?" the cross-eyed man burst out angrily.

"And why don't you go where you are looking?" answered the other.

Mr. Priestley: All right, Hob, but get on with the job.

Hob: I have a **nose**.

Lucille: And you like to *poke your nose into other people's business*.

Hob: You may *turn up your nose at me*, Lucille, but I'm bringing my cousin Belinda to our next party. Talk about a beauty! You'll need to *keep an eye on* your boy-friends or Belinda will *put your nose out of joint*.

Mr. Priestley: Come on, Hob. *Keep your nose to the grindstone* and give us the next word.

---

<sup>1</sup> This is slang.

<sup>2</sup> Hob's idiom is slang.

Hob: I have (what Lucille hasn't) a **heart**. But when you ask me about my homework, *my heart goes into my mouth* — and then *goes into my boots*.

Lucille: I'm sorry, Hob. I don't want you to *take* too much *to heart* what I said. I was only joking.

Hob: Of course, Lucille, so was I. I know there isn't a *better-hearted* person than you anywhere — and I say that *with my hand on my heart*.

Mr. Priestley: Well, now that Lucille and Hob have had that little *heart to heart* talk, may we have another word, Hob?

Hob: There's my **shoulder**. That'll beat you.

(They are all silent)

Mr. Priestley: That's a difficult one. I'd better take the burden of that on my *shoulders* (though I'm not so *broad-shouldered* as Olaf). But if we all *put our shoulder to the wheel*, we'll get over the difficulty.

Hob: I have a **tongue** — and I expect you often wish I'd *hold* it.

Lucille: Well, you *have a sharp tongue at times*, but I prefer people who are *sharp-tongued* to those who are too *smooth-tongued*.

Jan: I know another idiom, *it's on the tip of my tongue* but I can't quite say it.

Mr. Priestley: There's a look on Jan's face that makes me think he's *speaking with his tongue in his cheek*. Give us another word, Hob.

Hob: I was going to say **tooth** (teeth) but I'd like to tell you a story first about a man who had *false teeth*. He went away for a holiday, and his wife, knowing how easily they can be lost if you are bathing in a rough sea, wrote to him, saying, "Take care not to wear your new teeth when you are bathing in the sea". He wrote back, "Why didn't you telegraph?"

Mr. Priestley: Hob certainly works *tooth and nail* to get his stories told, doesn't he?

Hob: Well, I nearly missed telling you that one; I just got it in by the skin of my teeth. Now what about my **ears**? I'm listening for your answers with *all my ears* — and I'm not deaf.

Jan: "There are none so deaf as those who won't hear". (*Proverb*.)

Olaf: I remember that you said that anything you told your landlady *went in at one ear and out at the other*.

Mr. Priestley: Pass on, Hob.

Hob: There are my **fingers** and my **thumbs**, eight fingers and two thumbs; — though when I dropped one of his best wine-glasses, Uncle Albert said that my *fingers were all thumbs*.

Lucille: And then, of course, you *like to have a finder in every pie*.

Pedro: I'm struck by the way Hob always has a story at his finger-tips.

Mr. Priestley: All right, Hob, carry on.

Hob: Let's come to my **bones**. There's **flesh** on them and in my veins there is **blood**.

Lucille: And some of Hob's stories are about as much as *flesh and blood* can stand.

Hob: I sometimes think that the only person who really appreciates my jokes is Uncle Albert, but, of course, he's my own *flesh and blood*.

Mr. Priestley: And, as they say, blood is thicker than water. But find us another word, Hob.

Hob: There's my **hair**. And that's where I have the advantage over Uncle Albert; he's *losing his hair* and going bald.

Lucille: I hope, in spite of what I've said, that you'll *keep your hair on*<sup>1</sup> with me, Hob.

Hob: I hope so! If I didn't, it couldn't *stand on end* as it generally does when I'm in your car and you are driving at sixty miles an hour.

Lucille: "You should be like Pedro. I can do eighty miles an hour when he's in the car, and he doesn't *turn a hair*."

Mr. Priestley: In spite of the many *hair-breadth escapes* he must have had! Let's have one more word, Hob, and that, I'm afraid will be the last.

Hob: Then let's take my **foot**.

Mr. Priestley: Very well, now *put your best foot forward* and see what you can do with this word.

Olaf: I'd like to say something but I'm afraid I'll *put my foot in it*.

Hob: Uncle Albert says that every time I open my mouth I *put my foot in it*.

Jan: As time is short, we mustn't *let the grass grow under our feet*.

Hob: That's what Uncle Albert's "fiver" did for me!<sup>2</sup> After I got that, I was able to *stand on my own feet again*.

---

<sup>1</sup> This is slang.

<sup>2</sup> Hob is thinking of his story in Book II.

Mr. Priestley: Well, we must stop there.

Hob: But there are lots of other words in Professor Dryasdust's vocabulary: skin, nails, waist, beard, lips, throat, wrist, knee, toe, heel — not to mention my brains.

Mr. Priestley: Sorry, Hob, but we must leave it now.

Hob: But —.

Mr. Priestley: No. This is where I *put my foot down* and say the lesson is over. You can stay and study your picture and vocabulary but we are going (on *tip-toe* so that we shan't disturb your studies) to have our lunch<sup>1</sup>.



## УПРАЖНЕНИЯ

I. Придумайте предложения со следующими словами и словосочетаниями:

- |                    |           |                            |
|--------------------|-----------|----------------------------|
| 1. boring          | 6. accept | 11. bald                   |
| 2. a waste of time | 7. poke   | 12. disturb                |
| 3. request         | 8. burden | 13. appreciate             |
| 4. objections      | 9. pie    | 14. at sixty miles an hour |
| 5. heel            | 10. veins | 15. telegraph              |

II. Закончите предложения, используя идиоматическое выражение, связанное со словом в скобках:

1. Grandma Wiggins is very (tongue) as Mr. Wiggins knows only too well.
2. The boys were running (neck), but Andrew just won. I hope that the win won't (head).
3. John said he was (eyes) in work.
4. The teacher told the boy that he must (foot) and get on with his work, but I'm afraid (ear).
5. We caught the train (teeth). When we reach Bath we must get out quickly to catch our bus. We must not (feet).
6. This concerns me. I wish you wouldn't (nose).
7. When driving, Lucille never (head), though her passengers sometimes feel (heart, mouth).
8. I had a (heart) talk with the manager and I'm sure he wasn't (tongue, cheek).
9. The Welsh fought (tooth) for their freedom.
10. Though I don't always see (eye) with my cousin, I am going into business with him because (blood).

---

<sup>1</sup> There are more "body idioms" in Book IV.



**III. Объясните значение идиоматических выражений и пословиц в следующих предложениях:**

1. He likes to have a *finger in every pie*.
2. When Mr. Priestley made the hen-house it seemed as though *his fingers were all thumbs*.
3. "There are none so deaf as those who won't hear". (Proverb.)
4. I could see *with half an eye* that all was in that factory.
5. If he *takes it into his head* to buy that car, he'll buy it, whatever we say.
6. The schoolmaster told the boy he *would get it in the neck* if he didn't *keep his nose to the grindstone*.
7. The policeman *kept an eye on* the suspicious-looking stranger.
8. I know that man. His name's *on the tip of my tongue*.
9. That secretary is too *smooth-tongued* for my liking.
10. I'm going to *put my foot down* now. I shan't do any more sentences.

**Сочинение**

**1. Лусил не может придумать ничего более скучного, чем урок, посвященный частям тела человека.**

**Напишите рассказ (объемом около восьмидесяти слов) на одну из тем:**

(a) Самый скучный урок, на котором Вам приходилось присутствовать.

(b) Самый интересный урок в Вашей жизни.

**2. Напишите рассказ под названием "The man who poked his nose into other people's business" or "A hairbreadth escape".**

## LESSON 36

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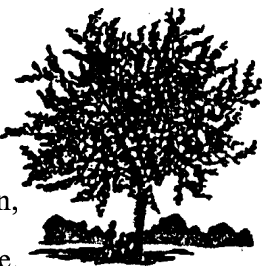
### A HANDFUL OF POEMS

(1)

Loveliest of trees, the cherry now  
Is hung with bloom along the bough,  
And stands about the woodland ride  
Wearing white for Eastertide.

Now, of my three score years and ten,  
Twenty will not come again,  
And take from seventy springs a score,  
It only leaves me fifty more.

And since to look at things in bloom  
Fifty springs are little room,  
About the woodlands I will go  
To see the cherry hung with snow.



A. E. HOUSMAN  
(1859—1936)

(2)

#### LEISURE

What is this life if, full of care,  
We have no time to stand and stare!

No time to stand beneath the boughs,  
And stare as long as sheep and cows.

No time to see, when woods we pass,  
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,  
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,  
And watch her feet, how they can dance.

No time to wait till her mouth can  
Enrich that smile her eyes began.

A poor life this if, full of care,  
We have no time to stand and stare.



W. H. DAVIES  
(1871—1940)

(3)  
**REQUIEM**

Under the wide and starry sky,  
Dig the grave and let me die,  
Glad did I live and gladly die,  
And I laid me down with a will.

This be the verse you grave for me:  
*Here he lies where he longed to be;  
Home is the sailor, home from sea,  
And the hunter home from the hill.*

R. L. STEVENSON  
(1850—1894)

(4)  
**TO A LADY SEEN FROM THE TRAIN**

O why do you walk through the fields in gloves,  
Missing so much and so much?  
O fat white woman whom nobody loves,  
Why do you walk through the fields in gloves,  
When the grass is soft as the breast of doves  
And shivering-sweet to the touch?  
O why do you walk through the fields in gloves,  
Missing so much and so much?

FRANCES CORNFORD  
(1886—1960)

(5)

O my Love's like a red, red rose  
That's newly sprung in June:  
O my Love's like the melody  
That's sweetly played in tune.

As fair art thou, my bonny lass,  
So deep in love am I:  
And I will love thee still, my dear,  
Till all the seas gang dry:

Till all the seas gang dry, my dear,  
And the rocks melt with the sun;  
I will love thee still, my dear,  
While the sands of life shall run.

And fare thee well, my only Love!  
And fare thee well a while!



And I will come again, my Love,  
Though it were ten thousand mile.

ROBERT BURNS  
(1759—1796)

(6)  
**UPON WESTMINSTER BRIDGE**

*September 3, 1802*



Earth has not anything to show more fair:  
Dull would he be of soul who could pass by  
A sight so touching in its majesty:  
This City now doth, like a garment, wear

The beauty of the morning: silent, bare,  
Ships, towers, domes, theatres, and temples lie  
Open unto the fields and to the sky,  
All bright and glittering in the smokeless air.

Never did the sun more beautifully steep  
In his first splendour valley, rock, or hill;  
Ne'er saw I, never felt, a calm so deep!

The river glideth at his own sweet will:  
Dear God! the very houses seem asleep;  
And all that mighty heart is lying still!

WILLIAM WORDSWORTH  
(1770—1850)

(7)  
**TO A POET A THOUSAND YEARS HENCE**

I who am dead a thousand years,  
And wrote this sweet archaic song,  
Send you my words for messengers  
The way I shall not pass along.

I care not if you bridge the seas,  
Or ride secure the cruel sky,

Or build consummate palaces  
Of metal or of masonry.

But have you wine and music still,  
And statues and a bright-eyed love,  
And foolish thoughts of good and ill,  
And prayers to them who sit above?

How shall we conquer? Like a wind  
That falls at eve our fancies blow,  
And old Maenides<sup>1</sup> the blind  
Said it three thousand years ago.

O friend unseen, unborn, unknown,  
Student of our sweet English tongue,  
Read out my words at night, alone:  
I was a poet, I was young.

Since I can never see your face,  
And never shake you by the hand,  
I send my soul through time and space.  
To greet you. You will understand.

JAMES ELROY FLECKER  
(1884—1915)

**(8)**  
**PIPPA'S SONG**

The year's at the spring,  
The day's at the morn;  
Morning's at seven;  
The hill-side's dew-pearled;  
The lark's on the wing;  
The snail is on the thorn;  
God's in His Heaven —  
All's right with the world.



LARK



SNAIL

ROBERT BROWNING  
(1812—1889)

**(9)**  
**CROSSING THE BAR**

Sunset and evening star,  
And one clear call for me!

---

<sup>1</sup> Homer.



And may there be no moaning of the bar,  
When I put out to sea,

But such a tide as moving seems asleep,  
Too full for sound and foam  
When that which drew from out the boundless deep  
Turns again home.

Twilight and evening bell,  
And after that the dark!  
And may there be no sadness of farewell,  
When I embark.

For though from out the bourne of Time and Place  
The flood may bear me far,  
I hope to see my Pilot face to face  
When I have crossed the bar.

LORD TENNYSON  
(1809—1892)



\* \* \*

Hob: I can't be bothered with poetry, unless it's comic poetry.

Ola f: Do you know any comic poetry, Hob?

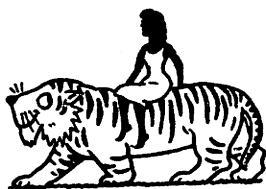
Hob: Well, I know  
There was a young lady of Niger,  
Who went for a ride on a tiger,  
They returned from the ride  
With the lady inside

And a smile on the face of the tiger.

Mr. Priestley: That's a limerick.

Lucille: What are limericks?

Mr. Priestley: They are a form of comic verse. They generally begin: "There was a..."; they have five lines, three long ones (the first, second and fifth) with the same rhyme, and two short ones with another rhyme. There are hundreds of them in English. The most famous ones were those written by Edward Lear<sup>1</sup>.



Frieda: Could you tell us one of his?

Mr. Priestley: Well, one of the best known is:

There was an old man with a beard,  
Who said: "It is just as I feared!  
Two owls and a hen,  
Pour larks and a wren,  
Have all built their nests in my beard".



Pedro: I know a limerick about a Japanese gentleman who had such a long name that it took several days to pronounce it.

Mr. Priestley: All limericks are not quite suitable for a class like this; but I know that one, and you can tell it quite safely.

Pedro: Thank you, sir. It goes:  
There was a great man of Japan,  
Whose name on a Tuesday began;  
It lasted through Sunday  
Till midnight on Monday  
And sounded like stones in a can.

Mr. Priestley: I don't think the limerick is to be found in any language except English. Neither is the Clerihew.

Jan: That's a strange word. Whatever is a Clerihew?

Mr. Priestley: It's a form of comic verse invented by Edmund Clerihew Bentley<sup>2</sup>. A Clerihew has only four lines and is a sort of comic "biography". In fact Mr. Bentley called his book of Clerihews *Biography for Beginners*.

---

<sup>1</sup> (1812—1888).

<sup>2</sup> (1875—1956).

Lucille: I'd love to hear some of them.  
Mr. Priestley: Well, here's the opening one:  
The Art of Biography  
Is different from Geography.  
Geography is about maps,  
But Biography is about chaps.  
Frieda: That's lovely. Do you know any more?  
Mr. Priestley: Well, here are two:  
What I like about Clive<sup>1</sup>  
Is that he is no longer alive.  
There's a great deal to be said  
For being dead.

and

Sir Christopher Wren<sup>2</sup>  
Said, "I am going to dine with some men.  
If anybody calls  
Say I'm designing St. Paul's".

Lucille: I saw a little poem a day or two ago about a boy  
called Jim. It reminded me of Hob. It went:

"Pudding and pie"  
Said Jim, "Oh my!"  
"Which would you rather?"  
Said his father.  
"Both", said Jim.  
That's just like him.

Hob: It's a funny thing but I saw a little poem a day or two  
ago that reminded me of Lucille. It went:

"She could dance till long past midnight,  
She could swim and she could run,  
She could row upon the river;  
And to climb, she thought, was fun.  
She'd play golf from morn till evening,  
Or tennis all day long,  
But she never touched the housework —  
Because she wasn't very strong".

---

<sup>1</sup> Lord Clive (1725—1774). Conquered Bengal, founded British rule in India.

<sup>2</sup> (1632—1723). England's greatest architect. Planned the rebuilding of St. Paul's Cathedral and fifty-two other churches in London after the Great Fire in 1666.



## LESSON 37

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### THE END OF ANOTHER YEAR'S WORK

Jan, Pedro, Hob

Jan: We've been studying here together for nearly three years now; doesn't time fly?

Pedro: Yes. Another six months or so, and I shall be leaving Mr. Priestley. What are you thinking of doing when you leave, Jan?

Jan: Oh, I shall try to get a job in England, in an office, I expect, though I should hate it.

Pedro: Why, isn't that what you really want to do?

Jan: No. I don't want that at all.

Pedro: What would you like to do if you could please yourself?

Jan: I should like to be a doctor. I have always wanted that ever since I left school. I had planned to go to a university to study medicine, but that is out of the question now.

Pedro: How is that; if don't mind my asking?

Jan: Oh, I don't mind at all. The fact of the matter is my father died three years ago and I can never hope to have enough money to pay for a university course — unless I can sell my factory in England.

Hob: What do you mean? Do you mean to say you own a factory in England?

Jan: Yes, worse luck. It happened like this. My father was an electrical engineer and he invented a new kind of electric lamp that would give more light than the old kind and use less current. He was doing very well with it in his own factory and then, about five years ago, an old friend of his, Antony Bruton, an Englishman whom he had been with at Cambridge, suggested that they should go into partnership together and build a place in England.

Hob: Antony Bruton captained England in cricket against Australia, didn't he? I've heard my Uncle Albert speak about him; he was a grand fellow.

Pedro: Bruton lost his life when the *Alcestis* was shipwrecked.

Jan: How did you know that?

Pedro: I knew Bruton. I was on that ship too, but I'll tell you about that some other time. What about your factory, Jan?

J a n: Well, Bruton and my father sank all their capital in building a big factory. It's a beautiful place with about four square miles of land round it. The only disadvantage is that there is no railway or road near it.

P e d r o: But, good heavens, I should have thought that would have been the first thing they would see about.

J a n: Yes, they should have made sure of that, but Bruton had been told on what he thought was absolutely trustworthy authority that the railway company were going to build a line running just past the factory. Well, they didn't. Their plans were changed just about the time the factory was finished, and there it stands all complete but empty and lifeless, miles from anywhere. My father and Bruton were ruined. My father worked himself to death to pay off the debt, and all I have in the world is about £200 and a factory that no one will buy, miles from anywhere.

H o b: Well, it may make your fortune yet; you never know.

J a n: Oh, no, Hob, there's no hope of that. It cost £50,000 to build, and I should think I was lucky if I were offered £5,000 for it.

H o b: I've got an idea!

J a n: What is it?

H o b: I'm not going to tell you just yet; it may come to nothing, but I want you to promise me that you will not sell that factory.

J a n: Unfortunately, I'm not likely to have the chance.

H o b: Never mind. Will you promise me that you will not sell without first telling me? It's really very important.

J a n: Very well, Hob, I promise, though I don't understand it at all.

H o b: Never mind, you will some day.<sup>1</sup> I must go now. I'll see you later; good-bye.

J a n: Good-bye. (*Hob goes out.*) I wonder what idea he has got in his head now.

P e d r o: He's a good-hearted fellow, but I've not much faith in any of his ideas. But never mind Hob, let's come back to you. Do you think that you would really like a doctor's life? Personally, I shouldn't like it at all.

J a n: There's nothing I should like better.

P e d r o: Wouldn't you find the work very tiring? You would be out all day six or seven days a week, and you would never be sure of getting a good night's sleep.

---

<sup>1</sup> He does — in Book IV.

Ja n: Oh, I know all that — but that wouldn't worry me; I like hard work.

Pe d ro: How much do you think it would cost to do the training?

Ja n: I don't quite know; three or four thousand pounds, perhaps. But it's no use talking about it any more; it can't happen now and I must get on with some other work.

Pe d ro: I'm not so sure about that. Look here, I have much more money than I need, and if you would like the loan of the money, I should be very pleased to lend it to you. You could pay me back any time — so much a year when you are earning money — I shouldn't be in any hurry for it.

Ja n: Pedro, I don't know how to thank you: it sounds too good to be true — but I can't take all that money from you.

Pe d ro: Nonsense. I'm only too glad to help you. Besides, you are not taking it from me; you are going to pay it all back. Of course, before we can do anything I shall have to see my lawyer, but I don't think there will be any difficulty at all.

Ja n: If it could be arranged I should feel life was worth living again. I would work day and night to repay you.

Pe d ro: Oh, I know you would; that's all right. Here's Mr. Priestley and the others; it's time for the lesson. Don't say a word about this to any of the other. And now let's go and see Mr. Priestley; he's waiting for us.



## УПРАЖНЕНИЯ

### I. Придумайте предложения со следующими словами и словосочетаниями:

- |                           |                        |                  |
|---------------------------|------------------------|------------------|
| 1. ever since             | 6. capital             | 11. it's not use |
| 2. out of the question    | 7. disadvantage        | 12. faith        |
| 3. the fact of the matter | 8. authority           | 13. loan         |
| 4. current                | 9. miles from anywhere | 14. eagerly      |
| 5. into partnership       | 10. fortune            | 15. pay me back  |

### II. Составьте предложения из следующих слов. Вы можете использовать и другие слова, менять порядок слов. Вы можете также менять время некоторых глаголов:

1. father, partnership, go, Antony Bruton, captain, at cricket.
2. like, doctor, want, school, leave.
3. never, money, hope, enough, that.
4. use, twice, light, give, half, current.
5. life, lose, wreck.
6. capital, sink, plan, factory, build.
7. beautiful, square, land, disadvantage, railway.
8. promise, want, sell, factory.

## Сочинение

1. Расскажите о фабрике Яна.

2. Ян хочет быть врачом. Кем хотите быть Вы?

3. Предположим, незнакомые люди предложат Вам начать совместное дело. Что Вы станете делать?



## КОНТРОЛЬНАЯ РАБОТА № 3

1. Образуйте: а) отрицательную; б) вопросительную форму предложений.

1. You have three sisters.
2. They had many friends in France.
3. He often has a cup of tea in bed.
4. She has the tickets in her handbag.
5. Jan and Frieda have some friends in Wales.

II. Придумайте предложения со следующими словосочетаниями, используя необходимые для этого времена глаголов:

- |                            |                             |
|----------------------------|-----------------------------|
| 1. get rid of              | 9. to be due to             |
| 2. in place                | 10. at the edges            |
| 3. I'm tired of            | 11. a waste of time         |
| 4. round and round         | 12. at thirty miles an hour |
| 5. any minute now          | 13. it's no use             |
| 6. go in search of         | 14. out of the question     |
| 7. to be struck by         | 15. ever since              |
| 8. not to be compared with |                             |

III. Вставьте правильную форму глагола *do*. Определите, является ли он: а) смысловым; б) специальным:

1. He — that exercise yesterday.
2. Have you — what I told you?
3. He — not listen to what I say.
4. Andrew ought to — better than that.
5. — you like cabbage? No, I — .
6. — you give the gardener his money?
7. I am — my best.
8. He — not go to Switzerland after all.
9. He must — this exercise again.
10. The soldiers have — their duty bravely.

IV. Закончите следующие предложения:

1. I suppose we ought...
2. During the next four hundred years...
3. I have always wanted...
4. I'm sure you will..

5. While I am in England...
6. I'm no good at...
7. I never saw such...
8. I never bother about...
9. I liked the story about...
10. If you don't do better than that...

**V. Образуйте отрицательную и вопросительную формы:**

1. His house needs painting.
2. They need more money.
3. Olaf needed a new coat.

**Ответьте на следующие вопросы:**

4. Need you go now? Yes, I — .
5. Who needn't work tomorrow? George — .
6. Need I go to London? Yes, you — .
7. Does he need to make such a noise? No, he — .

**VI. Перепишите следующий отрывок, соблюдая правила орфографии и пунктуации:**

may i have the bill now asked mr jones having finished a poor-lunch the waitress came slowly over what did you have she asked badly cooked meat hard peas old potatoes and dry bread thatl ll be three and six said the waitress oh and i had a glass of water which was quite nice added jones three and eight came the reply

**VII. Замените словосочетания одним словом. В скобках указано количество букв в слове. Напишите ответы в столбик и, прочитав первые буквы каждого слова, Вы узнаете имя известного английского писателя. Назовите три произведения этого автора.**

- (a) an act which breaks the laws of God (3)
- (b) the back part of the foot (4)
- (c) old (7)
- (d) monarch (4)
- (e) a number of a different countries ruled by one chief government (6)
- (f) he takes care of sheep (8)
- (g) a number of persons going along in a line (10)
- (h) to have happiness in (5)
- (i) to say a thing is good (7)
- (j) to decide (7)
- (k) full of desire, very anxious to (do) (12)

**VIII. Дайте отрицательные ответы:**

1. Dare you tell her what you think of her?
2. Didn't you use to know a girl called Belinda?

3. Did you have a good journey?
4. Used you to live in Brussels?
5. Are you used to that typewriter now?
6. Need I put on a clean collar?
7. Ought he to travel without a ticket?
8. Will he dare to return to Brazil?
9. Have you done what I told you?
10. Did she dare to do it again?

**IX. Составьте рассказы (около 250 слов) на темы:**

1. Wales.
2. An ideal holiday.
3. A quick way to make money.
4. The man in history (or literature) I admire most.

**X. Внимательно прочтите текст и ответьте на вопросы к нему.**

The old woman told me the house had been built in 1595 and this was not hard to believe. The small windows, the uneven floors, the roughly-made doors and an ancient oak desk had obviously all seen the passing of many generations. In fact I learned later that at that desk a certain parson, who lived in the house half a century after it had been built, had written a bad-tempered diary, blaming his and the country's misfortunes on the government, and sorrowing over the passing of the "good old days". The diary reminded me of some present-day letters to *The Times*, in which all that is present is bad and all that is past is good.

I was fascinated by the great open fireplace, over whose roaring log fire pigs were roasted. It has occurred to me that the parson would have had more to complain about if, instead of a generous helping of roast pork, he had been served with some of the meat we eat today.

The old woman, who was showing me round, seemed almost as ancient as the house. She took little notice of me; I was merely another "gentleman from London" who would look round her beloved house and then decided not to have it because there was electricity, or no water, or because it was too far to walk from there to the village. But she was wrong. I had decided otherwise.

- (1) In about what year did the parson live in the house?
- (2) Why did the writer call the parson's diary "bad-tempered"?
- (3) What is "The Times"?
- (4) What did the writer think would not have pleased the parson if he had lived today?

- (5) What was the writer doing in the house?
- (6) What disadvantages of living in an old house are suggested in this piece?
- (7) Give another word or phrase of similar meaning to that in which the following words or phrases are used in the passage: (a) uneven, (b) diary, (c) reminded me of, (d) I was fascinated, (e) complain.
- (8) In not more than 80 words, describe what you imagine the outside and the garden of this house looked like.

## **GOOD-BYE**

Mr. Priestley's Study.

Mr. Priestley and all the students are there.

Mr. Priestley: Well, here we are at the end of another year's work, and it's "good-bye" for a while.

Pedro: I'm very sorry we have to finish now; I've thoroughly enjoyed our lessons together — and I'm sure, too, everyone else has [Others: "Hear, hear!"], and I'm looking forward eagerly to next year's work.

Mr. Priestley: And it is going to be a very full, busy and, I hope, enjoyable year. But now, till next year, it's good-bye, and a most pleasant holiday.

\* \* \*

## **MR. PRIESTLEY GETS A SURPRISE**

*Time: Midnight.*

Mr. and Mrs. Priestley (and Sally)  
are sitting by the fire.

Mr. Priestley: Well, Mary, my students have all gone; and, do you know, I'm quite sorry to lose them.

Mrs. Priestley: I'm sure you are. They are the nicest group of students that you have ever had.

Mr. Priestley: By the way, I had a most embarrassing experience this afternoon. I thought all my students had gone away, and I was just going into my study when I saw that Jan and Frieda were there. Their backs were towards me, and I heard Jan say, "Frieda", and she said "Jan", and the next moment she was in his arms. It was most embarrassing for me.

Mrs. Priestley: What did you do?

Mr. Priestley: Well, my dear, I didn't quite know what to do, so I just closed the door very quietly and came away on tiptoe.

Mrs. Priestley: I should hope you did!

Mr. Priestley: I was never so surprised in all my life. I hadn't guessed —

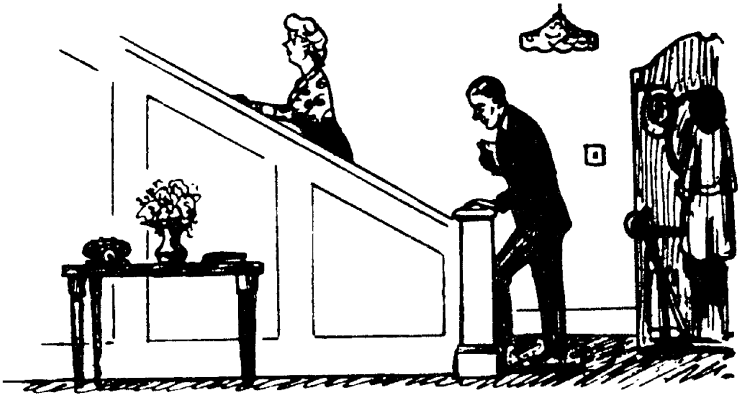
Mrs. Priestley: Charles Priestley, you may be a clever man and a good teacher and all that, but I sometimes think you don't see the simplest thing that is taking place under your very nose.

Mr. Priestley: What, do you mean to say you knew Jan was in love with Frieda?

Mrs. Priestley: Of course I did. A babe could have seen it; and I must say I'm very glad that he has told her at last. She is a charming girl, and they ought to be very happy together.

Mr. Priestley: Well, well, well, you surprise me.

Mrs. Priestley: Come along, it's after twelve o'clock and time both of us were in bed.





## ГЛОССАРИЙ К УРОКУ 36

Так как большинство новых слов в этом уроке — «поэтические» или специальные, они не включены в общий словарь, а представлены как отдельный список. Редко используемые слова снабжены краткими определениями.

archaic [ɑ:ˈkenk] = very old; no longer used.  
 bloom [blu:m] = flowers; blossoms.  
 bonny [ˈbɒni] = beautiful. The usual meaning is “pretty; healthy looking”.  
 bough [bau] = large branch of a tree.  
 boundless [ˈbaʊndlɪs] = without end or limit.  
 bourne [bɔ:n] = bounds, limit.  
 chaps [tʃæps] = men (slang).  
 consummate [ˈkɒnsəmeɪt] = perfect.  
 dew [dju:] = small drops of water formed on cool objects after the sun goes down.  
 dome [dəʊm] = large rounded roof.  
 dove [dʌv] = bird; kind of pigeon.  
 Eastertide [ˈi:stətaɪd] = Eastertime.  
 embark [ɪmˈbɑ:k] = go on board a ship.  
 enrich [ɪnˈrɪʃ] = make rich.  
 foam [fəʊm] = mass of white bubbles made by waves breaking.  
 garment [ˈgɑ:mənt] = article of dress.  
 glideth [ˈglɑɪðθ] = poetic form of glides.  
 glitter [ˈglɪtə] = shine; send out a bright light.

leisure [ˈleɪzə] = time not given to work.  
 masonry [ˈmeɪsnrɪ] = stonework.  
 melody [melədi] = tune  
 mighty [ˈmaɪti] = great and strong.  
 moaning [ˈməʊnɪŋ] = sound of sadness.  
 owl [aʊl] = bird that flies at night.  
 requiem [ˈrekwiəm] = music for the dead.  
 score [skɔ:] = twenty.  
 secure [sɪˈkjʊə] = safe.  
 shiver [ˈʃɪvə] = tremble; shivering-sweet = so sweet it makes you tremble.  
 snail [sneɪl] = (see picture, p. 545).  
 splendour [ˈsplendə] = magnificence; beauty; great brightness.  
 squirrel [ˈskwɪrəl] = (see picture, p. 542).  
 steep (verb) [sti:p] = soak, wet through  
 temple [ˈtempl] = building used for worship.  
 thorn [θɔ:n] = sharp point on a plant.  
 twilight [ˈtwɪlaɪt] = half-light just before and after sunset.  
 wren [ren] = small singing bird.

## ENGLISH-RUSSIAN DICTIONARY

### A

abbreviation [əˌbri:vɪˈeɪʃ(ə)n] сокращение  
 ability [əˈbɪlɪti] способность  
 accent [ˈæksnt] ударение  
 accept [əkˈsept] принимать  
 accompany [əˈkʌmpəni] сопровождать  
 accuse [əˈkju:z] обвинять  
 activity [ækˈtɪvɪti] активность  
 actually [ˈæktʃu(ə)li] действительно, на самом деле  
 administrative [ədˈmɪnɪstrətɪv] административный  
 admiration [ˌædməˈreɪʃ(ə)n] восхищение  
 admire [ədˈmaɪə] любоваться

admit [ədˈmɪt] допускать  
 adopt [əˈdɒpt] усыновлять  
 advanced [ədˈvɑ:nst] передовой, продвинутый  
 advantage [ədˈvɑ:ntɪdʒ] превосходство  
 affair [əˈfeə] дело  
 afford [əˈfɔ:d] позволять  
 agitated [ˈædʒɪteɪtɪd] взволнованный  
 agricultural [ˌægrɪˈkʌltʃərəl] сельскохозяйственный  
 alphabetical [ˌælfəˈbetɪkl] алфавитный  
 altar [ˈɔ:ltə] алтарь  
 ambassador [æmˈbæsədə] посол  
 angel [ˈeɪndʒl] ангел

announce [ə'naʊns] объявлять  
 announcer [ə'naʊnsə] диктор  
 annoyed [ə'noɪd] раздраженный  
 ant [ænt] муравей  
 appear [ə'piə] появляться  
 appearance [ə'piərəns] появление  
 applause [ə'plɔ:z] аплодисменты  
 appoint [ə'pɔɪnt] назначать  
 appreciate [ə'pri:ʃieɪt] ценить  
 approve [ə'pru:v] одобрять  
 archer ['ɑ:tʃə] стрелок из лука  
 architecture ['ɑ:kitektʃə]  
     архитектура  
 armed [ɑ:md] вооруженный  
 armour ['ɑ:mə] доспехи  
 arrow ['æəv] стрела  
 art [ɑ:t] искусство  
 ashamed [ə'ʃeɪmd] смущенный  
 associate [ə'səʊʃieɪt] коллега  
 atom ['ætəm] атом  
 attack [ə'tæk] атака  
 attempt [ə'tem(p)t] попытка  
 attend [ə'tend] присутствовать  
 authority [ɔ:'θɒrəti] авторитет  
 avoid [ə'vɔɪd] избегать  
 awe [ɔ:] благоговение

## В

background ['bækgraʊnd] фон  
 balcony ['bælkəni] балкон  
 bald [bɔ:ld] лысый  
 bar [bɑ:] бар  
 barber ['bɑ:bə] парикмахер  
 bard [bɑ:d] бард  
 bare [beə] голый  
 battle ['bætl] битва  
 beam (n.) [bi:m] луч  
 bench [benʃ] скамейка  
 bet [bet] пари  
 betray [bi'trei] предавать  
 billiards ['bɪljədz] бильярд  
 biography [baɪ'ɒgrəfi] биография  
 bishop ['bɪʃəp] епископ  
 blameless ['bleɪmləs] безупречный  
 blood [blʌd] кровь  
 bloodstained ['blʌdsteɪnd]  
     запачканный кровью  
 boar [bɔ:] боров  
 bomb [bɒm] бомба  
 boots [bu:ts] ботинки  
 boring ['bɔ:ɪŋ] скучный  
 bother ['bɒðə] беспокоить  
 bottom ['bɒt(ə)m] дно  
 boundary ['baʊndəri] граница  
 bow (n.) [bəʊ] лук (для стрельбы)  
 bow (v.) [bəʊ] кланяться

bowler ['bəʊlə] котелок (шляпа);  
     игрок в крикет  
 branch [brɑ:nʃ] ветвь  
 bravely ['breɪvli] смело  
 breastplate ['brestpleɪt] нагрудный  
     знак  
 brilliant ['brɪljənt] блестящий  
 broad [brɔ:d] широкий  
 brush [brʌʃ] щетка, метла, кисть  
 burden ['bɜ:dn] ноша  
 burgle ['bɜ:gl] совершать кражу со  
     взломом  
 bust (n.) [bʌst] бюст  
 button [bʌtn] пуговица

## С

cage [keɪdʒ] клетка  
 camp [kæmp] лагерь  
 candidate ['kændɪdeɪt] кандидат  
 captain ['kæptɪn] капитан  
 captive ['kæptɪv] пленный  
 careless ['keələs] небрежный  
 carpenter ['kɑ:pəntə] плотник  
 castle ['kɑ:sl] замок  
 cathedral [kə'θi:dr(ə)l] собор  
 celebrate ['seləbreɪt] праздновать  
 centre ['sentə] центр  
 century ['sentʃəri] век  
 challenge ['tʃælɪndʒ] вызов  
 chancellor ['tʃɑ:nsələ] канцлер  
 chapel ['tʃæp(ə)l] часовня  
 chap [tʃæp] парень  
 characteristic [ˌkærəktə'rɪstɪk]  
     характерный  
 cheek [tʃi:k] щека  
 cheer [tʃiə] возглас одобрения  
 cherry ['tʃeri] вишня  
 chieftain ['tʃi:ftən] вождь  
 chimney ['tʃi:mni] дымовая труба  
 choir ['kwaɪə] хор  
 circumstances ['sɜ:ks(ə)mstənsɪz]  
     обстоятельства  
 citizen ['sɪtɪzn] гражданин  
 claim (n.) [kleɪm] притязание,  
     претензия  
 climate ['klaɪmət] климат  
 colloquial [kə'lɒkwɪəl]  
     разговорный  
 colonel ['kɜ:nl] полковник  
 colony ['kɒləni] колония  
 combine [kəm'baɪn] соединять  
 comfort ['kʌmfət] комфорт  
 comic ['kɒmɪk] комик  
 command [kə'mɑ:nd] приказывать  
 committee [kə'mɪti] комитет  
 companion [kəm'pænjən] товарищ  
 compete [kəm'pi:t] соревноваться

competition [ˌkɒmpəˈtɪʃn] соревнование  
 competitor [kəmˈpetɪtə] участник конкурса  
 complaint [kəmˈpleɪnt] жалоба  
 complicated [ˈkɒmplɪkeɪtɪd] сложный  
 compulsion [kəmˈpʌlʃ(ə)n] принуждение  
 compulsory [kəmˈpʌlsəri] обязательный  
 concern [kənˈsɜːn] касаться  
 condemn [kənˈdem] осуждать  
 condition [kənˈdɪʃ(ə)n] условие  
 confidence [ˈkɒnfɪdəns] доверие  
 confirmation [kənˈfɜːmeɪʃ(ə)n] подтверждение  
 congratulation [kəŋgrætjuˈleɪʃ(ə)n] поздравление  
 connect [kəˈnekt] соединять  
 conquer [ˈkɒŋkə] завоевывать  
 consider [kənˈsɪdə] считать; рассматривать  
 console [kənˈsəʊl] утешать  
 constantly [ˈkɒnstəntli] постоянно  
 construction [kənˈstrʌkʃ(ə)n] конструкция  
 continuity [ˌkɒntɪˈnjuːəti] непрерывность  
 contradict [kɒntrəˈdɪkt] противоречить  
 contrast [ˈkɒntrɑːst] контраст  
 control [kənˈtrəʊl] контроль  
 convenient [kənˈviːniənt] удобный  
 corresponding [ˌkɒrəˈspɒndɪŋ] соответствующий  
 cozy [ˈkəʊzi] уютный  
 countryside [ˈkʌntrɪsaɪd] сельская местность  
 cradle [ˈkreɪdl] колыбель  
 cremate [kriˈmeɪt] кремировать  
 critical [ˈkrɪtɪkl] критический  
 criticise [ˈkrɪtɪsaɪz] критиковать  
 cross-eyed [ˌkrɒˈsaɪd] косоглазый  
 crown [kraʊn] корона  
 cruel [kruəl] жестокий  
 culture [ˈkʌltʃə] культура  
 current [ˈkʌrənt] текущий  
 cushion [ˈkʊʃ(ə)n] подушка

## D

daffodil [ˈdæfədɪl] нарцисс  
 daresay [ˈdeəseɪ] осмеливаться сказать  
 dash (v.) [dæʃ] высказывать  
 debate [dɪˈbeɪt] дебатировать  
 decision [dɪˈsɪʒ(ə)n] решение

declare [dɪˈkleə] заявлять  
 deed [diːd] дело, пост  
 deep [diːp] глубокий  
 defeat [dɪˈfiːt] поражение  
 defend [dɪˈfend] защищать  
 definition [defɪˈnɪʃ(ə)n] определение  
 degree [dɪˈɡriː] градус, степень  
 delight [dɪˈlaɪt] восторг  
 delightful [dɪˈlaɪtfl] восхитительный  
 deny [dɪˈnaɪ] отрицать  
 descend [dɪˈsend] спускаться  
 design [dɪˈzaɪn] проект; дизайн  
 detail [ˈdiːteɪl] деталь  
 develop [dɪˈveləp] развивать  
 devoted [dɪˈvəʊtɪd] преданный  
 dialect [ˈdaɪəlekt] диалект  
 diary [ˈdaɪəri] дневник  
 differ [ˈdɪfə] различаться  
 disadvantage [dɪsədˈvɑːntɪdʒ] недостаток  
 disappear [dɪsəˈpiə] исчезать  
 disappointed [dɪsəˈpɔɪntɪd] огорченный  
 disciple [dɪˈsaɪpl] последователь, ученик  
 discipline [ˈdɪsəplɪn] дисциплина  
 discover [dɪsˈkʌvə] обнаруживать, открывать  
 discuss [dɪsˈkʌs] обсуждать  
 disgrace [dɪsˈɡreɪs] позор; немилость  
 distant [ˈdɪstənt] далекий  
 disturb [dɪsˈtɜːb] беспокоить  
 don [dɒn] дон; преподаватель в Оксфорде  
 doorway [ˈdɔːweɪ] дверной проем  
 drag [dræg] тащить  
 dreadful [ˈdredfl] ужасный  
 dream [driːm] сон, мечта  
 drip [drɪp] капать

## E

eagerly [ˈiːɡəli] с нетерпением, охотно  
 educated [ˈedʒukeɪtɪd] образованный  
 education [ˌedʒuˈkeɪʃ(ə)n] образование  
 effect [ɪˈfekt] эффект  
 element [ˈelɪmənt] элемент  
 eloquently [ˈeləkwəntli] красноречиво  
 embarrassing [ɪmˈbærəsɪŋ] неловкий  
 emphasis [ˈemfəsɪs] выразительность

emphasise ['emfəsaɪz] подчеркивать  
 emphatic [ɪm'fætɪk] выразительный  
 entrance ['entrəns] вход  
 escape [ɪs'keɪp] бегство  
 event [ɪ'vent] случай  
 evil ['i:vl] зло  
 examine [ɪg'zæmɪn] экзаменовать  
 excursion [ɪks'kɜ:(ə)n] экскурсия  
 exist [ɪg'zɪst] существовать  
 expectation [ˌekspek'teɪʃ(ə)n]  
 ожидание  
 expel [ɪks'pel] исключать  
 expenditure [ɪks'pendɪtʃə] трата,  
 расход  
 experience [ɪks'pɪəriəns] опыт  
 experimental [ɪks'perɪ'mentl]  
 экспериментальный  
 expert [ˌeksprɜ:t] эксперт  
 extended [ɪks'tendɪd] длительный  
 extensive [ɪks'tensɪv] экстенсивный

## F

fair (n.) [feə] ярмарка  
 faith [feɪθ] вера  
 fame [feɪm] слава  
 fascinating [ˌfæsɪneɪtɪŋ]  
 очаровательный  
 feast [fi:st] пир  
 feather [ˈfeðə] перо  
 feature [ˈfi:tʃə] черта  
 feeling [ˈfi:lɪŋ] чувство  
 fertile [ˈfɜ:taɪl] плодородный  
 festival [ˈfestɪvl] фестиваль  
 fiercely [ˈfɪəʃli] свирепо  
 film [fɪlm] фильм; пленка  
 fine (n. & v.) [faɪn] штраф;  
 штрафовать  
 fix [fɪks] фиксировать, чинить  
 flood [flʌd] наводнение  
 footsteps [ˈfʊtstɛps] следы  
 forbid [fə'bɪd] запрещать  
 force (v.) [fɜ:s] заставлять  
 forcibly [ˈfɜ:sɪblɪ] насильно  
 forehead [ˈfɒrɪd] лоб  
 forgive [fə'gɪv] прощать  
 formal [ˈfɔ:ml] формальный  
 fort [fɔ:t] форт  
 foundation [faʊn'deɪʃ(ə)n]  
 основание  
 fountain pen [ˈfaʊntɪn pen]  
 авторучка  
 frontier [ˈfrʌntɪə] граница  
 fulfil [fʊl'fɪl] выполнять  
 fur [fɜ:] мех  
 fuss [fʌs] суета

## G

gap [gæp] щель; брешь

garage [ˈgærɑ:ʒ] гараж; станция  
 обслуживание  
 generation [ˌdʒenə'reɪʃn] поколение  
 generous [ˈdʒenərəs] великодушный  
 genuine [ˈdʒenjʊn] подлинный  
 geography [dʒɪ'ɒɡrəfi] география  
 gift [ɡɪft] подарок  
 gigantic [dʒaɪ'ɡæntɪk] гигантский  
 glance [ɡlɑ:ns] взгляд  
 God [ɡɒd] бог  
 govern [ˈgʌvən] править; управлять  
 gown [ɡaʊn] платье; мантия  
 grace [ɡreɪs] грация  
 gradually [ˈɡrædʒʊəli] постепенно  
 grain [ɡreɪn] зерно  
 grasshopper [ˈɡrɑ:ʃɒpə] кузнечик  
 grave (adj.) [ɡreɪv] серьезный;  
 тяжелый  
 grave (n.) [ɡreɪv] могила  
 greengrocer [ˈɡri:ngrəʊsə] торговец  
 зеленью  
 grindstone [ˈɡraɪndstəʊn] точило  
 guardian [ˈɡɑ:diən] опекун  
 guess [ɡes] догадываться

## H

habitual [hə'bitʃʊəl] обычный  
 hairbreadth [ˈheəbredθ]  
 минимальное расстояние  
 handful [ˈhændfʊl] горсть  
 hare [heə] заяц  
 harm [hɑ:m] вред  
 harp [hɑ:p] арфа  
 hastily [ˈheɪstɪli] торопливо  
 heal [hi:l] заживать  
 heathen [ˈhi:ð(ə)n] языческий  
 helmet [ˈhelɪt] шлем  
 hesitate [ˈhezɪteɪt] колебаться  
 hide [haɪd] прятать  
 hill [hɪl] холм  
 hole [həʊl] дыра  
 holy [ˈhəʊli] святой  
 homesickness [ˈhəʊmsɪknɪs] тоска по  
 дому  
 horn [hɔ:n] рог  
 horrible [ˈhɒrɪbl] ужасный  
 horrid [ˈhɒrɪd] отвратительный  
 horrify [ˈhɒrɪfaɪ] ужасать; страшить  
 housewife [ˈhaʊswaɪf] домохозяйка  
 huge [hju:ʤ] огромный  
 human [ˈhju:mən] человеческий  
 hymn [hɪm] гимн

## I

idiomatic [ˌɪdɪə'mætɪk]  
 идиоматический  
 imagination [ɪmædʒɪ'neɪʃ(ə)n]  
 воображение

imply [im'plai] подразумевать  
 impress [im'pres] производить  
 впечатление  
 imprison [im'prizn] сажать в  
 тюрьму  
 incline [in'klaɪn] склонять к чему-  
 либо  
 include [in'klu:d] включать  
 income ['ɪnkəm] доход  
 independent [ɪndɪ'pendənt]  
 независимый  
 indirect [ɪndɪ'rekt] не прямой  
 individuality [ɪndɪvɪdʒu'ælɪti]  
 индивидуальность  
 inflection [ɪn'flekʃ(ə)n] окончание  
 influence ['ɪnfluəns] влияние  
 informal [ɪn'fɔ:məl] неформальный  
 inhabit [ɪn'hæbɪt] населять  
 inheritancel [ɪn'herɪtəns]  
 наследство  
 inn [ɪn] гостиница  
 inner ['ɪnə] внутренний  
 innocent ['ɪnəsənt] невинный  
 insist [ɪn'sɪst] настаивать  
 insult (n.) ['ɪnsəlt] оскорбление  
 insult (v.) [ɪn'səlt] оскорблять  
 interview ['ɪntəvjʊ:] интервью  
 intonation [ɪntə'neɪʃ(ə)n]  
 интонация  
 invader [ɪn'vaɪdə] захватчик  
 invitation [ɪnvɪ'teɪʃ(ə)n]  
 приглашение  
 invite [ɪn'vaɪt] приглашать  
 irregular [ɪ'regjulə] нерегулярный  
 item ['aɪtəm] предмет

## **Ж**

jealous ['dʒeləs] ревнивый  
 jelly ['dʒeli] желе  
 jolly ['dʒɒli] очень, здорово  
 justify ['dʒʌstɪfaɪ] оправдывать

## **К**

kneel [ni:l] становиться на колени  
 knighthood ['naɪthʊd] рыцарство

## **Л**

labourer ['leɪbəɹə] рабочий  
 ladder ['lædə] стремянка  
 lake [leɪk] озеро  
 lame [leɪm] хромой  
 lark [lɑ:k] жаворонок  
 law [lɔ:] закон  
 lawyer ['lɔ:jə] юрист  
 lazy ['leɪzi] ленивый  
 leader ['li:də] лидер  
 leather ['leðə] кожа  
 lecture ['lektʃə] лекция  
 lemon ['lemən] лимой

lemonade [ˌlemə'neɪd] лимонад  
 level ['levl] уровень  
 lieutenant [ˈleɪ'tenənt] [lu:, tenənt]  
 лейтенант  
 lifeless [ˈlaɪflɪs] безжизненный  
 lips [lɪps] губы  
 lively [ˈlaɪvli] живой; вживленный  
 local [ˈləʊkəl] местный  
 lock [lɒk] замок  
 log [lɒg] бревно  
 longing [ˈlɒŋɪŋ] стремление;  
 страстное желание  
 loss [lɒs] потеря

## **М**

magnificent [mæɡ'nɪfɪsənt]  
 великолепный  
 maiden ['meɪdn] девичий  
 main [meɪn] главный  
 majesty [mædʒɪsti] величество  
 major [ˈmeɪdʒə] большой; главный  
 majority [mə'dʒɔrɪti] большинство  
 map [mæp] карта  
 martyr [ˈmɑ:tə] мученик  
 master [ˈmɑ:stə] хозяин  
 mathematics [mæθɪ'mætiks]  
 математика  
 mayor [ˈmeə] мэр  
 meantime [ˈmi:ntaɪm] тем временем  
 meanwhile [mi:nwaɪl] тем временем  
 mechanic [mɪ'kæni:k] механик  
 medical [ˈmedɪkəl] медицинский  
 medieval [medɪ'i:vəl] средневековый  
 melt [melt] таять; растапливаться  
 memorial [mɪ'mɔ:riəl] памятник  
 memory [ˈmeməri] память  
 merely [ˈmiəli] просто  
 merrily [ˈmerɪli] весело  
 message [ˈmesɪdʒ] сообщение  
 messenger [ˈmesɪndʒə] посыльный  
 metal [ˈmetl] металл  
 mid-way [ˈmɪd weɪ] на полпути  
 mingling [ˈmɪŋdlɪŋ] смешение  
 minister [ˈmɪnɪstə] министр;  
 священник  
 miraculous [mɪ'rækjʊləs] чудесный  
 misprint [ˈmɪsprɪnt] опечатка  
 mist [mɪst] туман  
 misunderstanding [mɪsʌndə'stændɪŋ]  
 непонимание  
 monarch [ˈmɒnək] монарх  
 monk [mɒŋk] монах  
 monument [ˈmɒnɪjmənt] монумент  
 moreover [mɔ:'rəʊvə] более того  
 mountaineering [maʊntɪ'niəriŋ]  
 альпинизм  
 mulberry [ˈmʌlbəri] тутовая ягода

mule [mju:l] мул  
murder ['mɜ:də] убийство  
musician [mju:'zɪf(ə)n] музыкант  
mystery ['mɪst(ə)rɪ] тайна; мистерия

## N

napkin ['næpkɪn] салфетка  
narrow ['næɹəʊ] узкий  
native ['neɪtɪv] родной; местный  
nature ['neɪtʃə] природа  
navy [neɪvɪ] военно-морской флот  
neat [ni:t] аккуратный  
necessity [nɪ'sesɪtɪ] необходимость  
needle ['ni:dl] иглолка  
needless [ni:dlɪs] ненужный  
neighbourhood ['neɪbəhʊd] округ;  
район  
nest [nest] гнездо  
noble ['nəʊbl] благородный  
nobleman ['nəʊblmən] дворянин  
notebook ['nəʊtbʊk] записная  
книжка  
nurse [nɜ:s] няня; медсестра

## O

oak ['əʊk] дуб  
objection [əb'dʒekʃ(ə)n] возражение  
obligation [ɒblɪ'geɪʃn] обязательство  
observation [ˌɒbzə'veɪʃn]  
наблюдение  
observe [əb'zɜ:v] наблюдать  
obstacle ['ɒbstəkl] препятствие  
occupation [ˌɒkjʊ'reɪʃn] занятие;  
оккупация  
occupied [ˌɒkjʊpaɪd] занятый;  
оккупированный  
odd [ɒd] случайный; странный  
offence [ə'fens] обида  
offer ['ɒfə] предлагать  
official [ə'fɪʃl] официальный  
old-fashioned [ˌəʊld'fæʃ(ə)nd]  
старомодный  
omit [əv'mɪt] опускать  
organisation [ˌɔ:gənaɪ'zeɪʃ(ə)n]  
организация  
organise [ˌɔ:gənaɪz] организовывать  
originally [ə'ɪdʒɪnəli]  
первоначально  
overturn [əʊvə'tɜ:n] опрокинуть(ся)  
owl [aʊl] сова

## P

palace ['pælɪs] дворец  
pale [peɪl] бледный  
parson ['pɑ:sn] священник  
partnership [pɑ:tnəʃɪp] партнерство  
passage ['pæsɪdʒ] проход  
passionate [pæ'ʃænɪt] страстный  
pause [pɔ:z] пауза

pea [pi:] горох  
peak [pi:k] пик  
peculiar [prɪ'kju:lɪə] своеобразный  
peculiarity [prɪkju:lɪ'ærtɪ]  
особенность  
perfection [pə'fekʃ(ə)n]  
совершенство  
permanent ['pɜ:mənənt]  
постоянный  
personal ['pɜ:sənl] персональный  
philosophy [frɪ'lɒsəfi] философия  
photograph ['fəʊtəgrɑ:f] фотография  
pick [pɪk] рвать; собирать  
pilot ['paɪlət] пилот  
pin [pɪn] булавка  
pink [pɪŋk] розовый  
pity ['pɪtɪ] жалость  
plant [plɑ:nt] растение  
plot (v.) [plɒt] готовить заговор  
political [pə'lɪtɪkl] политический  
politician [pəli'tɪʃ(ə)n] политик  
porch [pɔ:ʃ] крыльцо  
portion ['pɔ:ʃn] порция, часть  
portrait [pɔ:trɪt] портрет  
position [pə'zɪʃ(ə)n] позиция  
possess [pə'zes] обладать  
possible ['pɒsɪbl] возможный  
pour [pɔ:] лить; наливать  
power ['paʊə] власть  
pray [preɪ] молиться  
prayer ['preə] молитва  
precious ['preʃəs] драгоценный  
preliminary [prɪ'lɪmɪnəri]  
предварительный  
preparation [ˌprepə'reɪʃn]  
приготовление  
prepare [prɪ'reə] приготавливать  
priest [pri:st] священник  
Prime Minister [praɪm'mɪnɪstə]  
премьер-министр  
printing-press ['prɪntɪŋ pres]  
печатный станок  
procession [prə'seɪʃ(ə)n] процессия  
prompt [prɒmpt] быстрый  
public ['pʌblɪk] публичный  
publish ['pʌblɪʃ] печатать  
puff [pʌf] пыхтеть  
punctuation [ˌpʌŋktʃu'eɪʃn]  
пунктуация; правописание  
punishment ['pʌnɪʃmənt] наказание  
pure [pjʊə] чистый  
purple ['pɜ:pl] фиолетовый; лиловый  
purpose ['pɜ:pəs] цель

## Q

quarrel ['kwɒr(ə)] ссориться  
queer ['kwɪə] странный

## R

rage [reɪdʒ] гнев; ярость  
 ragged [ˈræɡɪd] оборванный  
 rank [ræŋk] ряд  
 rare [reə] редкий  
 reality [rɪ ˈæləti] реальность  
 rebel (n.) [rebl] повстанец  
 rebel (v.) [rɪ ˈbel] восставать  
 rebellious [rɪ ˈbelɪəs] бунтарский  
 reduce [rɪ ˈdjuːs] снижать;  
     уменьшать  
 regular [ˈregjʊlə] регулярный  
 reign [reɪn] царствовать  
 relative [ˈrelatɪv] относительный  
 religion [rɪ ˈlɪdʒən] религия  
 religious [rɪ ˈlɪdʒəs] религиозный  
 remove [rɪ ˈmuːv] передвигать  
 reputation [ˌrepjuː ˈteɪʃ(ə)n]  
     репутация  
 request [rɪ ˈkwɛst] просьба  
 require [rɪ ˈkwaɪə] требоваться  
 rescue [ˈreskjʊː] спасать  
 research [rɪ ˈsɜːtʃ] исследования  
 resist [rɪ ˈzɪst] сопротивляться  
 resolve [rɪ ˈzɒlv] решать  
 retreat [rɪ ˈtriːt] отступать  
 rhyme [raɪm] рифма; стихок  
 right [raɪt] право  
 riot [raɪət] бунтовать  
 robe [rəʊb] платье; халат; мантия  
 romantic [rəʊ ˈmæntɪk]  
     романтический  
 roundabout [ˈraʊndəbaʊt] карусель  
 row (v.) [rəʊ] грести на лодке  
 rugby [ˈrʌɡbi] регби  
 ruin [ruɪn] разрушать  
 rush [rʌʃ] торопить

## S

sacrifice [ˈsækrɪfaɪs] жертва  
 saint [seɪnt] святой  
 sand-glass [ˈsænd ɡlɑːs] песочные  
     часы  
 sauce [sɔːs] соус  
 scarcely [ˈskeəslɪ] едва  
 scatter [ˈskætə] разбрасывать  
 scent [sent] запах; духи  
 scholarly [ˈskɒləli] ученый; научный  
 scholarship [ˈskɒləʃɪp] стипендия  
 science [ˈsaɪəns] наука  
 screw [skruː] винт; шуруп  
 screw-driver [ˈskruːdraɪvə] отвертка  
 scrub [skrʌb] скрести  
 sculptor [skʌlptə] скульптор  
 search [sɜːtʃ] искать  
 secretly [ˈsiːkrɪtli] секретно  
 seize [siːz] хватать

self-governing [self ˈgʌvənɪŋ]  
     самоуправляющийся  
 selfish [ˈselfɪʃ] эгоистичный  
 sergeant [ˈsɜːdʒ(ə)nt] сержант  
 sermon [ˈsɜːmən] проповедь  
 set [set] ставить; класть; помещать  
 settle [ˈsetl] улаживать  
 shameful [ˈʃeɪmful] постыдный  
 shamrock [ˈʃæmrɒk] трилистник  
 share [feə] часть; доля; акция  
 sheath [ʃiːθ] ножны  
 shelter [ˈfeltə] убежище  
 shepherd [ˈʃepəd] пастух  
 sherry [ˈferɪ] херес  
 shield [ʃiːld] щит  
 shore [ʃɔː] берег  
 shoulder [ˈʃəʊldə] плечо  
 sight [saɪt] зрение; взгляд  
 significant [sɪɡ ˈnɪfɪkənt]  
     значительный  
 sign-post [ˈsaɪnpəʊst] указательный  
     столб  
 silk [sɪlk] шелк  
 sin (v.) [sɪn] грешить  
 sink [sɪŋk] тонуть  
 skill [skɪl] мастерство  
 slave [sleɪv] раб  
 slip [slɪp] скользить  
 slope [sleɪp] склон  
 society [sə ˈsaɪəti] общество  
 soloist [ˈsəʊləɪst] солист  
 soul [ˈsəʊl] душа  
 sour [ˈsaʊə] кислый  
 space [speɪs] пространство  
 spanner [ˈspænə] гаечный ключ  
 speech [spiːtʃ] речь  
 speed [spiːd] скорость  
 spill [spɪl] разливать, просыпать  
 split [splɪt] колоть; разрывать  
 spread [sprɛd] распространение  
 stage [steɪdʒ] сцена  
 staircase [ˈsteəkeɪs] лестница  
 stake [steɪk] кол  
 standard [ˈstændəd] стандарт  
 stare [steə] пристальный взгляд  
 statesman [ˈsteɪtsmən]  
     государственный деятель  
 statue [ˈstætjuː] статуя  
 steady [stedi] устойчивый  
 steam [stiːm] пар  
 stem [stem] ствол; стержень  
 store (v.) [stɔː] снабжать; хранить  
 stream [striːm] поток; ручей  
 stress [stres] напряжение; стресс  
 strike [straɪk] ударять  
 stroke [strəʊk] удар

struggle ['strʌɡl] борьба  
 subjection [səb'dʒekʃ(ə)n] подчинение  
 successor [sək'sesə] преемник;  
 наследник  
 suggest [sə'dʒest] предлагать  
 support [sə'pɔ:t] поддерживать  
 surround [sə'raʊnd] окружать  
 swallow ['swɒləʊ] проглатывать  
 swear [swɛə] присягать; клясться;  
 ругаться  
 sword [sɔ:d] меч

**T**  
 tax [tæks] налог; пошлина  
 telegraph ['telɪɡrɑ:f] телеграф  
 tent [tent] палатка  
 term [tɜ:m] термин; срок  
 thatched ['θætʃt] покрытый  
 соломой  
 theory ['θiəri] теория  
 thistle ['θɪsl] чертополох  
 thread [θred] нитка  
 threaten ['θretn] угрожать  
 thrifty ['θrɪftɪ] бережливый  
 throne [θrəʊn] трон  
 throughout [θru'au] повсюду; во  
 всех отношениях  
 thrust [θrʌst] засовывать; втыкать  
 thunder ['θʌndə] гром  
 tide [taɪd] прилив  
 tidy ['taɪdɪ] опрятный  
 tiger ['taɪɡə] тигр  
 tiny ['taɪni] крошечный  
 tiptoe ['tɪptəʊ] кончики пальцев ног  
 toe [təʊ] палец ноги  
 tone [təʊn] тон  
 tools [tu:lz] инструменты  
 torn [tɔ:n] прич. прош. вр. от tear  
 tower ['taʊə] башня  
 toy [tɔɪ] игрушка  
 trace [treɪs] след  
 tradition [trə'dɪʃ(ə)n] традиция  
 traitor ['treɪtə] предатель  
 trembling ['tremblɪŋ] дрожь  
 tremendous [tri'mendəs] огромный  
 trial ['traɪəl] процесс; суд  
 tribe [traɪb] племя  
 trip (n.) [trɪp] поездка  
 trumpet ['trʌmpɪt] труба  
 trustworthy ['trʌstwɜ:ðɪ] надежный  
 tune [tju:n] мелодия  
 tutor ['tju:tə] репетитор  
 typically ['tɪpɪkəli] типично

**U**  
 ugly ['ʌɡli] уродливый  
 undergraduate [ˌʌndə'grædʒvət] студент  
 underneath [ˌʌndə'ni:θ] внизу  
 undoubtedly [ʌn'daʊtɪdli] несомненно  
 uneasy [ʌn'i:zi] беспокойный;  
 тревожный  
 ungrateful [ʌn'ɡreɪtful] неблагодарный  
 unite [ju'naɪt] объединяться  
 unknown [ʌn'nəʊn] неизвестный  
 unlike [ʌn'lʌk] не похожий на  
 unspoken [ʌn'spəʊk(ə)n] невысказанный  
 upon [ə'pɒn] на  
 upset [ʌp'set] расстроенный  
 urgent ['ɜ:dʒənt] неотложный;  
 срочный  
 usage ['ju:sɪdʒ] употребление

**V**  
 vacation [və'keɪʃ(ə)n] каникулы  
 valuable ['væljuəbl] ценный  
 variety [və'raɪəti] разнообразие  
 various ['veəriəs] различный;  
 разный  
 veins [veɪnz] вены  
 verse [vɜ:s] стих; строфа  
 view [vju:] вид; взгляд  
 villain ['vɪlən] злодей; негодяй  
 vision ['vɪʒn] видение  
 volume ['vɒljum] том; объем  
 vow [vaʊ] клятва; обет  
 voyage ['vɔɪdʒ] путешествие

**W**  
 wagon ['wæg(ə)n] повозка; фургон  
 war [wɔ:] война  
 weave [wi:v] ткать  
 whisky ['wɪskɪ] виски  
 whisper ['wɪspə] шепот  
 wholehearted [ˌhəʊl'hɑ:tɪd] искренний  
 widespread ['waɪdspreɪd] широко  
 распространённый  
 wing [wɪŋ] крыло  
 wipe [waɪp] вытирать  
 witty ['wɪtɪ] остроумный  
 wooden ['wʊdn] деревянный  
 worship ['wɜ:ʃɪp] богослужение;  
 поклонение  
 worthless ['wɜ:θlɪs] бесценный  
 wreck [rek] крушение



**КНИГА ЧЕТВЕРТАЯ**

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**Book Four**

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## LESSON 1

---

Читатели Книг I—III помнят, что уроки группируются вокруг небольшой группы лиц: преподавателя мистера Пристли и его жены, студентов: Лусилл, Фриды, Олафа, Яна, Педро и Хоба. В Книге IV завершается рассказ о студентах, и мы увидим, как они прощаются с мистером Пристли, который выпускает их в большой мир. В конце Книги III мы узнали о том, что Ян и Фрида полюбили друг друга, и вполне естественно, что в начале Книги IV объявляется об их помолвке.

### FRIEDA AND JAN BREAK THE NEWS

*Scene:* Mr. Priestley's living-room

*Characters* — Mr. Priestley, Mrs. Priestley, Frieda, Jan

Jan: Mr. Priestley, Mrs. Priestley, there's something I — we — want to tell you. Frieda and I are engaged to be married.

Mrs. Priestley: Oh, how nice!

Mr. Priestley: Congratulations and best wishes!

Frieda and Jan: Thank you both very much.

Frieda: You are the first people we have told — except for my parents.

Jan: Yes, I wrote to Frieda's father a week ago, telling him we wanted to get married and asking for his permission.

Frieda: And we had replies this morning; it's all right and they are very happy about it.

Mrs. Priestley: Oh! I'm so glad.

Jan: You don't look very surprised at the news.

Mrs. Priestley: I'm not surprised — I'd expected it for months — but I'm very pleased indeed.

Mr. Priestley: I might as well admit that it's a complete surprise to me — I never notice things even when they are right under my nose — but I'm really delighted at the news. I think you are very lucky, Jan, to get such a girl as Frieda.

Mrs. Priestley: And I think you are very fortunate, Frieda, to get such a fine fellow as Jan. I hope you will be very happy together.

Mr. Priestley: Are you thinking of getting married soon?

Frieda: Well, that's one of the things we are not agreed on. As you know, Jan is starting at London University in October to study to become a doctor. He wants us to get married at once. I would rather wait for a year or two — at any rate until Jan has taken his first examination.

Jan: But what's the point of waiting?

Frieda: So that you can really work hard. Don't you think, Mr. Priestley, that he would think about his work more if I wasn't there?

Jan: But don't you see that if we were not married I should be thinking about you all the time and wanting to be with you instead of working. Whereas if we were married —

Frieda: Do you hear that? Once we are married he won't think about me any more. That's a fine thing to hear from a man you have just become engaged to.

Jan: Oh, Frieda, you know I didn't mean that. I only meant —

Frieda: But that's not the only thing we don't agree on.

Mr. Priestley (*smiling*): Dear me, this sounds terrible. What is the further cause of disagreement?

Frieda: Well, I want to live in a house; Jan thinks we ought to have a flat or rooms in a house.

Jan: A friend told me of a small flat in the centre of London overlooking King's Cross station that will be vacant in October.

Frieda: But I don't want to live in a small flat in the centre of London. I'd much rather have a little house in the country looking out on fields, where I can breathe fresh air and see trees and hear birds singing.

Jan: But a flat is so much more convenient. We could get some labour-saving devices that would save you a lot of housework, and there are lots of little restaurants near King's Cross where we could go out for something to eat in the evening so you wouldn't need to cook meals.

Frieda: But I *want* to cook meals. I'm really quite a good cook, and I don't mind doing housework. I like it. Besides, I looked at the flat you are talking about and I didn't like the look of it at all.

Jan: I agree it wasn't very attractive-looking, but the rent was low.

Frieda: You know, I don't like the idea of paying rent. My parents have paid rent on our house for thirty years. I wish I had all the money they have paid in rent. They've paid enough to buy the house twice over and yet they don't own a single brick of it.

Jan: Yes, I agree. I should like to buy a house, but we haven't the money, at least not now; in four or five years' time it may be different. You see, Mr. Priestley, it's like this. My grandfather, my mother's father — he was a Scotsman — left

me a sum of money in his will, and some useless property, a factory; but the money is in trust until I am twenty-five. I get the income from it, and that has been enough to keep me and pay for my classes; with a bit of a struggle, it will just about keep us both — at least I hope so. But we've no hope of buying a house — at least not for a time. So if we *must* pay rent, let's pay the least we can and have a flat.

Frieda: Oh dear, I do wish I could have a house all to myself, with a garden where I can grow flowers and lettuces and cabbages. I was so looking forward to it. Isn't there any way we could buy one?

Mr. Priestley: I don't want to look as if I was poking my nose into what isn't my business, but —

Frieda: Oh, we don't mind; we'd welcome your ideas, wouldn't we, Jan?

Jan: Yes, rather! But don't you agree with me, Mr. Priestley, that it would be much better to be married soon and live in a flat and not wait a year or two as Frieda says.

Frieda: Don't you think it would be better to wait until we can get a house and not live in a flat? Isn't that what we ought to do?

Mr. Priestley: Well, I'm not going to say what you *ought* to do.

Mrs. Priestley: Neither am I.

Mr. Priestley: But I know what you *will* do.

Mrs. Priestley: And so do I.

Mr. Priestley: You'll get married soon and not wait.

Jan: Very good!

Mrs. Priestley: And you'll have a house and not a flat or rooms.

Frieda: Hurrah! That's what I say.

Mr. Priestley: Well, if that's what's going to happen I should like to make a suggestion if I may.

Jan and Frieda: Oh yes; please do.

Mr. Priestley: Well, you know you could buy a house through a Building Society. You look round, choose the house you want to buy and then approach the Building Society. You put down a proportion of the money — say ten per cent — and pay off the rest at so much a month. The monthly payments will not be much more than a rent would be, and you will have the satisfaction of knowing that your payments go towards buying the house.

Jan: Well, there's probably something in that, but —

Frieda: Oh, Jan, it would be lovely. As a matter of fact I've been looking round and I've already seen the house I want.

Jan: What!

Frieda: Yes. You know that little cottage, Mrs. Priestley, that you see from the back of your garden?

Mrs. Priestley: What, the one in Darvell Lane, "Rose Cottage" I think it is called?

Frieda: That's the one. I heard it was for sale so I went round there at once. It has a comfortable little sitting-room, a tiny but very nice dining-room, a kitchen, three bedrooms and a bathroom. There are roses round the front door and an apple-tree in the garden.

Mrs. Priestley: Frieda, it sounds perfect.

Frieda: It is. But what's the use of it? Jan would prefer to live in London overlooking King's Cross with millions of people all round us.

Jan: Well, if it would make Frieda happy I don't mind living in a house in the country, and I'm quite willing to dig the garden for her.

Frieda: That's the way to talk, darling. I certainly *would* like it. I've saved a bit of money and that would help towards buying the furniture. We shouldn't need very much for a start. I don't mind how simply we live. I would do all my own work and clean the house and cook the meals. Oh, it will be lovely!

Jan: Yes, it certainly sounds very nice when you put it like that, but all the money I have in the world will only just keep us and pay for my studies at the University. How much do they want for this house of yours?

Frieda: They are asking £ 3,800, but we might get it for £ 3,600 or £ 3,650. We would have to put down about £ 360 to £ 370.

Jan: Sorry, Frieda. I wish I could do it but it just can't be done.

Mr. Priestley: Look here, Jan; as I said, I don't want to poke my nose into your affairs but I have a bit of capital, £ 300 or £ 400 in the bank doing nothing, and I'd much rather lend it to you if that would help you than have it there doing nothing.

Jan: Oh, Mr. Priestley, that's very kind of you, but I couldn't accept that from you.

Mr. Priestley: Nonsense. You can pay me back easily when you become a successful doctor — as I am sure you will. So that's settled. We'll say no more about it now, but come to

my study afterwards and we'll talk it over together... Bless my soul, Frieda! What are you crying for?

Frieda: I'm — 'm — not crying. I'm just happy, that's all.

### РАБОТА С ГЛАГОЛОМ (1): look

В этой книге будет рассмотрен ряд глаголов, каждый из которых имеет несколько значений. Особенно это касается глаголов, сочетающихся с предлогами или наречиями, например, *go on working*, *give up smoking*, *burst out crying*, *keep on trying* и др. Их иногда называют сложными глаголами (*phrasal verbs*).

Одна из задач урока 1 — показать различное употребление глагола *look*. Вот несколько примеров:

I *looked at* the flat. I was *looking forward* to having a house. I don't want to *look as if* I was poking my nose into what isn't my business. *Look* here, Jan. A house *looking out on* fields. I don't want to live in the centre of London and *look over* King's Cross. A part of London *overlooking* King's Cross. It has a small but *pleasant-looking* dining-room. You *look round* and choose the house you want.



### УПРАЖНЕНИЯ

I. Словарная работа. Придумайте предложения со следующими словами из урока 1:

engaged (use also *engagement*. What is an engagement ring?)  
Make sentences using *engaged to*, *engaged in*, *engaged with*; congratulations (and the verb *congratulate*), admit (note two meanings; use also *admission*), whereas, agreement (what is the opposite?), flat (two meanings), breathe (also *breath*; note the difference in pronunciation), rent, brick, lettuce (give the names of three other vegetables), suggestion (also *suggest*), approach, proportion, dig, furniture (mention four different articles of furniture), capital (make three sentences using one of these phrases in each, "a capital letter", "the capital of England", "capital in the bank").

II. Придумайте предложения со следующими выражениями:

look at; look for; look forward to; look after; look as if; look like; look as though; look down on; look into; look someone up; look on; onlooker; look something up; the look of; have a look at.

III. В чем разница между *look out* и *outlook*; между *to look over* и *to overlook*?



**IV. Придумайте предложения, используя слова:**

want, should like; would rather; it would be better; prefer;  
I don't mind; wish; I'm quite willing.

**V. Придумайте предложения на каждую из следующих идиом:**

to lead a person by the nose; to pay through the nose; as plain as the nose on your face; to keep one's nose to the grindstone; to poke one's nose into other people's business; can't see beyond his own nose; to turn one's nose up at.

**VI. Объясните значение:**

1. "Look before you leap".
2. "Lookers-on see most of the game".
3. "Don't look a gift horse in the mouth".

**VII. Напишите короткий рассказ, иллюстрирующий одну из пословиц в упражнении VI.**

**VIII. Опишите:**

1. "Frieda's house".
2. How to buy a house through a Building Society.

**IX. Напишите короткие рассказы на следующие темы:**

1. Your ideal house.
2. "Life in the country or life in the town". Which do you prefer?
3. Would you rather live in a house or a flat?  
Discuss the advantages and disadvantages of each.

## LESSON 2

---

### SOME PERSONAL LETTERS

#### I

#### JAN TO FRIEDA'S PARENTS

This was the letter Jan wrote:

Dear Professor and Mrs. Lang,

I don't know whether this letter will come as a surprise to you, for I think you must have seen during the happy time I spent in your home last Christmas, how very fond I was of Frieda. We have worked together every day at Mr. Priestley's, and for some time now I have realized that the friendship and affection that I have always had for her had turned to love. I hardly dared to hope that Frieda felt the same way towards me, but last night I told her of my love and asked her to marry me, and to my great joy she said "Yes". I hope you will feel that she and I have known each other long enough to be quite sure in our own minds that we love each other and want, more than anything else in the world, to be married. It would make us both very happy to know that our engagement would have your approval and blessing, and so I am writing formally to ask for your consent.

I realise that there is very little that I can offer Frieda materially. I have only a small private income on which to live until I qualify as a doctor, but Frieda is quite confident that under her careful management we can have a comfortable little home on it. For my part, I will devote my life to ensuring that she will be as happy as all my love can make her.

My best wishes to you both.

Yours sincerely,  
Jan Solski.

#### II

#### PROFESSOR LANG TO JAN

My dear Jan,

My wife and I are both very happy at the thought that you and Frieda want to be married. Thank you for writing to us as you did. Let me say at once that we both gladly give our consent and blessing to your engagement. Though we have only met you once when you came here for a short time last Christmas, we all grew very fond of you during that time, and Frieda's letters home have been so full of you that we both feel as

if we had known you for years. The dearest wish of us all is for Frieda's happiness, and her letter to her mother today leaves us in no doubt about that or the cause of her happiness.

Thank you, too, for being so frank about your financial position. I have no doubt that life will not be easy at first for Frieda and you and it may be difficult at times to make ends meet on your small income. But when love is there, the struggle will only draw you closer together. I believe the English have a saying, "When poverty comes in at the door, love flies out at the window". Don't believe it! When my wife and I were married, my income was probably smaller than yours and we have never been rich, but I know, beyond any doubt, that English saying is not true, and I am sure you will find the same. We are all longing to see you both soon — and that may be earlier than you think, but I'm leaving that news to my wife who is writing today to Frieda, so I will merely say now, "Congratulations and bless you both".

Yours sincerely,  
Johann Lang.

### III MRS. LANG TO FRIEDA

My darling Frieda,

Your letter to me and Jan's to your father have made us both very happy. There is no one we would rather have for a son-in-law than Jan and we are both delighted to welcome to our family someone of whom we are both so fond, and I am sure this is one occasion when the old saying about "not losing a daughter but gaining a son" is the simple truth. Our hope and prayer is that you may both continue through life always as happy as you are now. We are all longing to see you both again soon — and now comes my great news. Today your father received an invitation to come to Oxbridge University for a year to give a course of lectures on Philosophy. He is going to accept the offer, and we shall all of us be coming to stay in England.

A house will be provided for us in Oxbridge and we are hoping you will be married from there and that we shall meet your friends Mr. and Mrs. Priestley, Lucille, Olaf, Pedro and Hob. Need I tell you that



MORNING COAT  
AND TOP-HAT

Hob is the one that Hans and Peter are most wanting to meet. Gretchen and Ruth are hoping that you will want them to be bridesmaids at your wedding and are already planning the dresses that they will wear.

You must take me to Harridges and help me to choose my dress and hat for the wedding, and Jan and Pedro must take your father firmly in hand and get him to go with them to that place in London where you can hire clothes and arrange for him to be fitted for a morning coat and top-hat, otherwise he will turn up at the wedding to give you away in his old tweed jacket and gardening trousers! Isn't everything wonderful! I can hardly wait for the day when we shall all be together again.

God bless you both, my dear.

All my love,  
Mother.

### РАБОТА С ГЛАГОЛОМ (2): *come*

В этом уроке есть несколько предложений с глаголом *come*. Например: "This letter will *come* as a surprise"; "You *came* here last Christmas"; "When poverty *comes in*..."; "Now *comes* my great news"; "...an invitation to *come* to Oxbridge"; "We shall *be coming* to stay in England". Глагол *come* сочетается со многими предлогами и наречиями. Вот несколько примеров:

I *came across* (=met accidentally) Joe Smith yesterday; I hadn't seen him for ten years.

"How did you *come by* (=obtain) this book?" "I *came across* (=found) it in a second-hand bookshop."

I knocked at the door and he cried, "*Come in*."

Don't throw those small pieces of cloth away; they'll probably *come in useful* (=be of use) some day.

"What day does that magazine *come out*?" "It *comes out* (=is published) every Wednesday."

When does he *come of age*? (=reach the age of twenty-one)

*Come away* from that machine or you may get hurt.

Hob didn't *come down* (=come downstairs) for breakfast until 10 o'clock.

My shoe-lace has *come undone*.

### ПРЕДЛОГИ (1)

Предлоги вместе с существительными и местоимениями образуют предложные сочетания, которые иногда выполняют функцию наречий. Например:

He stood *behind me* (место).  
I saw him *at six o'clock* (время).  
He came *on foot* (образ действия).  
She died *of a fever* (причина).

Или могут выполнять функцию прилагательного, т. е. характеризовать существительное. Например:

He bought a coat *with a fur collar*.  
The girl *with fair hair* is Frieda's sister.  
She wore a dress *of silk*.

Многие предлоги используются также в качестве наречий. Например:

She put the books *in* the bookcase (Preposition).  
Come *in* and rest (Adverb).

The garage is *behind* the house (Preposition).

The carriage approached; there were motor cyclists in front and cars *behind* (Adverb).

She walked *round* the garden (Preposition).

Go in and look *round* (Adverb).

The kitten ran *up* the ladder (Preposition).

В этих примерах предлог выполняет функцию наречия, если он следует за глаголом (*come in, were behind, look round, gone up*). В остальных случаях предлог выполняет свою основную функцию.

Предлоги в основном выражают время (*after, before, since, till*) или место (*above, across, over, towards, under*), но они могут выражать и другие понятия, и хотя в последующих уроках предпринимается попытка классифицировать предлоги, дать все их значения не представляется возможным. Можно утверждать, что, например, *in* выражает местоположение в предложениях типа *He lives in London*, предлог *by* выражает идею времени в предложении *He travelled by night*, а предлог *from* в предложении *She is suffering from a bad headache* выражает причину, но все-таки, наверное, эти понятия выражаются не только предлогами, а предложными сочетаниями, в которые они входят: *in London, by night, from a bad headache*. Поэтому проще и лучше всего изучать их на конкретных примерах, которые и будут широко представлены в последующих уроках.



## УПРАЖНЕНИЯ

**I. Словарная работа.** Придумайте предложения со следующими словами и сочетаниями:

whether (also *weather*), fond, hardly (how does this differ from *hard*?), approval (what is the corresponding verb?), for-

mally, confident (use also *confidence* and *confidential*), devote (also *devotion*), ensure (also *insure*, *assure*, *insurance*, *assurance*), frank (is this the same as *Frank*?), congratulations, invitation (use also *invite*), a course of lectures (use also *of course*, *in the course of*, *a racecourse*), bridesmaid (also *bride*, *bridegroom*), hire (what is *hire purchase*?), tweed (what is it? How did it get its name?), *to turn up* (idiomatic).

**II. Дайте антонимы следующих слов и используйте их в придуманных вами предложениях:**

approval; blessing; consent; income; doubt (*noun*); poverty; comfortable; careful; sincere; formal; close together; friendship.

**III. Выразите ту же мысль другими словами:**

1. I hardly dared to hope.
2. There is very little that I can offer Frieda materially.
3. Her letter leaves us in no doubt.
4. We know beyond all doubt.
5. Thank you for being so frank about your financial position.
6. It may be difficult to make ends meet.
7. We are all longing to see you.
8. "When poverty comes in at the door, love flies out at the window".
9. You must take your father firmly in hand.
10. To my great joy.

**IV. Придумайте предложения со словосочетаниями:**

come down; come up; come in; come out; come by; come away; come in useful; come of age.

### **Сочинение**

**Напишите сочинение или небольшой рассказ на одну из следующих тем:**

*It will come in useful.*

*The coming-of-age party.*

*All things come to him who waits (Proverb).*

Если Вы девушка, напишите (а) письмо, которое Фрида могла бы написать своей матери; (b) письмо Фриде от друга девушки, который только что узнал о ее помолвке.

Если Вы юноша, напишите (а) письмо, которое отец Фриды мог бы ей написать; (b) письмо Яну от друга, поздравляющего его с помолвкой.

## LESSON 3

### INVITATIONS AND REQUESTS

Some general information about letter-writing — the writing of an address, the greeting and the ending — has already been given you<sup>1</sup>, but some other matters about letter-writing can now be considered; first of all the sending out of formal invitations, etc.

Now that Jan and Frieda are engaged, Jan has had a notice put in *The Times*.

#### FORTHCOMING MARRIAGES

Mr. J.Solski and Miss F.Lang

The engagement is announced, and the marriage will take place shortly, between Jan, only son of the late Dr. and Mrs. Solski of Poland, and Frieda, eldest daughter of Professor and Mrs. Lang of Oakwood, 25 The Parks, Oxbridge.

Then about a fortnight before the wedding Professor and Mrs. Lang will send out invitations to the wedding. The one that Mr. and Mrs. Priestley received is shown here. Notice that the invitation is not in the first person, i.e., not “We should like you to come...”, but in the third person, “Professor and Mrs. Lang request the company of...”. So it will read something like this:

*Professor and Mrs. Lang  
request the pleasure of the company of  
Mr. and Mrs. Priestley  
on the occasion of the marriage of their daughter  
Frieda  
to  
Mr. Jan Solski  
at St. Peter's Church, Oxbridge,  
on Saturday, 2nd September, at 2.30 p.m.  
and to the reception afterwards at the Royal Hotel.  
25 The Parks, R.S.V.P.  
Oxbridge.*

A formal invitation requires a formal reply also in the third person. Mr. and Mrs. Priestley's reply was:

<sup>1</sup> Essential English II.

*Mr. and Mrs. Priestley have much pleasure in accepting Professor and Mrs. Lang's invitation to the wedding of their daughter on 2nd September.*

There is, as you see, no greeting ("Dear Professor and Mrs. Lang") and no "Complimentary close" ("Yours sincerely", etc.).

If the persons invited are not able to attend the wedding they may send a formal refusal, e.g.

*Dr. Theophilus Hobdell thanks Professor and Mrs. Lang for their invitation to their daughter's wedding, but much regrets that as he has to conduct an examination of Third-Year students at his College on that date<sup>1</sup>, he is unable to accept.*

If an invitation from a friend or acquaintance is being refused, a reason should always be given. With a completely impersonal invitation a reason is unnecessary, e.g.

**Invitation (Formal)**  
**(Формальное приглашение)**

[ER]  
The Lord Chamberlain is cammanded by  
Her Majesty to invite  
Mr. and Mrs. Priestley  
to an afternoon Party in the Garden of Buckingham  
Palace on Thursday, the 14th July 19 — from 4  
to 6 o'clock p.m.  
*Morning Dress or Uniform or Lounge Suit.*  
*Invitation (Formal)*

**Acceptance**  
**(Согласие)**

*Mr. and Mrs. Priestley have much pleasure in accepting the invitation to the afternoon party in the Garden of Buckingham Palace on Thursday, the 14th July 19—*

**Refusal**  
**(Отказ)**

*Mr. and Mrs. Priestley regret that they will not be able to be present at the afternoon party in the Garden of Buckingham Palace on Thursday, the 14th July 19—*

If the invitation is from a close friend, and you are refusing it, it would be preferable to write a personal letter (i.e. not in the third person).

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<sup>1</sup> Другие возможные причины отказа: "owing to a previous engagement...", "as business matters necessitate his absence from the district", "as he will be away on holiday ..." и т. д.



You will note, by the way, that the order of names in the invitation, on a letter and on the envelope, is:

*"Mr. and Mrs. Priestley"* or *"Mr. and Mrs. Charles Priestley"*, *"Dr. and Mrs. W.G.C.Kennedy"*, etc.

This is one of the occasions when the rule "ladies first" does not apply. Note, too, that before titles like *Professor*, *Dr.*, *Captain*, etc, we do not write *Mr.*

Formal invitations are generally used only for the larger, more elaborate social happenings, a wedding, a banquet, an important reception. A formal invitation should always include husband and wife in the case of married couples; you never invite the husband without the wife or *vice versa*<sup>1</sup> unless it is a purely male function or an afternoon tea-party for women only.

It may happen that the arrangements that you have planned have to be cancelled. In that case a newspaper announcement will be made or a formal letter sent (or, if time does not allow that, a telegram), e.g.

*Mr. and Mrs. Forbes beg to announce that the marriage of their daughter Rosamund Joan and Captain George Osborne arranged for September 15th will not take place.*

\* \* \*

*Mr. and Mrs. Kenneth Harris regret that owing to the severe illness of their son it is necessary to cancel the party planned for February 12th.*

There are, of course, other ways of giving invitations besides the formal ones, e.g.

*Dear Mrs. Brown,*

*Richard and I would be very pleased if you and your husband could join us for dinner on Thursday, Jan. 9th at 7.30 p.m. A friend of ours, Mr. John Chapman, will be with us. He is going out to Uganda shortly and would very much like to hear of your experiences there.*

*Yours sincerely,  
Mary Ridgewell.*

**Acceptance  
(Coziacue)**

*Dear Mrs. Ridgewell,*

*Thank you very much for your kind invitation to dinner on Thursday, Jan. 9th. Both my husband and I accept with great pleasure, and Jack will bring along some colour photographs which he took in Uganda. We look forward to meeting Mr. Chapman.*

*Yours sincerely,  
Elizabeth Brown.*

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<sup>1</sup> *vice versa* (Latin) = put the other way round; in this case = "...or the wife without the husband".

**Refusal**  
**(Отказ)**

*Dear Mrs. Ridgewell,*

*Thank you so much for your kind invitation to dinner on Thursday, Jan. 9th. Unfortunately, Jack is away on business in Edinburgh and will not be returning until Saturday and so we are unable to accept. I am sure he will be as sorry as I am to miss the pleasure of dining with you and meeting Mr. Chapman.*

*Yours sincerely,  
Elizabeth Brown.*

With close friends the letters would be even more informal, e.g.

*My dear Jack,*

*We are having a bit of a party next Wednesday, the 6th, and I hope you and Ann are free on that evening and can come and join us, say about eight o'clock. There'll be about a dozen of us — all people that you know. I do hope you can manage it.*

*Yours always  
Bill.*

**Acceptance**  
**(Согласие)**

*My dear Bill,*

*Thank you for the invitation to your party on the 6th. Ann and I will be delighted to come. It seems ages since I saw you and I'm looking forward to a good old chat with you.*

*All the best,  
Jack.*

**Refusal**  
**(Отказ)**

*My dear Bill,*

*Thank you for the invitation to your party on the 6th. We'd have loved to come but Ann's mother is staying with us just now and I have booked three seats for My Fair Lady for the 6th. Isn't it bad luck? I was saying to Ann only a day or two ago what a time it was since we saw Angela and you. I'll give you a ring sometime next week and we must fix up to have dinner together.*

*Give our kindest regards to Angela.*

*Yours as ever,  
Jack.*

**Invitation to stay the week-end**  
**(Приглашение на выходные)**

*Dear Peter,*

*I wonder if you are free to come and spend the week-end, June 7th to 9th, with us here. It is so long since we saw you and we are*

*dying to hear about your experiences abroad. There will be no one here except Roger and you and me so we can have a real good talk together, and hear some Chopin on the piano again. I do hope you can come. Roger can meet the 12.45 from Victoria, which arrives here at 3.20: that's your best train.*

*Looking forward very much to seeing you,*

*Yours sincerely,  
Mary Clarke.*

**Acceptance**  
**(Согласие)**

*Dear Mary,*

*Thank you very much indeed for your kind invitation to stay the week-end, June 7—9, at your home. I shall be delighted to come. I'll get the 12.45 from Victoria as you suggest and am looking forward with the greatest pleasure to seeing you and Roger again.*

*All good wishes,*

*Yours sincerely,  
Peter.*

**Refusal**  
**(Отказ)**

*Dear Mary,*

*Thank you very much for your kind invitation to spend the week-end at your home, but I'm afraid I can't accept it. I'm very sorry indeed for I have the most happy memories of the last week-end I spent with you and Roger. You may remember I was keen on hiking. Well, I am now secretary of a hiking club and one of our walks is fixed for that very week-end. As I am leading it, I feel I must go, but I am most terribly disappointed; I only hope you will ask me again for some other week-end and that I shall have better luck that time.*

*Kindest regards to Roger and you,*

*Yours very sincerely,  
Peter.*

**УСТНЫЕ ПРИГЛАШЕНИЯ**

Существует несколько способов устных приглашений, согласия и отказа. Вот несколько примеров:

**On the tennis court**

*Invitation: Would you care to make up a four at tennis with us?*

*Acceptance: Thanks, I should be very pleased to. OR:*

*Delighted. Thank you. OR:*

With pleasure. Thanks. OR:

Yes, I don't mind.

*Refusal:* Sorry, I'm not playing at present, I've sprained my wrist. OR:

Sorry. I've already fixed up with Jack and Tom and Fred; they'll be here any minute now.

### At tea

*Hostess:* Will you have another cup of tea? OR:

Can I give you another cup of tea? OR:

Try a piece of this cake; it's home made.

Won't you have another scone?

*Acceptance:* Yes, please. OR:

Thank you, I will.

*Refusal:* No, thank you. OR:

I'm sure the cake is } delicious, but I'm afraid I  
The scones are } couldn't. Thank you.

Note, too, the use of the imperative in invitations, e.g.

*Have a cigarette. Come and meet my wife.*

### Very Informal Invitations

*Joe:* "Let's go to the cinema, shall we?"

*Susan:* "I'd love to, Let's".

*Jack:* *Who's for/Who says* a game of tennis?

George, Alice, Mary: Me!

*Jim:* *Who's for/Who says* a dip in the sea?

*Mary:* Not me! It's too cold.



"WHAT'S IT TO BE?"

(A little later)

*Tom:* Now, Bill, } you must have one with me. } What's it to be?  
                          } this one's on me.                               } что будем пить?

*Bill:* Thanks, I'll have the same again—dry sherry.

*Bill:* *How/What* about a drink, Tom?

*Tom:* A good idea!

*Bill:* What'll you have?

*Tom:* I'll have a dry sherry, thanks.

*Both together:* Cheers<sup>1</sup>!

<sup>1</sup> Sometimes "Good Health!", "Here's to you!" (to stressed), "All the best".

*Jan*: Talking about accepting invitations reminds me of a little poem I once saw. It's called:

### **The Perfect Guest**

She answered by return of post  
The invitation of her host.  
She caught the train she said she would  
And changed at Taunton as she should.  
She brought a small and lightish box.  
And keys belonging to the locks.

\* \* \*

She left no little things behind,  
Excepting loving thoughts and kind.

### **РАБОТА С ГЛАГОЛОМ (3): take**

Основные значения глагола *take* следующие:

1. *grasp, seize, receive*, e.g.

He *took my hand* and shook it in a friendly manner.

I can't *take money* from you.

He was *taken prisoner*.

Pedro *took the first prize* for English.

2. *carry, have with one*, e.g.

Will you *take* this letter to the post for me?

If you are going to Scotland *take* your overcoat; you'll need it.

I'm going to *take the dog for a walk*.

3. Общее значение *have, get, make use of, need*, e.g.

Do you *take sugar* in your tea?

I'll *take* a pound of sugar and half a pound of butter.

I *took* the train from Oslo to Stockholm, and then I *took* a taxi to Olaf's house.

To make this cake, *take* a pound of flour, two eggs, etc.

It *takes* five hours to go from London to Manchester by train.

"It *takes* two to make a quarrel". (*Proverb.*)

"Take care of pennies and the pounds will take care of themselves". (*Proverb.*)

4. *remove*, e.g.

Someone has *taken my book*.

*Take* that knife away from baby.

If you *take* 8<sup>1</sup>/<sub>2</sub> d. from 1 s. you have 3<sup>1</sup>/<sub>2</sub> d. left.

*Take* your shoes off; they are wet through.



## УПРАЖНЕНИЯ

### I. Вы получили следующее приглашение:

*Dr. and Mrs. Wallis request the pleasure of the company of Mr. and Mrs. Smith (yourself and wife) to dinner on Thursday, 10th October at 7 p.m.*

Напишите два ответа: с согласием и с отказом.

II. Вы собираетесь устроить вечер с коктейлями. Напишите формальное приглашение на имя Mr. и Mrs. John Ledger и их дочери, которой 21 год. Напишите также адрес на конверте.

III. Напишите: а) приглашение другу и его жене отпраздновать рождество у Вас дома; б) согласие; в) отказ.

IV. Вы поместили объявление о продаже автомобиля. Напишите предполагаемому покупателю, который им интересуется, пригласите его посмотреть машину и обсудить с Вами проблему купли-продажи.

V. Не заглядывая в книгу, вставьте ремарки Билла из его разговора с Томом.

*Bill:*.....?

*Tom:* A good idea!

*Bill:*.....?

*Tom:* I'll have a dry sherry, thanks.

*Both together:*.....!

VI. Придумайте предложения со следующими словосочетаниями:

take in; take into one's head; take off; take charge of; take time; take down; take up; take a fancy to; take advantage of; take a pride in.

## LESSON 4

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### FOOTBALL

*Scene: Mr. Priestley's room.*

Mr. Priestley and Hob at work. Enters Frieda

Frieda: Oh, Mr. Priestley, are you very busy?

Mr. Priestley: Well, I was just going to give Hob a private lesson, but what's the matter? You look very excited.

Frieda: I must tell you my news. Jan has been chosen to play football for London against Oxford University.

Mr. Priestley: That's splendid! He must be very pleased about it, isn't he?

Frieda: Yes, he is, although he doesn't say much. The match is next Thursday at three o'clock.

Hob: I say, couldn't we all go and see it and shout for Jan's team?

Mr. Priestley: We mustn't neglect our work, Hob. If you want to learn English you have to work, not go watching football.

Hob: But sir, you needn't sit in a classroom to learn English. Why, I went to see a football match last Saturday and I learned a lot of words I had never heard in this classroom.

Mr. Priestley: I can quite believe it!

Hob: And besides, sir, you know, a fellow mustn't work *too* much. As proverb says, "All work and no play makes Jack a dull boy".

Mr. Priestley: You needn't worry, Hob. You will never be made dull by too much work.

Hob: But football, sir, is very important. You know the saying, "The battle of Waterloo was won on the playing-fields of Eton<sup>1</sup>".

Mr. Priestley: Yes, I've heard it — though I'm doubtful how many of soldiers who fought at Waterloo had ever been to Eton.

Hob: You know, sir, I think sport must be in an Englishman's blood, they just have to play football.

Mr. Priestley: There's probably something in that. Henry VIII<sup>2</sup> passed law to say that men mustn't play football because it took them away from archery. But it didn't stop football in England.

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<sup>1</sup> Eton = famous English school near Windsor about 20 miles from London.

<sup>2</sup> Henry VIII reigned 1509—1547.

Hob: That reminds me of my young cousin Ted — Uncle Ben's son. He's only a lad of nine, but he's mad on football. I was staying at Uncle Ben's house in Lancashire a week or two ago, and on Saturday young Ted didn't come home for dinner. However, he turned up about three o'clock and I said, "Hello, Ted, what have you been doing?"

Ted: I was playing football in the street and a policeman came up and said, "Here, young man, you mustn't play football in the street". Well, as soon as he went away I started playing again. He came back and said, "Didn't I say you mustn't play football in the street? Go on, run off home". Well, I just waited till he turned the corner and I started playing again — and then he came again and caught me.

Hob: Oh, what did he do?

Ted: He said, "Now you'll have to come to the police station to see the sergeant".

Hob: He said you were to go to the police station, did he, and what did the sergeant say?

Ted: He pretended to be angry, but he's a friend of Uncle Albert's and he used to play football for Manchester City himself when he was younger, and after he'd talked to me he asked me if I'd had any dinner, and when I said I hadn't he said, "You must be hungry", and he gave me a good dinner — meat and potatoes and cabbage and a roll. After I'd finished the plate of meat and potatoes, I said, "Must I eat the roll, Sergeant?" He said, "You don't have to if you don't want it".

Hob: So what did you do then?



#### THE HUMAN TOUCH

"Hi! Come down off there! Half a mo"<sup>1</sup> — who scored?"

<sup>1</sup> Half a mo' (slang) = Wait half a moment.



Ted: I put it in my pocket till I got outside, and then I played football with it.

Hob: One of these days, Mr. Priestley, that lad will be playing football for England.

Mr. Priestley: I can quite believe it, Hob, but he must be rather a trial to his parents and his teachers.

\* \* \*

Frieda: I don't like missing lessons, Mr. Priestley, but Jan is hoping we can go and watch the match. He has sent me six tickets. Do you think — ?

Mr. Priestley: Well, perhaps we could manage it.

Hob: Hurrah!

Mr. Priestley: I quite agree that you mustn't miss the lesson, but we needn't have it on Thursday. Just for once, we could have it on Saturday. I can see Hob looks rather disappointed because he's got to come here on a holiday. But what about the others?

Frieda: They won't mind coming on Saturday. I know they all want to go to the match.

Mr. Priestley: Well, then we'll all go to the match on Thursday and shout for Jan's team.

Frieda: Oh, thank you very much, Mr. Priestley. I must tell the others the news as soon as I see them this afternoon.

Mr. Priestley: You needn't wait until this afternoon. All of them are in the library at the moment doing some private study. Go there now and tell them. But tell them they are not to stop work just now to talk about football — well, not for more than ten minutes.

Frieda: Very well, Mr. Priestley.

Mr. Priestley. And now, Hob, we must get down to some grammar, the grammar of the verb *must*.

Hob: Oh, Mr. Priestley, *must* we?

Mr. Priestley: Yes, Hob, we *must*.



## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложение со словосочетаниями:

excited (use also *excitement*, *exciting*), shout, team, neglect (use also *neglectful*, *negligence*, *negligible*), archery (use also *archer*, *arch*), remind (how does *remind* differ from *remember*?), cousin, policeman (use also *the police*, *police-station*), corner, sergeant (note the pronunciation [ˈsɑːdʒənt]; you have the same vowel sound in clerk [klɑːk], Derby [ˈdɑːbɪ], Berkshire [ˈbɜːkʃə]<sup>1</sup>,

<sup>1</sup> Американцы произносят эти слова как [klɜːk] [ˈdɜːbɪ] [ˈbɜːkʃə].

pretend (and pretence), roll (noun) (use it also, with a different meaning, as a verb), pocket (use also pocket-book, pocket-knife, pocket-money, to be in pocket, to be out of pocket), parents, ticket, disappoint (also disappointment) library (also librarian; what's the difference between a library and a bookshop, a librarian and a bookseller?).

**II. Как вы понимаете следующие словосочетания, встретившиеся в уроке:**

1. a private lesson. 2. *I'm doubtful how many* of the soldiers who fought at Waterloo had ever been to Eton. 3. sport must be in an *Englishman's blood*. 4. he's *mad on* football. 5. he *turned up* about three o'clock. 6. *Run off* home! 7. he must be *rather a trial* to his parents. 8. I don't like *missing* lessons. 9. perhaps we could *manage it*. 10. *What about* the others? 11. we must *get down* to some grammar.

**Придумайте предложения с этими словосочетаниями.**

### **Пословицы**

**III. Хоб упоминал две пословицы:**

1. "All work and no play makes Jack a dull boy".
2. "The battle of Waterloo was won on the playing-fields of Eton".

**Объясните их смысл.**

**Объясните также смысл следующих пяти пословиц:**

3. "Take care of the pennies and the pounds will take care of themselves".
4. "Better late than never".
5. "He laughs best who laughs last".
6. "A little learning is a dangerous thing".
7. "It's the early bird that catches the worm".

**IV. Напишите короткие рассказы на темы:**

1. Tell Hob's story about Cousin Ted.
2. Sport in your country, or Your favourite sport.
3. Write an essay on one of the proverbs in Question 3.
4. How would you (1) set and light a fire, (2) put up a tent, (3) make marmalade.
5. Tell the story of the picture on p. 588 and explain the title.

## LESSON 5

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### THE SPECIAL FINITE MUST, HAVE (GOT) TO, AM TO

Глагол *must* является одним из «специальных» глаголов, о которых мы уже говорили.

1. Как и у других «специальных» глаголов, его вопросительная форма образуется путем инверсии, например:

**Affirmative**

I must go.

**Interrogative**

Must I go?

а отрицательная — путем прибавления частицы *not*, например:

**Affirmative**

You must go.

**Negative**

You must not (mustn't) go.

2. В утвердительной форме глагол выражает приказ, долженствование, в отрицательной — запрет. Некоторые употребления глагола *must* приводятся в уроке 4. Например:

Henry VIII passed a law to say that men *mustn't* play football.

The policeman said, "You *mustn't* play football in the street".

Must I eat the roll, Sergeant?

I must tell the others the news.

We must get down to some grammar.

**Внимание:** форма *must* (*mustn't*) используется лишь со значением настоящего и будущего, но не прошлого.

3. У глагола есть и второе значение (оно встретилось в Книге I).

Eggs *must* be very scarce here (= surely eggs are very scarce here; that is the only explanation I can think of in the circumstances).

Глагол *must* здесь выражает не побуждение, не приказ, а скорее разумное объяснение, логичное предположение с большой степенью вероятности. Вот четыре примера такого употребления:

Jan *must* be pleased about it (= I am sure that, naturally, he is pleased).

I think sport *must* be in an Englishman's blood (= that seems to be the explanation).

He said, "You *must* be hungry" (naturally, if you haven't had any dinner).

He *must* be rather a trial to his parents (= that's what I should think in the circumstances).

Или в таком предложении, как:

If he left here at four o'clock he *must* be home by now (it is only reasonable to think that).

4. Иногда отрицательной формой *must* является не *must not*, а *need not (needn't)* or *don't (doesn't) need*. Это зависит от выражаемого значения. *Mustn't* является запретом, обязательством не делать чего-либо. *Needn't* не подразумевает никакого принуждения и предполагает свободу выбора. Вот четыре примера такого употребления из урока 4:

You *mustn't* miss the lesson, but we *needn't (don't need to)* have it on Thursday (i.e. it is not absolutely necessary to have it on Thursday).

You *needn't (don't need to)* wait until this afternoon.

You *needn't (don't need to)* worry, Hob (= there is no necessity for worrying). You will never be made dull by too much work.

One *needn't (doesn't need to)* sit in a classroom to learn English.

Еще примеры:

"Must I be at the party by seven o'clock?" "No, you *needn't (don't need to)* be there by seven, but don't be much later".

"Must I answer all the questions?" "No, you *needn't (don't need to)* answer them all; it will be sufficient if you do four of them".

You *needn't* go home yet but I *must*.

5. Если значением *must* является «разумное объяснение» (пункт 3), возможно использование отрицательной формы *can't*.

Например:

**Affirmative:** You *must* be hungry if you have had no dinner.

**Negative:** You *can't* be hungry yet; you had a big dinner only an hour ago.

**Affirmative:** If Fred left here at 4 o'clock he *must* be home by now.

**Negative:** If Fred only left here at 5 o'clock he *can't* be home yet.

**Affirmative:** If he said that, he *must* be mistaken.

**Negative:** If he said that, he *can't* be telling the truth.

6. Вместо *must* иногда используют формы *have to* или *have got to*<sup>1</sup>. Эта форма используется для выражения настоящего, прошедшего, будущего действия или условия.

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<sup>1</sup> *have got to* не используется в условных предложениях и в будущем времени.

(Помните: *must* не употребляется для действия в прошлом).  
Вот пять примеров из урока 4:

If you want to learn English you *have to* work.

Sport must be in an Englishman's blood; they just *have to* play football.

He said, "Now you'll *have to* come to the police-station".

"Must I eat the roll?" "You don't *have to* if you don't want it".

Hob looks disappointed because he's (= he *has*) *got to* come here on a holiday.

Вот еще несколько примеров:

#### PRESENT

I *have to go* (or *I've to go* or *I've got to go*) to the dentist today about my bad tooth.

#### PAST

I *had* (or *I'd got*) *to go* to the dentist yesterday about my bad tooth.

#### FUTURE

I shall *have to go* to the dentist about my bad tooth.

#### CONDITIONAL

The dentist said that if my tooth went worse I should *have to* have it out.

Все эти предложения выражают необходимость чего-либо. Антонимами *have to* являются *needn't*, *don't need*, *don't have to*. Например:

They *needn't* play football (they *don't have to* play football).

You *needn't* eat the roll (you *don't have to* eat the roll).

Hob *needn't* come here on a holiday (Hob *doesn't have to* come here on a holiday).

I *needn't* (I *don't have to*) go to the dentist.

I didn't need to (*didn't have to*) go to the dentist yesterday.

I wouldn't need to (*I wouldn't have to*) have my tooth out.

7. Вместо *must* может использоваться и форма *am (is, are, was, were, etc.) to*. Она особенно употребительна в косвенной речи. Например:

He says *I am not to ask* silly questions.

He said *you were to go* to the police-station, did he?

Вот еще несколько примеров:

Mr. Priestley told us *we were not to* waste time.

I told him *he was not to* make that mistake again.

A: "He's treated you very badly; I'll go and tell him what I think about him".

B: "You *are not to* do that".

A: "I certainly will, *you are* not to try to stop me".

Mr. Priestley: Well, that's nearly everything about *must*. You might like to read Lesson Four through again now and note the various uses, and you will find some further examples in Lesson Six.

Olaf: If you say *we are to* remember all this, I'll *have to* write it down.

Mr. Priestley: You *needn't* write all of it down but you *must* try to remember the main points.

### Summary of usage with *must*

<i>Compulsion</i> ( <i>принуждение</i> )	<i>Prohibition</i> ( <i>запрет</i> )	<i>No Compulsion</i> ( <i>нет принуждения</i> )
I must I have to I am to	I must not (mustn't) I have not (haven't) to I am (I'm) not to	I need not (needn't) I do not (don't) need to I do not (don't) have to



### УПРАЖНЕНИЯ

I. В следующих предложениях используйте форму *have to* вместо *must* или *need*:

1. We must work hard to learn English.
2. Hob must come to the class on Saturday.
3. I must go home now.
4. You needn't sit in a classroom to learn English.
5. You needn't eat the roll if you don't want it.
6. The students needn't come for a lesson every day.
7. Hob must go to the dentist tomorrow.
8. Hob needn't go to the dentist tomorrow.
9. You needn't wait until this afternoon for the money.
10. We must get down to some grammar tomorrow.

II. В следующих предложениях используйте форму *am to* вместо *must* или *have to*:

1. I must go to the dentist tomorrow.
2. You must come to the class on Saturday.
3. Must I understand that you are not coming tomorrow?
4. I told him he must not make that mistake again.
5. He says that I have not to ask silly questions.
6. He said that I have not to ask silly questions.
7. Mr. Priestley says we mustn't be late tomorrow.
8. He said we have to be here at nine o'clock.
9. I said, "You mustn't do that".

**III. Сделайте противоположные утверждения, подразумевая, что значение необходимости отсутствует:**

1. They must come to the class tomorrow.
2. You must sit in a classroom to learn English.
3. The sergeant said that Ted must eat the roll.
4. I have to finish this work by Thursday.
5. You must go at once.
6. You must put on your best clothes to visit my friend.
7. He must look for the book at once.
8. We must learn all this grammar in one lesson.
9. He must sell the house this year.
10. I must go to my lesson tomorrow.
11. They must answer all the questions.
12. You must cook the ripe apples.

**IV. Вспомните употребление *must* и его форм в уроке 4. А теперь сделайте обратные утверждения, имея в виду:**

- а) запрещение (три формы);
  - б) отсутствие явной необходимости (три формы):
1. Jan must give up his studies.
  2. He must stay in London.
  3. You must shout for the team.
  4. They must pay me for the work I have done.
  5. You must tell everyone that Mr. Priestley played football a long time ago.
  6. I must answer that letter today.
  7. We must begin our lesson before nine o'clock.
  8. Tell Hob he must eat all the chocolates.
  9. You must answer all the questions.
  10. He said I had to write something. (Be careful with "something").

## LESSON 6

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### THE FOOTBALL MATCH MUST, NEED, HAVE TO (*continued*)

*Characters* — Mr. Priestley, Lucille, Frieda, Pedro, Olaf, Hob

Pedro: I say, what a crowd! There must be 20,000 people here. The ground's absolutely full.

Mr. Priestley: Yes, this is one of the most popular sporting events in England.

Frieda: It's lucky for us we have reserved seats.

Mr. Priestley: Yes, if you haven't tickets you've got to be here an hour before the match starts to get a good seat.

Olaf: Whereabouts are our seats?

Mr. Priestley: Row A, numbers 16 to 21. That's right in the front. We'll have to push through the crowd to get to them.... Excuse me....Excuse me....Do you mind.... Sorry....Excuse me.... Well, here we are at last.

Lucille: What splendid seats! We'll be able to see everything from here.

Pedro: Yes, Jan has certainly looked after us well. We'll have to take him out to dinner after the match.

THE OTHERS: Good idea, Pedro, we certainly must.

Hob: And we must shout for his team. I hope Jan is on form today.

Mr. Priestley: I hope he is. I hear they are to choose the players tomorrow for the international match, and if he plays well today Jan may be chosen.

Pedro: Yes, I heard that the Selection Committee<sup>1</sup> would be at the match and I told Jan he was to play his best today because they were watching him.

Hob: I told him he must play his best because Frieda was watching him.

Frieda: You mustn't talk nonsense like that, Hob!

Hob: You needn't blush like that, Frieda!

Olaf: It must be exciting to play in an international match. You played for England, didn't you, Mr. Priestley?

Mr. Priestley: Oh, that was a long time ago — there's no need to talk about that now. It must be nearly time for the match to start.

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<sup>1</sup> i.e. The Committee that selects (= chooses) the team for a future match.



Pedro: It is, and here are the teams coming out. Jan is leading the London team. He must be the captain.

Frieda: Yes, he is.

Hob: Jan must be a good player.

Olaf: He is; you have to be a good player to be a captain of London team.

Lucille: If Jan is chosen for the international match will he have to give up his studies and go into training?

Frieda: He mustn't do that. He must go on with his studies. They are more important than football.

Mr. Priestley: He needn't give up his studies. He has been playing football regularly and is in good form.

Olaf: You needn't worry about Jan, Frieda. He knows he has to work to make his living — and he'll do it.

Mr. Priestley: I'm sure he will.

Hob: Jan's lost the toss and the Oxford captain has decided to play with the wind.

Olaf: Oh, well, they'll have to play against the wind in the second half. I see Jan is playing centreforward. He's just getting ready to kick off. There they go.

Hob: Come on, London!

About an hour and a half later

Mr. Priestley: This has been a grand game. I hardly remember ever seeing a better one. Jan has played the game of his life.

Lucille: I've nearly lost my voice with shouting "Come on, London!" Oh, I wish London could win.

Mr. Priestley: I don't think they can. It must be nearly time now. It's one goal each and the Oxford defence is magnificent.

Olaf: Yes, if my watch is right, they have three minutes to go.

Frieda: Look! Jan has got the ball. He's going like lightning towards the Oxford goal. Oh, go on, Jan!

Pedro: That Oxford centre-half is trying to stop him.

Lucille: Go on, Jan. You mustn't let him stop you.

Mr. Priestley: Jan has passed the ball to the inside-right, a wonderful pass.

Lucille: Oh! The inside-right is down, he's had to part with the ball.

Olaf: Look, Jan's got it again, he's beaten the full back and is racing towards the goal.

H o b: Shoot, Jan, shoot! IT'S A GOAL!  
 P e d r o: Oh, what a shot! The goal-keeper hadn't a chance.  
 M r. P r i e s t l e y: And there's a whistle for full time, and London have won. Well, they'll have to choose Jan for the international match now.

### РАБОТА С ГЛАГОЛОМ (4): *do, make*

Глаголы *do* и *make* представляют собой определенную трудность из-за широкого идиоматического использования. Основное различие между ними заключается в том, что глагол *do* подразумевает действие вообще, а глагол *make* — совершение определенного действия. Эта разница хорошо видна в следующих предложениях:

What are you going to *do* this afternoon?

I'm going to *make* a bookcase.

*Do* — более общий глагол; вы можете что-то делать и ничего не создавать, но нельзя работать над чем-то, ничего не делая. Поэтому мы говорим:

What does the baker *do*? He *makes* bread.

What does the dressmaker *do*? She *makes* dresses.

Глагол *do* замещает практически все глаголы, обозначающие виды деятельности. Например:

What are you *doing*, Pedro? I'm writing.

What are you *doing*, Frieda? I'm reading this book.

What are you *doing*, Jan? I'm taking notes.

What are you *doing*, Olaf? I'm studying this lesson.

What are you *doing*, Lucille? I'm copying this down.

What is Hob *doing*? He's sleeping!

Now you know what they are all *doing*.

Вот образцы разнообразного использования глагола *do*:

#### (1)

<i>Subject</i>	<i>Verb</i>	<i>Object</i>
He	did	his work
	Do	what I tell you

#### (2)

<i>Subject</i>	<i>Verb</i>	<i>Indirect Object</i>	<i>Direct Object</i>
He	did	me	a favour
This medicine	will do	you	good
He	has done	me	wrong
Hard work	doesn't do	anyone	harm

Here are further examples of the use of *do*:

You must always *do your best*.

Some hard work wouldn't *do him* any *harm*.

Uncle Albert will *do a good turn* to (= help) anyone if he can.

What does your car *do* (= travel) to the gallon? About 30 miles.

What you say *has nothing to do with* (= doesn't concern) the matter?

Your work is very unsatisfactory, Hob. This *won't do*.

I hear you have won a scholarship. *Well done!*

The most usual patterns with *make* are:

(1)

<b>Subject</b>	<b>Verb</b>	<b>Object</b>
Mrs. Priestley	made	a cake
Hob	makes	many mistakes
"Many hands"	make	light work" ( <i>Proverb</i> )

(2)

<b>Subject</b>	<b>Verb</b>	<b>Indirect Object</b>	<b>Direct Object</b>
Mrs. Priestley	made	me	a cake
Frieda	made	herself	a new dress
Jan	made	the boy	a toy aeroplane

(3)

<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Infinitive (without to) etc.</b>
Hob	made	everybody	laugh
I	can't make	my radio	work
What	made	you	do that?
The heavy rain	made	the rivers	overflow their banks
The frost	made	the pipes	freeze

(4)

<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Adjective or Past Participle</b>
Bad work	makes	Mr. Priestley	angry
All this food	is making	me	fat
Grammar	makes	Hob	tired
He	couldn't make	himself	understood



SWALLOWS

Here are examples of the use of *make*:  
He has to work hard to *make a living*.  
Frieda will *make an excellent wife* for Jan.

What *time do you make it?* (= what time do you say it is).

I don't like that photograph; it *makes me look* an old man.

Don't *make a fool* of yourself.

I can't *make out* (= understand) what you are saying.

Try these cakes; they are *home-made*.

The strong wine *made him drunk*.

Twenty shillings *make* a pound.

Hob has *made a joke*; I'll *make a cup of tea*.

Come on, Hob, *make yourself useful*.

And here are six proverbs with *make* or *do*:

"*Make* hay while the sun shines".

"Two wrongs don't *make* a right".

"One swallow doesn't *make* a summer".

"You have *made* your bed; you must lie on it".

"*Do* to others as you would have them (= like them to) *do* to you".

"Well begun is half done".



## УПРАЖНЕНИЯ

I. Словарная работа. Придумайте предложения со следующими словами:

crowd, popular (use also *unpopular*, *popularity*), event, reserved, row (*noun*) (use also, with a different meaning, the verb *row* and *rower*), push, international (use also *national*, *nation*, *nationalist*), nonsense, blush (*noun* and *verb*), lead (*verb*), captain, train (*verb*) (use also *training*, *trainer* and, with quite a different meaning, *train* as a *noun*), form (*noun*) (there are several meanings; use also *form* (*verb*)), toss (*noun* and *verb*), goal, lightning, pass (*noun* and *verb*), part (*verb*; and, with a different meaning, use *part* as a *noun*), race (*verb*) (use also as *noun* (two different meanings); use also *race-horse*, *race-course*), shoot (also *shot*), whistle (*noun* and *verb*).

II. Объясните значения словосочетаний:

1. *what a crowd!* 2. *reserved seats*. 3. Jan has *looked after us* well. 4. *take him out* to dinner. 5. I hope he is *on form* today. 6. he has to *play his best*. 7. will Jan have to *give up his studies*?

8. *go into training*. 9. *he is in good form*. 10. *to play with the wind*. 11. *to kick off*. 12. Jan has *played the game of his life*. 13. I've nearly *lost my voice* with shouting. 14. they have three minutes *to go*. 15. The goal-keeper *hadn't a chance*.

**III. Придумайте предложения с идиомами:**

do one's best; well done!; done for; done with; do wonders; do without; do with; done up; won't do; do a good turn; do you good.

**IV. Придумайте предложения с выражениями:**

make a point of; make room; make up your mind; make up one's face; make up for lost time; make oneself useful; self-made; made-up story; make fun of; make someone laugh; make a fortune; home-made; make a mistake.

**V. Придумайте предложения, объясняющие смысл пословиц на предыдущей странице.**

**Composition Exercises**

1. Write an account (in about 300 words) of a football match or any other sporting event.
2. Write the conversation that led up to this remark.



"SEE WHAT I MEAN?"

## LESSON 7

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### WORD STUDY: ALREADY, YET, STILL

#### ALREADY

*Already* means *before now, up to now, by this time, so far*, e.g.  
I have *already* explained this.

Hob has *already* eaten six cakes and is starting on the seventh.

Кстати, не путайте *already* и *all ready*. Примеры употребления этих слов даны ниже:

Susan has *already* set the table for dinner.

It's *all ready* now.

At last *all* is *ready*.

#### YET

*Yet* has the meanings *up to now, so far, at this moment*, e.g.  
He hasn't *yet* replied to my letter.

I haven't finished my work *yet*; I can't come out just *yet*.

Has the postman come *yet*?

Have you heard from your brother *yet*?

Разница в употреблении между *already* и *yet* заключается в следующем: *already* употребляется в утвердительных предложениях, *yet* употребляется в отрицательных и вопросительных предложениях. Однако, *already* может употребляться и в вопросительных предложениях, если Вы ожидаете утвердительный ответ «да». Например:

"Here's my work, Mr. Priestley". "What! Have you finished it *already*?"

Как правило, эти слова употребляются с глаголами, стоящими в Perfect Tenses, но могут использоваться и с Continuous Tenses. Например:

"The girls are *already* planning the dresses they will wear" (урок 2).

You are not going *yet*, are you?

#### STILL

*Still* has the meaning "*right up to the present moment*", e.g.  
The doctor is *still* there.

It is eleven o'clock but Jan is *still* hard at work.

В некоторых случаях *still* и *yet* имеют одинаковое значение. Например:

I've *still* a few pages to read (I've a few pages to read *yet*).

Are all the students here? No, Hob hasn't come *yet*. (No, there's *still* Hob to come.)

*Still* часто противопоставляется *not yet*. Например:  
 He is *still* busy; he has not *yet* finished his work (he has not finished his work *yet*).

При использовании *still* в вопросах часто появляется оттенок удивления или раздражения. Например:

What, are you *still* working? I thought you had gone home.  
 Is that fellow *still* here? I wish he'd go away.

Обратите внимание на сочетание *still* и *yet* со степенями сравнения. Например:

You must work harder *yet*. (You must work *still* harder).

We have exported a lot of goods but we must export *still* more. (We must export more *yet*).

### РАБОТА С ГЛАГОЛОМ (5): give

“He will have to give up his studies”. *Give up* = abandon, stop. There are two usual patterns with *give*:

(1)

<i>Subject+give</i>	<i>(Pro)noun</i>	<i>to</i>	<i>(Pro)noun</i>
He gave	food	to	the hungry man

(2)

<i>Subject+give</i>	<i>Indirect Object</i>	<i>Direct Object</i>
Mr. Priestley gave	his class	an English lesson

Other idiomatic usage with *give*:

The teacher will *give out* (= distribute) the books.

Henry says he is going to *give up* (= stop) smoking.

The railing on which he was leaning *gave way* (= broke) and he fell from the cliff.

He pretended to be English but his foreign accent *gave him away* (= betrayed him).

### ПРЕДЛОГИ (2)

#### About

*About* has the meaning (a) “concerning”, e.g.

I want you to tell me *about* your work.

I shall be thinking *about* you all the time you are away.

That is all right for you but what *about* me?

(b) “approximately”, e.g.

I'll see you *about* six o'clock.

There is *about* £120 difference between this car and that one.

(c) “in various directions or places”, e.g.

I go *about* the country a good deal.

You will be warm enough if you move *about*.

This is not screwed down firmly, it moves *about* when you touch it.

(d) (with *come*) “happen”, e.g.

I hear that George has broken his leg; how did that *come about*?

### Above

*Above* (a) has often the same meaning as *over* and can be contrasted with *below*, e.g.

In Mr. Priestley’s room there is a clock *above* (over) the fireplace<sup>1</sup>.

We flew *above* the clouds.

(b) “mentioned earlier”, e.g.

In the *above*<sup>2</sup> examples (in the examples *above*).

(c) “most important of”, e.g.

Think about what I have told you; but *above* all, don’t breathe a word of it to Henry.

*Idiomatic expression*: Brown’s business is not doing well; he is finding it difficult to *keep his head above water* (= to pay his way).

### Across

*Across* means “from one side to the other”, e.g.

The child ran *across* the road.

You cross a cheque by drawing two lines *across* it and writing “& Co”.

*Run across* can also mean “meet unexpectedly”, e.g.

I *run across* our friend Smith yesterday.

### After

*After* is generally used to denote time or order, e.g.

I’ll see you *after* dinner.

He goes on working day *after* day, week *after* week without any change.

“To look *after*” = to care for, e.g.

If my wife goes away for a week, who’s going to *look after* me and the children?

*After all* = “in spite of what you thought”, e.g.

You can see I was right *after all*.

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<sup>1</sup> See picture Essential English I, p.76.

<sup>2</sup> Above in this case is an adjective.



### Against

*Against* expresses the idea of:

(a) "opposition", e.g.

He who is not for us is *against* us.

(b) "support", e.g.

He rested his bicycle *against* the wall.

(c) "to avoid the danger from", e.g.

My house is insured *against* fire.

### Among (Amongst)

*Among* (*amongst*) expresses:

(a) "position in the midst of", e.g.

You can see my house *among* the trees.

(b) "included in", e.g.

Shelley is *among* (= one of) the world's greatest poets.

(c) "sharing", e.g.

The sweets are to be shared *among* the five children.

With this last meaning *between* is generally used for two, *among* for more than two, e.g. "The sweets were divided *between* the two children". But this distinction is not always strictly observed.

### At

*At* is used mainly to denote a place or point of time, e.g.

I'll see you *at* the station *at* four o'clock.

He lives *at* Torquay in Devonshire; I live *in* London.

*At* is generally used for small towns, *in* for large cities, counties, or countries, but it depends on how we are thinking about a place. We could say "I live *in* the village of Newton" because I am thinking of the place and its surroundings, but "Does this train stop *at* Crewe" (a big town) because we are thinking of Crewe merely as a point on the railway. But there are many other meanings of *at*, e.g.

The apples were sold *at* 6d. a pound, but that was really *at* a loss not at a profit.

He is good *at* football /English/ his work.

Shakespeare died *at* the age of fifty-two.

(Many further examples of all prepositions are given in the Teacher's Book IV.)



### УПРАЖНЕНИЯ

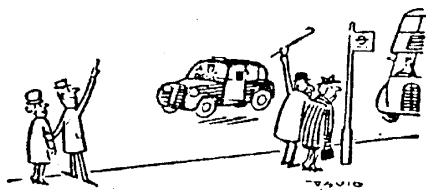
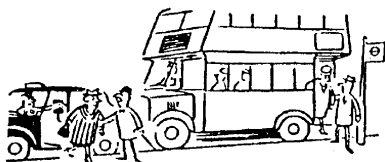
I. Вставьте *yet*, *already*, *still*. (В некоторых случаях можно вставить более одного слова):

1. Pedro is going to leave London; the others have gone.
2. Hob hadn't arrived when the lesson started.

3. I had learned some English before I came to England.
4. I have studied English for some years but I am learning.
5. What, are you here? I thought you had gone home.
6. Hasn't that letter come?
7. Are you going to see the picture at the Cinema? No, I have seen it.
8. You have worked hard but you must work harder.
9. Have you read that book? I thought it would take you longer.
10. I told you to take all that wood away and it is there.

II. Придумайте 6 предложений, где *give* входил бы в состав фразеологического оборота.

III. Рассмотрите картинки на этой странице, а затем составьте рассказ "The Reading of the Will".



THE READING OF THE WILL

## LESSON 8

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### GREAT BRITONS (1): CHARLES DICKENS (I)

Pedro: I've been trying my hand at making a little play out of a scene from Dickens's *David Copperfield* turned into Essential English. Would you mind reading it?

Mr. Priestley: I should be delighted. When will it be ready?

Pedro: Tomorrow, I think. I don't know what you will think of it, but I've often thought how naturally Dickens's novels could be made into plays. They seem more like a collection of separate scenes than a single novel.

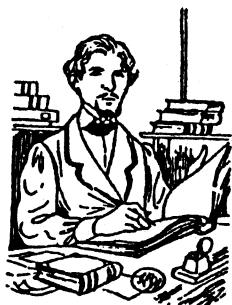
Mr. Priestley: That is what they are, especially the earlier books. Later, when he got to know Wilkie Collins<sup>1</sup>, another popular writer of the times, he tried to construct a plot, but it is never for the plot but for the characters in his books that we remember Dickens. This lack of construction is largely due to the circumstances in which they were written. *Pickwick Papers* and many of the other novels came out in fortnightly parts and the story developed as it went along. Dickens himself often didn't know how it was going to end, he just went ahead and let the story go wherever his imagination led him.

Olaf: I don't know anything at all about Dickens. Before we read Pedro's play could you tell us something about his life?

Mr. Priestley: Certainly, and perhaps the best place to begin is at the beginning. Charles Dickens was born in 1812 at Portsmouth, where his father was a clerk in the Navy Pay Office. But Dickens didn't live long in Portsmouth. When he was about four years of age his family moved to Chatham, and the five years he spent there were the happiest of all his boyhood. Just as young Shakespeare resolved that some day he would return to Stratford and buy the big house, New Place, there, so little Charles dreamed that some day, perhaps, he might live in a big house that he loved, Gadshill Place, at Rochester. And one day the dreams of both of them came true. But at the time there seemed little chance of it for Dickens. He was the oldest of a large family,

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<sup>1</sup> Wilkie Collins (1824—1889). Wrote *The Moonstone*, *The Woman in White*, etc.



CHARLES DICKENS

eight in all, and his father, a happy-go-lucky, irresponsible man (the original of Mr. Micawber in *David Copperfield*), was, like Mr. Micawber, always “waiting for something to turn up”. What schooling Dickens had, he got at Chatham at a small day-school, and from his mother, who was a well-educated woman.

Then one day, in a room upstairs, he found a pile of books, *Robinson Crusoe*<sup>1</sup>, *Roderick Random*<sup>2</sup>, *Tom Jones*<sup>3</sup>, *The Vicar of Wakefield*<sup>4</sup> — rather strong meat for a boy of nine, but Dickens was delighted; the key to the treasure-house of English literature had been put in his hand and his own imagination was wakened.

In 1821 the Dickens family moved to Camden Town, London, into “a mean, small house”. Mr. Dickens was heavily in debt and didn’t know which way to turn for money. The few possessions that they had were sold one by one, but things got no better, and finally Mr. Dickens was taken to the Marshalsea Prison, London, for debt. You will find the Marshalsea fully described in *Little Dorrit*. Dickens knew it only too well from bitter experience, for when all the goods had been sold, Mrs. Dickens and the younger children went to the prison, too, to join the father.

Meanwhile, Charles had got a job in an underground cellar at a blacking<sup>5</sup> factory at Old Hungerford Stairs in the East End of London. This was the most unhappy time of all his life. He was lonely and hungry (though later he got his breakfast and supper in the prison and so was better fed). He hated the coarse, rough boys with whom he had to work and who cared for none of the things that he loved. “No words”, he wrote, “can express the secret agony of my soul as I sank into this companionship and compared these people with those of my happier childhood and felt my early hope of growing up to be a learned and famous man crushed in my heart”.

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<sup>1</sup> By Daniel Defoe (1661—1731 ).

<sup>2</sup> By Henry Fielding (1721—1771).

<sup>3</sup> By Tobias Smollett (1707—1754).

<sup>4</sup> By Oliver Goldsmith (1728—1774).

<sup>5</sup> Blacking was stuff for giving a polish to black shoes. Now we use *shoe-polish*.

But his fortunes took a turn for the better. He was able to leave the blacking factory and he entered a lawyer's office in Lincoln's Inn. He learned shorthand and was able to do some reporting in the House of Commons for newspapers. Finally, in 1834, he was taken on the staff of a newspaper, the *Morning Chronicle*, and his life-work of writing had really begun. He went all over the country getting news, writing up stories, meeting people and using his eyes.

I have said rather a lot about Dickens's early days but they are important, for they made a very deep impression on his mind, and all these stored-up impressions are poured out later in his books *Little Dorrit*, *Nicholas Nickleby*, *Oliver Twist*, and above all, *David Copperfield*.

### РАБОТА С ГЛАГОЛОМ (6): *turn*

Обратите внимание на три значения глагола *turn* в уроке 8:

His father was, like Mr. Micawber, always "waiting for something to *turn up*" (= some good fortune to come).

Mr. Dickens was heavily in debt and didn't know which way to *turn for* (= what to do to get) money.

His fortunes *took a turn* (= changed) for the better.

Вот несколько примеров употребления глагола *turn*:

The wheels of the cart *turn round*.

When he became rich he *turned his back on* (= refused to recognise) his old friends.

She could not be *turned aside*.

Thundery weather often *turns milk* (= makes it go) sour.

The pretty girl got so much flattery it quite *turned her head* (= made her foolishly conceited).

Even a worm will *turn* (= there is a point where even the most gentle and humble person will get angry).

The weather has suddenly *turned* (= become) colder.

I have been very lazy but I am going to *turn over a new leaf* (= make a new start, behave better) and work hard.

I will *turn the matter over in my mind* (consider it) and tell you tomorrow what I have decided.

When he is in trouble he always *turns to* (= applies to, trusts to) his mother for help.

Hob isn't here yet; he probably won't *turn up* (= come) at all. "Ted turned up at 3 o'clock".

## ИДИОМАТИЧЕСКИЙ АНГЛИЙСКИЙ (1): *hand*

В уроке 8 Вам встречались выражения “I’ve been *trying my hand* (= making an attempt) at making a play”, а в уроке 2 — “Pedro must take your father *in hand*”. Существует большое количество идиоматических выражений со словом *hand*. Вот некоторые из них:

My house is *close at hand* (= near).

The poet was starving and lived from *hand to mouth* (= in great poverty, unable to save anything).

The two little children went to school *hand-in-hand*.

The thief pointed a gun at the man and said “*Hands up!*”

I thought the book was on my shelves but I can’t just *lay hands on* (= find) it.

A teacher who tries to teach a class of fifty children like Ted *has his hands full* (= is very fully occupied).

“A bird *in the hand* is worth two in the bush”. (*Proverb.*)

He gave me some real *first-hand* information.

I don’t like wearing *second-hand* clothes.

“Many hands make light work”. (*Proverb.*)

## ПРЕДЛОГИ (3)

### Before

*Before* обычно обозначает:

(1) время (противоположное от *after*), e.g.

Come and see me tomorrow any time *before* five o’clock.

*Before* long you will find this work quite simple.

That happened in 400 B. C. (*Before Christ*).

(2) позицию, местоположение, порядок, например:

She sang *before* a large audience.

My appointment is not until 10—15; you go in *before* me.

### Behind

*Behind* обозначает местоположение:

(1) в пространстве:

The garage is *behind* the house.

He stood just *behind* me.

(2) во времени:

The train is *behind* time (=late)

He is *behind* the times (=old-fashioned).

А вот небольшой каламбур, иллюстрирующий два разных значения *behind* и *before* в качестве послеслога:

Wife (to husband trying, clumsily, to fasten her dress): "Hurry up; have you never hooked up a dress *behind before*?"

Husband: "No; you never had a dress *before* that hooked *behind*".



### Below

*Below* обычно имеет значение "under" (ниже, внизу):

The temperature is *below* freezing point.

Write your name in the space *below*.

Значение *below* противоположно *above*:

To keep warm you need blankets *above* and *below* you.

Jan's work is *above* average; Hob's is very much *below* it.

### Beside

*Beside* имеет значение "by the side of" (в стороне), "near" (около):

Go and sit *beside* Richard.

The church at Stratford is *beside* the river.

Обратите внимание на идиоматические выражения:

He was *beside* himself (= almost mad) with anger.

What you have said is quite *beside the point* (= not connected with the subject).

### Besides

*Besides* имеет значение "in addition to" (дополнительно к):

There are many others *besides* me who disagree with what you say.

*Besides* (как наречие) может иметь также значение "moreover" (кроме того):

I don't want to go for a walk; I'm tired, and *besides*, it's beginning to rain.

Есть старая шуточная песня со словами:

"I do like to be *beside* the sea ...

And there's lots of girls, *besides*,

I should like to be *beside*, *beside* the sea".

### Beyond

*Beyond* применяется в значениях "on the other, further, side", "further on", "more than", e.g.

The woods go for about two miles *beyond* the river.

He lives in a small castle, about four miles *beyond* Oxford.

He loves her *beyond* measure.

Обратите внимание на идиоматические выражения:

The explanation you give is quite *beyond* me (= I can't understand it).

He is living *beyond his means* (= spending more than he earns).

The prisoner's guilt was proved *beyond* doubt (= there was no doubt about it).

### By

By имеет множество значений:

(a) близость:

Come and sit *by* me.

(b) направление или движение:

We came to Oxford *by* way of Warwick and Banbury.

(c) средство, действие, посредничество:

The book was written *by* Dickens.

(d) время:

We travelled *by* night.

(e) система измерения:

These goods are sold *by* weight.

He is older than I am *by* ten years.

*Идиоматические фразы:*

I will see him *by* and *by* (= before long).

Learn this *by* heart.

I mention this *by* way of illustration.

Hob isn't a fool *by any means* (= he is a long way from being a fool).



### УПРАЖНЕНИЯ

**I. Словарная работа.** Придумайте предложения со следующими словами:

scene (also *seen*), delight, novel (note two meanings: (a) as a noun, (b) as an adjective), plot (here = plan of a story; compare with *plot* (= secret plan)), lack, clerk (give the pronunciation, in English and in American), resolve, happy-go-lucky, responsible (also *irresponsible*, *responsibility*), treasure, mean (*adjective* and *verb*; note also *means*, and use the phrases "by all means", "by means of", "to live beyond one's means"), later (compare with *latter*), coarse (compare with *course*), agony, shorthand, impression.

**II. Преобразуйте каждый набор простых предложений в сложные с помощью относительных местоимений и союзов:**



1. Dickens become friendly with Wilkie Collins. Collins was another popular writer. Dickens then tried to construct a plot.
2. Dickens wrote many novels. He was born at Portsmouth. His father was a clerk there.
3. He spent five years in Chatham. He was then a boy. These were the happiest years of his youth.
4. Dickens dreamed. Some day he would live at Gadshill Place. He would be rich then.
5. The early experiences of Dickens are important. They made a deep impression on his mind.

### Обзорные упражнения

#### III. Ответьте на вопросы к этому уроку:

1. What other novelist was writing at the same time as Dickens?
2. Why are most of Dickens's novels "more like a collection of separate scenes than a single novel"?
3. What house did (a) Shakespeare, (b) Dickens buy?
4. Who was the original of Mr. Micawber?
5. Mention three novels that Dickens wrote.
6. How was "the key to the treasure-house of English literature" put into Dickens's hand?
7. In which of Dickens's novels you find a description of the Marshalsea prison?
8. Why was Dickens unhappy in his job at the blacking factory?
9. What other work did he do in his early days before writing his novels?
10. Why is a knowledge of Dickens's early life important for the understanding of his novels?

#### IV. Объясните значение следующих выражений, взятых из текста урока:

1. he just *went ahead*.
2. his father was *happy-go-lucky*.
3. waiting for something *to turn up*.
4. *What schooling he had* he got at Chatham.
5. *strong meat* for a boy of nine.
6. The *key to the treasure-house of English literature*.
7. from *bitter experience*.
8. these *stored-up* impressions.

#### V. Придумайте предложения, употребив в них следующие идиомы:

1. to turn one's back on.
2. to turn a deaf ear to.
3. didn't turn a hair.
4. to turn an honest penny.
5. to turn someone round one's finger.
6. to turn a girl's head.
7. to turn out.

- |  |                         |
|--|-------------------------|
| 8. to turn against.                        | 12. to take a turn.     |
| 9. the worm will turn.                     | 13. a good turn.        |
| 10. to turn over a new leaf.               | 14. to wait one's turn. |
| 11. to turn one's nose up<br>at something. | 15. done to a turn.     |

**VI. Придумайте предложения с идиомами:**

at hand; put in hand; from hand to mouth; hand and foot;  
he has his hands full; second-hand; give a hand; hands wanted;  
time hangs heavy on my hands; to keep one's hand in.

**Сочинение**

**1. Напишите короткий (не более 150 слов) рассказ о Диккенсе, начинающийся словами "Charles Dickens was born ...".**

**2. Напишите короткий рассказ об известном писателе-романисте Вашей страны.**

## LESSON 9

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### GREAT BRITONS (I): CHARLES DICKENS (II)

Mr. Priestley: In 1833 Dickens had a number of papers published under the title *Sketches by Boz*, but it was in 1836 that he rose to fame as suddenly and as unmistakably as Scott had done. The circumstances were rather strange. A firm of publishers, Chapman & Hall, had a number of pictures by a humorous artist, Seymour, and they wanted to get some short articles to illustrate them so that pictures and articles could appear together in a magazine in fortnightly parts. Someone suggested that the young newspaper reporter, Charles Dickens, might do the job. It was a job after his own heart. He accepted the offer, but asked for a rather freer hand in the writing than had been originally planned. He was allowed to have his way — and so *Pickwick Papers* came in to being.

Hob: What is *Pickwick Papers* about? Should I like it?

Mr. Priestley: You ought to get the book, I think you would like it. It is about Mr. Pickwick and his three friends, Mr. Tupman, Mr. Snodgrass, and Mr. Winkle. Mr. Pickwick is a stout, good-natured, cheerful, very simple-hearted old gentleman. He is the General Chairman of the Pickwick Club, and he and his three friends decide to travel about England and send to the Pickwick Club in London an account of their journeys and their observations on the character and manners of the people they meet on these journeys. The humour of the book consists chiefly in the absurd situations that Mr. Pickwick and his friends get themselves into — deceived by smooth-tongued rogues, put into a debtors' prison, involved in an action for breach of promise — and yet, though we laugh at Mr. Pickwick, we don't think any the worse of him for being a figure of fun — in fact we love him all the more. That's what we mean by "humour"; and next to Shakespeare's Falstaff, Mr. Pickwick is perhaps the greatest comic figure in English literature.

But to continue the story of Dickens. For the first fortnightly part of *Pickwick Papers* the publishers printed 400 copies, but such was its popularity that for Part Fifteen more than 40,000 copies had to be printed. At one stride Dickens had become the most popular living novelist (Scott died in 1832; Dickens's first book appeared in 1833) and he held that position until his death. The rest can be told in a few words. It is

a story of work, and work without rest. He poured out novel after novel — *Oliver Twist*, *Nicholas Nickleby*, *The Old Curiosity Shop*, *A Christmas Carol*, *David Copperfield* (perhaps the greatest work of all), *A Tale of Two Cities* — these are but a few of the more famous. At the same time he was editing newspapers and magazines, visiting America, Italy, Switzerland, Paris; giving readings from his books to huge crowds of people and writing constantly. It was the excitement of these readings (this excitement and the applause of his listeners was what he loved) and the strain of his continual work that brought about his sudden death in 1870. He had asked that his burial should be quite simple, but the whole nation wanted to give him the highest honour they could, and so he lies buried in Westminster Abbey, but as he wished it, with nothing on the stone except his name, "Charles Dickens".

Ola f: Thank you, Mr. Priestley, I've enjoyed your story of his life. But why is Dickens great; I mean, what is there in his books that has made him read by all, by learned and simple, rich and poor alike — for that seems to be the case?

Mr. Priestley: You are quite right, it is the case. I don't think there is any other novelist in England who has such a hold on all classes of people. He had it in his own day, he has it in ours too (*David Copperfield* is still a "best seller"), and I believe he will keep that popularity as long as English is read.

I think the chief cause is the great-heartedness of the man himself. He, like Abou ben Adhem,<sup>1</sup> was one "who loved his fellow-men", and it was not only the good ones who came in for his love; his kindly, humorous, understanding eye looked with a wide tolerance on good and bad alike. He was, too, so full of life himself. Leigh Hunt said of Dickens's face, "It has the life and soul of fifty human beings", and his face was a true picture of his mind. It was this tremendous vitality of Dickens that makes all his characters so memorable. He is often blamed for making his characters unreal, strange, grotesque creatures that never could have existed. There may be something in this, but though they may not be, as the critics say, "true to life", they certainly spring to life in his pages. They are more real to us than the characters of any other novelist, English or foreign — and they were real enough to Dickens. His biographer, Forster, writes:

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<sup>1</sup> In the poem "Abou ben Adhem", by Leigh Hunt (it appears on p.68 of *Brighter English*, published by Longmans, Green and Co.). Leigh Hunt (1784—1859) was an essayist and poet.

"I remember he said to me that during the composition of his stories he could never quite get rid of the characters about whom he happened to be writing; that while *The Old Curiosity Shop* was being written, Little Nell followed him about everywhere; while he was writing *Oliver Twist*, Fagin would never let him rest; that at midnight and in the morning Tiny Tim and little Bob Cratchit<sup>1</sup> were ever pulling his coat as if impatient for him to get back to his desk and continue with the story of their lives. He said that when the children of his brain had once been sent into the world, free and clear of him, they would sometimes turn up in the most unexpected manner to look their father in the face. Sometimes he would pull my arm as we were walking together and whisper, "Let us avoid Mr. Pumblechook<sup>2</sup> who is crossing the street to meet us", or "Mr. Micawber is coming, let us turn down here to get out of his way". He always seemed to enjoy the fun of his humorous characters and had unending laughter over Mr. Pickwick's amusing misadventures".

And so we believe in his characters because he believed in them himself. He shows us a great, moving picture of everyday life and everyday people.

We must admire, too, the noble feeling that filled Dickens in the writing of many of his novels — the desire to show up some wrong and put it right. He had suffered so bitterly himself as a child and had seen so much evil that he burned with the longing to fight it to the utmost. So in *Oliver Twist* he attacks the cruel workhouse treatment of children, in *Nicholas Nickleby* — the evils of badly-run schools, in *Little Dorrit* — the tragedy of the debtors' prison, in *Bleack House* the slowness of the law. No man has done more to get these wrongs righted than has Dickens.

In some ways, of course, he belonged to his age and had its weaknesses. Dickens himself and his readers cried together over the long-drawn-out deaths of Little Nell and Paul Dombey. Most of us now feel that the sentiment, and especially the pathos, is overdrawn, and wish Dickens had not let himself go so much, just as we wish sometimes that his humour was not quite so rough and forcible, or that his efforts at "fine writing" instead of clear, simple writing were not so frequent. But when all this is said there still remains

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<sup>1</sup> In *A Christmas Carol*.

<sup>2</sup> In *Great Expectations*.

the great writer and great man, the man who knew London as few men have known it and who loved its common people humorously and understandingly. And that is why the common people have taken him to their heart.

## ИДИОМАТИЧЕСКИЙ АНГЛИЙСКИЙ (2): heart

Ранее в тексте вам встретились следующие предложения:

It was a job *after his own heart* (= of the kind he very much liked).

Mr. Pickwick is ... a *simple-hearted* old gentleman.

The chief cause (of his popularity) is the *great-heartedness* of the man himself.

And that is why the common people have taken him to their heart.

Вот еще несколько употребительных идиоматических выражений со словом *heart*.

He is not a man who wears *his heart on his sleeve* (= shows his feelings openly).

He may seem cold but *his heart is in the right place* (= he has true, kind feelings). He has a *heart of gold*.

When I heard that strange cry in the darkness *my heart went into my mouth* (= I was afraid).

When I think of my examination tomorrow *my heart goes into my boots* (= I feel in despair).

I didn't win the prize but I am not *downhearted* (= sad, discouraged).

I learnt that piece of poetry *by heart* (= by memory).

## ПРЕДЛОГИ (4)

### Down

*Down* выражает движение сверху вниз. Например:

They walked *down* the hill.

The sun goes *down* in the west.

Sit *down*; there is plenty of room for everyone.

В некоторых идиомах *down* используется в качестве наречия, например:

The arrangement for sending letters abroad seems to have *broken down*.

Write these notes *down* in your notebook.

He has come *down* in the world (= become poorer or less important).

The wind had died *down* (= become less strong).

The sleeve of my coat is too short; I will ask the tailor to let it *down* an inch.

He looked very *down in the mouth* (= unhappy, out of spirits).  
Perhaps he was *down on his luck* (= in misfortune).

### Except

*Except (for), excepting* значит «исключая», «кроме». Например:

We have lessons every day *except (excepting)* Saturday and Sunday.

This essay is good *except for* the careless mistake.

*Except that* вводит придаточные предложения:

He is a good student *except that* he is occasionally careless.

### For

*For* имеет очень много значений:

(1) промежуток времени или расстояние:

I am staying here *for* a week.

The forest goes on *for* twenty miles.

(2) цель, намерение:

We come here *for* English lessons.

He uses an electric razor *for* shaving.

(3) сумма:

The house was sold *for* £5,000.

(4) направление:

Which is the train *for* Brighton?

(5) момент времени:

The meeting is arranged *for* seven o'clock.

(6) причина:

I couldn't see anything *for* smoke.

He gained a medal *for* bravery/*for* saving a boy's life.

(7) обмен:

I'll give you my watch *for* your camera.

He paid £50 *for* that picture.

(8) преимущество (или недостаток):

This holiday has been good *for* you; too much work is bad *for* you.

**Внимание:** *for* употребляется, когда нам известна продолжительность действия; *since* — при указании конкретного времени. В отрицательных предложениях *for* употребляется при указании периода времени, *before* — при указании конкретного времени. Например:

He will not be here *for* an hour yet.

He will not be here *before* seven o'clock.

## From

Основными значениями *from* являются:

(1) движение от объекта, отправление, удаление:

He rose *from* his chair.

She came *from* Scotland last week.

(2) отправной пункт, начальная точка:

He read *from* page 16 to page 21.

The wool came *from* Australia.

The roses are *from* Richard.

(3) причина:

She is suffering *from* a bad headache.

(4) разделение, разобщение:

He is far away *from* home and wife and children.



## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложения со словами:

publish (also *publisher, publication*), circumstances, magazine, accept (compare with except; what is the opposite of *accept*?), plan, originally, stout (what is the opposite?), simple-hearted, absurd, smooth-spoken, humour (also *humorous, good-humoured, to be in a bad humour*), stride (*noun and verb*; what is the past tense of this verb?), pour (not *poor*), edit (use also *editor, editorial, edition*), applause, burial (also *bury*; compare *berry*), tolerance (use also *tolerate, toleration, intolerant*), vitality, memorable (use also *memory, memorial, remember, remembrance*), grotesque, biographer (use also *biography*; what is an *autobiography*?), composition (use also *compose, composer*), avoid, misadventures (use also *adventure, adventurous*), sentiment (also *sentimental*), pathos (*and pathetic*).

### II. Обратите внимание на идиоматические выражения, выделенные в тексте предложений. Попробуйте передать их значение своими словами.

1. He *rose to fame* as suddenly and unmistakably as Scott had done.
2. He asked for a rather *freer hand* in the writing.
3. He was allowed to *have his way* and so "Pickwick Papers" came into being.
4. The humour consists chiefly in the absurd situations that Mr. Pickwick and his friends *get themselves into*.
5. They are deceived by *smooth-spoken* rogues.
6. We don't *think any the worse of him* for being *a figure of fun*.



7. Such was its popularity that for Part Fifteen more than 40,000 copies had to be printed.
8. *At one stride* Dickens had become the most popular living novelist.
9. He *poured out* novel after novel.
10. The strain of his continual work *brought about* his sudden death in 1870.
11. No other novelist in England *has such a hold* on all classes of people.
12. It was not only the good ones who *came in for* his love.
13. They were impatient for him *to get back to his desk*.
14. His characters would sometimes *turn up* in the most unexpected manner.
15. Let us *turn down* here and *get out of his way*.
16. We *believe in* his characters.
17. He wrote his novels to *show up* a wrong and *put it right*.
18. He burned with desire to fight evil *to the utmost*.
19. No man has done more than Dickens *to get these wrongs righted*.
20. Dickens and his readers cried together over the *long-drawn-out* death of Little Nell.
21. The pathos is *overdrawn*.
22. We wish Dickens had not *let himself go so much*.

### ОБЗОРНЫЕ УПРАЖНЕНИЯ

#### III. Ответьте на вопросы из текста:

1. What other English novelist besides Dickens rose suddenly to fame?
2. What work was Dickens doing when he was asked to write *Pickwick Papers*?
3. What were the members of the "Pickwick Club" going to write about?
4. What misadventures does Mr. Pickwick meet with?
5. What proof is there that *Pickwick Papers* grew in popularity as it appeared?
6. What work, other than writing novels, occupied Dickens after 1833?
7. Why was Dickens buried in Westminster Abbey?
8. What is a "best seller"?
9. Give three reasons why Dickens has such a hold on all classes of people.
10. How could you show that Dickens's characters were real people to him?
11. What evils did he attack in his novels?

**IV. Коротко изложите содержание текста этого урока от слов “*I think the chief cause...*” до конца. Объем изложения не должен превышать 200 слов.**

**V. Составьте из следующих слов предложения, добавляя любые необходимые Вам слова. Следите за порядком слов.**

1. Publishers, pictures, humorous, articles, magazine.
2. Mr. Pickwick, chairman, travel, account, observations, character, journeys.
3. Dickens, asked, burial, simple, nation, honour, Westminster.
4. Dickens, face, life, fifty, picture, mind.
5. During, composition, rid, characters, writing.
6. Children, brain, sent, world, clear, turn up, unexpected, look, face.
7. Suffered, child, evil, desire, fight, utmost.
8. Feel, pathos, overdrawn, humour, rough, “fine writing”.

**VI. Придумайте предложения со следующими идиомами:**

his heart is in the right place; my heart went into my mouth; in one's heart of hearts; heart and soul; take to heart; to be disheartened; heart-to-heart; to set one's heart on; by heart; downhearted.

### **Сочинение**

**(a) Напишите краткий пересказ любой книги Диккенса, которую Вы прочитали.**

**(b) Какими качествами, по Вашему мнению, должен обладать хороший роман?**

### **Напишите сочинение**

**или короткий рассказ на одну из тем:**

**(c) “Don't wear your heart on your sleeve”.**

**(d) “The man with the hand of iron but the heart of gold”.**

## LESSON 10

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### DAVID AND THE WAITER

(This is the play that Pedro made out of a scene from “David Copperfield”.)

*Scene:* An inn at Yarmouth. Maps on the walls. Table set for dinner; the Landlady is dusting chairs. A sound of wheels and horses outside, then David, a boy about ten years of age, enters shyly and sits down on the edge of the chair nearest the door.

*Characters* — Landlady, David Copperfield, the Waiter.

Landlady: Are you the little gentleman from Blunderstone?

David (*jumping up*): Yes, ma’am.

Landlady: What name?

David: Copperfield, ma’am.

Landlady: That won’t do. Nobody’s dinner is paid for here in that name.

David: Is it Murdstone, ma’am?

Landlady: If your name is Master Murdstone, why do you go and give another name first?

David: I’m really Copperfield, David Copperfield, but my father died and my mother married Mr. Murdstone, so that’s her name now.

Landlady: Oh, I see. Well, your dinner’s ready. I’ll get it sent in. (*She rings the bell.*) William! William!

(William the Waiter enters, running out of the kitchen.)

Landlady: William, bring in dinner for this gentleman. (*She goes out.*)

(The Waiter brings in a dish of chops, plates, glass, jug of beer, etc.)

Waiter: Now then, six foot, come on. (*He stands looking at David, who gets more and more shy and nervous as he tries to eat with the Waiter’s eye on him.*) There’s half a pint of beer for you; shall I get it now?

David: Yes, please.

(The Waiter goes to the table and pours out the glass of beer and holds it up to the light.)

Waiter: My eye! It seems a lot, doesn’t it?

David: Yes, it does seem rather a lot.

Waiter (*still holding the beer*): There was a gentleman here yesterday, a rather fat gentleman by the name of Topsawyer — perhaps you know him?

David: No, I don't think I do.

Waiter: Fellow with a grey coat, big hat —

David: No, I'm sorry, I haven't the pleasure —

Waiter: He came in here, ordered a glass of beer, would order it — I told him not to do — drank it and fell dead. It was too old for him. This beer ought not to be drunk, that's a fact.

David: How terrible. Perhaps — do you think I had better have some water?

Waiter: Well, you see, the Landlady gets annoyed if things are ordered and then left. But I'll drink it if you like. You see, I'm used to it, and use is everything. I don't think it will hurt me if I throw my head back and get it down quickly. Shall I?

David: I should be much obliged if you are quite sure it won't hurt you.

Waiter: Well, we'll see. (*He drinks it at one drink without spilling a drop, David watching him very anxiously but quite relieved when nothing serious happens. He sets down the glass and then takes up a fork and sticks it into the dish.*) Why, what have we got here? Not chops?

David: Yes, chops.

Waiter: Lord bless my soul. I didn't know they were chops. Why, a chop is the very thing to get rid of the bad effects of that beer. Isn't it lucky? (*He takes up a chop and a potato.*)

David: Have another chop. That beer needs two.

Waiter: I will — and a potato. If only we'd had chops and potatoes when Topsawyer drank that beer we might have saved his life.

David: There's still one more chop. Won't you have that?

Waiter: Well, perhaps it would be safer; why there's another potato too — better take that and then I think I'll be quite safe.

(*The chops and potatoes being finished, the Waiter takes away the dishes and brings in a plum pudding. David begins eating.*)

Waiter: How's the pie?

David: It isn't a pie, it's pudding.

Waiter: Pudding! Why, bless my soul, so it is! (*Comes nearer.*) You don't mean to say it's a plum pudding?

David: Yes, indeed it is.

Waiter (*taking up a large spoon*): Why, a plum pudding is my favourite pudding. Isn't that lucky? Come on, boy, let's see who gets most. (*They both eat, David with his small spoon and*

*rather slowly; the Waiter with his tablespoon and very fast.)* Come on, you're getting behind.

David: Well, your spoon is so much bigger.

Waiter: There's just one little piece more. Ah! I just beat you for that. Well, it was a good pudding, wasn't it, and I like a bit of fun, don't you?

David (*rather daubtfully*): Yes. (*Sound of horses und wheels outside.*) I must go now. Er — is there — do I — is there anything else to pay for besides the dinner?

Waiter: No, there's nothing except the waiter.

David: What should you — what ought I — what would it be right to pay the waiter, please?

Waiter: Well, if I hadn't a family and that family wasn't all ill, I wouldn't take sixpence. If I didn't keep a poor old father and a lovely sister (*he almost bursts into tears*), I wouldn't take a farthing. If I had a good place and was treated well, I should ask you to accept something from me instead of taking it from you. But all I get to eat are dry crusts and I sleep on the coals. (*He buries his face in his hands.*)



David: Well, here's a shilling.

Waiter (*his tears quite forgotten*): Thank you, sir; thank you. You are a real gentleman. Thank you. Whenever you come here again, ask for me.

(Enters Landlady)

Landlady: Come on, the coach is waiting. Here, William, help him into the coach.

(The Waiter takes David out and puts him into the coach;  
the Landlady looks at the table.)

Landlady: Bless my soul, he's eaten six chops and the whole pudding. He'll need helping into the coach. (*Puts her head through the window and shouts to the coachman.*) Take care of that child, George, or he'll burst!

(Curtain.)

## РАБОТА С ГЛАГОЛОМ (7): get

В уроке 10 встретилось восемь случаев употребления глагола *get*:

1. Your dinner's ready. I'll *get* it sent in.
2. David *gets* more and more shy.
3. There's half a pint of beer for you. Shall I *get* it?
4. The Landlady *gets* *annoyed* if things are left.
5. It won't hurt me if I throw my head back and *get it down* quickly.
6. A chop's the very thing to *get rid of* the bad effects of that beer.
7. Come on, you're *getting behind*.
8. All I *get* to eat are dry crusts.

Вот еще несколько значений этого глагола и примеров его употребления в идиомах:

1. "to obtain" (как в примерах 3 и 8), or "to become the owner of":

I *got* a letter his morning.

I *got* a bad cold at the dance last night.

He always *gets* his own way.

What schooling Dickens had he *got* at Chatham.

2. "to become" (как в примерах 2 и 4):

In time everyone *gets* *old*.

You will *get* *better* if you work harder.

Sit by the fire and you will soon *get* *warm*.

If you are not careful you will *get* *hurt*.

3. "to arrive", "to go":

I didn't *get* home till 10 o'clock.

The train was so full I couldn't *get into* it.

This is where I *get off* the bus.

Never *get into* debt if you can avoid it.

4. "cause to be done":

Why don't you *get* your hair cut?

I must *get* the tailor to make me a new suit.

I'll *get* him to do the work.

**Вот три основные модели применения *get*:**

(1)

<i>Subject, etc.</i>	<i>get</i>	<i>Indirect Object</i>	<i>Direct Object</i>
Will you	<i>get</i>	me	some cigarettes, please?
His uncle	<i>got</i>	him	a good job.

		(2) (Pro)noun	Adjective, Participle
<i>Subject, etc.</i>	<i>get</i>		
You	have <i>got</i>	your feet	wet.
They soon	<i>got</i>	the fire	burning.
I	must <i>get</i>	that radio	mended.
		(3) (Pro)noun	Infinitive
<i>Subject, etc.</i>	<i>get</i>		
They finally	<i>got</i>	him	to sign the paper.
I	will <i>get</i>	the boy	to write you a letter.



## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложения со словами:

inn (compare with *in*), map, dust (*noun* and *verb*), shy, landlady (what is the masculine form?), chop (*noun*) (*chop* is also a verb with a different meaning; what would you use to *chop* wood?), pour (compare with *poor*), annoy, use, (*noun* and *verb*; note the difference in pronunciation), spill, drop (*noun*; use it also, with a different meaning, as a verb), anxious (what is the corresponding *noun*?), stick (*verb*; use it also, with a different meaning, as a *noun*), effect (use also *affect*), still (note the use of it in the play), crust, coach.

### II. Какая разница между:

1. a teaspoon and a tablespoon. 2. a pie and a pudding. 3. dinner and lunch. 4. a landlord and a landlady. 5. a pint of beer and a quart of beer. 6. a waiter and a waitress. 7. a shilling and a farthing.

### III. Переведите в косвенную речь:

- David said, "I am really Copperfield; that is my name".
- The landlady said, "Are you the little gentleman from Blunderstone?"
- The waiter said, "There's half a pint of beer for you; will you have it now?"
- The waiter said, "I will drink it if you like. I am used to it. I don't think it will hurt me if I throw my head back and get it down quickly".
- David said, "Have another chop. That beer needs two".
- David said, "I must go now. Is there anything else to pay for besides the dinner?"
- The waiter said, "All I get to eat are dry crusts and I sleep on the coals".
- The waiter said, "Whenever you come here again, ask for me".

9. The landlady said, "Come on, the coach is waiting. Here, William, help him into the coach".
10. The landlady shouted "Take care of that child, George, or he'll burst!"

**IV. Подробно опишите:**

How you would set a table for dinner.

How you would make a pie (or a pudding).

**V. Ответьте на вопросы:**

1. As David's name was Copperfield, why was his dinner ordered in the name of Murdstone?
2. Why does the waiter address David as "six foot"?
3. Do you think the waiter's story of Mr. Topsawyer was true? Why does he tell David that story?
4. What reason did the waiter give for drinking the beer himself?
5. Why (according to the waiter) wouldn't the beer do him any harm?
6. What excuse did he give David for eating David's chops?
7. Why did the waiter get more of the pudding than David did?
8. What tip did David give the waiter?
9. What account did the waiter give of his hard life?
10. What did the landlady shout to the coachman? Why?

**VI. Придумайте предложения с выражениями:**

get a cold; get better; get rid of; get annoyed; get round someone; get your own way; get warm; get off; get made; get into trouble; get into debt.

**VII. Сочинение.**

1. Tell the story of this play (1) as David, (2) as the waiter might have told it.
2. Take a scene from any other novel that you know and turn it into a play.



## LESSON 11

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### HOB TELLS THE LIFE-STORY OF A GREAT BRITON

Hob: You have told us about one or two great men in history but I'd like to tell you about a great man who is still living. May I?

Mr. Priestley: Certainly, Hob. Who is it?

Hob: My Uncle Albert, Mr. Albert Hobdell.

Pedro: Well, you've been threatening us with this for the last two years, so let's get it over.

Hob: Well, I'll tell you the story exactly as I had it from him.

#### THE STORY OF UNCLE ALBERT

"Fifteen years ago", said Uncle Albert, "I was a caretaker at Greyfriars Street School in Manchester. I swept the floors and cleaned the blackboard and put the desks straight after school and opened windows in the morning and locked the doors at night, put coal on the fires and did about a hundred other odd jobs — all for five pounds a week.

"As a matter of fact I quite liked the job. The headmaster, Mr. Brown, was a nice old fellow, friendly and easy-going, and he was always very kind to me. I'd known him for years, in fact I'd been a boy at his school, though I must say I was no credit as a scholar to him, or to any other teacher for that matter. I was one of those boys who just can't learn, at least can't learn any of the things they teach in school. Now if it was making things with my hands, I was clever enough at that — I could make anything from a fishing-rod to a dining-table, but reading and writing were completely beyond me, and to this day I can't read or write — and I've never felt that I wanted to —"

Frieda: Do you mean to say he can't read or write anything at all?

Hob: Not a word. He can't even write his own name — for that matter, he can't even say it properly; he always calls himself Albert 'Obdell. But he's one of the cleverest and best men I know. There's nobody like him for telling a story — not even me. And as a judge of character he is one of the shrewdest I've ever met. He can weigh up anyone in the first few minutes and he is hardly ever deceived in a man. Well, to come back to Uncle Albert's story:

"...I went on quite happily at Greyfriars Street until old Mr. Brown the headmaster retired and a new young head, Mr. Johnson, came in his place. Mr. Johnson was quite different from old Mr. Brown. He was the new broom that sweeps clean. He was going to organise everything properly; he would make the school really efficient and up-to-date. The work was going to be better; the boys were going to learn twice as much in half the time and get more scholarships.

The play, too, was going to be organised; the school must win all its football matches and all its cricket matches. All day long you heard nothing but 'organization' and 'efficiency' until you were tired to death of the words. If anyone was inefficient he had to go. 'Get on — or get out' was Mr. Johnson's motto.

At first I got on all right. I could do my work quite well and there were never any complaints. Then Mr. Johnson had the idea that what was wanted to make the school more efficient was a 'time-book'. Every one of the staff had to sign this every morning when he came to school, putting in the exact time that he arrived, and sign it again in the evening, putting it again the exact moment that he went away. At the end of the week the headmaster looked at the book to see that no one had come at eight minutes to nine instead of ten minutes to, or had dared to go away before he himself had gone. So on Friday he picked up the book and looked at it; yes, it seemed all right — and then he noticed that my name was not there at all. He could hardly believe his eyes. I was sent for and I went, feeling rather worried, to the headmaster's room.

'Oh, Hobdell, I gave orders that every man had to sign the time-book. Did you know about that order?'

'Yes, sir.'

'I don't see your signature here. Did you sign the book?'

'No, sir.'

'When I give orders I expect them to be carried out, and any man who doesn't carry them out leaves. Do you understand that?'

'Yes, sir.'

'Well, why didn't you sign?'

It was an awkward question but I felt the only way was to be quite truthful about it.

'Because I can't write.'

'What! Can't write! Good heavens! You'll tell me next you cant read.'

‘No, sir; I mean, yes, sir, I can’t read.’

‘This is terrible. I can hardly believe it. An official in an educational establishment (that sounded better to him than “school”) and can’t read! Well, you know I can’t have inefficiency here. You must leave. Take a week’s notice.’

‘But, sir, I’ve done this job for over twenty years and no one has ever found any fault with my work. Why should I be dismissed now? The rooms are always well cleaned and warmed, aren’t they, and — ’

‘Oh, yes, that’s all right; but the fact of the matter is I can’t have a caretaker in my school who can’t read and write. No, you must go.’

\* \* \*

I went home that evening feeling very worried. I wasn’t married; I lived in a little house all by myself and looked after myself, cooked my own food and kept the place very clean and comfortable — at least everyone who came there always said so. I used to take my lunch (usually bread and cheese) to school with me, as I never had much time during the lunch hour to get a meal then. But I did like to have something tasty for my tea when I got home. A good strong cup of tea — with three lumps of sugar — and a kipper, a tin of salmon or a bit of bacon, but, above all, sausages. I was, and am, a great man for sausages. If ever I felt downhearted I used to find that a good plate of fried sausages always cheered me up again. So I thought I’d get half a pound on my way home and fry them for my tea and then, perhaps, I’d feel less miserable.

And then I remembered... Mrs. Wiggs who kept the little shop where I always bought sausages had died and the shop was empty now. Yes, here it was looking as cheerless and unhappy as I felt. There would be no sausages tonight, for there was no other shop anywhere near that sold sausages — at least none that were eatable — and I knew there was nothing else in my cupboard at home. That was the last straw, the straw that breaks the camel’s back; just when I needed sausages most there wasn’t a sausage anywhere.

‘I can’t understand why there isn’t more than one good sausage shop in the whole of south Manchester,’ I said, feeling really bad-tempered. And then I stopped; an idea had struck me. Why not? I’d a little bit of money saved and I’d no job now. Why shouldn’t I take Mrs. Wiggs’ shop and sell sausages?

I got so excited at the idea that I forgot all about my tea and the job I had lost. I knew the landlord of the shop, and

I went round that evening to see him. There was no difficulty at all; within a week the shop was open and I was behind the counter selling sausages. And then I had another idea. Why not sell sausages ready-cooked? So, I fried sausages and had them all hot just about five o'clock. It was a cold, foggy November just then and I kept the shopdoor open so that the smell of fried sausages floated out into the street. Soon I was selling them as fast as I could fry them. Mind you, they were good sausages. I knew a good sausage when I saw one, and in my shop there was nothing but the best. I used to sell them on small sticks (I was the first man in England to think of that idea) with a piece of bread. Before the month was out I was employing two assistants in the shop and still I couldn't sell sausages fast enough.

Then I had another idea. I engaged a boy with a bicycle to go round and sell hot sausages in the streets. I had to hire a bicycle — five shillings a week it cost me. But I soon needed two more assistants to cook sausages for the boy and then two more boys to take round the sausages. 'Hobdell's Sausages' were becoming known and I had started on Big Business. I opened two more shops and still couldn't supply all my customers. It was then, too, that I started to manufacture sausages instead of buying them wholesale.

But summer came and I thought there would be very little business now until the winter. It was a beautiful hot summer; no one wanted hot sausages — in fact no one wanted hot food at all. Then came another idea. As no one wanted to do any cooking why not supply customers with cold food ready-cooked? And so the boys went round on bicycles with cold sausages on little sticks and we sold more in summer than we had done in winter.

But I don't need to tell you any more about how the business has grown since then. From that first day I have never looked back. You must have seen the boys on the bicycles and 'Hobdell's Sausage Shops'



in every street of London. Now they are in every street in England. You have seen, I expect, the advertisements in the daily papers, 'EAT MORE SAUSAGES', 'SAUSAGES ARE BEST', 'BUY BRITISH — HOBDELL'S SAUSAGES ARE BRITISH TO THE BACKBONE'. Every cinema in England has shown the film 'The Birth of a Sausage'. Aeroplanes have written 'HOBDELL'S SAUSAGES' in the sky. I spent £50,000 last year on advertising. People who haven't heard of Shakespeare's plays have heard of Hobdell's Sausages. There are 10,000 men and girls frying sausages for me now. I've extended my factories as far as I can and am looking for a bigger building with enough land round it for 100,000 pigs.

Funnily enough, up to five years ago I had never had a banking account, but everyone told me I ought to have one, so I went to see the manager of the bank in the place where my factory was and said I wanted to open an account with him.

He was very polite and friendly. 'Certainly, Mr. Hobdell. How much would you like to start with?'

'Oh, about £200,000.'

'Very good, Mr. Hobdell. Oh, yes, we'll arrange all that. Now you will need a cheque book and we shall want a copy of your signature. Will you please sign here?'

I laughed. 'Sorry, Mr. Parke,' I said, 'you may hardly believe it, but the fact of matter is I can't even write my name — I can only make my mark.'

The manager was certainly surprised, but feeling, I suppose, that to a man with such a good balance in the bank he must say something pleasant, he said, 'You do surprise me, Mr. Hobdell. And yet you have made such a success of life. You have done all this without any education at all. What would you have been, I wonder, if only you had learned to read and write?'

I laughed. 'Caretaker at Greyfriars Street School at five pounds a week' I said".

### РАБОТА С ГЛАГОЛОМ (8): break

Ранее нам встречалось предложение:

"That was the last straw, the straw that *breaks* the camel's back".

Вот еще примеры употребления глагола *break*:

You can *break up* (= knock to pieces) that box for firewood.

The school *breaks up* (= begins holidays) on Friday.

The police *broke down* the door and entered the room.

The car *broke down* (= wouldn't go) when we were twenty miles from home.

When the woman heard the bad news she *broke down* (= was overcome with sorrow).

The little girl *broke into tears* (= cried) and as if *her heart would break*.



## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложения со словами:

history (also *historical*; note the difference in accentuation), threaten, caretaker, odd (what are the first four *odd numbers* and the first four *even numbers*; use the phrases "four pounds odd", "odds and ends", "an odd glove", "to fight against heavy odds"), easy-going, shrewd, retire (use also *retirement*), organise (also *organiser*, *organisation*), efficient (what is the opposite?), scholarship, match (two meanings), motto, staff, sign (what is the corresponding noun?), awkward, worry, tasty, salmon (can you name three other fishes?), down-hearted, fry (what other verbs do you know connected with cooking?), cupboard (note the pronunciation), counter, ready-cooked (what is a *ready-made* suit?), fog, assist (also *assistant* and *assistance*), bicycle, hire (compare with *higher*), customer, manufacture, wholesale (the opposite is *retail*), advertise (also *advertisement*; note the different accentuation), film, cheque (compare with *check*), balance.

### II. Выберите 20 выражений и замените их другими словами или словосочетаниями, сходными по значению с выражениями, встретившимися в тексте:

- |   |   |
|---|---|
| 1. Let's <i>get it over</i> .                             | 11. <i>an awkward</i> question.               |
| 2. reading and writing were <i>completely beyond me</i> . | 12. <i>an educational</i> establishment.      |
| 3. shrewd.  | 13. dismiss.                                  |
| 4. <i>weigh up</i> someone.                               | 14. I felt <i>downhearted</i> .               |
| 5. retire.  | 15. I am a <i>great man for</i> sausages.     |
| 6. broom.   | 16. The shop looked <i>cheerless</i> .        |
| 7. <i>up-to-date</i> school.                              | 17. An idea had <i>struck me</i> .            |
| 8. You had to <i>put in</i> the exact time you arrived.   | 18. The smell <i>floated</i> into the street. |
| 9. he <i>picked up</i> the book.                          | 19. I <i>engaged</i> a boy.                   |
| 10. I expect orders to be <i>carried out</i> .            | 20. Manufacture.                              |

- |                                   |  |
|-----------------------------------|--|
| 21. Wholesale.                    | 25. a good <i>balance</i> in the bank. |
| 22. <i>Extended</i> my factories. | 26. From the first day I               |
| 23. To <i>open</i> an account.    | <i>have never looked back.</i>         |
| 24. <i>As a matter of fact.</i>   |  |

**III. Выберите 10 слов и замените их противоположными по значению словами, встретившимися в тексте:**

clever, best, organise, efficient, up-to-date, win, truthful, clean, strong, downhearted (there's no word *up-hearted!*), whole-sale, extended, polite, success.

**IV. Образуйте отрицательную форму:**

1. He lived in a house all by himself.
2. He used to take his lunch to school with him.
3. He had some sausages in the house.
4. I knew there was something else in the cupboard at home.
5. I forgot about my tea, I thought about the job I had lost, I went back to the school.

**V. Переведите в косвенную речь:**

**Прямая:** Hob said, "I will tell you about my uncle".

**Косвенная:** Hob said that he would tell them about his uncle.

1. "I will tell you the story exactly as I know it".
2. "I am a caretaker at Greyfriars Street School".
3. "I can't write my own name, but I can tell a good story".
4. Mr. Johnson said, "Get on — or get out".
5. Mr. Johnson said, "Hobdell, do you know about that order?"
6. "Why didn't you sign the book?" he said.
7. Mr. Johnson said, "This is terrible. I can hardly believe it. I can't have such inefficiency here. You must leave. Take a week's notice".

**VI. Ответьте на вопросы:**

1. What was Albert's work as caretaker?
2. What is your opinion of Albert (a) as a scholar, (b) as a business man?
3. What did Hob mean when he said Albert could "weigh up anyone in the first few minutes"?
4. How was Mr. Johnson different from Mr. Brown?
5. What was Mr. Johnson's aim for his school (a) in work, (b) in sport?
6. What was Johnson's motto?
7. What was the aim of the "time-book"? Do you think it was a good idea?

8. What does "Take a week's notice" mean?
9. What did Albert like to eat?
10. Why couldn't Albert buy sausages on this particular evening?
11. What sort of evening was it when Albert opened his shop for the first time? Why did he leave the door open?
12. Why did he think there would be very little business in summer? How did he overcome this difficulty?
13. Mention some of the advertisements that Albert used.
14. What did his advertising cost him last year?
15. What is a cheque? Draw a sketch of one and fill in the details.

**VII. Придумайте предложения со следующими идиомами:**

break up; break down; break into; break off; break out;  
break the back of; break the ice; break the news.

**Composition Exercises**

1. Tell the story up to Albert's receiving notice as if you were Mr. Johnson.
2. What would be your duties if you were (a) a caretaker, (b) a school-master, (c) a shopkeeper.
3. Tell in about 400 words the story of Uncle Albert.
4. Write a letter congratulating someone on having suddenly made a fortune, or on becoming a father, or being made a manager of a business.
5. Write an essay on the subject "Every cloud has a silver lining", or "It's the last straw that breaks the camel's back".



## LESSON 12

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### GREAT BRITONS (2): OLIVER CROMWELL

Mr. Priestley: One of the chief threads that make up the pattern of English history, a thread that runs through it from the earliest times almost to our present day, is the struggle between the King and the people (or the Parliament) to decide which should be supreme. At first and for many centuries the King was all-powerful, but gradually his powers were reduced and those of Parliament built up until now it is the Parliament that, in all but name, is the chief power in the land.

And in this long struggle one of the most decisive moments came in the seventeenth century. It was during this period that the political parties as we know them today began to take shape. Charles I was on the throne. His portrait, painted by Van Dyck, has given us a vivid impression of his handsome face with its sad, thoughtful eyes, his kingly manner and his charm. We know that as a man he was admirable, sincerely religious, a faithful husband and a loving father. As a King he was dishonourable, and untrustworthy. He was brought up to believe in the "Divine Right of Kings" and hated the idea of a Parliament, believing that its only purpose was to vote the money that he thought necessary. To get the money he lightly gave any promise that Parliament asked for, and just as lightly broke that word of honour. Time and again he was trusted and time and again he was false to that trust, until it was forced on the people that no promise that he gave was of any value. At last, when Charles I entered the House of Commons itself with the intention of arresting the five men who were the leaders of the party that opposed him, people realised that if freedom and truth and justice were to live at all there was no other choice but to resist him by force.

The actual fighting in the Civil War broke out in 1642. At first the tide of battle went completely against the Parliamentary forces, and they were hopelessly defeated in almost every battle. It was natural that they should be. The majority of the country landowners and the wealthy men, most of whom had been trained in arms and had weapons and horses, supported Charles I. He had, too, skilful leaders like Prince Rupert of the Rhine; he had all the gay, pleasure-loving, fashionable gentlemen of England, the Cavaliers as they were called, on his side. The Royalists were far more attractive than the Parlia-

mentarians. They had learning, courtesy and good manners. They loved poetry and music and art; their long, curled hair and gay-coloured clothes were the outward expression of an inward gaiety and love of the beautiful.

The Parliamentarians had none of this charm. They were mostly Puritans, men who wanted a simpler and plainer form of religion, and, among the extremists at least, only too often this showed itself in actual dislike of the beautiful merely because it was beautiful. It led them to destroy pictures, the lovely stained-glass windows of churches and often the churches themselves.

The Puritans, too, bore the outward signs of their beliefs; their dress was plain and dull in colouring; their hair was cut close — the Cavaliers called them “Roundheads”, — their faces were habitually sour. To them all pleasures, even the most innocent, were sinful things. They scorned learning and art; they were bitterly intolerant of the opinions of their enemies and the pleasures of their friends.

But — on the other side of the picture — they had a courage that no defeats could crush; they had a religious faith that inspired every act of their lives. For them God was a living, daily reality. “If they knew nothing of the works of philosophers and poets they were deeply read in the writings of God; if their names were not found in the book of courtiers they were written in the Book of Life. Their palaces were houses not made with hands; their crowns were of glory that should never fade away. On the rich and the learned, on nobles and priests, they looked down with scorn, for they knew themselves to be rich in a more precious treasure, nobles by a greater right, priests by the laying on of a mightier hand. Thus, the Puritan was made up of two different men; the one all humbleness, gratitude, feeling; the other proud, calm, unbending. He humbled himself in the dust before his Maker; but he set his foot on the neck of his King. The intensity of their feelings on one subject made them calm on all others. They had their smiles and their tears, but not for the things of this world. For them death had lost its terrors and pleasure its charm<sup>1</sup>”.

But courage and religious faith alone are not enough to win battles. Leadership and training are necessary too, and it was the hour — the darkest hour for Parliamentary forces — that brought the man, Oliver Cromwell.

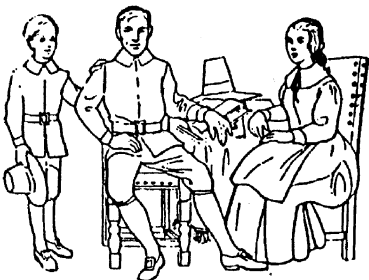
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<sup>1</sup> Macaulay (1800—1859), *Essay on Milton* (adapted to Essential English).

Cromwell was a country gentleman, a farmer of Huntingdonshire, with no desire to be known in the world. He had wanted to leave England and find a new home in America where he would be free to worship as he wished, but the King had forbidden him to leave England. He had been in Parliament, a rough, ungraceful figure, unskilful as a speaker but known for his strength of character and his deep sincerity and religious feeling. Cromwell saw that if the Parliament army was to be victorious it must not only be as fearless and as full of faith in its own cause as the Cavaliers were in theirs, but it must be as well trained as Charles's army — and, if possible, better trained.



CAVALIER FAMILY



PURITAN FAMILY

He went to the eastern counties and gathered soldiers there, men specially picked for their courage, strength, horsemanship and religious feeling. He said: "A few honest men are better than numbers. If you choose good, honest men to be captains of horse, honest men will follow them". He trained his men in complete obedience, filled them with the desire to fight for freedom, Parliament and religion, combining the spiritual and the practical as in his famous order:

"Trust in God, and keep your powder dry".

Then when they were ready he led them into battle, and on that day his army — the Ironsides as they came to be known — did not give way. For the first time the Cavaliers had been held.

Several battles were won by Parliamentarians, and finally at Naseby, 1645, the King's forces were completely defeated.

Cromwell was now leader of the whole Parliamentary forces; the King's army was scattered and the King himself was in flight. Seeing that his cause was lost, he gave himself up, and was imprisoned in Carisbrooke Castle in the Isle of Wight. Finally he was brought to trial in London for having made war on his people and for being an enemy of his country. He was

found guilty and sentenced to death. At his trial he behaved nobly and firmly, refusing to defend himself before a court which, he said, had no power to try him, and he received the death sentence with a calm courage.

Four days later, after a sad farewell to his younger children<sup>1</sup> in St. James's Palace, he walked across St. James's Park through the snow to Whitehall and there, outside the palace, he was beheaded. Whatever may have been his faults in life, he bore himself like a real King in his last moments:

He nothing common did or mean  
Upon that memorable scene,  
But bowed his comely<sup>2</sup> head  
Down as upon a bed.

Cromwell now became ruler of England, not as King but as "Protector of the Commonwealth", and for ten years he ruled England firmly but well. He could be merciless — his treatment of Ireland was one of the blots on his character — yet he loved mercy, and in an age that was bitter with religious intolerance he was nobly tolerant. "The State, in choosing men to serve it", Cromwell wrote before the battle of Marston Moor, "takes no notice of their opinions. If they are willing, faithfully to serve it, that is enough". And from the field of Naseby, just after the victory, he wrote to the Speaker of the House of Commons: "Honest men served you faithfully in this action. Sir, they are trustworthy. I beg you in the name of God not to discourage them. He that risks his life for the liberty of his country, should have liberty of his conscience. In things of the mind we look for no compulsion but that of light and reason<sup>3</sup>".

It was he who really united England, Scotland and Ireland, who enforced justice and order at home and made England stronger and more respected abroad than she had ever been before in the whole of her history, and if he at times acted like a tyrant, he did it because in this, as in the execution of Charles I, he saw that this was the only means of bringing order and peace in England. His rough, harsh nature, like his stern, harsh face, did not inspire affection — though under the rough outward appearance there was kindness, — but his strength, his unshakable honesty and his sincere religion made him respected as one of the greatest Englishmen.

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<sup>1</sup> His wife and eldest son had already gone to France.

<sup>2</sup> Comely [ˈkɑmlɪ] = handsome (poetic). From a poem by Andrew Marvell (1621–1678).

<sup>3</sup> Slightly modernised and written in Essential English.

## РАБОТА С ГЛАГОЛОМ (9): bring

В тексте мы встретили предложения:

He was *brought up* (= educated, trained) to believe in the "Divine Right of Kings".

It was the hour that *brought* the man.

He was *brought to trial* in London.

Основное значение глагола *bring* — «приносить». Например:

*Bring* me your book.

Jack will *bring along* some colour photographs.

Однако существует множество оттенков этого значения. Вот некоторые из них:

What *brings you* (= why have you come) here today?

That remark *brought* his guilt *home* to him (= made him realise it).

His work has *brought* him fame and riches.

What *brought about* (= caused) the failure of the business?

The sight of that heather *brings back* (= reminds, calls to mind) the happy days we spent in Scotland.

The jury *brought in* (= gave) a verdict of "not guilty".

His illness was *brought on* (= caused) by poor feeling.

The publishers are going to *bring out* (= publish) a new edition of that book.



### УПРАЖНЕНИЯ

#### I. Словарная работа. Придумайте предложения со словами:

thread, pattern, history (what is the difference between history and story?), struggle, supreme (use also *supremacy*), reduce (what is the opposite?), decisive (use also *decide*, *decision*, *indecisive*), portrait (what is the difference between a *portrait* and a *picture*?), vivid, handsome (what is the difference between *handsome*, *pretty* and *beautiful*?), admirable (use also *admire*, *admiration*), trust (*noun* and *verb*) (use also *trustworthy*, *untrustworthy*, *entrust*), vote, false (use also *falsely*, *falseness*, *falsehood*), arrest, oppose (use also *opposition*, *opposite*), resist (use also *resistance*), yield, majority (what is the opposite?), weapon, learning (*noun*), extreme (use also *extremist*, *extremely*, *extremity*), stained-glass, philosopher (use also *philosophy*), courtier (use also *courtesy*; what is meant by "the King's court"?), palace (compare with place), humble (*adjective* and *verb*) (use also *humbly*, *humbleness*), gratitude (the corresponding adjective is *grateful*) (use also *ungrateful*, *gratefully*, *ingratitude*), calm

(note the silent “l”), forbid, county (compare with *country*), obedience (use also *obey, disobey, disobedience*), scatter, imprisoned (use also *prison, prisoner, imprisonment*), sentence (*verb*), mercy (use also *merciful, merciless*), blot (*noun and verb*), (what is *blotting-paper?*), enforce, tyrant (use also *tyranny, tyrannical*), harsh (use also *harshly, harshness*), affection (use also *affectionate, affectionately*).

## II. Объясните значения слов и выражений из урока:

1. the King was *all-powerful*.
2. it is Parliament that, in *all but name*, is the chief power.
3. one of the most *decisive moments*.
4. he *lightly* gave any promise.
5. *it was forced on the people* that no promise he gave was of any value.
6. their gay-coloured clothes *were an outward expression of an inward gaiety*.
7. their faces were *habitually sour*.
8. they were *deeply read in the writings of God*.
9. their palaces were houses *not made with hands*.
10. *for them death had lost its terror*.
11. *it was the hour that brought the man*.
12. horsemanship.
13. *keep your powder dry*.
14. the Ironsides *did not give way*.
15. For the first time the Cavaliers *had been held*.
16. the King *gave himself up*.
17. his treatment of Ireland is *one of the blots on his character*.

## Обзорные упражнения

### III. Дайте краткие ответы на вопросы:

1. “In this long struggle one of the most decisive moments came in the seventeenth century”. What struggle is referred to? Why was this a decisive time?
2. Why did the Parliamentarians decide to resist Charles I by force?
3. Why did the Parliamentarians suffer defeat at first?
4. If you had been living in the seventeenth century how would you have been able to tell a Cavalier from a Puritan?
5. How did Cromwell bring about military success for the Parliamentarians?
6. How does Cromwell’s order, “Trust in God and keep your powder dry”, combine “the spiritual and the practical”?

7. What were the main things that Cromwell did for England?

**IV. Объясните другими словами:**

1. He nothing common did or mean  
Upon that memorable scene,  
But bowed his comely head  
Down as upon a bed.
2. On the rich and the learned, on nobles and priests, they looked down with scorn, for they knew themselves to be rich in a more precious treasure, nobles by a greater right, priests by the laying on of a mightier hand.
3. He that risks his life for the liberty of his country should have liberty of his conscience. In things of the mind we look for no compulsion but that of light and reason.

**V. Выучите наизусть строки Марвела, слова Кромвеля, а если захочется, и отрывок из Макоули.**

**VI. Придумайте предложения со следующими идиомами:**

bring up; bring about; bring on; bring out; bring the house down; bring to a close; bring (something) off.

**Composition Exercises**

1. Write character sketches of (1) a Puritan, (b) a Cavalier.
2. Give your impression of the character of (a) Charles I, (2) Cromwell.
3. Write an essay on one of the following:
  1. "The Divine Right of King".
  2. "The hour brings the man".
  3. "A few honest men are better than numbers".
  4. "Trust in God and keep your powder dry".
  5. "In things of the mind we look for no compulsion but that of light and reason".

## LESSON 13

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### GREAT BRITONS (3): JOHN MILTON

Mr. Priestley: I spoke to you a day or two ago about the Cavaliers and the Puritans in England in the seventeenth century. I said, you may remember, that the Puritans despised learning and art, that they often showed an actual dislike of the beautiful, and knew nothing of the works of philosophers and poets. But that is not true of one of them at least, the greatest of the Puritans and one of the greatest Englishmen, John Milton. He is in many ways characteristic of the age in which he lived, but he is not limited by it. Like Shakespeare, he belongs not to an age but to all time.

He was born in 1608 at a house in Bread Street, London, almost under the shadow of St. Paul's Cathedral. Shakespeare was living in London then and writing his plays — indeed there is a story that Milton, a boy of six or seven, once met Shakespeare, then a man of almost fifty.

Milton's father was a kind of lawyer, a Puritan but a man of learning and a lover of music. John went to school at St. Paul's a famous English school, and then, when he was seventeen, to Christ's College, Cambridge. From his early youth Milton seems to have known, with complete certainty, that God had chosen him for some great purpose to which his whole life had to be devoted. At first, he thought of entering the Church as a preacher, but later he decided this was not his chosen work, and after taking his degree he returned to the little village of Horton in Buckinghamshire, 17 miles from London, where his father had retired, and he settled down to six more years of study, to reading poetry, philosophy, music and languages.

There was always in Milton's mind the idea of a great poem that he was to write. What its subject was to be he did not know, but in his determination, to choose the noblest of subjects and to write in a style worthy of the subject, he read and studied in order to become familiar with the best that had been written and done by other men. He mastered Greek and Latin literature completely, learned French, Italian and Spanish and studied the latest theories of science. This way followed by travels in France and Italy where he perfected his knowledge of French and Italian. He visited theatres there, listened to music and met great and learned men, including Galileo, now old and blind and in prison. He



had intended to go to Greece, but the news of the coming struggle in England brought him home. "I considered it dishonourable thing", he wrote, "to be travelling for amusement abroad in foreign lands while my countrymen were fighting for liberty at home". So in 1639 he came back, and joined the struggle in the way he thought he could help best, not by fighting but by writing to explain and to defend the Puritan cause. For the next twenty years he wrote practically no poetry. "It is fine and noble", he said, "to sing the ways of God; it is finer and nobler to fulfil them". His prose writings, powerful, fierce, learned, have, generally speaking, lost their interest for us now, but one great work stands out, one of the greatest pieces of prose in our language, his *Areopagitica* defending the freedom of the press.

"As good almost kill a man", he wrote, "as kill a good book: he who kills a man destroys a reasonable creature, God's image; but he who destroys a good book, kills reason itself, kills the image of God... Many a man lives a burden to the earth; but a good book is the precious life-blood of a master-spirit embalmed<sup>1</sup> and treasured up on purpose to a life beyond life. Give me the liberty to know, to utter<sup>2</sup> and to argue freely according to my conscience, above all liberties".

In 1649 he became Foreign Secretary to Cromwell. He worked day and night writing, in Latin, countless letters to foreign rulers, reading and translating their replies. As you have seen, the cause of Puritanism gained the day. Charles I was defeated and executed and Cromwell became ruler of England. But the price that Milton paid was terrible one. At the age of forty-three, with a great work (that he knew beyond any doubt he was to write) still unwritten, Milton became completely and incurably blind. The doctors had warned him some years before that if he continued with his work he ran the certain risk of going blind. He decided to go on with his work. He wrote, "My resolution was unshaken, though the choice was either the loss of my sight or the desertion of my duty<sup>3</sup>".

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<sup>1</sup> Embalmed [ɪm'ba:md] = preserved so that it doesn't decay, as dead bodies are sometimes preserved.

<sup>2</sup> utter ['ʌtə] = speak.

<sup>3</sup> *Second Defence of the English People.*

*ere* = before (Poetic), *talent* = ability (see also Bible, St. Matthew XXV), *bent* = resolved, *chide* = blame for a fault, *fondly* here has an older meaning = foolishly, *doth* = does (old 3rd person singular), *yoke* here = burden or service, *post* = travel.

There are few nobler or more moving poems in the English language than Milton's sonnet *On his Blindness*.

When I consider how my light is spent  
Ere half my days, in this dark world and wide,  
And that one talent which is death to hide,  
Lodged with me useless, though my soul more bent  
To serve therewith my Maker, and present  
My true account, lest He returning chide;  
"Doth God exact day-labour, light denied?"  
I fondly ask. But Patience, to prevent  
That murmur, soon replies: "God doth not need  
Either man's work, or His own gifts. Who best  
Bear His mind yoke, they serve Him best. His state  
Is kingly; thousands at His bidding speed,  
And post over land and ocean without rest:  
They also serve who only stand and wait".

Still further disasters came upon him. Cromwell died, and in 1660 Charles II, son of the executed Charles I, was brought back from France to be King of England. Everything that the Puritans had fought for was overthrown. The Puritan leaders were hunted down, imprisoned, put to death. Milton, perhaps because of his blindness, escaped death, but he left London and retired to a little cottage in Chalfont St. Giles, about twenty miles from London. And here, lonely and blind and in disgrace, he wrote, or rather dictated to his daughters, his greatest work — the greatest long poem in the language — *Paradise Lost*. Its vast imaginative flight takes in the boundless space of Heaven, Earth and Hell. Its subject is the fall of Lucifer (Satan) and the fall of man. It tells with tremendous power of Satan's revolt, and of the war in Heaven that followed. Satan is defeated and cast down to Hell. Here in darkness and pain he forms, with the other fallen angels, a mighty empire and plans revenge. In the form of a serpent he comes to Paradise to bring evil into the world. Adam and Eve are tempted and fall and Paradise is lost.

But the greatness of the poem lies not in the "story" but, in the supreme power and nobility of the language, in the mighty music of the verse, and in the noble spirit that inspires the whole work. You can see something of this in the opening lines:

And chiefly Thou, O Spirit! that dost<sup>1</sup> prefer  
Before all temples the upright heart and pure,

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<sup>1</sup> dost [dast] = old 2nd person singular of *do*.

Instruct<sup>1</sup> me, for Thou knowest.  
 .....What in me is dark,  
 Illumine;<sup>2</sup> what is low, raise and support,  
 That to the height of this great argument<sup>3</sup>  
 I may assert<sup>4</sup> Eternal Providence<sup>5</sup>  
 And justify<sup>6</sup> the ways of God to men.

In 1671 two more great works followed *Paradise Lost*. They were the long poem *Paradise Regained* and the drama *Samson Agonistes*. In the figure of Samson we feel that Milton sees himself. Samson is blind; he, like Milton, has seen his cause defeated and his enemies triumphant. He is

“Eyeless, in Gaza at the mill, with slaves”.



MILTON DICTATING *Paradise Lost*  
TO HIS DAUGHTER

But, like Milton, he is a rebel, proud and courageous, and in the face of blindness, disgrace and slavery he can still serve God's purpose. In doing this he brings about his own death; but his death is his triumph.

...Samson hath<sup>7</sup> quit<sup>8</sup> himself  
 Like Samson, and heroically hath finished  
 A life heroic.

\* \* \*

Nothing is here for tears, nothing to wail<sup>9</sup>  
 Or knock the breast,<sup>10</sup> no weakness, no contempt,  
 Dispraise or blame, nothing but well and fair  
 And what may quiet us in a death so noble.

<sup>1</sup> instruct = teach.

<sup>2</sup> illumine = make light.

<sup>3</sup> argument, here = subject.

<sup>4</sup> assert = declare solemnly and certainly.

<sup>5</sup> Providence = the care of God for man.

<sup>6</sup> justify ... God = show that the ways of God are just and right.

<sup>7</sup> hath = old form of *has*.

<sup>8</sup> quit (acquitted) himself = behaved.

<sup>9</sup> wail = cry with sorrow.

<sup>10</sup> To *knock the breast* was a sign of sorrow.

In 1674 Milton died. He is buried in London in the churchyard of St. Giles, Cripplegate, not far from the street where he was born.

### РАБОТА С ГЛАГОЛОМ (10): *run*

В тексте нам встретилось предложение “He *ran the* certain risk of going blind”. С глаголом *run* есть множество фразеологических глагольных оборотов. Вот некоторые из них:

The child was *run over* by a car.

My car was *run into* by a bus.

To *run into* debt is to *run into* danger.

Who(m) do you think I ran into (= met by chance) yesterday? Our friend Jack.

If you *run about* in the playground you will soon get warm.

I *ran after* the bus, but couldn't catch it.

The clock has *run down* (= stopped) because you didn't wind it up.

He has been working too hard and eating too little and is *run down* (= weak; in poor health).

The careless motorist *ran down* (= knocked down) a boy on a bicycle.

“Food was *running short*” (= becoming very scarce).

### ПРЕДЛОГИ (5)

#### In

Основные значения предлога *in*:

(1) Position or place, e.g.

There are twenty students *in* this room. I was right *in* the middle of the crowd. He lives *in* London.

or, as an adverb,

Has the nine o'clock train come *in* yet?

Go *in*, don't wait outside.

(2) Circumstances or condition, e.g.

*In* prison; *in* the dark; *in* good health; *in* debt; *in* danger; *in* bad temper. Jan is *in* love with Frieda.

As an adverb, “Is the fire *in* or has it gone out?”

(3) Dress, covering, e.g.

She was dressed *in* silk. William was *in* uniform. The book was bound *in* leather.

(4) Time, e.g.

*In* the morning/afternoon/evening.

I began work here *in* January *in* the year 1940.

## Into

*Into* shows motion, action or change, whereas *in* shows position or rest, e. g.

He walked *into* the room *in* which we were sitting.

The tree was sawn *into* logs.

He is always getting *into* trouble.

He changed his Swiss francs *into* English pounds.

*Into* не следует путать с *in to*. Например:

He came *into* the room with his wife and they went *in to* dinner together.

## Of

*Of* expresses:

(1) One of the possessive (genitive) forms, e.g.

The tail *of* the dog; the love *of* God; the Tower *of* London.  
and the "double possessive", e.g.

A brother *of* mine; a friend *of* John's.

(2) Origin or authorship, e.g.

He was a child *of* poor parents; the poems *of* Milton.

(3) Measure; quantity, e.g.

A yard *of* cloth; a pound *of* sugar; a packet *of* cigarettes;  
some *of* that cake.

## Off

*Off* expresses the idea "away from", e.g.

She pushed the books *off* the table. He jumped *off* the train.

Similarly with the adverb *off*, e.g.

This grass is newly sown. Keep *off*!

*Off* is contrasted with *on*, e.g.

Don't take your coat *off*, keep it *on*.

**Идиоматические выражения:**

He is very well *off* (= rich; fortunate).

They visit me *off and on* (= occasionally; now and then).

I can't answer your question *off hand* (= immediately; without thinking more about it).

## On

*On* expresses:

(1) Position, e.g.

The book is *on* the desk. London is *on* the Thames.

(2) Time, e.g.

He came here *on*<sup>1</sup> May 1st; *on* Thursday.

He changed his wet clothes *on* reaching home.

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<sup>1</sup> *On* is used for dates and for particular days, e.g. *On* Christmas day; *On* Saturday afternoon. Compare with *in* and *at*, e.g. *at* three o'clock *in* the afternoon.

(3) The meaning “about”, e.g.

He gave a lecture *on* India. This is a book *on* Roman coins.

As an adverb it often expresses continuance, e.g.

Go *on*; don't stop. Keep *on* working. Don't waken him; let him sleep *on*.

It is contrasted with *off*, e.g;

Is the gas *off* or *on*? Turn the water *on*.

**Идиоматические выражения с *on*:**

Hob is not a bad fellow *on the whole*. I don't dislike him at all; *on the contrary* I am very fond of him. Those passengers came *on board* at Gibraltar. He damaged the picture *on purpose*. The house is *on fire*. We are here *on holiday*. The goods will be *on sale* tomorrow. A policeman is not allowed to smoke *on duty*.



## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложения со словами:

despise, learning (*noun*; note the pronunciation of *learned* ['lɜ:nɪd] as an adjective, e.g. “a learned man”), devoted (use also *devotion*), architecture (use also *architect*), perfect (*verb*; note the stress [pɜ:'fekt]), abroad, fulfil, “the press”, burden, treasure (*noun* and *verb*), argue (use also *argument*), price (use also *prize*), desert [dɪ'zɜ:t] (use also *desertion*), cure (*noun* and *verb*; use also *curable*, *incurable*), disaster, boundless, revolt (*noun* and *verb*), revenge (*noun* and *verb*), serpent, lofty, triumph (*noun* and *verb*; use also *triumphant*, *triumphantly*), eyeless (what does the *-less* mean? give two similar examples).

### II. Объясните своими словами выражения, взятые из урока:

1. a dislike of the beautiful. 2. they knew nothing of the work of philosophers. 3. he is characteristic of the age in which he lived. 4. he is not limited by it. 5. he belongs not to an age but to all time. 6. he perfected his knowledge of French. 7. including Galileo. 8. the coming struggle. 9. he wrote practically no poetry. 10. they have lost their interest for us now. 11. the cause of Puritanism gained the day. 12. the work that he knew he was to write. 13. in the face of blindness. 14. he brings about his own death.

### III. Ответьте на вопросы:

1. How did Milton differ from the majority of Puritans?
2. What do you know of Milton's father?
3. What did Milton know “from his early youth and with complete certainty”?

4. What did he do, whom did he meet in his travels abroad?
5. Why did he suddenly return?
6. What work did he do for the Puritan cause?
7. Why is it “as good almost to kill a man as kill a good book”?
8. What liberty did Milton want “above all liberties”?
9. What did his work as Foreign Secretary consist of?
10. Why didn't Milton cease work when the doctors warned him what would happen if he didn't?
11. What happened to the Puritan leaders when Charles II was brought back to the throne?
12. What is Milton's greatest poem?
13. What is the subject of this poem?
14. In what way was Milton like his figure of Samson?
15. Where was Milton born? Where is he buried?

**IV. Передайте значение своими словами:**

1. “It is fine and noble to sing the ways of God; it is finer and nobler to fulfil them”.
2. “A good book is the precious life-blood of master-spirit...”.
3. “My resolution was unshaken though the choice was either the loss of my sight or the desertion of my duty”.

**V. Придумайте предложения со словосочетаниями:**

run down; run after; run over; run into; run out of; run through; in running order; run away with; run short of; on the run; in the long run.

**Composition Exercises**

1. Write an account of Milton in about 450 words.
2. Write an account of a great poet of your country.

## LESSON 14

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### “WANTED — MR. STUART”

Charles I had been executed in 1649 and Cromwell became the ruler of England, but Charles Stuart (afterwards Charles II), the eldest son of Charles I, came to England secretly in 1650 and, aided by the Scots, attempted to regain the crown. On September 3rd, 1651, he fought a battle at Worcester; he was completely defeated and fled from the field. This is the background to the play that follows.

*Scene:* The Coffee-Room of The White Hart, Evesham.

September 10th, 1651.

Robert, a waiter, has just shown in Sir Edgar Harcourt.

A confused noise of voices is heard from the next room.

Robert: You'll find it quieter in here, sir.

Harcourt (*by the fireplace*): Quieter! I can hardly hear myself speak. Shut those doors.

Robert: They are shut, sir.

Harcourt: What a mad house! I've tried three times to get a drink, four to get a room...

Robert: I'll see about a room, sir.

Harcourt: If that terrible noise is going on, you can save your breath. Where's the landlord?

Robert: He's serving, sir.

Harcourt: Inform him Sir Edgar Harcourt has arrived. If that doesn't stir him, you can saddle my horses and I'll be off.

Robert (*moving up to doors*): Yes, sir.

Harcourt: And bring me some wine.

(Robert goes out. The Landlord enters.)

Landlord: Sir Edgar, forgive us. We don't know where to turn.

Harcourt: Your inn's a mad-house, man.

Landlord: It's the Ironsides. Returning every hour from Worcester. Foot soldiers, cavalry, gunners.

Harcourt: And they call this peace!

Landlord: I'll get you a room at the back.

Harcourt: You'll get me some dinner.

Landlord: Yes, Sir Edgar.

Harcourt: Soup, beef, chicken.

Landlord: Beef, chicken.



Harcourt: Your best Chateau-Latour.

Landlord: Chateau-Latour.

Harcourt: Stilton cheese and white wine.

Landlord: At once, sir. And you'll bear with us tonight...

Harcourt: Plague on it, man, I'm a Roundhead. I'll drink with your noisy crowd. To Cromwell and victory!

Landlord: Cromwell and victory.

Harcourt: Well, we've waited long enough for it. Ten years to put these scoundrels in their place.

Landlord: We've seen the last of them now, sir.

Harcourt: We've seen the last of more than them, Henry. (*In a quieter tone.*) We've seen the last of ... Charles Stuart. (*He laughs softly to himself.*) Dead on the field of Worcester! There'll never be a King in England again.

Landlord: Never a King in England.

(Robert enters with the wine.)

Robert: The gentleman's wine.

Landlord: Put it on the table, Robert. And order Sir Edgar's dinner. Soup, beef, chicken and Chateau-Latour.

Robert (putting the wine on the table): Yes, sir.

Landlord: And keep those doors closed.

Robert: Yes, sir.

(He goes out.)

Harcourt (*moving to the table for his drink*): Well, it's good to see you even in this mad-house...

Landlord: Sir Edgar...

Harcourt: What is it?

(There is a slight pause.)

Landlord: There's no question, is there ... about Prince Charles...?

Harcourt: Question?

Landlord: I mean, it is quite certain?

Harcourt: What the devil do you mean?

Landlord: I'd like to have it from your own lips.

Harcourt (*angrily*): Charles Stuart's body was found on the field of Worcester. He was thrown from his horse and cut down.

(There is a pause.)

Does that satisfy you?

Landlord: Yes, Sir Edgar.

Harcourt: Then why do you ask? (*He goes back to the fire.*)

Landlord: Because in the sitting-room they were betting three sovereigns to one ... that he is alive.

(Philip Maunsell enters.)

Maunsell: Is this coffee-room private ...?

Landlord: No, sir. This way, if you please.

Maunsell: Your sitting-room's a little noisy.

Harcourt: Charles Stuart is alive!

Landlord: Yes, sir.

Harcourt: Are they out of their senses?

Maunsell: Why should they be?

Harcourt: I beg your pardon?

Maunsell: I said, "Why should they be?"

Harcourt: I haven't the pleasure of knowing you.

Maunsell: My name is Philip Maunsell. In Tewkesbury they're betting four to one.

(There is a moment's silence.)

Harcourt: Four ... to one!

Maunsell: Yes.

Harcourt: That Charles Stuart is alive?

Maunsell: Yes.

Harcourt: It's nonsense.

Maunsell: No doubt.

Harcourt: Absurd! The body's been found —

Maunsell: They say it was his double.

Harcourt: His double...?

Maunsell: A special bodyguard. The Prince was seen crossing the Severn the same evening — and two days after in Ludlow.

Harcourt: What's the evidence?

Maunsell: Sentries on the river, townsfolk in Ludlow.

Harcourt: Why have they kept silent?

Maunsell: They haven't. They were ordered to say nothing.

Harcourt: It's a lie! A lie, I tell you, set about by Royalists to keep their cause alive. Charles Stuart's body rots on the field of Worcester.

Maunsell: I'll bet you five to one it does not.

Harcourt: Five to one!

Maunsell: Here in this room.

Harcourt: I don't bet, sir.

Maunsell: A pity.

Harcourt: If I did, I'd bet you a hundred sovereigns — that it does.

Maunsell: A pretty sum! Couldn't the landlord introduce us?

Harcourt: I'll trouble you, sir, not to joke on this matter. If there's one word of truth in the rumour you're spreading, a shadow lies over England. The dawn of peace is being blotted out ....

Maunsell: That's a matter of opinion, sir.

Harcourt: Opinion, sir!

Maunsell: Charles was a gay prince. He should be alive, to keep the Roundheads on their toes.

Harcourt: Treason, I say!

Landlord: Now, gentlemen —

Harcourt: A sword.

Landlord: Sir Edgar!

Maunsell (*putting up his hand*): One moment, sir. If you want to do me an injury ... why not rob me of five hundred sovereigns?

Harcourt: Five hundred...

Maunsell (*quietly*): I'll take your bet ... at the terms I offered.

Harcourt: I've already told you —

Maunsell: I am a poor man. I'd feel five hundred more than your sword.

(There is a slight pause.)

Harcourt: You would, sir?

(Harcourt faces Maunsell.)

Very well, then. I'll not rob you of five hundred. I'll rob you of five thousand.

Landlord: Five thousand...

Harcourt: I'll bet you a thousand sovereigns to five ...that Charles Stuart is dead.

Landlord: Sir Edgar, I beg you...

Harcourt: Keep out of this, — Henry! (He turns to Maunsell.) You hear me, sir? One thousand sovereigns to five that Charles Stuart is dead.

Maunsell: I hear you, sir. (*After a pause.*) There is one small point. How will the bet be decided?

Harcourt: In this way. If Charles Stuart is not proved alive in a fortnight, he will be taken as dead.

Maunsell: If Charles is not proved alive in a fortnight, he will be taken as dead.

Harcourt: Is that clear?

Maunsell: Quite clear.

Harcourt: Is the bet taken?

(There is a slight pause.)

Maunsell: Taken.

(There is a moment's silence. The two men stand facing each other.)

Harcourt: My name is Edgar Harcourt. My address is Che-veley Manor, Devizes. I shall return there tomorrow.

Maunsell: I am Philip Maunsell. I live at seventeen High Holborn in the City of London. I am at your service.

Harcourt: Landlord, you are witness to this bet.

Landlord: But, gentlemen, I beg...

Voice (*from the parlour*): In the name of the Parliament of England ... silence for a proclamation from Hampton Court.

Harcourt: What the devil —

Voice: Given under the hand of Oliver Cromwell, Commander-in-Chief of the Puritan Forces.

(The sound of voices dies to a murmur.)

Harcourt: Open those doors.

(The Landlord moves up and opens the doors.)

Sergeant Tryon: "WANTED — MR. STUART".

Harcourt: (*below his breath*): ... Dear heaven ...

Sergeant: "Although it is commonly accepted that Charles Stuart, Leader of me Royalist Forces, was cut down and left for dead on the field of Worcester, a measure of doubt now exists. Evidence has been received that Mr. Stuart crossed the Severn on the night of September and was seen two days later in the Town of Ludlow. Mr. Stuart may be at large or in hiding in the counties of Worcester, Shropshire, Hereford or Oxford.

"For his capture or information leading to it, a reward of one thousand pounds. For hiding his whereabouts or helping his escape, the penalty of death.

Given under our seal.

Hampton Court".

September 9th, 1651.

Harcourt (*slowly*): It isn't possible ... it can't be...

Sergeant: Corporals Britton and Fox, search the inn.

Harcourt: At large or in hiding ...  
Landlord (*hastily*): Excuse me, gentlemen.  
Maunsell: Close the doors.

(The Landlord goes out, closing the doors. There is a moment's pause.)

One thousand sovereigns....

Harcourt: Nothing is proved, I tell you!

Maunsell: Nothing yet.

Harcourt: It's a trick, a Royalist plot...

Maunsell: No doubt.

Harcourt: It'll be break down, they'll have no confess.

Maunsell: Shall we increase the bet?

Harcourt: We'll increase nothing ....

(Robert enters.)

Maunsell: Ah, waiter, a drink.

Robert: Glass of wine, sir?

Maunsell: Two glasses.

Harcourt (*to* Robert): What's — what's happening in there?

Robert: They're searching the inn, sir.

Harcourt: This inn?

Robert: Yes, sir.

Harcourt: Do they imagine he's here?

Robert: They're searching every inn in the country.

Harcourt: Satan, don't they know what the man looks like? He wears a full-bottomed wig, a moustache no gentleman would dare, has black eyes and sunken cheeks — you could pick him out of a thousand. And they're looking for him here?

Robert: Yes, sir.

Harcourt: Well, tell them they're mad! Mad, do you hear me? If they want Charles Stuart, they'll have to dig for him.

Robert: Yes, sir.

Maunsell: And bring two glasses of wine.

(Robert goes out.)

Harcourt: Completely mad ...

Maunsell (*after a pause*): You know, Sir Edgar, it wouldn't be out of the question to shave off that moustache.

Harcourt: Let him shave it!

Maunsell: Or to remove a full-bottomed wig.

Harcourt: Remove it!

Maunsell: It would make a difference.

Harcourt: He can't change his face.

Maunsell (*thoughtfully*): I don't know. Wax and plaster have worked wonders. I heard of a Huguenot who lived two years in his own town unrecognized. The Marquis de Charron served as a footman at the Tuileries under sentence of death.

Harcourt: This is England, sir. We've eyes in our heads.

Maunsell: We shall need them.

(Sergeant Tryon *enters*.)

Sergeant: Your names, gentlemen....

Harcourt (*sharply*): Who the devil are you, sir?

Sergeant: Sergeant Tryon of the Oxford Garrison. In the name of the Parliament.

Harcourt: Now, look here —

Sergeant: Names, business and destination.

Harcourt: If you think you've come to any purpose —

Sergeant: I must trouble you, sir.

Maunsell: Philip Maunsell of High Holborn, London. Gentleman. Travelling to Shrewsbury.

Sergeant: When did you arrive?

Maunsell: Five minutes ago.

Sergeant: On horse?

Maunsell: By coach.

Sergeant: And leaving?

Maunsell: Tomorrow.

Sergeant (*to Harcourt*): Yours, sir?

Harcourt: Edgar Harcourt. Knight. Cheveley Manor, Devizes.

Sergeant: Arrived?

Harcourt: This moment.

Sergeant: A guest?

Harcourt: For the night. Now look here —

Sergeant: Have you knowledge of the whereabouts of Charles Stuart?

Harcourt: First hand.

Sergeant: What is it?

Harcourt: Feeding the worms of Worcester.

Sergeant: Speak to the point, sir.

Harcourt: It is the point, sir.

Sergeant: Then it may interest you to know ... that Charles Stuart was reported last night ... in this town.

(There is a moment's complete silence.)

Harcourt: In this town?

Sergeant: You heard me.

Maunsell (*after a pause*): Has he been seen?

Sergeant: No.

Maunsell: Then how —

Sergeant: A Royalist gave evidence in Hereford. (*He pauses.*) The town is being searched from the top to bottom. No one may enter or leave without permission. If he is here, we shall get him. (*He turns to the door.*) That is all, gentlemen. Good night.

(He goes out. The two men stand facing each other.  
The Landlord hurries in.)

Landlord: Forgive me, gentlemen. I was kept back by Sergeant. Your drinks are coming...

Maunsell: You heard, landlord, what he said?

Landlord: The Prince reported in Evesham! It sounds like a fairy tale...

Harcourt (*mechanically*): A fairy tale .....

Maunsell: Where do you imagine he could be?

Landlord: I don't know, sir. There are some great houses in the neighbourhood, the Trevors, the Mainwarings, the Blakeneyes. They'll be turned inside out. God help them, if they find him.

Maunsell: God help me, landlord ... if they don't!

Landlord: You, sir?

Maunsell: I shall lose five thousand pounds.

Landlord: Five thousand pounds ...

Maunsell: Have you forgotten ... the bet?

Landlord: By our Lady, sir!

Maunsell: If Charles is not found alive in a fortnight, I have lost. Those are the terms, Sir Edgar?

Harcourt: Those are the terms.

Maunsell: So Godspeed to the arrest of Charles!

Landlord: Godspeed ...

Maunsell: And I tell you, he won't make it easy. He's the cleverest man in England and will beat us yet.

Landlord: He won't beat me, sir.

Harcourt: Nor me.

Maunsell: He's beaten us all for a week. Slipped through counties and kept an army guessing....Why? (*He faces them.*) I'll tell you. Because they are looking for a ghost. They are looking for a ghost of Charles Stuart. And there is not one

trace of Charles Stuart left. Every detail has been changed: clothes, voice, features, manner of walking, character, every mark and detail of the man we know ... (his voice dropping) except one ... (*He pauses.*) The one thing a man may never change, because he does not know he possesses it.

Harcourt: What is that?

(Robert enters with drinks.)

Robert: The gentlemen's drinks ...

Landlord: On the table, Robert.

Harcourt: What is that?

Maunsell: A mannerism ...

(There is a pause. He smiles quietly at them.

Robert puts the drinks on the table.)

Some trick of the hand, the slight movement of an eyelid, unknown to each of us and with us all over days.... Charles Stuart has a mannerism.

(Maunsell and Harcourt go to the table for their drink. Robert crosses the room to attend to the fire.)

Landlord: He has!

Harcourt: What is it?

Maunsell (*smiling*): There's a reward ... for the answer.

Landlord: But if you know —

Maunsell: I was two years in the Palace of Whitehall, teacher to Prince Henry. I had time to observe... Prince Charles.

Harcourt: It is your duty to the Parliament to speak.

Maunsell (*gently*): My duty to myself... for six thousand.

Harcourt: Then there's no fear you'll forget it.

Maunsell (*smiling*): No fear. And yet, Sir Edgar, I wonder...

Harcourt: Wonder, sir!

Maunsell: Whether future generations would approve.

Harcourt: This is a treason.

Landlord (*between them*): Sir Edgar.

Harcourt: Explain yourself!

Maunsell: A man who can defy England for a week... has the makings of a King.

Harcourt: I tell you, sir, England is tired of kings.

Maunsell: She is tired of tyranny. She will never tire of kings. The people will respect a Parliament — they will die for a King. (*Putting down his empty glass.*) Shall we go in to supper?



Harcourt: I think it is high time. (He puts down his glass.)

Landlord (*moving up*): I'll show you to your rooms.

Harcourt (*about to follow, but stops*): And one last word, sir. I thank heaven that the betrayal of a King will save you six thousand sovereigns. It assures me our Parliament is safe.

Landlord: This way, sir...

(Harcourt goes out, followed by Landlord.  
There is a moment's silence.)

Maunsell (*smiling*): Sir Edgar underrates me. He values "a dream" at six thousand. Don't you reckon that cheap, Robert?

Robert: I see his point of view, sir.

Maunsell: You see his point of view? Then I am a fool and a madman. Did you read Mr. Shakespeare?

Robert: Mr. Shakespeare, sir?

Maunsell: A playwright who died thirty years ago.

Robert: I'm afraid not, sir.

Maunsell: He has a line in "The Prince of Denmark".  
...Ophelia, speaking of Prince Hamlet, says:

*"The expectancy and rose of the fair state,  
The glass of fashion and the mould of form..."*

Could you betray ... such a one?

Robert: I'm afraid I could, sir.

Maunsell: You could?

Robert: His father was a traitor. Like father, like son.

Maunsell: Cold reasoning, Robert. May it reap its reward? The way to the supper-room?

Robert (*moving to the door*): This way, sir.

(Maunsell goes to the door and turns.)

Maunsell: And by the way, Robert, when you do your evil deed ... perhaps you'll inform the King that there was one man who would not betray him ... for six thousand.

Robert: I will inform him, sir.

Maunsell: Tell me, Robert, do you believe that?

Robert: I'm afraid, sir, you would have to prove it.

Maunsell: It has been my privilege.

(He pauses, his hand on the door, facing Robert.)

(*To Robert*). Good night ... Your Majesty.

The curtain falls.

## РАБОТА С ГЛАГОЛОМ (11): call

“And they *call* this peace”.

Here are some other idioms with *call*:

His son is called (= named) William.

The drowning man *called (out)* (= cried) for help.

The ship *calls at* (= stops at) Gibraltar.

When you are in the village will you please *call* at the green-grocer's and get some oranges?

The play at the theatre starts at 7.30. I will *call* for you at 7.0.

I want breakfast at 8.0 so will you please *call* (= waken) me at 7.30?

Mr. Smith is not at home; he *was called away* (= asked to go somewhere) on business.

I know his name but I can't just *call it to mind* (= remember it).

A strike of railway men *has been called* (= ordered) beginning on November 1st.

If you are near my home any time *call in* (= come) and see me.

## ПРЕДЛОГИ (6)

### Over

Следующие предложения иллюстрируют различное употребление предлога *over*.

There was a mirror *over* the fireplace. Clouds came *over* the sky.

There were dust-sheets *over* the furniture.

That picture cost *over* \$10,000.

He couldn't enter for the examination because he was *over* age (= more than).

There is a bridge *over* the river. He jumped *over* the wall (= above and across).

The King is ruler *over* the whole nation. A captain is *over* a lieutenant.

They sat a long time *over* their dinner ( while having dinner). He fell asleep *over* a book ( while reading).

*Over* is often used as an adverb expressing:

(1) Distance, e.g.

Here, in Britain, we are having hot weather, but *over* in America they are having snowstorms.

(2) Movement, the exact meaning depending on the verb used with *over*, e.g.

to fall *over*; to knock *over*; bend *over*; hand *over*; turn *over*; the milk boiled *over*, etc.

(3) “finished”, e.g.

The war is *over*. All your troubles are now *over*.

(4) “remaining”, e.g.

I paid the bill and have three pounds *over*.

(5) “too much”, “more than is proper”, e.g.

The meat is *over-cooked*. I was *over-charged* for these goods.

He is *over-worked*.

### Past

*Past* (preposition) has the meaning “beyond”, e.g.

It is *past* six o'clock; half *past* three. The old horse is *past* work. She walked *past* my door (= up to and beyond).

*Past* (adverb):

The years went *past*. He saw me but walked *past* without speaking.

### Round

*Round* expresses: (1) position, e.g.

There was a rope *round* the tree.

(2) movement (more or less circular), e.g.

He walked *round* the house. Drake sailed *round* the world.

Similarly as an adverb:

He went into the garden and walked *round*. Turn *round*.

ADVERTISEMENT: Our dresses not only make you look slim, they make men look *round*.

### Since

*Since* expresses “from a definite *point* of time in the past until now”, e.g.

I have been here *since* 4 o'clock.

*Since* is generally used with a perfect tense.

Compare this with *for* which expresses “a *length* of time till now”, e.g.

I have been here *for* two hours.

*Since* is also an adverb, e.g.

I saw him last Christmas; I haven't seen him *since*.

### Through

*Through* (preposition and adverb) expresses:

(1) Position or movement usually from one side to the other, e.g.

He knocked a nail *through* the wood. The train rushed *through* the tunnel. Look *through* the window. Air comes in *through* the ventilator. We went *through* France on our way to Switzerland. He has come *through* a lot of difficulties. He read the book *through*. Will you please read *through* my essay?

(2) Time, e.g.

He talked about it all *through* dinner. The railway line was repaired *through* the night when the trains were not running.

(3) Agency, e.g.

He bought the property *through* a house agent. He got the job *through* (= by the influence of) his uncle.

## To

To expresses:

(1) Direction of movement, e.g.

I am going *to* London. Come *to* me.

(2) A limit, e.g.

Classes are from 9 o'clock *to* 5 o'clock. He was faithful *to* the last/end. He read the paper from beginning *to* end.

(3) Comparison, e.g.

This car is superior/inferior/equal *to* that one. What he said *to* you is nothing *to* what he said *to* me.

To is used:

(a) as a part of the infinitive, e.g.

I want *to* go home. He said that *to* frighten you.

(b) with an indirect object, e.g.

Give that *to* me. I lost a lot of money *to* him.

To is not much used as an adverb. It is an adverb in:

Pull the door *to*. The work must be done, so set *to* (= get to work).

## Towards (toward)

Towards expresses (1) "in the direction of", e.g.

Go *towards* the window. Their house faces *towards* the south.

(2) approaching (of time), e.g.

I hope to arrive *towards* six o'clock. Shakespeare's best comedies were written *towards* the end of the 16th century.

(3) with regard to, e.g.

I have always felt kindly *towards* him.



## УПРАЖНЕНИЯ

I. Словарная работа. Придумайте предложения со следующими словами и выражениями:

confused (use also *confusion*), landlord (what is the feminine form?), inform (use also *information*), saddle (verb). (Sad-

dle is also a noun. It is part of the *harness* of a horse. Where does one put the saddle? Find out the meaning of the *reins*, *stirrups*, *spurs*), forgive (what are the principal parts of this verb?), sideboard (name six other articles of furniture), sigh (note the pronunciation), scoundrel, corpse, bet, sovereign (two meanings of this word), private (use also *privacy*). What is the opposite of a private room in a hotel?), evidence, sentry, fraud, rot, introduce, rumour, dawn (what is the opposite?), toes (use the the idioms “from top to toe”; “to tread on someone’s toes”; “to walk on tip-toe”), treason, residence, witness, proclamation, murmur, accept, county (don’t confuse with *country*. Note the pronunciation of each: [ˈkaʊntɪ], [ˈkʌntri]), capture, whereabouts, penalty, trick, increase (What is the opposite?), imagine, moustache (Is this the same as *whiskers*? How do we describe a man who has neither moustache nor whiskers?), wig, *sunken* cheeks (this is one form of the past participle of sink, give the other one), exile, destination, a fairy tale, inside out (use also *upside down*, *from top to bottom*, *back to front*), slip, ghost, mannerism, eyelid (use also *eyebrow*, *eyelash*, *eyeball*), generations, approve, defy (note the pronunciation [diˈfaɪ]. Use also *defiance*, *defiantly*), tyranny (use also *tyrant*, *tyrannical*), underrates (what is the opposite? Use it in a sentence), playwright, mould, reap (what is the opposite?), evil, privilege.

## II. Передайте другими словами выражения из только что прочитанной пьесы:

1. Are they out of their senses? 2. There is no question about Prince Charles being dead. 3. I’d like to have it from your own lips. 4. I beg your pardon. (*This can be used in several situations.*) 5. They are betting four to one. 6. No doubt. 7. They say it was his double. 8. Why have they kept silent? 9. They were hushed up. 10. A pity! 11. I’ll trouble you not to joke on this matter. 12. That is a matter of opinion. 13. To keep the Roundheads on their toes. 14. If he is not proved alive, he will be taken as dead. 15. A proclamation given under the hand of Oliver Cromwell. 16. It is commonly accepted that Charles Stuart is dead. 17. A measure of doubt now exists. 18. Mr. Stuart may be at large. 19. For helping his escape the penalty of death. 20. You could pick him out of a thousand. 21. It wouldn’t be out of the question to shave off that moustache. 22. Under sentence of death. 23. We have eyes in our heads. 24. His voice dropped. 25. There is no fear you’ll forget. 26. He has the makings of a King. 27. I think it is high time. 28. Don’t

you reckon that cheap? 29. Like father, like son. 30. It has been my privilege.

**III. Ответьте по возможности своими словами. Используйте лишь материал, содержащийся в пьесе. Ответ должен состоять из одного полного предложения.**

1. Who is "Mr. Stuart"?
2. Why did the landlord think there was some doubt about Prince Charles being dead?
3. What was Maunsell's "evidence" that the Prince was alive?
4. What were the terms of the bet that Maunsell made with Harcourt?
5. What were the terms (for reward or for penalty) in Cromwell's proclamation?
6. Give Harcourt's description of Prince Charles.
7. How did Maunsell think that Charles could change his appearance?
8. What was the one thing he thought the Prince could not change? Why couldn't he change that?
9. Why did Maunsell know that he could recognise the Prince?
10. What was the "dream" that Maunsell thought was worth more than £6,000?
11. Explain Maunsell's final remark.

**IV. Придумайте предложения с идиомами:**

call out; call at; call in; call off; call for; call away; call up; call on; call a spade a spade.

### **Composition Exercises**

1. Tell, in your own words, the story of the play.
2. Write a short story or play of your own, having as title: "Loyalty".

## LESSON 15

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### THE STORY OF HOB

(A letter from the author of this book to a teacher in Greece)

LONGMANS, GREEN & CO. LTD.,  
48 GROSVENOR STREET  
LONDON, W.I.  
18th January 19—

Dear Miss —,

I was very pleased to receive your letter and to hear of the work you had been doing with *Essential English*. And so your students have been asking questions about Hob! They have been asking what is his nationality, why he should be learning English, etc., etc. So, too, have quite a lot of other people.

The problem about Hob was not an easy one. You see, in these Books I could teach all the “favourable” adjectives easily enough. Lucille could be beautiful, gay and well-dressed; Frieda could be charming; Olaf could be clean and manly, Pedro could be the handsome, well-travelled man of the world; Jan could be clever and hard-working and attractive; and no Poles or Frenchmen or Swedes would rise up in anger against me. But how could I teach the opposites of these? Who ever knew a Pole, Frenchman, Swiss, Swede, or South American who was lazy, badly-dressed, careless, untidy? What storms I should have brought on my head if a character of any recognisable nationality had all these bad qualities! It was then that I thought of Hob. He, like all my “characters”, had been a student in one of my classes. I knew his story though I didn’t want to tell it just then. However, I can do so now without hurting anyone.

\* \* \*

The story goes back many years now to the Lancashire town of Manchester. In a little house there, in a small street, South-bank Street, lived the Hobdell family. It was a large family, but the only ones I knew were Eliza<sup>1</sup> and Berta<sup>2</sup>, Ben<sup>2</sup> and Albert and Irene. Theophilus<sup>3</sup>, Tom<sup>4</sup> and Aggie<sup>5</sup> I never met. Albert

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<sup>1</sup> See *Recollections and Adventures*.

<sup>2</sup> See *Essential English*, Book I.

<sup>3</sup> See *Essential English*, Book III.

<sup>4</sup> See *Essential English*, Book III.

<sup>5</sup> See *Essential English*, Book II.

(familiar to readers of *Essential English* as “Uncle Albert”) was a fine-looking fellow, six foot two in height, broad-shouldered and strong as a horse. He was no scholar — couldn’t even write his own name (he was, as he himself said, “no credit to his teachers”), but he was shrewd and sharp-witted and the merriest, liveliest and most warm-hearted companion you could wish for. Many are the Lancashire hot-pots<sup>1</sup> and many the plates of fish and chips I’ve eaten in Southbank Street, and many are the stories with which Albert kept us all roaring with laughter. But it’s not Albert so much as Irene that my story is chiefly concerned with. Irene was the youngest of the family. She was about twenty when I first knew her, gay, laughing, full of life and high spirits (she had Albert’s nature), and the prettiest girl in Manchester. She was, I’m afraid, a sore trial to Eliza — the oldest of the family — a sour-faced woman of forty odd. Eliza had always been full of “don’ts” and “mustn’ts” — “Ben, don’t eat so much”; “Albert, don’t laugh like that”. (Albert said that when he was a boy, she used to say, “Albert, go and see what Irene’s doing, and tell her she mustn’t”). Now, it was, “Irene, you mustn’t wear that short dress: it’s not proper”. Poor Eliza saw impropriety everywhere. She even, so Albert told me, put cotton trousers on the legs of the piano because she thought bare legs were improper. She was about as cheerful as a wet Sunday afternoon in Manchester — which is saying a lot — but her sourness seemed to have no effect on Irene, nor for that matter on Albert and Ben; they just laughed and made a joke of it all. Eliza and Berta, who was even sourer but less talkative than Eliza, thought Irene ought to stay at home in the evenings



SUPPER AT THE HOBDELL'S

sewing or knitting; Irene preferred going out with soldiers (this was during the war) to knitting socks for them and there were always plenty of soldiers coming to Southbank Street to take Irene out.

Amongst them (and her chief favourite) was Ruperto. What his other

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<sup>1</sup> hot-pot — a Lancashire dish made with meat, potatoes and onions cooked slowly.



name was I never knew; everyone called him Ruperto. He had come to England with our allies, the Ruritanian forces. He was a corporal, I think, or perhaps a sergeant, a gay, dashing sort of fellow with dark, romantic-looking eyes and black curly hair. He didn't speak much English, but that seemed to be no obstacle to his popularity with the girls of Manchester, and it was soon quite clear that Irene had eyes for no one except Ruperto. The end of the war came and he went back home to Ruritania. Quite honestly, despite the act that Irene lost a lot of her gaiety, most of us hoped that we had seen the last of him. But a month or two later Irene got a letter from Ruritania (in hardly understandable English) asking her to come and marry him.

Albert looked more solemn about it than I have ever seen him look about anything. He had no high opinion of Ruperto; neither had I, but it was none of my business, so I said nothing. Eliza, of course, hated the thought of Irene marrying *anyone*, and was horrified at the thought of her marrying a "foreigner"; but Irene had no doubts. All her old gaiety came back at once; she was overflowing with happiness and laughed and sang about the house all day. She drew all her savings out of the bank, bought herself pretty clothes, bought things for her new home, presents for Ruperto, and set off in high spirits for Ruritania. A month or two later we had a letter from her. She was married to Ruperto and they had a little home about 10 miles from Strelsau — just on the borders of Ruritania and the Urbanian Republic — they were very happy and everything was wonderful.

\* \* \*

I left Lancashire soon after that and took a job in Scotland, and later moved to London. Albert stayed in Lancashire and I lost touch with him. As I told you, he couldn't write and it was no use my writing letters that he couldn't read. Years went by. I married, and had more or less forgotten about the Hobdells. Then one day my secretary came to tell me that a visitor, Mr. Hobdell, had called to see me. Hobdell! — Albert! — Irene! I went to the entrance hall and there was Albert, older, fatter, prosperous-looking, but the same old Albert. I think he was as pleased to see me as I was to see him. I had finished work for the day and we went to a quiet little tea-room near by to have a good talk and to get all his news. Yes, Albert had done very well — he was making a fortune. Eliza? Yes, she had a little house of her own. She had softened with the passage of time — but the piano legs still had cotton trousers on them.

"And Irene?" I said.

Albert's face lost all its smiles. It was as if you had turned off a light inside him.

"Irene's dead", he said. "As a matter of fact that's one reason why I've come to see you".

I was shocked to hear it. I remembered her so full of life and laughter and happiness: and all that was gone.

"Yes", he went on, "it was a bad business. You know I never liked that fellow Ruperto that she married. He left her a year or two after her boy was born. Hob, he's called. Irene never told us about Ruperto leaving her. For a time she wrote a letter home fairly often. They were just short letters saying she was getting on all right. Then the letters came less and less often, then it was just a card at Christmas time, and then they stopped altogether. Eliza and Ben wrote to her (you know I'm no scholar), but the letters were returned 'address not known'. We were all very upset about it, for Eliza in spite of her sharp tongue was really fond of Irene, but there seemed to be nothing we could do. Then about six months ago there came a brief note from her saying she was very ill and asking me to come and see her if I could. I took a plane to Strelsau the very next day. She was lying in a bed in a poor little room, bare and comfortless. I could have cried to see how thin and pale and old she looked, but when she saw me she tried to smile as she used to in the old days at home. I'd have given all I have if I could have taken her home with me to Lancashire and brought back her rosy cheeks and smiles; but she knew, and I knew, that it was too late. 'Albert,' she said, 'I wanted to see you about Hob: he'll be all alone when I'm gone.'

"'You need have no worry about him, my dear,' I interrupted. 'He'll come back to England with me and I'll do all I can for him.'

Tears came into her eyes. 'I knew you would, Albert,' she said. Two days later she died.

\* \* \*

"Hob's been living with me for six months now, and I want some help from you. I want to do the best I can for the lad. He's a bit of a problem; he's lazy, untidy and not too particular about being clean (that's from his father), but he's warm-hearted, good-humoured and loves a joke".

"I know where that's from", I said.

Albert laughed. "I like Hob, he is a fellow after my own heart and I think he'll do all right in the end".

“And what is it you wanted me to do?” I said. “You can count on me to do anything I can”.

“Well”, said Albert slowly, “you see when Hob came here he spoke English with a sort of horrible Ruritanian accent. He’s lived with me for six months and now they say he’s speaking it with a terrible Lancashire accent. I must say I don’t notice it myself, but then, as you know, I’m not a gentleman. Can you tell me where I can get a good teacher who can teach Hob to speak English as it ought to be spoken? That’s why I called to see you today”.

“I can certainly help you there”, I said, “and nothing would give me more pleasure. I know Mr. Priestley who gives English lessons to foreign students”.

“But Hob’s not a foreign student exactly; he’s only half foreign”.

“And that’s the half that Mr. Priestley will deal with”, I said. “Moreover, Mr. Priestley is quite a good phonetician and he’ll soon deal with Hob’s Lancashire accent”.

“And he’s really good?” said Albert. “It’s not a matter of money. I’m willing to pay for the best”.

“In my opinion”, I said, “Charles Priestley is the best teacher in England”.

“Fine”, said Albert, “the best is good enough for me and for Hob”.

And that’s how Hob became one of Mr. Priestley’s pupils.  
All good wishes,

*Yours sincerely,*  
C. E. ECKERSLEY.

P. S. I realise that this story doesn’t agree with Hob’s own account of his coming to England (Book III), but what I have told you is the true story. Hob is shrewd like Albert; he doesn’t tell you more than he wants you to know. He loves to tell a story — not necessarily true by any means, even when, as in Book II, he tells you it’s a true one!

### РАБОТА С ГЛАГОЛОМ (12): *say*, *tell*

Значение глаголов *say* и *tell* примерно одинаково, но ситуации, в которых они употребляются, различны, и каждый глагол имеет особые идиоматические употребления.

Вот модель употребления глагола **tell**:

1. *Tell* + прямое дополнение (т.е. *tell something*)

Например:

He can *tell the time*.

Will you *tell us the story* about the fire of London?

Но чаще глагол *tell* можно встретить в конструкции:

2. *Tell* + косвенное дополнение + прямое дополнение (т.е. *tell somebody something*). Например:

<b>Subject</b>	<b>Verb</b>	<b>Indirect Object</b>	<b>Direct Object</b>
	Tell	me	a story/the truth/your name.
I	told	Hob	what to do.
He	told	us	that he was going away.
I	told	the gardener	to cut the grass.

А вот образцы использования глагола *say*:

Every night the child says *her prayers*. He said, "*I am very busy*". He said *that he was very busy*.

2. *Say something to somebody*, e.g.

He said "*Good morning*" *to me*. I said *to the gardener*, "*Cut the grass*". (Compare with: I told the gardener to cut the grass.)

When I see him I shall say *to him*, "*What have you done with my money?*"

**Внимание:** (1) *Say* используется при передаче прямой речи. Глагол *tell* в этом случае никогда не используется.

(2) При употреблении глагола *say* упоминание лица, к которому обращена речь, не обязательно; при использовании глагола *tell* мы должны назвать лицо, к которому обращаемся. Например:

The teacher *said*, "Do all the exercises".

The teacher *told the class* to do all the exercises.

(3) В косвенной речи после глагола *say* идет придаточное дополнительное, после глагола *tell* — инфинитив. Сравните:

I said *that he must leave the house*.

I told him *to leave the house*.

### РАБОТА С ГЛАГОЛОМ (13): go

В уроке 15 нам встретились выражения с глаголом *go* (*went, gone*). Например:

The story *goes back* many years now. *Go* and see what Irene's doing. Irene preferred *going out with* soldiers. He *went back* to Ruritania. Years *went by*. "Yes", he *went on* (= continued), "it was a bad business". He'll be all alone when I'm *gone* (= dead).

Вот еще несколько общеупотребительных значений этого глагола:

My watch kept *going* slow; now it won't *go* at all. "How did the concert *go*?" (= was it successful?). "*It went* (or *went down*) very well".

The apples have *gone* bad. I think it is *going* to rain. I'm *going in for* my examination in July. The fire has *gone out*. "It is love that makes the world *go round*". (*Proverb.*)



## УПРАЖНЕНИЯ

### 1. Словарная работа. Придумайте предложения со словами:

*lively* (use also *liveliness*, to *liven up*), *companion* (use also *company*), *chips*, *roar* (most English people pronounce this like raw [rɔ:]), *proper* (note also *improper*, *impropriety*), *talkative*, *knit*, *romantic* (use also *romance*), *obstacle*, *solemn*, *horrified* (use also *horror*, *horrible*, *horribly*), *overflowing*, *border*, *secretary*, *prosperous* (use also *prosperity*), *nation* (use also *nationality*; note the difference in accentuation), *recognisable* (use also *recognise and recognition*; note accentuation), *good-humoured*.

### II. Объясните значения следующих слов и выражений:

1. a dozen or so. 2. he's a bit of problem. 3. I'm no scholar. 4. I would do my utmost. 5. Pedro was a well-travelled man of the world. 6. no one would rise up in anger. 7. The story goes back many years now. 8. he was sharp-witted. 9. Albert kept us roaring with laughter. 10. Irene was a sore trial to Eliza, a sour-faced woman of forty odd. 11. Irene had eyes for no one except Ruperto. 12. we hoped we had seen the last of him. 13. in hardly understandable English. 14. He had no high opinion of Ruperto. 15. Albert stayed in Lancashire and I lost touch with him. 16. it was a bad business. 17. We were all very upset about it. 18. Hob is a fellow after my own heart. 19. You can count on me. 20. It's not a matter of money.

### III. В рассказе встретилось выражение: "Albert was broad-shouldered and warm-hearted". Используйте сложные прилагательные для описания:

(a) persons who have: blue eyes; red cheeks; brown hair; a dark skin; a long nose; big bones; long legs; flat feet; travelled a lot; (b) a person whose spirits are high; whose heart is warm; whose tongue is sharp; whose wits are quick; whose will is strong; whose temper is hot, (c) a man who has neither beard nor moustache; a suit made by a good tailor; a book whose binding is made of leather.

### IV. Придумайте предложения со следующими словами:

1. go out. 2. go in for. 3. go down. 4. go on. 5. go with. 6. go out with. 7. go by. 8. go about it. 9. on the go. 10. go down. 11. go over. 12. it goes to snow.

**V. Придумайте предложения со словосочетаниями:**

(a) it goes without saying; that is to say; what do you say to...?; to say one's say; a saying; they say.

(b) tell the truth; tell their own tale; telling; to tell on someone; all told.

**VI. Придумайте предложения со словом *tell* со значениями:**

(a) to express or show, (b) to discover, (c) to order, (d) to have an effect.

**VII. Измените предложения, вставляя *tell* вместо *say*:**

1. Eliza said to Albert, "Go and see what Irene's doing".
2. Pedro said to Lucille, "You sing very well".
3. I said to him, "Open the door".
4. She said to me, "I am sorry I can't speak English better".
5. Eliza said, "Albert, don't laugh like that".
6. He said to me that he was very busy.
7. You had better say to George what you have said to me.
8. I said to the gardener that he must cut the grass.
9. He said to me, "I have lost my money".
10. Mr. Priestley said to his students, "There will be a holiday tomorrow".

**Composition Exercises**

**1. Write a composition or short story having for its title one of the following:**

- (a) Tales our mothers told us.
- (b) The boy who couldn't tell a lie.
- (c) Some old sayings in your language and what they mean.

**2. What qualities would you expect from (a) a good doctor, (b) a business man, (c) a nurse, (d) a lawyer? Write a character sketch of each of these.**

**3. Tell in about 300 to 400 words the story of Hob.**

**4. Invent a short story in which the chief character is Uncle Ben, *or* Aunt Eliza, *or* Aunt Aggie, *or* Uncle Theophilus.**

**5. Write a short account of some person (real or imaginary) that you have known.**

## LESSON 16

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### BONNIE<sup>1</sup> PRINCE CHARLIE

*Characters* — Mr. Priestley, Lucille, Frieda, Olaf, Pedro, Hob

Olaf: I was in Edinburgh in September for the Festival.

Lucille: Did you enjoy it?

Olaf: Oh yes, it was splendid.

Pedro: Edinburgh's a beautiful city, isn't it?

Olaf: Lovely both by day and by night. You know the castle, don't you, Pedro; and you too, of course, Mr. Priestley.

Mr. Priestley: Yes, I know it well, It stands on a huge rock, like a great cliff towering over the city.

Olaf: Well, during the Festival it was flood-lit every night. Just as it got dark a gun was fired and at that moment the lights went on. But the flood-lights were only on the castle building; the rock was in the darkness. The effect was magical. The castle looked like a castle in the air, something fairy-like out of the old romances.

Pedro: And yet the Scots are supposed to be matter-of-fact unromantic people. That wasn't my impression.

Olaf: Nor was it mine. Look at all that romantic feeling they still have for Bonnie Prince Charlie. Why, when I was there there was practically a whole exhibition devoted to him — his portraits, letters that he had written (incidentally with more spelling mistakes to the page than ever Hob made), clothes that he wore, his sword, a piece of his hair. To tell you the truth, I must admit I caught some of the fever myself and made a tour of the country to see the places associated with him — Inverness, Glenfinnan and Culloden. It was really quite fascinating.

Hob: Who was Bonnie Prince Charlie?

Mr. Priestley: I think you ought to know the story.

If you don't you won't fully understand a good deal of Scottish (or, for that matter, English) history of literature, for in addition to there being many Scottish songs about him, Sir Walter Scott used his history in at least two of his novels — and to my mind two of the best<sup>2</sup>.

Frieda: Will you tell us about him, please?

Mr. Priestley: It seems to me Olaf is the most suitable person to tell it. Will you do it, please, Olaf?

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<sup>1</sup> bonny: a Scottish word for "handsome"; "beautiful". Charlie is a familiar and affectionate form of Charles.

<sup>2</sup> *Waverley* and *Redgauntlet*.



A HIGHLANDER

O la f: Well, sir, I'll try. The story begins, I suppose, in 1688 when James II, the last of the Stuart<sup>1</sup> Kings, was driven off the throne of England. James went abroad, and never returned to England. But he had many followers in England who sympathised with him and wanted him back on the throne of England. His son James Edward (whom the English called "The Old Pretender") made an unsuccessful attempt to get back the throne in 1715, but the most important attempt was made by his grandson Charles Edward, "Bonnie Prince Charlie" to the Scots, "The Young Pretender" to the English. This was in 1745. Charles was a real prince of romance: young (he was twenty-five when he landed in Scotland), handsome, tall and fair, brave and adventurous. He was coming, he said, to gain the crown of England and place it at his father's feet. England was at war with France at the time and Louis XV was planning an invasion of England. Charles went to Paris, eager to join the French fleet that was to land him at Dover. Once there, he believed that the Jacobite sympathisers would flock to his side and that the George II, the English King, would be forced to flee to Germany. But disaster overtook the French fleet; a great storm struck them in the Channel and they returned beaten and broken to the shores of France. It was a terrible blow to Charles Edward; but not for long. He was a man of spirit, a born adventurer, burning with ambition and courage. If the French couldn't help him, he would invade England by himself — not across the Channel but from Scotland. There he was sure of support; he was not quite so sure of the English Jacobites. England under George II was prosperous, and to the matter-of-fact English, the Stuarts were merely a sentiment, and hard-headed business men don't risk their prosperity for a wild dream. But the Scots, or at least the Highlanders, were different. The Highlands was the wild home of the poor but high-spirited men to whom loyalty to their King was a passion. They were adventurous, romantic men who loved fighting and

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<sup>1</sup> The Stuart Kings were James I (1603—1625), Charles I (1625—1649), Charles II (1660—1685), James II (1685—1688).



danger. The Stuarts had come originally from Scotland, and, to the Highlanders the Stuarts were not just a sentiment — they were a religion for which they were prepared to fight and die.

Dusguised as a clergyman Charles went aboard a small French ship, the *Doutelle*, to sail for Scotland. With him was a French warship, the *Elizabeth*, of sixty-eight guns, and in the *Elizabeth* were loaded the stores, guns, swords, powder and shot with which he hoped to defeat the English. In June 1745 they slipped quietly out of harbour and headed for Scotland. On the fourth day they were seen by British warship which opened fire on the *Elizabeth*. For five hours a battle went on and both ships were damaged. The English ship turned for England and the *Elizabeth* for Brest. Most of his stores were gone, but Charles, with only six followers, determined to go on. Two British vessels were seen near the coast of Scotland but the *Doutelle* escaped in the mist and made her way among the rocky islands off the west of Scotland. A golden eagle was flying just above them. “The king of birds welcomes Your Royal Highness to Your Scottish kingdom”, said one of his followers; and Charles Stuart set foot on the land of his ancestors.

The news spread quickly throughout the Highlands and Charles crossed from the island where he had landed and with his six faithful followers set up his standard at Glenfinnan. I saw the monument that marks the spot, an impressive if not particularly beautiful tower. He expected the shore to be lined with Highlanders to welcome him. Hardly a soul was there. It was an anxious moment. Would the Highland chiefs, above all would Cameron of Lochiel, the most powerful of them all, come to his aid? If he didn’t, the attempt must end in failure. For two anxious hours the Prince and his followers waited. Then they heard the sound of the pipers, and pouring over the hills came the Camerons, 800 of them headed by Lochiel. The Royal standard was raised in the name of James, “King of Scotland”. George II issued a proclamation offering £30,000 to anyone who could capture “the eldest son of Pretender”. Charles answered with a similar notice offering £30,000 to anyone who would capture “the Elector of Hanover”<sup>1</sup>!

Then began the march on Edinburgh. More Highlanders, wild-looking savages with their swords, knives tied to poles, or any other weapon that they could lay hands on, joined his

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<sup>1</sup> This name the Jacobites gave to George II, who they didn’t consider was the King.

army as it marched southwards. News of the fierce forces that were coming struck terror in Edinburgh and Stirling. The few soldiers there withdrew in panic. The Highlanders were at the gates of Edinburgh. Almost without a blow being struck the city surrendered and Charles entered in triumph. For a few weeks he held court at Holyrood Palace, the ancient home of the Scottish kings — I saw the room where he received his guests — and then the invasion of England began, through Carlisle, Preston, Manchester, right down to Derby, only four days' march from London. Success was almost within his grasp.

There was panic in London; a ship was ready to take George II to Hanover. And then Charles decided not to advance but to retreat to Scotland again. If he had gone on instead of going back the whole course of English history might have been changed. Charles, as a matter of fact, was all for advancing on London, but practically all his followers were against it. The English Jacobites had not come to his aid as Charles had hoped. Three hundred men from Manchester was practically all the support he got, and many of the followers who came first had gone back home. Very unwillingly Charles saw that he must give the order to retreat. So they went back and back until they came to Culloden, six or seven miles from Inverness. Here his army was faced by the army of the Duke of Cumberland.

\* \* \*

I walked over the field of Culloden, a wild, bare moor, little different from what it was on that fateful day in 1745. You can still see the little weather-worn stones that mark where the men of the clans who died there are buried. I spelled them out, "Clan Cameron", "Clan Mackintosh", "Clan Maclean", "Clan Stuart". Almost the whole flower of the Scottish Highlands fell at Culloden.

Charles had only 5,000 men, weary, hungry, and badly armed, against Cumberland's 9,000 regular soldiers, drawn from the Continent where they had been fighting the French, well-trained, well-fed, well-armed, supported by cavalry and artillery.

The Highlanders rushed fiercely against the lines of the English redcoats, threw down their fire-arms and leaped upon the soldiers with swords and knives. They fell under the steady fire of Cumberland's soldiers and the deadly aim of his cannon. But others came on just as fiercely to continue the attack. The slaughter was dreadful as wave after wave of the Highlanders threw themselves on the English lines. But even all that bravery and loyalty could not win the day. Then, disciplined forces of the English soldiers held the attack, the drums sounded the advance,

the redcoats moved forward, the clans were beaten back. Prince Charles saw that the day was lost and galloped from the field on which 1,200 of the clansman lay dead. No mercy was shown to the survivors. Those who escaped from the battlefield were hunted down and when they were captured were put to death.

Frieda: And what happened to Prince Charles?

Olaf: For months he was hunted through the Highlands. A huge reward was offered for anyone who would capture him dead or alive, but though many Highlanders knew where he was — men without a shilling in the world — no one betrayed him. Loyal, faithful followers hid him in the mountains and after many hairbreadth escapes the young, high-spirited Flora Macdonald took him, dressed as her servant-maid, in a boat to the island of Skye, right under the very noses of the English soldiers who were looking for him. After five months of almost hourly perils they managed to get him to the coast where a ship was waiting to take him to France and safety.

Lucille: Did he ever come back to Scotland?

Olaf: Yes. Twenty years later he made one more attempt. But it was quite hopeless. The Stuart cause and the clan system had found their grave at Culloden. But Scottish people still sing old Jacobite songs. Here's one of them:

#### WILL YE NO' COME BACK AGAIN

Words by  
LADY MAIRNE (1766-1846)

Air attributed to  
NEIL GOW Jr. 1726-1806;  
Arr. PATRICIA MURRAY

*Moderato*

The musical score is written for piano and voice. It begins with a treble and bass clef, a key signature of one flat (B-flat), and a 4/4 time signature. The tempo is marked 'Moderato'. The first system of music includes the lyrics 'Bon - nie Char - lie's now a - wa, Safe - ty o'er the friend - ly main'. The second system continues with 'He - ry a heart will break in two Should he o'er come back a - gain'. The third system is marked 'CHORUS' and contains the lyrics 'Will ye no' come back a - gain? Will ye no' come back a - gain?'. The fourth system concludes with 'Bel - ter loved ye can - na be, Will ye no' come back a - gain.' The score features various musical notations including eighth and sixteenth notes, rests, and dynamic markings like 'p' (piano) and 'mp' (mezzo-piano).

Bon - nie Char - lie's now a - wa, Safe - ty o'er the friend - ly main

He - ry a heart will break in two Should he o'er come back a - gain

**CHORUS**

Will ye no' come back a - gain? Will ye no' come back a - gain?

Bel - ter loved ye can - na be, Will ye no' come back a - gain.

Bonnie Charlie's now awa',<sup>1</sup>  
Safely over the friendly main.<sup>2</sup>  
Many a heart will break in twa<sup>3</sup>  
Should he ne'er<sup>4</sup> come back again.  
Will ye no<sup>5</sup> come back again?  
Will ye no' come back again?  
Better loved ye canna<sup>6</sup> be;  
Will ye no' come back again?

Mr. Priestley: Thank you, Olaf. I think you told the story very well.

\* \* \*

And now we have to say good-bye to one of our little group. This is the last time we shall have Pedro with us. I think you all know that he has been accepted at Cambridge University and goes up next week to read English History. We all congratulate Pedro on his success ("Hear, hear") and wish him good luck at Cambridge.

Pedro: Thank you all for your good wishes. I shall miss you all. I have been very happy in Mr. Priestley's class.

Mr. Priestley: Thank you, Pedro. We shall miss you too. I am sure you will be very happy at Cambridge, and I hope you will write to us sometime.

Pedro: I certainly will!

### РАБОТА С ГЛАГОЛОМ (14): see

Есть два наиболее употребительных значения глагола *see*, и оба представлены в уроке 16:

1. (= look at; observe.) I made a tour to *see* the places associated with him. I *saw* the monument. Two British vessels *were seen* near the coast of Scotland.

2. (= understand.) Very unwillingly Charles *saw* that he must give the order to retreat. Prince Charles *saw* that the day was lost.

Но этот глагол употребляется и во многих идиомах. Вот примеры некоторых из них:

A friend came to *see* (= visit) me.

You should go and *see* (= consult) a doctor about your cough.

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<sup>1</sup> awa' = away.

<sup>2</sup> main = sea.

<sup>3</sup> twa = two.

<sup>4</sup> ne'er = never.

<sup>5</sup> will ye no' = will you not.

<sup>6</sup> canna = can not.

Who is going to *see you home* (= go with you) after the dance?

He can never *see* (= understand) a joke.

We haven't much money but we do *see life* (= have lots of experiences).

Write to him and *see* (= find out) what he thinks.

Have you *seen* (= read) the paper this morning?

"Will you come to the cinema tonight?" "Well, I'll see about it" (= perhaps; I'll consider it).

I'll go at once and *see about* (= attend to, enquire about) the tickets.

Will you come to the station to *see me off*?

There are three common patterns with *see*:

(1)

<i>Subject</i>	<i>see</i>	<i>(Pro)noun</i>	<i>Infinitive (without to) etc.</i>
I	saw	the boy	break the window.
We	saw	him	take the money.

(2)

<i>Subject</i>	<i>see</i>	<i>(Pro)noun</i>	<i>Participle etc.</i>
The policeman	saw	the man	driving the car in a dangerous manner.
I	saw	the ship	dashed on the rocks.

(3)

<i>Subject</i>	<i>see</i>	<i>Noun Clause</i>
I	saw	that there was going to be an accident.



## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложения со словами:

cliff, tower (note its use here as a verb), flood-lit, magic (use also *magical*, *magician*), romance (use also *romantic*), blaze (noun and verb), exhibition, associated (use also *association*) fascinating (also *fascinate*, *fascination*), throne (compare with thrown), pretend (use also *pretence*), land (note its use as a verb), flock (*verb*; use also as a noun), ambition (use also *ambitious*), sentiment, risk (*verb* and *noun*), loyal (also *loyalty*) origin (also *original*, *originally*, *originality*), disguise (*noun* and *verb*), abroad, slip (*noun* and *verb*; use also *to make a slip*, *a slip of the tongue*, *to slip one's memory*), mist (how does mist differ from fog?), eagle, ancestors, standard (here it means flag), soul (note its use here for *person*), issue (*verb*), panic, grasp (*noun* and *verb*), moor (*noun*) (compare with *more*), weary, slaughter (give another word ending in *-ughter* that rhymes with *slaughter*), discipline, drum, gallop, capture (use also *captive*, *captivity*), betray.

## II. Объясните своими словами значения следующих фраз:

1. towering over the city. 2. a blaze of colour. 3. I caught some of the fever. 4. to go abroad. 5. sympathisers would flock to his side. 6. disaster overtook the French fleet. 7. a great storm struck them. 8. Charles went aboard a French ship. 9. the *Doutelle* made her way among the rocky islands. 10. he expected the shore to be lined with Highlanders. 11. they came pouring over the hills. 12. any other weapon they could lay hands on. 13. struck terror. 14. withdrew in panic. 15. success was almost within his grasp. 16. Charles was all for advancing. 17. weather-worn stones. 18. the whole flower of the Scottish Highlands. 19. could not win the day. 20. held the attack. 21. many hairbreadth escapes. 22. under the very noses. 23. almost hourly perils. 24. found their grave.

## III. Ответьте на вопросы:

1. Why did Olaf say the effect of the flood-lighting of the Castle was "magical"?
2. What did Pedro and Olaf think the Scots are not "matter-of-fact"?
3. What did Olaf notice about Prince Charles's letters?
4. Who were the Jacobites?
5. Why was Prince Charles surer of support from the Scottish Jacobites than from the English ones?
6. Why was it so important for Charles to get the support of Lochiel?
7. Who was "the Elector of Hanover"?
8. How near did Charles get to London? Why did he turn back?

## IV. Придумайте предложения со словосочетаниями:

to see about; to see him off; to see the last of; to see red; to see one's way; to see better days; to see through a person; to see eye to eye.

## Composition Exercises

1. Write a short character sketch of "Bonnie Prince Charlie".
2. Tell the story of "Bonnie Prince Charlie" in about 450 words.

## LESSON 17

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### THE DOUBLE POSSESSIVE

Ранее в тексте Вы встречали выражение:

He's a friend of Uncle *Albert's*.

Такое использование *'s* и *of* вместе является идиоматической конструкцией. Например:

That's an old hat of my *brother's* (not "of my brother").

We saw a play of *Shaw's* at the theatre last week (not "of Shaw").

There is a similar construction with *of* + a possessive pronoun, e.g.

A friend of *ours* (not "of us"), will be with us.

How much do they want for this house of *yours*?

A cousin of *mine* (not "of me") and his wife have invited me.

It was no fault of *ours* that we took the wrong road.

Эта конструкция важна тем, что позволяет нам различать значения между такими предложениями, как:

A portrait of *Rembrandt* (портрет Рембрандта)

A portrait of *Rembrandt's* (портрет кисти Рембрандта).

### РАБОТА С ГЛАГОЛОМ (15): fall

Ранее в тексте Вы встречали выражение: "Almost the whole flower of the Scottish Highlands fell at Culloden". Вот еще примеры применения глагола *fall*:

The little boy was running and *fell* down; I *think* he fell over a stone.

In this office most of the work seems to *fall on* (= has to be done by) me.

The question to be answered *falls into* (= can be divided into) four parts.

Jan *fell in love with* Frieda.

Mary and Ellen have *fallen out* (= are no longer friends with each other).

He had great plans for his business but they *felt through* (= came to nothing).

We hadn't any bread in the house and the shops were closed so we had to *fall back on* (= use instead) biscuits.

## ПРЕДЛОГИ (7)

### Under

*Under* is similar in meaning to *below*, e.g.

Children *under* the age of twelve are not admitted. His income is *under* £1,000 a year.

But there are differences in usage. If the meaning is "lower than and covered by" we use *under* (not *below*), e. g.

He put the letter *under* a book that was lying on the desk.

On the other hand if the distance lower is mentioned we generally use *below*, e.g.

The submarine travelled 100 feet *below* the surface of the water.

*Under* meaning "less than" is used to express time, e.g.

We went from our house to Cambridge in *under* an hour.

*Under* means also "governed by", "protected by", e.g.

In 1890 that country was *under* British rule and its soldiers served *under* the British flag.

It is also used to express certain states of being, e.g.

He is *under* treatment for rheumatism. The prisoner is *under* guard. That farm has 200 acres *under* (= sown with) wheat. He is *under* sentence of death. The soldier showed great bravery *under* fire.

*Under* is used to express cover or disguise, e.g.

Samuel Clemens wrote *under* the name of Mark Twain.

*Under* is used as a prefix with the meaning "below", "not enough", "too small", e.g.

*Underground*; *underdone* meat; an *undersized* boy.

*Under* is an adverb in such sentences as:

The people were kept *under* by the tyrant. A huge wave struck the ship and it went *under* (= sank).

### Until (till)

*Until* (more usually *till*) can be a preposition, e.g.

We won't be home *till* morning. He stayed *till* (*until*) long after midnight.

or a conjunction, e.g.

I will wait *till* (*until*) you come.

### Up

In most cases *up* expresses the opposite of *down*, e.g.

He walked *up* the hill. They put *up* a flag.

It is very often used as an adverb with a variety of meanings, e.g.



The sun is *up*. Look *up*. The house is *up* at last. Plants come *up* in the spring. Wake *up*. Hurry *up*. Speak *up*. What time did you get *up*? I was *up* all night. The car is not far behind us, it will soon catch us *up*. Prices are going *up*. My time is *up*. You will have to pay *up*. The room is dirty; help me to clean it *up*.

### **With (только предлог)**

*With* suggests (1) Accompaniment, e.g.

He came *with* all his family. Don't wear brown shoes *with* a blue suit.

(2) Agreement (or disagreement), e.g.

I agree/disagree *with* him on most matters. I don't want to quarrel *with* you.

(3) An instrument, e.g.

Cut the bread *with* this knife. He hit the dog *with* a stick.

(4) Cause, e.g.

The old man was bent *with* age and dying *with* hunger.

(5) Manner, e.g.

He fought *with* bravery. He stood *with* his hands in his pockets.

(6) Possession (= "who (which) has"), e.g.

A girl *with* golden hair. A house *with* a large garden.

(7) Contents, e.g.

His pockets were filled *with* money.

### **Within**

*Within* has the meaning "inside", e.g.

"Is anybody *within*?"

but in formal rather than colloquial English.

*Within* as a preposition is used to refer to time, e.g.

I'll be there *within* (= in less than) an hour.

and in such expressions as:

to live *within* one's income; to be *within* hearing; *within* sight of home; *within* the law.

### **Without**

*Without* in modern English does not mean "outside" (e.g. Who is *without*?). *Without* means "not having", e.g.

Hob travelled *without* a ticket because he left home *without* money.

It is used with a gerund to give a negative meaning, e.g.

He left *without* saying (= and did not say) good-bye.

Hob travelled *without* buying (= and did not buy) a ticket.



## УПРАЖНЕНИЯ

**I. Придумайте шесть предложений, используя фразеологические обороты с глаголом *fall*.**

**II. Придумайте предложения, используя данные слова как а) предлог, б) наречие:**

on, in, up, about, after, before, behind, over, round, since, off, through.

**III. Вставьте предлоги или наречия:**

1. The man who spoke was standing — me. 2. There are others — me who believe that. 3. Put the two books side — side. 4. Everyone was listening — Richard. 5. He lived here — the years 1940 and 1941. 6. Their plans have completely broken —. 7. The soldiers came in two — two. 8. That book was written — Dickens. 9. That is a book — Russia and the Russian people. 10. I ran — thief but couldn't catch him. 11. He who is not for us is — us. 12. He has written ten books and there is not a single good one — them. 13. The mother divided the apple — two boys. 14. Who is looking — you? 15. Jan is very good — English. 16. He did that — my wishes. 17. I bought that — the butcher's. 18. He put his hands — his back. 19. That ought to cost sixpence or — the very most ninepence. 20. I hoped it would be fine but it poured — all afternoon. 21. My shoes are made — leather; the box is made — iron. 22. I can't get this ring — my finger. 23. He put the book — the table and sat — a chair. 24. He has 10,000 men working — him. 25. What country do you come — ? 26. He walked — the room and sat — his desk. 27. I shan't be away long; I'll be back — a year. 28. The ship rocked — side to side. 29. I don't like to be — debt; that is to be — danger. 30. It is cold — this room now that the fire has gone.—. 31. You must make the best — it. 32. The petrol is all running —; turn the tap —. 33. There are houses — both sides — the street. 34. I bought a bicycle — £4. 35. He tried to look at it — my point of view. 36. I shouldn't be — such a hurry if I were — your place. 37. A friend — mine went with me to the Tower — London. 38. Help me — my coat. 39. I went there — business; I have to work — my living. 40.—reply — your letter — the 15th of November, we wish to state that we are — need — a traveller — the London district. If you will come here — Saturday the 12th — April we can give you our ideas — the subject and it will then depend — you whether you accept and try to make a success — it or whether — the contrary the whole matter must be considered as defi-

nately —. 41. Someone left a box — the garden and I fell — it — the dark. 42. I stood — the corner — the road and hundreds — cars went —. 43. Walk — the town — me and then we will come home and sit — the fire. 44. I have been — London — the 25th — July. 45. We went — France — our way — Spain. 46. This coat is wet. Hold it — the fire — a few minutes. 47. That is the first step — getting the matter cleared —. 48. I can't use my office — business — present; it is — repair. 49. I had never had a lesson — English until I came — London. 50. That stream never dries — even — the middle — summer. 51. Come and stay — us — a few days — Christmas and bring your wife — you. 52. I did not approve — his action and what he did was done — my consent. 53. You don't need to pay — the money you borrowed all — once. The repayment can be spread — a number — years. 54. Drake sailed—the world — the reign — Queen Elizabeth I. 55. I have been — England — six months but have had lessons only — April. 56. The motor boat cut — the water — a terrific speed. 57. I live quite close — the church; in fact next door — it. 58. It was somewhere — five o'clock — the afternoon when he called — me. 59.— the circumstances, I will not give you any extra work. 60. You could see — a glance there was someone — home; the house was all lit —. 61. I like beef — done rather — done. 62. They walked — the new road, then — the hill — my house. 63. Orders — the new car came — — a rush. 64. He walked — his hat — the back — his head. 65. — regard — that business, I don't want to do anything more — it, but I'll keep — touch — you.

## LESSON 18

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### ROGER'S FIRST DAY AT SCHOOL

Frieda: A short time ago I had a very pleasant week-end at my friend Phyllis Cooper's house. Young Roger, that's Phyllis and Frank Cooper's little boy, had just had his fifth birthday. It was a rather special birthday for him, since as soon as an English child reaches the age of five he must start attending school. I was very interested to hear Frank and Phyllis discussing his education and I thought you might like to hear about it.

Mr. Priestley: I'm sure we shall. I think you will all like to get a little sidelight on English education. Please go on, Frieda.

Frieda: Well, it was only after a good deal of thoughtful discussion between Phyllis and Frank Cooper that they had finally decided that Roger should go to his local Primary School. Phyllis, to begin with, would have preferred Roger to go to one of the small "private" schools in the district.

"The fees aren't very high", she had said to her husband, "and he'll mix with much nicer children than he'll meet at the ordinary State Primary School". "I know the fees aren't high", had been Frank's answer, "but don't forget we have to pay for State schools through our rates and taxes. I don't hold with the idea of paying for the upkeep of a school and then not making use of it. Besides, when you talk about the "nicer" children at the private school don't you merely mean that their parents have got more money than most people?" "Perhaps I do, but some of the children at the Primary School don't come from very good homes, do they? I don't want Roger to pick up any bad habits of speech or a lot of bad manners".

Frank laughed. "Let's risk it. You mothers do so want your boys to be nice, clean, well-spoken little creatures, don't you? Personally, I think that if you and I give him an example of good speech and good manners, what he happens to see and hear at school won't really harm him very much".

"I'm afraid that argument doesn't hold water", answered Phyllis with a smile. "The things you said this morning when you couldn't find a fresh pair of socks in your drawer weren't exactly examples of polite speech, were they?"

"That's a very unfair remark, my dear", said Frank with a laugh; "but I didn't feel quite as fresh as a daisy first thing this morning".

“Besides”, said Phyllis, “there’s another thing about these State schools: the classes are so large. Mrs. Robinson says they have over forty in a class. Classes are much smaller at the private schools. Isn’t that very much better for the children?” “I’m afraid”, replied Frank, “that children of all ages do find themselves in larger classes in State schools than if they went to private schools; but I do know this, that nowadays Infant Teachers in State Primary Schools are very good. I do think they know their job and I believe they work wonders sometimes — even if they do have classes of over thirty. Look here, why don’t you go to the Primary School and have a look round? They’ll be quite glad to let you see the school”.

So Phyllis and I called to see the Head Teacher of the Infants’ Department and came away quite charmed. We both liked the Head Teacher’s enthusiasm and quiet efficiency and above all we liked the teacher who was in charge of the five-year-olds’ class. The thirty children in the room were seated in small chairs around a number of low tables. They were all of them very busy and very interested in what they were doing. Some were cutting out small pictures with scissors (special blunt scissors, for hands and fingers that were not yet expert); some were solemnly colouring-in outline pictures with chalks; others were working with modelling clay. But when the teacher told them to stop what they were doing they did so with what seemed to me quite unusual rapidity — after all, I thought, there are thirty of them and there aren’t any of them a day over five. The friendly but not over-excited conversation that took place as the scissors and other things were collected and put away gave us both the impression that here was a happy school which Roger would enjoy and in which any habits he learned would certainly be good ones.

The Head Teacher told us that in the Infants’ Department the object was to introduce the children to the art of living together and to develop not only the skill of reading and writing and counting but also to train the hands, the body and the imagination. Drawing with coloured chalks and painting, dancing in time to the music of the piano, the handling of scissors and modelling materials, the acting of little plays — in all these ways it seemed that Roger’s days at school would be filled both usefully and happily. After that Phyllis talked no more of paying fees to a private school.

“Will you want Roger to stay to school dinner?” the Head Teacher asked Phyllis.



"THINGS THEY'RE  
NOT USED TO"

"What do you advise?"

"I think it's best if they start staying to school dinner right from the beginning", the Head Teacher said, "even though it does make the day seem rather long to them at first. As you know, the cost is very little and we take particular care that the infants, above all, get a really satisfying meal".

"Yes, I see", said Phyllis, a little doubtfully, "but Roger is rather fussy about his food. I'm afraid I've always tried to give him just the things I know he particularly likes".

The Head Teacher smiled. She had heard remarks such as this hundred times before.

"Don't worry, Mrs. Cooper. We don't force the food down their throats, you know, I think it does them good sometimes to eat things they're not used to. Of course, he's bound to grumble — children always do grumble about school dinners. But after all, if Roger came home every day and said he liked school dinners better than your dinners I think you'd be quite upset, wouldn't you?" Phyllis laughed.

"They have milk in the morning, too, don't they?" she asked.

"Yes. A third of a pint — that's free, of course. By the way (it's a small point, I know, but then children's lives are made up of small points), you might give him a little practice beforehand in the art of drinking through a straw. That's how we drink our milk in school. It's said to be the cleanest and healthiest way of doing it".

The great day arrived. Roger, having become an expert at the art of drinking cold milk through a straw and now looking as clean as a new pin — far cleaner and neater than he will ever look again for the rest of his schooldays — is about to begin the great adventure. It will never be known which of the two was the more nervous, Roger or his mother.

"I do hope he'll like it, Frank", she had said several times to her husband. And Frank had said cheerfully, "He'll just have to like it, my dear. After all, he's got to go to school on most days of the year for another ten or twelve years!"

"Yes, but some people have such trouble. Peter next door was very difficult about going to school when he first started".

“Only for a little while. They say he’s as keen as mustard on school now and can hold his own with any of the boys. Stop worrying, my dear, and remember he’ll be in the hands of people who are probably much better at handling children than you or I will ever be”.

Phyllis recalled to mind the teacher she had seen on her visit to the school and felt happier for a while. But even though she told herself she was being silly, she was still as anxious as ever.

So, holding his mother’s hand very tightly, Roger walked with Phyllis and me along the road to Greenfields County Primary School. On the way to the school we were joined by a friend on a similar job. Mrs. Jenkins was taking her little girl Susan to school for her first day. The two mothers spend the rest of the ten-minutes journey assuring Roger and Susan in bright, cheerful voices that nothing in the world was nicer for them than that they should be going to school together.

“You can play with Susan at playtime”, Phyllis told Roger.

And Susan’s mother said to Susan, “You can sit next to Roger at dinner-time, can’t you? That’ll be nice for you, won’t it?” Both children dutifully agreed that it would indeed be very nice, but what views they really held about it nobody would know.

In a fairly large room at the school the Head Teacher was receiving the newcomers. As each child’s name was called the mother was told to slip quietly away. Susan was as quiet as a mouse but one small boy was protesting against the whole educational system by roaring at the top of his voice.

“Take him away”, said the Head Teacher quietly to one of her assistants. The small boy was led off to a distant classroom, his roars getting gradually fainter, and the remaining mothers eyed their own children, each secretly hoping that her child would not “make a scene”.

Roger’s name was called. He, too, passed into the classroom and into the charge of the pleasant young woman whom we had seen on our first visit, and Phyllis went home to a house that seemed, after five years of Roger’s daily presence in it, strangely quiet.

Phyllis and I were at the school gate well in time to meet Roger when his day ended at half past three. She was bursting with impatience to see him, and even began to worry when he was not one of the first five children to come through the school door. He came at last and, thank goodness, all smiles. His teacher, who come to see him across the road, said he had

been as good as gold. He had had, he said, a lovely time and a lovely dinner and teacher had told them all a lovely story. And they were to bring some flowers to school to decorate the class-room and could he please pick some from the garden as soon as he got home... And so ended Roger's first day at school.

H o b: Do you know the story of the little boy who went to school for the first time? When he got there, there were three entrances: on one it said GIRLS, on the second BOYS and on the third MIXED INFANTS (because small boys and girls worked together in that department). When he got home he said, "Mother, I'm not a little boy now; I'm a mixed infant".

### ИДИОМАТИЧЕСКИЙ АНГЛИЙСКИЙ (3): Comparisons (Сравнения)

Возможно, в уроке 18 Вы заметили следующие идиоматические сравнения:

Roger was *as clean as a new pin*. Peter is *as keen as mustard*. Susan was *as quiet as a mouse*. Roger had been *as good as gold*.

Таких сравнений очень много. Вот лишь часть наиболее употребительных из них:

as black as coal, as black as ink; as bold as brass; as brave as a lion; as brown as a berry (usually said of a person who is very sunburnt); as busy as a bee; as clear as a bell (for a sound, e.g., a person's voice); as clear as crystal, as clear as day (for things seen or understood); as cold as ice; as cool as a cucumber (for a person who doesn't lose his head); dead as a door-nail; deaf as a post; dry as a bone, dry as dust (usually said of a book, a talk, a lesson); drunk as a lord; as easy as A.B.C.; as firm as a rock; as green as grass; as happy as the day is long; as hard as iron; as heavy as lead; as hot as fire; as hungry as a hunter; as light as a feather; as like as two peas; as mad as a hatter; as old as the hills; as quick as lightning; as regular as clockwork; as sharp as a needle; as strong as a horse (for work), as strong as a lion (for fighting); as weak as water; as wet as a drowned rat; as white as snow, as white as a sheet (for a person who is ill or badly frightened).

### РАБОТА С ГЛАГОЛОМ (16): hold

В уроке 18 Вам встретились предложения:

*Holding* his mother's hand tightly Roger walked... to school.

But what *views* *they really held* (= what they really thought) about it nobody would never know.



I *don't hold with the idea of* (= I don't believe in, am not in favour of) paying for the upkeep of a school and then not making use of it.

Peter can *hold his own* with (=compete with, is as good as) any of the boys.

I'm afraid that argument doesn't *hold water* (=is not a good one; will not bear close examination).

Основные значения глагола *hold* следующие:

1. "to keep in the hand" («*держать в руке*»); "to grip" («*схватиться*»):

The child *held* a pair of scissors in her hand.

The man *held* a pipe between his teeth.

2. "to contain" («*содержать в себе*», «*вмещать*»):

These shelves *hold* all my books.

We can't tell what joys or sorrows the future will *hold* for us.

I *held my breath* as the car turned the corner at 60 miles an hour.

3. "to support" («*поддерживать*»):

The walls of the house *hold up* the roof.

4. "to keep in position or condition" («*держать в положении, состоянии и др.*»):

*Hold* your head up and keep your back straight.

You must hold *yourself ready* to go to South America at a day's notice.



## УПРАЖНЕНИЯ

**I. Словарная работа.** Придумайте предложения со следующими словосочетаниями:

week-end, birthday (what do you say to a person on his or her birthday?), attend (note its use in Lesson 18), sidelight, local, primary, fee, taxes (compare *taxes*; how do *taxes* differ from *rates*?), daisy, scissors (note this word is a plural), blunt (what is the opposite?), chalk (note the pronunciation), clay, habits, skill, satisfy (also *satisfaction*, *satisfactory*), fussy, (use also *fuss*, noun and verb), throat, grumble, practice (use also *practise*), pin (what's the difference between a pin and *needle*?), neat, mustard, roar, eye (as a verb), infant.

**II. Найдите предложения в тексте урока 18:**

*Some* of the children at Primary Schools don't come from very good homes.

*Some* were cutting out small pictures...*some* were colouring pictures.

Перепишите эти предложения, вставляя *some* (*someone*, *something*, *somewhere*) или *any* (*anyone*, *anything*, *anywhere*) вместо знака «тире»:

1. I should like to hear — about English education.
2. So should I. I don't know — about it.
3. Is there — here who does know — about it?
4. Have your friends — children?
5. Are — of the children over five? Yes,— of them are six.
6. I can't find my book — Look again; it must be — in this room.
7. Have you — cigarettes? No, I haven't; I must go and buy —
8. I want — cigarettes, please. Have you — Turkish ones?
9. — is wrong with my car, it won't go. Perhaps it needs — more petrol; look and see if you have —.
10. Can t you give us — more difficult exercises?— can answer these easy ones.

**III. Объясните или замените сходными по значению словами словосочетания из урока 18:**

1. he'll *mix with* nicer children. 2. I don't want him to *pick up* bad habits. 3. *first thing* this morning. 4. they *work wonders* sometimes. 5. the *five-year-olds'* class. 6. they were colouring- in *outline pictures*. 7. they did so with *quite unusual rapidity*. 8. he's *bound* to grumble. 9. I think you'd be *quite upset*. 10. Phyllis *recalled to mind* the teacher. 11. both children *dutifully agreed*. 12. receiving the *newcomers*. 13. one small boy was *protesting against* the whole educational system. 14. he roared *at the top of his voice*. 15. her child would not *make a scene*. 16. Phyllis was at the school gate *well on time*. 17. she was *bursting with impatience* to see him.

**IV. Ответьте на вопросы:**

1. Why is five an important age to an English boy or girl?
2. At which schools in England do you generally pay fees?
3. At which schools do you generally not pay fees?
4. Why did Phyllis want Roger to go to a "private school"?
5. What arguments did Frank use for sending Roger to a State school?
6. When Phyllis and Frieda went to visit a class-room what were the children doing?
7. What did the Head Teacher say were the objects of the Infants' Department?
8. In what way was Roger's time at school going to be "filled both usefully and happily"?
9. What reasons did the Head Teacher give why Roger should have his dinner at school?
10. How did she answer Phyllis's doubts?

11. How much milk did Roger get at school, what did he pay for it and how did he drink it?

**V. Закончите следующие идиоматические сравнения:**

- (a) as black as—, as hard as—, as green as—,  
as brown as —, as white as —, as cold as —,  
as clear as —, as cool as —, as firm as —,  
as easy as —, as dead as —, as strong as —.
- (b) — as a sheet, — as a needle,  
— as water, — as the hills,  
— as a lion, — as a drowned rat,  
— as lightning, — as a hatter,  
— as two peas, — as clockwork,  
— as the day is long, — as a post.

**VI. Придумайте предложения со словосочетаниями:**

1. hold the view. 2. hold with. 3. hold one's own. 4. hold water. 5. hold one's breath. 6. hold up. 7. hold oneself ready. 8. shareholder. 9. hold a person back. 10. hold out hope. 11. hold in respect.

**Composition Exercises**

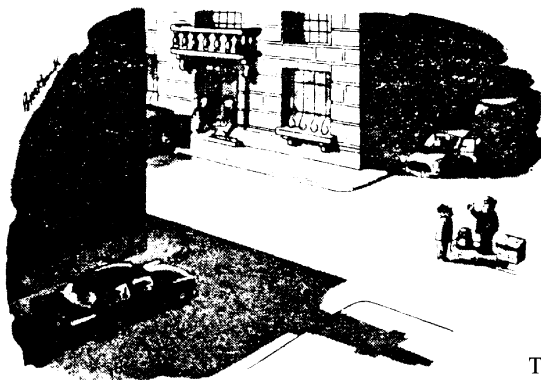
1. Describe (in about 150 words) Phyllis's and Frieda's first visit to the Greenfields Infants' School.

2. Describe (in about 250 words) what happened on Roger's first day at school.

3. Write a short essay on one of the following:

1. Your first day at school.
2. The true aim of education.
3. The educational system in your country.

**VIII. Составьте рассказ по картинке.**



THE BANK ROBBERY

## LESSON 19

### WORLD ORDER

1. Обычный порядок слов в английском предложении таков:

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	<i>Adverbial</i> <sup>1</sup>
Mr.Brown	answers	his letters	promptly.
She	sees	him	every day.
The students	meet	Mr.Priestley	in his study.
I	like	wine	very much.

2. Иной порядок наблюдается при наличии прямого или косвенного дополнений одновременно:

<i>Subject</i>	<i>Verb</i>	<i>Indirect Object</i>	<i>Direct Object</i>	<i>Adverbial</i>
The boy	gives	the dog	a bone	every day.
I	bought	him	some sweet	at the shop.
Mary	cooked	John	a good dinner.	
They	paid	me	the money	this morning.

3. В ряде предложений послелог может стоять как перед дополнением, так и после него. Например:

Turn off (*adverbial*) the gas (*object*), OR: Turn the gas off.

Put on your coat, OR: Put your coat on.

I have locked up the house, OR: I have locked the house up.

Ring up John, OR: Ring John up.

The firemen put out the fire, OR: The firemen put the fire out.

**Внимание:** послелог не может стоять перед дополнением, если им является местоимение. Можно сказать:

“Ring up John”, но НЕ: “Ring up him”.

The pronoun construction would be *Ring him up*.

4. Частотные наречия (**always, often, never, sometimes** и др.) обычно стоят перед глаголом. Например:

<i>Subject</i>	<i>Adverb of Frequency</i>	<i>Verb</i>	<i>Object</i>	<i>Other Adverbials</i>
	always			
	often			
He	never	sees	people	in his office.
	sometimes			in the evening.
	etc.			before lunch.

<sup>1</sup> Термин *adverbial* обозначает наречия, наречные обороты, придаточные предложения образа действия.

5. Но если сказуемое состоит из двух глаголов, наречие занимает место после первого глагола. Например:

He has	{	always	seen people	in his office	}
		often		in the evening	
		never		before lunch	
		sometimes			

## ИНВЕРСИЯ

Однако есть ряд случаев, когда обычный порядок слов меняется и глагол ставится перед подлежащим:

1. Когда подлежащее вводится оборотом *there is/are, was, were*. Сравните:

A burglar (*Subject*) is (*Verb*) in the house;

and: There is (*Verb*) a burglar (*Subject*) in the house.

Аналогично:

*There was* a good play on television last night.

*There are* fifteen students in the class.

*There will be* six people for dinner tonight.

*Are there* any cakes on the plate?

*There were* ten cakes when Hob came in, now there is only one.

*There is (was)* используется с существительными в единственном числе; *there are (were)* — во множественном числе.

2. Когда предложение начинается с определенных слов или выражений:

(а) слов или фраз, предполагающих отрицание. Например:

**Never** have I heard such a silly story.

**At no time** did he ever say that he was not satisfied with my work.

**Nowhere** in the world will you find a higher standard of living.

**Seldom** has such a thing been done before.

(б) со слов *no sooner, hardly, scarcely*. Например:

**No sooner** had they been given one increase in pay than<sup>1</sup> they asked for another.

**Hardly (Scarcely)** had we begun the climb when the snow began to come down.

<sup>1</sup> Имейте в виду, что после *no sooner* (сравнительной степени) используется *than*; после *scarcely, hardly* нужно использовать *when*.

(в) при сочетании *only* с наречием времени или места. Например:

**Only now** *are we beginning* to realise how great a man he was.

**Only then** *did they* fully understand what he meant.

**Only by the end of the year** *shall we know* whether the business has made a profit.

**Only in north-west Scotland** *have I seen* such scenery as that.

Если придаточное предложение начинается с *only when*, инверсия происходит в главном предложении. Сравните:

**Only when** I had the man's story, *did I realise* that you were in danger.

(г) при сочетании *so* с прилагательным или наречием. Например:

**So important** *was the news* that the messenger was taken instantly to the King.

**So deafening** *was the noise* that I could hardly hear myself speak.

**So seriously** *was he injured* that he was taken to hospital at once.

3. При кратком ответе, начинающемся с *Neither (Nor)*. Например:

Pedro can't speak Russian, **neither (nor)** *can Olaf*.

Frieda didn't go to the dance, **neither (nor)** *did Jan*.

4. При разрыве прямой речи, или когда главное предложение стоит после придаточного с прямой речью. Например:

"That reminds me", *said Hob*, "of a good story".

"What shall we do?" *said Jan*.

5. В восклицательных предложениях, вводимых *there, here*. Например:

*There goes our train!* *Here comes the bride!*

6. В том случае, когда предложение начинается наречием, выполняющим функцию усиления. Например:

**Now** *comes my great news*.

**Over the hills** *came the Camerons*.

**Often** *have I heard* it said that he is not to be trusted.

**Near the church** *was an old cottage*.

**By his side** *sat his faithful dog*.

**Such** *was the story* he told me.

7. С некоторыми устаревшими формами сослагательного наклонения. Например:

*May you be very happy. Come what may.*

Или в другой конструкции с *had* (= *if ...had*), e.g.

*Had I know that you were coming, I would have stayed at home to welcome you.*

*Had the news reached me earlier I could have done something about it.*

Обратите внимание, как изменение порядка слов может полностью изменить значение предложения. Например: *a garden flower* is not the same as *a flower-garden*; *a racehorse* as *a horse-race*; *a glass eye* as an *eyeglass*, or *a foot long* as *a long foot*.

Есть большие отличия между:

“He doesn’t like wine very much”, и “He doesn’t like very much wine”.



## УПРАЖНЕНИЯ

**I. Объясните значение следующих сочетаний, учитывая порядок слов, а затем, поменяв слова местами, значения новых сочетаний. Для иллюстрации значений придумайте предложения:**

1. playing card. 2. grammar school. 3. flower garden. 4. eye-glass. 5. village green. 6. house dog. 7. bicycle pedal. 8. pocket-book. 9. oil-lamp. 10. bus-station. 11. tobacco-pipe. 12. lawn tennis.

**II. Начните предложение со слова в скобках; сделайте необходимые изменения:**

1. That has been said before. (Never.)
2. We had reached home when it began to rain. (Hardly.)
3. You will get better cakes than these. (Nowhere.)
4. I said that you were dishonest. (Neither yesterday nor at any other time.)
5. We knew how badly hurt he was. (Only after the doctor had seen him.)

**III. Поставьте в нужном порядке слова в предложениях:**

1. The ball hit him on his head, which was made of solid rubber.
2. ADVERTISEMENT: Bed-sitting-room to let, suit single gentleman, twelve feet square.
3. The boys said that the school meals were bad and would not obey their masters.
4. LOST: Dark green lady’s handbag.
5. During the struggle the burgler dropped his gun near the door which Bill kicked under the table.

## LESSON 20

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### GREAT BRITONS (4): FLORENCE NIGHTINGALE

Frieda: Mr. Priestley, you have told us about a number of great English *men*, but you've said nothing about great English *women*.

Mr. Priestley: Well, I mentioned Queen Elizabeth and Queen Victoria.

Frieda: I wasn't thinking so much about kings and queens. They are sometimes great only owing to their position.

Lucille: Or because writers or courtiers wanted to flatter them and make them out to be great.

Frieda: Yes, I wondered if there were any who had become great by what they did.

Mr. Priestley: Oh yes, quite a lot. Of course, until fairly recently women hadn't the education or the opportunity for winning fame that men had, but just speaking from memory I could mention Jane Austen, the Bronte sisters, Elizabeth Barrett Browning, George Eliot, Christina Rossetti.

Olaf: All these were writers. It's natural, I suppose, that women should become great by writing.

Mr. Priestley: Yes, I suppose so, but there have been others. Elizabeth Fry, for example, who did a great deal of prison reform; Grace Darling who, with only her father to help, took out the lifeboat and rowed across a mile of wild, stormy sea to rescue shipwrecked sailors. Above all, perhaps, there is Florence Nightingale.

Olaf: I read a play about her — I enjoyed it very much.<sup>1</sup>

Frieda: Could you tell us something about her, please?

Mr. Priestley: Certainly if you wish. The story goes back to the middle of the nineteenth century. England was at war with Russia, and an English army was fighting in the Crimea. Disturbing reports, chiefly from the pen of William Russell, *The Times* reporter, began to come to England of the terrible conditions in the hospitals where our wounded men were being treated. The chief hospital, the one at Scutari in Turkey, was an old barracks. It was built over a vast drain up which the wind blew evil-smelling air. The floors were broken and the building was swarming with rats and mice. But even

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<sup>1</sup> *The Lady with the Lamp*, by Reginald Berkeley.



this horrible place was overcrowded. There were hardly any beds, and men were lying on the floor, in the passages, anywhere. There were no clean shirts for the men, and they lay in their blood-soaked rags. They were dying in thousands, not of their wounds so much as of sickness. The only nurses were old soldiers long past fighting age, who knew nothing of nursing and were quite unable to do the work. That was the terrible position when Sidney Herbert, the Minister for War, wrote to Florence Nightingale asking if she would go out to the Crimea with a band of nurses. His letter crossed hers in the post offering her services. Within a week she was ready, and with thirty-eight nurses she sailed for Scutari.

Frieda: But why did Sidney Herbert choose Florence Nightingale? Was she already working as a nurse or had she already organised any work like this?

Mr. Priestley: No women had already organised work like this, and home of Florence Nightingale was almost the last place that you would have expected a nurse to come from. In her day, nursing was done only by woman of the lowest moral class, dirty, drunken creatures such as Dickens had drawn in his picture of Mrs. Gamp.<sup>1</sup> In fact, when women were charged in the police-courts they were often given the choice of going to prison or to hospital service.

The Nightingales moved in the highest social class. Cabinet Ministers were frequent visitors to their house. They were very wealthy; they had two large country houses and a town house in London. They travelled a good deal, and Florence (she was so called because she was born in the city of Florence in 1820) was highly educated in music, art, literature, Latin and Greek. She spoke Italian, French and German with ease, was attractive, and was expected to marry one of the numerous admirers who came to the Nightingales' home. But ever since she was a child she had nursed the villagers and the sick dogs and cats and horses round her home and had had a passion to be a nurse. Her parents were horrified and did all they could to prevent it, but Florence was not to be turned aside. Whenever she was abroad she visited hospitals, she read, secretly, books on nursing, reports of medical societies, histories of hospitals. She spent some weeks as a sister in a hospital in Paris and three months in a nursing school at Kaiserwerth in Germany, and kept up a constant struggle with her parents. Finally her single-

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<sup>1</sup> In *Martin Chuzzlewit*.



FLORENCE  
NIGHTINGALE

ness of aim and her resolution won the day. Her mother — with tears in her eyes — agreed to Florence becoming superintendent of an “Establishment for Gentlewomen during illness” in Harley Street, the fashionable street of London’s most famous doctors. She had been there a year when the Crimean War broke out. It was from there that she wrote to Sidney Herbert, whom she knew personally, offering her services.

When she arrived at Scutari she found conditions even worse than the reports had stated. The War Office had told her “nothing was lacking at Scutari”. She found that everything was lacking, furniture, clothes, towels, soap, knives, plates. There were no bandages and no linen to make bandages, few medicines and scarcely any proper food. Luckily (or perhaps it wasn’t luck but good organisation) she had brought with her large quantities of food, soups, wines, jellies and medical supplies. Everywhere she met with inefficiency and confusion, and everywhere difficulties were put in her way by the officials in charge. As the officials working “according to Army Regulations” could not, or would not, supply the necessary stores, she did so out of her own money. She bought boots, socks, blankets, shirts by the thousand. “I am a kind of general dealer”, she wrote, “in shirts, knives, forks, tin baths, cabbages, operating tables, towels, soap”. She was the only one who cared nothing for regulations and red-tape.<sup>1</sup> To the stone wall of officialdom she opposed a will of iron. “It can’t be done”, said a doctor, objecting to an order that she gave. “It must be done”, she said quietly. And it was.

Hob: She sounds more like an eagle than a nightingale!

Mr. Priestley: She spared no one, least of all herself. She often worked for twenty-four hours on end, dressing wounds, helping surgeons in their operations, easing the pain of the sick, comforting the dying. Every night, carrying a little oil-lamp to light her way, she walked by the beds, four miles of

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<sup>1</sup> *red-tape*. Papers in Government offices, lawyers’ offices, etc., are often tied with pink or red tape (i.e., thin band of cotton cloth). So the phrase is used to mean rules and regulations in Government affairs that make it difficult to get business done quickly.

them. To the soldiers she was the “Lady with the Lamp”, and they worshipped her. One of them wrote: “What a comfort it was just to see her pass. She would speak to one, smile to many more. She could not speak to all, you know. We lay there by hundreds, but we could kiss her shadow as it fell on the wall”. But that is only one side of the picture. The “Lady with the Lamp” was also the hard, practical woman. She and her nurses got down on their knees and scrubbed floors and walls. She organised the cooking of the men’s food and the washing of their clothes. Instead of badly-cooked, badly-served food she gave the men well-cooked, well-served meals. She wrote letters to the Government in England, stinging letters to waken them out of their self-satisfied dreams. “When I wrote politely”, she said, “I got a polite answer — and nothing was done. When I wrote furiously I got a rude answer — but something was done”. Out of hopeless confusion she brought order. The rate of deaths fell from sixty per thousand to three per thousand.

In 1855 she was made Inspector of all hospitals in the Crimea. It meant long, uncomfortable journeys in snow and rain and cold. She took fever but continued her work from her bed.

She refused to go home until the last soldier went. It was not until after peace was declared in 1856 that she returned home — an invalid for life.

But she lived fifty-four years longer. Though she couldn’t leave her house, often not even her bed, she worked as fiercely as she had done at Scutari and brought about more changes in English life than perhaps any other private person of her time. At home she met with the same opposition from “officials” as she had met in the Crimea but she had great support, too. Queen Victoria was a great admirer of her. “Such a clear head”, she said. “I wish we had her at the War Office”. And the British public was always solidly at her back. Now it was not only a hospital at Scutari that needed her, it was a whole world that was sick and needed help. She changed the whole system of hospital organisation of the army. She began the reform of the health service in India. She wrote books on nursing. She started the Nightingale Training School for nurses at St. Thomas’s Hospital, now one of the finest in the world. She changed the whole idea of hospital planning and is the founder of modern nursing. Foreign governments consulted her on the health services for their countries, and their representatives crowded to the ceremony in 1907 when she was given the Order of Merit,

the highest civil honour the Government can give and the first ever given to a woman. Three years later, a very old, tired woman of ninety, she died quietly in her sleep.

## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложения со словами:

flatter (use also *flatterer*, *flattery*), row (as a verb, and, with a quite different meaning, as a noun), shipwreck, hospital, barracks, drain (*noun* and *verb*; use also *drainage*), swarm (*noun* and *verb*), soak, charge (to be charged with a crime), admirer (use also *admiration*), superintendent, lack, bandage (*noun* and *verb*), jelly, soup (not *soap*), regulations (use also *regulate*), nightingale, dress (note its use here, "to dress a wound"), scrub, sting (*noun* and *verb*; give the parts of this verb), rate, invalid, founder (what is the difference between *to found* and *to find*?; give the parts of each verb), mysterious (what is the corresponding noun?).

### II. Объясните значения следующих выражений из урока 20:

1. speaking from memory. 2. disturbing reports. 3. long past fighting age. 4. his letter crossed hers. 5. Florence was not to be turned aside. 6. the Crimean War broke out. 7. offering her services. 8. red-tape. 9. the stone wall of officialdom. 10. she spared no one. 11. hours on end. 12. self-satisfied dreams. 13. sixty per thousand. 14. peace was declared. 15. an invalid for life.

### III. Ответьте на вопросы:

1. Why is it natural there should have been fewer famous women than famous men?
2. What did Grace Darling do?
3. In what ways was the building at Scutari unsuitable to be a hospital?
4. What was wrong with the conditions there before Florence Nightingale arrived?
5. Who invited Florence Nightingale to go to the Crimea?
6. Mention the conditions of nursing in England before Florence Nightingale's time.
7. What kind of people were the Nightingales?
8. Give a short account of Florence Nightingale's education.
9. In what ways had she prepared herself for her task?
10. "Nothing was lacking at Scutari". How far was this true?
11. How did she overcome the shortage of supplies?
12. "I am a kind of general dealer". How far was this true?

13. What did Hob mean by saying, "She sounds more like an eagle than a nightingale"?
14. Mention some of the duties she did (a) as a nurse, (b) as "a hard, practical woman".
15. Why was she called "The Lady with the Lamp"?

**IV. Какие предлоги или наречия употребляются со следующими глаголами? Проиллюстрируйте ответ примерами:**

- |           |            |             |            |             |
|-----------|------------|-------------|------------|-------------|
| 1. deal   | 5. divide  | 9. increase | 13. live   | 17. present |
| 2. debate | 6. entrust | 10. inquire | 14. long   | 18. preside |
| 3. depend | 7. glance  | 11. laugh   | 15. object | 19. quarrel |
| 4. differ | 8. hear    | 12. listen  | 16. play   | 20. refer   |

### **Composition Exercises**

1. Tell in about 450 words the story of Florence Nightingale.
2. Write an essay on "A day in the life of a nurse".
3. Give an account of a great woman in your or any other country.

\* \* \*

### **Lucille goes**

Lucille: Mr. Priestley, I'm afraid this is the last lesson I shall have with you. A cousin of mine and his wife in America have invited me to go there and stay with them for three or four months so I am flying there next week. I am very sorry to leave. I have enjoyed our class very much and have learned a great deal.

Mr. Priestley: And we are sorry to lose you, Lucille. Our little circle is breaking up. Jan is going to London University, Pedro to Cambridge, Frieda is going to be married, and now you, Lucille. Well, it is only to be expected. We shall often think of you, Lucille, and of the pleasant times we have had here, and I am sure we all give you our heartiest good wishes for the future. If ever you come to England again, please come and see me. I shall always be glad to see you again.

Olaf, Frieda, Pedro, Jan, Hob: Hear! Hear! Good-bye, Lucille, and the best of luck.

## LESSON 21

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### IDIOMATIC ENGLISH (4): ANIMAL IDIOMS

Mr. Priestley: A sentence in lesson 20 about Florence Nightingale as a child nursing animals, “cats and dogs and horses”, and the remark about “rats and mice” — not to mention nightingales and eagles — led me to thinking how many idioms there are in English that are drawn from animal life. For example, when we do two things at one and the same time we “kill two *birds* with one stone”, or, if we are greedy and foolish, we “kill the goose that lays the golden eggs”. A bad-tempered person is “like a bear with a sore head”, an awkward, heavy-footed person is “like *a bull* in a china shop”. But let us leave the foolish person, or the bad person, “the *black sheep*”, the man who has “gone to the *dogs*”...

Hob: I once went to the “dogs”<sup>1</sup> with Uncle Albert.

Mr. Priestley: Yes, some people do “go to the dogs” by going to “the dogs”. As I was saying, let’s leave the foolish person and consider the wise man. He never “counts his *chickens* before they are hatched” or “buys a *pig* in a poke”<sup>2</sup> — he always examines carefully what he is buying before he pays his money. He will always, of course, do things in the right order and not try to “put the cart before the *horse*”. He will leave alone things that might cause trouble; as he would say, “let sleeping *dogs lie*”; nor will he waste good things on people who can’t appreciate them; he doesn’t believe in “casting” pearls before swines<sup>4</sup>. There are some people who always take safety measures when it is too late and “lock the stable door after the *horse* is stolen”. That, he considers, is as foolish as putting the cart before the *horse*. When bold decisive measures are necessary he takes them and “takes the *bull* by the horns”, and when an ill-tempered, sharp-tongued friend says something unpleasant, he doesn’t worry too much, he knows “his bark is worse than his bite”. If he knows a secret, he keeps it; he is not one to “let the *cat* out of the bag”. He is full of sound common

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<sup>1</sup> “the dogs” = dog-racing.

<sup>2</sup> poke = bag (a word no longer used with this meaning except in this phrase).

<sup>3</sup> cast=throw

<sup>4</sup> swines is an old word for *pigs*.

sense, "horse sense" he calls it, and he doesn't believe in making changes while a job is in progress; that would be "changing *horses* in midstream" — a risky business. He knows, too, that there are some things you can't force people to do. As he would say, "you can lead a *horse* to the water, but you can't make it drink". And he would, of course, be too generous-hearted to "look a gift *horse* in the mouth". He's a cheerful, hard-working fellow, "works like a *horse*". He hopes he will always be like that and "die in harness". He isn't proud, "riding the high *horse*", and is always willing to help others in difficulty, "putting his shoulder to the wheel" or "helping lame *dogs* over stiles".

He pities the poor fellow who has "never had a *dog's* chance" and "leads a *dog's* life", perhaps because misfortune always "*dogged* his footsteps".

Ola f: Oh, yes, the policeman always "*dogs*"<sup>1</sup> the criminal in the crime stories.

Mr. Priestley: Yes, and the criminal tries to "throw him off the scent", perhaps by "drawing a red *herring* across the track", and the poor policeman goes on *dogging* him until he is "*dog* tired".

Our hero and his wife get on very well together; they don't lead a "*cat* and *dog* life". She, of course, never makes "*catty*"<sup>2</sup> remarks, nor will she fuss "like a cat on hot bricks" if he goes out when it is "raining *cats* and *dogs*". She doesn't worry too much; she knows that "care killed a cat". She has her independence of mind, too, and knows that the humblest have their rights even in the presence of the greatest. As she says, "a *cat* may look at a king".

Our wise man isn't easily deceived, for when you try to trick him with a *cock-and-bull* story he, like his dog, "smells a rat". He's careful what company he keeps. "Birds of a feather flock together", he says, and he mixes with people of his own kind, not with "queer *fish*". With them he'd feel "like a *fish* out of water".

He's making a success in life, too. If you give him a difficult job to do you'll find you've "*backed*"<sup>3</sup> a winner". Three or four other men tried for a job he's doing but they were just "also

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<sup>1</sup> to dog = follow closely behind, as a dog does.

<sup>2</sup> catty = spiteful.

<sup>3</sup> to back = to put a bet on. The idioms in this paragraph are, of course, taken from horse-racing.

rans”; he “left them at the post”. I know that for a fact, I got it “straight from the *horse’s* mouth”; from a man who had entrusted him with a big job.

But I’d better stop or you’ll think I am “riding my *horse* to death”.

### РАБОТА С ГЛАГОЛОМ (17): *pull*

Вот примеры использования глагола *pull*:

I went to the dentist to have a tooth *pulled* out.

They are going to *pull* that building down (or: *pull down* that building).

The man has been very ill but I think he will *pull round* (= get better).

The child ran in front of the car and I had to *pull up* (= stop) quickly to avoid an accident.

The boy *pulled a face* when he took the unpleasant-tasting medicine.

Take the car a little further along the street; you will find a place to *pull* in there.

### IDIOMATIC ENGLISH (5): colour idioms

We have numerous “colour” idioms in the language. Here are some grouped under the various colours:

#### **red**

When I hear of cruelty to animals it makes me *see red* (= become violently angry).

I caught the thief *red-handed* (= in the very act).

You are not answering my question. You are trying to *draw a red herring across the track* (= lead the attention away from the real point).

As soon as he led the conversation round to borrowing money I *saw the red light* (= was aware of approaching danger).

On boat-race night the College students *paint the town red* (= have a gay, high-spirited, noisy time).

The mention of that man’s name to him is like a *red rag to a bull* (= something that causes violent anger).

#### **pink**

His behaviour was *the pink of perfection* (= perfect).

“How are you?” Oh, I’m *in the pink*” (= very well). (slang)

He looks at life through *rose-coloured spectacles* (= optimistically, seeing everything in a pleasant light).



### blue

He was *blue* in the face with cold.

I'm feeling rather *blue* (in the *blues*) today (= rather miserable, "down in the mouth").

He got his *blue* for football. (At Oxford or Cambridge a man who has been chosen to represent his University at football, rowing, cricket, etc., is given his "colours", light blue for Cambridge, dark blue for Oxford).

He spends all his time reading *blue* books (= Government publications).

A thing like that only happens *once in a blue moon* (= very rarely). You can talk *till all is blue* (= as long as you like) but I shan't believe you.

The news was a great shock to me: it came absolutely *out of the blue* (= was quite unexpected).

### green

I hope you live to a *green* old age (= age full of youthful strength).

He's very *green* (= easily deceived). (slang)

She was *green* with jealousy (= very jealous).

### white

Jan's factory<sup>1</sup> is an absolute *white* elephant (= something valuable but useless, of *which* the owner would be glad to be free<sup>2</sup>).

Though I believe in telling the truth I think *a white lie* (= a lie told for a good purpose) is sometimes justified.

He boasted a lot about his courage but when danger came he *showed the white feather* (= was a coward).

Many attempts have been made to whitewash the man's reputation (= to make it appear good and honourable) but the fact remains that he is a rogue.

### black

I won't believe it unless I see it in *black and white* (= in writing).

After the fight one of the boxers had a *black eye*.

You can never believe what he says; he will swear *black is white* if it suits his purpose.

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<sup>1</sup> For Jan's factory see Essential English, Book III, Lesson 37.

<sup>2</sup> It is said that the King of Siam used to give a white elephant to courtiers that he wanted to ruin.

If Hob doesn't work harder he will get in Mr. Priestley's *black books* (= out of favour).

England's wealth was built up on diamonds — *black diamonds* (= coal).

He got many *black looks* (= looks of displeasure) for his speech criticising the Government.

The men tried to persuade the *blacklegs* not to work while they were on strike (= men who are not in a trade union and who work while their fellow workers are on strike).

They are rather ashamed of George; he is the *black sheep* of the family (= person with a bad character).



## УПРАЖНЕНИЯ

### I. Объясните следующие выражения:

1. to go to the dogs. 2. the black sheep of the family. 3. to put the cart before the horse. 4. to lock the stable door after the horse is stolen. 6. to take the bull by the horns 6. to let the cat out the bag. 7. to die in harness. 8. his bark is worse than his bite. 9. to ride the high horse. 10. a cat and dog life. 11. a cat on hot bricks. 12. a bull in a china shop. 13. to smell a rat. 14. a fish out of water. 15. an "also ran". 16. straight from the horse's mouth. 17. raining cats and dogs. 18. a red herring. 19. misfortune dogged his footsteps. 20. a cock-and-bull story.

### II. Почему не следует:

1. Count your chickens before they are hatched. 2. Kill the goose that lays the golden eggs. 3. Buy a pig in a poke. 4. Cast pearls before swines. 5. Change horses in midstream. 6. Look a gift horse in the mouth?

### III. Почему, по-Вашему, следует:

1. Let sleeping dogs lie.
2. Put your shoulder to the wheel?

### IV. Закончите высказывания и объясните их значения:

1. "You can lead (take) a horse to the water..."
2. "Help a lame dog..."
3. "Birds of a feather..."

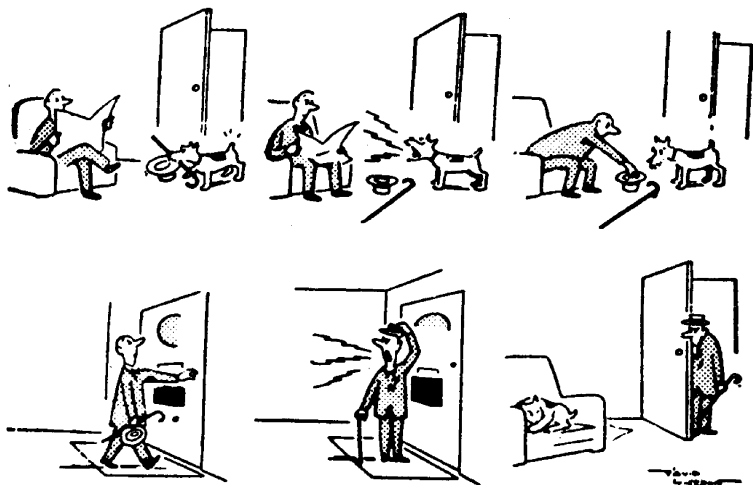
### V. Придумайте шесть предложений, используя фразеологические обороты с глаголом *pull*.

### VI. Придумайте предложения и объясните их смысл:

to see red; red-handed; a red herring; a red rag to a bull; rose-coloured spectacles; in the blues; once in a blue moon; out of the blue; a green old age; a white elephant; a white lie;

to show the white feather; to whitewash; to be in someone's black books; to give black looks; a black-leg; to blackmail.

**VII. Рассмотрите картинки и составьте по ним рассказ.**



TAKING THE DOG FOR A WALK

## LESSON 22

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### CAMBRIDGE

Mr. Priestley: I have just received a letter from Pedro at Cambridge. You will remember he promised to write and I'm sure you will enjoy his letter. Here it is.

KING'S COLLEGE,  
CAMBRIDGE.

Dear Mr. Priestley, Frieda, Olaf and Hob,

My coming to Cambridge has been an unusual experience. From whatever country one comes as a student one cannot escape the influence of the Cambridge traditions — and they go back so far! Here, perhaps more than anywhere else, I have felt at one and the same time the Past, the Present and even the Future. It's easy to see in the old grey stone buildings how the Past has moulded the Present and how the Present is giving shape to the Future. So let me tell you a little of what this University town looks like and how it came to be at all.

The story of the University begins, so far as I know, in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford.

These students were all churchmen and had been studying in Oxford at that city's well-known schools. It was a hard life at Oxford for there was constant trouble, even fighting, between the townsfolk and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested three other students who were innocent, and by order of King John (who was quarrelling with the Church and knew that the death of three student clergymen would displease it) they were put to death by hanging. In protest, many students moved elsewhere, some coming to Cambridge; and so the new University began.

Of course there were no Colleges in those early days and student life was very different from what it is now. Students were of all ages and came from anywhere and everywhere. Those from the same part of the country tended to group themselves together and these groups, called "Nations", often fought one another.

The students were armed; some even banded together to rob the people of the countryside. Gradually the idea of the College developed, and in 1284 Peterhouse, the oldest College in Cambridge, was founded.

Life in College was strict; students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance. Books were very scarce and all the lessons were in the Latin language which students were supposed to speak even among themselves.

In 1440 King Henry VI founded King's College, and other colleges followed. Erasmus, the great Dutch scholar, was at one of these, Queens' College, from 1511 to 1513, and though he writes that the College beer was "weak and badly made" he also mentions a pleasant custom that unfortunately seems to have ceased.

"The English girls are extremely pretty", Erasmus says, "soft, pleasant, gentle, and charming. When you go anywhere on a visit the girls all kiss you. They kiss you when you arrive. They kiss you when you go away and again when you return".

Many other great men studied at Cambridge, among them Bacon, Milton, Cromwell, Newton, Wordsworth, Byron and Tennyson.

Practical jokes seem always to have been common, and there is an amusing tale of one played on the poet Gray<sup>1</sup> by the students of Peterhouse College where he lived. Gray was a rather nervous man with a fear of fire, and every night he used to hand a rope-ladder from his window for use in case a fire broke out. One night there was a great noise and shouts of "Fire! Fire!" Dressed only in his nightgown Gray opened his window, climbed into his ladder and slid down as fast as he could — into a barrel of cold water put there by a joking student!

Now let me give you some idea of what you would see if you were to walk around Cambridge. Let us imagine that I am seeing the sights for the first time. It is a quiet market town and the shopping centre for quite a large area, but I notice more bookshops that one normally sees in country towns, and more tailors' shops showing in their windows the black gowns that students must wear, long gowns that hang down to the feet for graduates and shorter ones for undergraduates.

In the centre of the town is the market-place where several times each week country traders come to sell their produce. Everywhere there are teashops, some in modern and many in old buildings, reached by climbing narrow stairs. The streets are narrow and crowded, and here and there among the modern

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<sup>1</sup> Thomas Gray (1716—1771). His poem *Elegy in a Country Churchyard* is one of the best known in the English language.

shops and offices a quiet opening tempts one away from the rush of the shopping centre. There is a great deal of bicycle traffic, mainly undergraduates who race along thoughtless of safety, with long scarves (in various colours to denote their College) wound round their necks.

Continuing, I find my way to the river which flows behind the College buildings and curls about the town in the shape of a horseshoe. This narrow river (a good jumper could almost leap it) is the Granta, and a little farther on it changes its name to the Cam. It flows slowly and calmly. The "Backs", as this part of the town behind Colleges is called, have been described as the loveliest man-made view in England. It is indeed beautiful. To the left, across the stream, there are no buildings, merely meadows, College gardens and lines of tall trees. Everything is very green and peaceful. On the river-bank are willow trees<sup>1</sup> with their branches bending into the water, and at intervals along the river, stone bridges cross the stream and lead into the Colleges which line the right bank. The deep-coloured brick or stone of the College walls, sometimes red and sometimes grey, is 500 years old. The walls rise out of their own reflection in the water and their colour contrasts charmingly with glimpses of the many green lawns.

Walking along the river-bank, where the only sound is the noise of the gentle wind in the tree-tops, I come to my College, King's College. Across a bridge and beyond a vast carpet of green lawn stands King's College Chapel, the largest and most beautiful building in Cambridge and the most perfect example left of English fifteenth-century architecture. (*See Frontispiece*).

The Colleges join one another along the curve of the river. Going through a College gate one finds one is standing in an almost square space of about 70 yards (the size varies from College to College) known as a "court". Looking down into the court on all sides are the buildings where the students live. The Colleges are built on a plan common to all. There is a chapel, a library and a large dining-hall. One court leads into another and each is made beautiful with lawns or a fountain or charming old stone path. The student gets a good impression of all the English architectural styles of the past 600 years — the bad as well as the good.

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<sup>1</sup> willow tree = a tree that grows near water and whose branches bend down to the water; it is known as the "weeping willow".

There are nineteen Colleges, excluding two for women students, which were built near the end of the last century (women students do not play a very active part in University life at Cambridge, by the way. But they work harder than men and one seldom sees them outside of the classrooms).

It is difficult to walk around the quiet courts of the Colleges without feeling a sense of peace and scholarship. And the sense of peace that green lawns always suggest to me is found in the town too, for often one is surprised to meet open stretches of grass in the midst of the streets and houses giving a charmingly cool countryside effect and reminding one of the more graceful days of the eighteenth century. I'll finish as I began on that note, the feeling one has here of the past in the present, of continuing tradition and firm faith.

Kind regards and best wishes,

Your sincere friend,  
PEDRO.

### РАБОТА С ГЛАГОЛОМ (18): put

The usual meaning of *put* is "place":

He fell into a barrel of cold water *put* there by joking students.

But there are a great many idiomatic uses, as for example:

"The three students were *put to death*".

"You *put down* a portion of the money".

Here are some common usages:

I want *to put in* (= do) an hour or two's work before dinner.

Olaf is going *to put in* (= apply) for a job with a business firm.

They have *put up* (= raised) the price of coal again.

We *put up* (= stayed) at a very good hotel in Paris.

I have *put off* (= postponed) my holidays until September.

Put the light out (*off*) before you go to bed.

His modesty is all *put on* (= pretence).

The hotel is not good but we are only staying for two days so we can *put up with* (=endure) it.

"Never *put off* till tomorrow what you can do today".  
(Proverb.)

### THE NON-FINITES (1): THE INFINITIVE

#### (Неличные формы (1): инфинитив)

Mr. Priestley: When you look up a verb in the dictionary, the form of it that is given is the infinitive, and when we speak of a verb we generally use this form (with *to*), e.g. "the

verb to *be*", "the verb to *go*", etc. The infinitive cannot form a predicate by itself but it plays an important part in many sentences. Here are some examples of it in action:

To *grow* roses one must have good soil. I want *to know* the answer. You must learn *to work* hard and to save money. Frieda and Jan are *to be* married soon. She has come here *to learn* English. You should eat *to live*, not live *to eat*. He likes having nothing *to do*. They gave him something *to eat*. I was very glad *to see* you. Richard is sure to be at the party; he will be the first *to come* and last *to go*. He helped me *to do* my work. I asked her *to write* to me.

The infinitive is also used after *know* (and one or two other verbs) together with an interrogative word like *how*, *where*, *what*, e.g.

I don't know how *to do* this exercise.

If you want me you know where *to find* me.

I don't know what *to say*.

When the verb *know* is followed by a simple infinitive it must always have one of these interrogative words after it.

Such a sentence as,

"He KNOWS to *drive* a car" is WRONG.

Change it to:

He knows **how** *to drive* a car.

## THE NON-FINITES (2): THE "BARE" INFINITIVE (Неличные формы (2): инфинитив без частицы to)

In some cases the infinitive is used without *to*; this form is the "bare" infinitive. The bare infinitive is used with all the "special" verbs except *ought* and *used*, e.g.

Henry **can** *speak* French.

**Do** you *understand* this?

I **will** *help* you with your work.

but: Hob **ought** *to work* harder.

Hob: I **used** *to work* harder when I **didn't** *know* so much as I do now.

Mr. Priestley: The bare infinitive is used also after a number of other verbs, e.g.

She **saw** him *take* the money.

I **heard** her *sing*.

The boys wanted to **watch** the train *go* out.

**Let** me *have* your homework now.

That **made** me *laugh*.

We have just seen the infinitive used without *to*, but sometimes *to* is used without the infinitive, e.g.



I shall go if I want to (go).

Hob never works harder than he needs to (work),

“Will you come and see me?” “I should love to” (come).

Hob: I know a story with a lot of infinitives in it. May I tell it, please?

Mr. Priestley: Very well, Hob.

### Hob's story

My aunt Aggie used to think that she was able to sing; I'm sorry to say her singing was terrible. Well, one day she asked a piano-tuner to come and tune her piano. He went, and when he tried to tune the piano it seemed to be all right. However, he thought he had better do something though he would rather have gone away, so he went over it carefully and made a very good job of it. A few days later Aunt Aggie rang up again to say she didn't think the man had done it properly. The man's employer was very angry, and I need hardly say the piano-tuner himself was very surprised. However, he went again to the house. Aggie said, “Let me play it”; so he heard her play it. It was perfectly in tune but she made him tune it again. He swore to himself (it was the first time he had ever been heard to swear) but he did the job again. The next day she rang up again and said, “It is easy to see that your man doesn't know his job. The piano seemed to be all right when he was here, but as soon as I begin to play it and sing at the same time, it gets all out of tune”.



### УПРАЖНЕНИЯ

#### I. Словарная работа. Придумайте предложения, используя слова:

influence (noun and verb; use also *influential* and *influential*—formerly believed to be caused by the “influence” of the stars), tradition, mould (*verb* and *noun*), innocent (what is the opposite? Use also *innocence* and its opposite), tend (“they tended to group themselves together”), amusing (use also *amuse*, *amusement*), ladder, slide (give the parts of this verb), barrel, display (*verb* and *noun*), *produce*, scarf (write the plural), flow (give the principal parts of this verb and of the verbs *fly*, *flee*), meadow, intervals, reflection, contrast (*noun* and *verb*; note the difference in stress; what is the difference between *contrast* and *compare*?), lawn, scholarship.

#### II. Какие предлоги и наречия сочетаются со следующими глаголами? Проиллюстрируйте ответ примерами. В некоторых случаях с глаголом может сочетаться несколько предлогов. Например:

I *agree to* your proposal.

I *agree with* you that we ought to do this.

Are we *agreed about* this matter?

- |            |            |            |                |
|------------|------------|------------|----------------|
| 1. account | 6. approve | 11. borrow | 16. compare    |
| 2. accuse  | 7. ask     | 12. break  | 17. complain   |
| 3. aim     | 8. attend  | 13. call   | 18. consist    |
| 4. answer  | 9. believe | 14. care   | 19. correspond |
| 5. apply   | 10. blame  | 15. come   | 20. cut        |

III. В этом уроке Вы встретили слова: *unusual*, *unfortunately*, *displeased*, где префиксы *un-* и *dis-* имеют значение «нет» или «напротив». Вы встретили также: *thoughtless*, где суффикс *-less* имел значение «без».

(а) Вспомните шесть слов (и используйте их в предложениях), где применялся бы префикс *un-*, шесть — с префиксом *dis-* и шесть — с суффиксом *-less*, где эти слова имели бы вышеприведенные значения.

(б) Есть другие префиксы для выражения негативного значения прилагательных или наречий. Используя префиксы, образуйте негативные формы: *happy*, *pleasant*, *attentive*, *possible*, *patient*, *regular*, *legal*, *obedient*, *loyal*, *responsible*. Используйте эти слова в предложениях.

#### IV. Ответьте на вопросы:

1. What does Pedro say is his first impression of Cambridge?
2. Which is the older University, Oxford or Cambridge?
3. How did Cambridge University begin?
4. In the Middle Ages "life in College was strict". Illustrate this statement.
5. Who was Erasmus? What "pleasant custom" at Cambridge does he mention?
6. What was the practical joke played on the poet Gray?
7. If you visited Cambridge how would you know which of the young men there were students?
8. What does Pedro say is "the loveliest man-made view in England"? Describe it briefly as you have imagined it from his description.
9. What is the "common plan" on which the Colleges are built?
10. What does Pedro say of the women students at Cambridge?

#### V. Придумайте предложения с идиомами:

1. put into words. 2. put away. 3. put down to. 4. put down for. 5. put one's foot down. 6. put in a fix. 7. put back. 8. put aside. 9. put a stop to. 10. put to death. 11. put forward. 12. put

money on. 13. all put on. 14. put off. 15. put in. 16. put up at. 17. put one in mind of. 18. put into force. 19. put in a word. 20. put in an appearance. 21. put two and two together. 22. put a person up. 23. put out. 24. put up with. 25. put upon. 26. put someone's back up.

**VI. Найдите инфинитивы в рассказе Хоба.**

### **Composition Exercises**

- 1. Pedro has described a walk round Cambridge. Describe a walk round any pleasant town or city that you know.**
- 2. Write an account, mentioning any interesting customs, of a University in your country or of any other University.**
- 3. What do you think ought to be the aim and ideals of a University?**

## LESSON 23

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### GREAT BRITONS (5): CAPTAIN SCOTT

Mr. Priestley: You know, I am sure, about one Scott, Sir Walter, who will be immortal as long as the English language is read. Here is another Scott, immortal, too, as long as men still admire heroism and endurance.

In 1910 Captain Robert Falcon Scott and his crew set sail in the *Terra Nova* in an attempt to discover the South Pole. They made their base at Cape Evans and planned the journey to the Pole in three stages.

First there was the crossing of the Barrier, a great plain of ice of nearly 500 miles. Over this Scott planned to send as much food and other stuff as he could by motor sledges. When these could go no farther, dogs and ponies would take the loads as much farther forward as they could. The motors took them the first 50 miles, then the ponies and dogs and men continued the journey south. Some of the ponies had to be shot as food for them was running short, but at last the plain was crossed. An even more difficult stage lay before them now, for towering in front of them rose a great range of mountains, in parts over 9,000 feet high and covered with ice. But through the range flowed a glacier, the Beardmore Glacier, and to climb this would be the next stage of the journey.

At the foot of the glacier they killed the remaining ponies (some of them had already died), cut up the meat and buried it so that it would provide food for the return journey. The dogs and some of the men now went back, but three sledges, each pulled by four men, set off on the next stage. It was a terrible journey; the snow was so soft that often they sank to their knees in it, and the heavy sledges — each carried 800 lbs. — were very difficult to move through it. Some of the men suffered from snow blindness, and most of them were already feeling the strain of the journey. Still they struggled on, nine hours a day, with resolute courage. It was the hope of reaching the Pole that made the journey endurable.

Scott watched the men carefully. He had decided that the final dash of 150 miles would be made by four men and himself, and he had to make up his mind which of the men he would choose. Finally he made his choice. In addition to Scott himself there was Dr. E. A. Wilson ("Uncle Bill"), surgeon and artist, a deeply-learned man of a most lovable nature, brave,

gentle and saintly. Then there was Lieutenant Bowers, small in body but a giant in soul; Captain L.E.G. Oates of the Royal Inniskilling Dragoons, and finally there was Edgar Evans, a British seaman, a huge fellow, as strong as a horse and unfailingly cheerful. These were the immortal five.

On 3rd January 1912, when the South Pole was 150 miles away, the seven men left behind said good-bye and cheered the five who were to go on, and watched them set off harnessed to their sledges, five brave souls who would never again see living faces except one another's. Scott expected they would be at the Pole in a fortnight. For thirteen months nothing was heard of them, but from Scott's diaries we know all there is to be known.

On 18th January they reached the Pole. Three of the men were frost-bitten; all were hungry and weak. And at the Pole, in the midst of the waste of snow, stood a tent, with the Norwegian flag flying above it. Amundsen, the Norwegian explorer, had been there a month before and had gone. In the tent was a letter addressed to Scott saying: "Welcome to 90 degrees. With kind regards. I wish you a safe return. Roald Amundsen".

Bitterly disappointed, Scott and his companions set out on the return journey. It had taken them seventy-six days to get there; it would take at least as long to get back, and there were no ponies at the Barrier, only their frozen flesh, and they might not even find that. It was still the Antarctic summer but the weather was bitter, the wind was blowing at blizzard force, the ice was rough and food was short. They got at last to top of the glacier. "I wonder if we can do it", wrote Scott. The conditions were terrible; their sleeping-bags never really thawed out, ice formed on the inside of their tent, and then, a month after they left the Pole, Evans collapsed. When he could no longer walk he tried to crawl on hands and knees down the glacier. Their only hope of success was to go on and leave Evans. But they did not go on. They stayed by him and, "we did not leave him till two hours after his death", writes Scott.

Without Evans' mighty strength it was almost impossible for the others to pull the sledge. The weather grew worse, with hurricanes, blizzards, intense cold, and they had not enough fuel to warm their food. Oates was suffering terribly from frost-bite and could not pull the sledge; indeed he could hardly walk. "What shall I do?" he said to Dr. Wilson. "Keep on, keep on", said Wilson. But Oates knew he was slowing down the progress of his friends and making their death certain too. He slept through the night, hoping that he would not wake, but in

the morning he was still alive. He said to his friends, "I am going outside and I may be some time". "They knew he was walking out to his death in order that they might live, and tried to dissuade him, "but", says Scott, "we knew it was the act of a brave man and an English gentleman. We all hope to meet the end with a similar spirit, and assuredly the end is not far".

They came at last to a spot only 11 miles from their "One-Ton Camp", but the blizzard was so fierce that they had to camp where they were with fuel for one hot meal and food for two days only. Only 11 miles to safety but they could not reach it. The blizzard blew more fiercely than ever. Despite the cold and hunger, Scott and his companions lived for four days longer, and they died there in their tent, three friends who did not fail one another.

Scott was the last to die. He filled in his diary almost to the last day and wrote a noble last message:

"We are weak, writing is difficult, but for my own sake I do not regret this journey, which has shown that Englishmen can endure hardship, help one another and meet death with as great a fortitude as ever in the past.

"Things have come out against us; we have no cause for complaint but bow to the will of God, determined still to do our best to the last.

"But if we have willing to give our lives to this enterprise, which is for the honour of our country, I appeal to our country to see that those who depend on us are properly cared for. Had we lived I should have had a tale to tell of the endurance and courage of my companions which would have stirred the heart of every Englishman. These rough notes and our dead bodies must tell the tale".

Eight months later a search party found that silent tent. They were there as they had died. Scott's arm was outstretched to touch his friend Wilson. The diary and letters were by his side; there was no food whatever, but on the sledges outside were still the rocks, etc., 35 lbs. in weight, for scientific study that they had brought back from the Pole. In that last painful march they had not forgotten that they were scientists as well as explorers. The body of Oates was never found, but somewhere about the place where he went away they put up a heap of stones with the words: "Hereabouts died a very gallant gentleman, Captain L.E.G.Oates, who, on their return journey from the Pole in March 1912, willingly walked to his death in a blizzard to try to save his companions".

## РАБОТА С ГЛАГОЛОМ (19): set

В тексте урока встречались выражения:

Captain Scott *set sail* in *Terra Nova*.

They watched them *set off*.

Scott and his companions *set out* on the return journey.

Но *set* имеет и другие значения. Например:

The sun *sets* in the west.

Tell Susan to *set* the table (i.e., put the cups, saucers, plates, etc., in position on the table).

The child was playing with matches and *set fire* to some papers and the whole house was *set on fire*.

Frieda's engagement ring is a diamond *set* in gold.

Jan broke his leg playing football and doctor *set* the broken bone.

He opened the cage and *set* the bird *free*.

Mr. Priestley will *set* the examination paper.

Winter has *set in*(=began) early this year.

Come on, *set to work*(=begin in earnest).

What you said has *set me thinking* (=caused me to think).

## THE NON-FINITES (3): PARTICIPLES

### (Неличные формы (3): причастия)

There are two participles, the present participle and past participle. The present participle ends in *-ing*, e.g. *walking*, *reading*. The past participle of regular verbs ends in *-ed*; the past participle of irregular verbs has variety of endings.

The present participle is used in the continuous tenses of verbs, e.g. He *is writing* a letter. I shall *be going* away tomorrow.

The past participle is used to make the perfect tense, e. g. He *has written* me a letter. Pedro *had studied* English before he came to England.

It is also used to form the Passive Voice, e.g.

The tree was *blown* down by the wind.

All the tickets for the concert have been *sold*.

Participles (both present and past) are partly verbs and partly adjectives and are often used exactly like adjectives, e.g.

An *exciting* story; disappointing news; he is a *good-looking* man; *broken* bottles; a *well-cut* suit; the workers were *tired*.

### Misrelated Participles

In using a participial phrase, i.e., a phrase with a participle in it, take care that the participle is correctly related; it ought to be related to the subject of the verb in the sentence, e.g.

Walking through the park, *I* saw some lovely flowers.  
(The person *walking* was I. Participle correctly related.)

Walking through the park, *the flowers* looked beautiful. (It was not the flowers that were walking. Participle wrongly related.)

Running into the house, *the boy* banged the door (*Running* refers to *boy*. Participle correctly related.)

Running into the house, *the door* banged after the boy. (*Running* does not refer to *the door*. Participle wrongly related.)



## УПРАЖНЕНИЯ

### I. Словарная работа: Придумайте предложения со словами:

immortal (use also *mortal*, *mortality*), hero (what is the feminine form?), endurance, stage, sledge, pony, range, glacier, dash (*noun* and *verb*), blizzard, thaw (what is the opposite?), collapse, crawl (*noun* and *verb*), hurricane, dissuade (how does dissuade differ from persuade?), enterprise, appeal (*noun* and *verb*), explorer (use also *explore*, *exploration*).

### II. С помощью относительных местоимений или союзов образуйте сложные предложения:

1. Scott and his companions were three friends. They did not fail one another.
2. I do not regret this journey. It has shown our courage.
3. We have given our lives for this enterprise. It is for the honour of our country.
4. I could tell a tale of courage. It would stir the heart of every Englishman.
5. The rocks were on the sledges. The rocks had been brought back from the Pole.



6. The body of Captain Oates is buried here. He willingly walked to his death.
7. They expected the provisions there. They did not find them.
8. They reached the Pole. They found Amundsen had already been there.
9. Scott wrote in his diary, "Things have come out against us".
10. We leave our children. They will be cared for. We hope.

**III. Рассмотрите предложение "They were so weak that they could not battle against the blizzard". Его можно было бы построить иначе, используя конструкцию с *too* и инфинитивом:**

They were *too* weak *to battle* against the blizzard.

Используя эту конструкцию, измените следующие предложения:

1. The ponies were so tired that they could not pull the sledges.
2. The snow was so deep that the sledge could not go over it.
3. The blizzard was so fierce that they could not continue the journey.
4. The food was so short that they could not have a proper meal.
5. The rest of the party were so loyal that they would not leave Evans and save themselves.

**IV. Придумайте предложения со следующими словами:**

1. set off. 2. set foot on. 3. set out. 4. set sail. 5. set something right. 6. set something in order. 7. set on fire. 8. set fire to. 9. sunset. 10. set one's teeth. 11. rain set in. 12. set back. 13. set aside. 14. set about. 15. set an example. 16. set one's heart on. 17. set an examination paper. 18. set a person thinking. 19. set a person at his ease. 20. set to music. 21. set free. 22. set one up. 23. set up in. 24. set to work. 25. set up. 26. set up as. 27. well set up.

**V. Ответьте на вопросы:**

1. Distinguish between Sir Walter Scott and Captain Scott.
2. How far did (a) the motors, (b) the dogs and ponies, take Scott's party?
3. How many men continued the journey from the foot of the glacier?
4. Who were the "immortal five" who completed the "final dash"?
5. How do we know what happened on that last stage?

6. When he got to the South Pole why was Scott "bitterly disappointed"?
7. Why did Oates walk out of the tent into the blizzard?
8. How near to safety were they when they died?
9. What did Scott think that this journey had shown ?
10. "In that last painful march they had not forgotten that they were scientists as well as explorers". What proof is there of this statement?

### Composition Exercises

1. Tell the story of Captain Scott in about 450 words.
2. Write about any other great explorer.
3. Write an essay on one of the following:
  1. What benefits are to be gained from Polar exploration?
  2. Heroes of peace.

**VII. Рассмотрите картинки, составьте по ним рассказ и придумайте к нему название.**



## LESSON 24

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### THE AMERICAN SCENE (1)

#### A LETTER FROM LUCILLE

APARTMENT 109,  
1717, FIFTH AVENUE,  
NEW YORK,  
5th April, 19—

Dear Mr. Priestley,

The address is rather a surprise, isn't it? Yes, I'm actually in America; I've been here for three months, but I've been so busy going about "seeing America" that I have hardly had any time for writing letters. All the same, haven't been lazy, I've been keeping a "journal". I know you will find this hard to believe after the way I so often wasted my time when you were my teacher, so, to prove what I say I am sending the journal to you, under separate cover. I don't say that my journal is like Swift's<sup>1</sup> or Boswell's<sup>2</sup>; it's perhaps more like those journals or diaries that young ladies used to write in Queen Victoria's time, but I saw and heard so many things that interested me that I wanted to write them down while the impressions were still fresh in my mind. I hope that what I have written may interest you and my old friends Frieda, Pedro, Jan, Olaf and Hob. I often think about you and hope we shall all have a meeting again before very long.

Kind regards and best wishes to you all,

*Yours sincerely,*  
LUCILLE.

#### EXTRACTS FROM LUCILLE'S JOURNAL

3rd February.

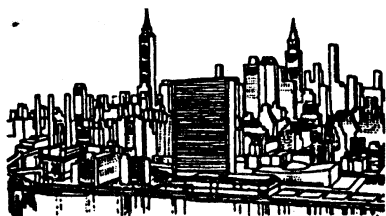
... The first sight of the skyline of New York from the water is really staggering, and it is just as impressive when you are in the streets and beside these enormous "skyscrapers" that rise up like great cliffs. To someone accustomed, like me, to buildings in London or Paris four or five storeys high, it takes your breath away to see them here shooting up 70, 80, 100 storeys<sup>3</sup>.

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<sup>1</sup> Journal to Stella by Jonathan Swift (1667—1745).

<sup>2</sup> Journal of a Tour to the Hebrides with Dr. Johnson by James Boswell (1740—1795).

<sup>3</sup> But we are getting them in London now (1963) of 40—50 storeys.



NEW YORK SKYLINE

They are a sort of vertical landscape instead of the horizontal one that we are accustomed to. They are hard and bare but they give one a feeling of power and have a kind of cold, hard beauty, and at night, when all the windows are lit up, the hard-

ness of the daytime is softened, and the scene becomes a twentieth-century fairyland.

I went up the highest one, the Empire State Building, 102 storeys, more than a thousand feet high, the highest man-made thing in the world. (When you get to the top you can buy a badge for your coat saying "I've been up!").

Many Americans are terribly impressed with mere size; to them "bigger" and "better" seem to mean the same thing. Within a very short time of being here I was told that the Cathedral in New York is the largest "Gothic" Cathedral in the world; that the finger of the Statue of Liberty in New York Harbour is eight feet long and that forty people can stand inside its head; that the Rockefeller Centre cost 100 million dollars to build, has 13,000 telephones, and its hanging gardens are four times the size of the famous hanging gardens of Babylon that were one of the Seven Wonders of the ancient world; that Macy's (the famous department store) employs 11,000 shop assistants and sells a million dollars' worth of goods every day; and if all the people on the skyscrapers came out at once, the streets couldn't hold them. As for their newspapers there is no doubt at all that, for the number of pages, they certainly take the prize, the daily edition of a newspaper has anything from 60 to 100 pages, and the Sunday editions remind you in size of the Encyclopaedia Britannica. But, of course, the United States is a big place. As one American said to me, "You can leave New York, fly twice as far as from London to Moscow, and find yourself still in America".

\* \* \*

10th February.

It is easy to find your way about in New York, it is laid out so regularly. Instead of streets wandering and twisting as they do in London, they are all regular and planned. The streets running north and south are called "Avenues" and are numbered, e. g. 1st Avenue, 2nd Avenue, 3rd Avenue, etc., the

streets going east and west are called "Streets" and are also numbered, e. g. 51st Street, 63rd Street, etc. It's all very much more logical and sensible than London's street names; but I couldn't help thinking how much more fascinating than these dull, cold numbers are London's illogical but colourful "Paternoster Row" and "Amen Corner", "Drury Lane" and "Petticoat Lane" (which are not lanes at all), "Bishopsgate" (which isn't a gate and hasn't a bishop in it), "Haymarket" or "Corn Market" (where you won't see any hay or corn), "Poultry" (with not a live chicken anywhere in sight) or "Threadneedle Street" where you will find not little girls learning to sew, but the fortress-like Bank of England.

\* \* \*

15th February.

When I first arrived in America I thought how *English* America was: the people speak (more or less) the same language as the English, their dress, houses, food, democratic government are — with, of course, some differences — very similar. After a time I began to realise that there were some differences between England and America; I suppose that isn't surprising when we think of the many nations that have gone to the making of America. I have been told that there are more Irish in America than in Dublin, more Germans than in Hamburg, more Poles than in Warsaw, more Russians than in Kiev, more Scandinavians than in Oslo and Stockholm, twice as many British as in Manchester, and more negroes than the combined population of Ghana, Congo, Guinea, Liberia and South West Africa. And before very long it was the *differences* between England and America that struck me most. For example the American word for many things is not the same as the English one. So *curtains* are "drapes", a *holiday* is a "vacation", a *cinema* is "the movies", a *cookery book* is a "cook-book", a *label* is a "tag" and a *lift* an "elevator". Here, your luggage is your "baggage" and instead of *pound notes* you have "dollar bills" (which you put not into a *note case* but into a "bill fold"). The *pavement* is the "sidewalk", *petrol* is "gasoline" (gas). *Biscuits*, if sweet, are "cookies", if plain, are "crackers"; and instead of posting a letter you "mail" it. You don't live in a flat but an "apartment" (you would be unlucky if you had a "flat"; it means a *puncture* in the tyre — which they write "tire" — of your motor-car). *Sweets* are "candy", a *tin* is a "can", the *Underground* (railway) is the "subway", and the Englishman's *trousers* and *waistcoat* are the American's "pants" and "vest".

The Englishman, making an appointment with you, will say, for example, "I will call for you at a *quarter to eight*" or "*at halfpast four*"; the American would say "at a quarter before (or of) eight" or "a half after four". After an Englishman has *phoned you*, he will *ring off*; after an American has "called" you, he will "hang up".

The well-mannered Englishman at table holds and keeps his knife in his right hand, his fork in his left, cuts his meat and presses his vegetables on to his fork. The well-mannered American first cuts up all his meat, then places his knife down on the right of his plate, takes his fork in his right hand and with his fork lifts the food to his mouth. He will have coffee (generally with cream) half-way through his dinner *before* the pudding (which he calls "dessert"). The Englishman drinks his coffee ("black" usually) *after* the dinner. And, of course, Americans are coffee-drinkers rather than tea-drinkers. The English (among whom tea-making is almost a religious ceremony) would be shocked at the American's idea of how tea should be made. I remember what we said about English coffee. That's nothing to what English people would say about American tea. The popular method is to take a cup or a pot of hot (not necessarily boiling) water and drop into it a cotton bag with tea leaves in it. For a change they will sometimes put a pan of water on the electric stove and, just as the water gets warm, throw in a few tea-spoonfuls of tea and then pour the mixture into a tea-pot (cold, of course), pour it from there into a cup (or glass) and then drink it without turning a hair.

### THE NON-FINITES (4): THE GERUND (Неличные формы (4): герундий)

The gerund looks exactly like the present participle, i.e. it is formed from a verb and ends in *-ing*. The difference is that the present participle is a verbal adjective and the gerund is a verbal noun. Here are examples:

*Smoking* is allowed in this carriage. Lucille likes dancing.

*Seeing* is believing. Olaf is fond of *walking*. George earns his living by *selling washing-machines*.

After a preposition (like *of* or *by* in the last two sentences) the only part of the verb that can be used is the gerund<sup>1</sup>. The gerund often qualifies a noun just as the participle does, but note the difference in meaning between:

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<sup>1</sup> The *to* of the infinitive, e. g. "*I want to speak to you*", is not a preposition.

**Participle**

a dancing girl (= a girl who is dancing or who dances)  
 a sleeping child (= a child who is sleeping)  
 a walking doll (= a doll that walks)

**Gerund**

a dancing-teacher (= a teacher of dancing)  
 a sleeping-carriage (= a railway carriage fitted with beds).  
 a walking match (= a race for fast walkers)

Hob: That reminds me of the boys who put up a notice outside their garden gate:

**NOTICE**

*If you are interested in water-sports, swimming, diving, floating, etc., come and see the floating match here this afternoon.  
 Admission 3d.*

Some people paid their threepences and went inside, and all they saw was match-stick floating in a saucerful of water.

Mr. Priestley: They expected to see a gerund and all they saw was a participle!

Notice the difference in pronunciation. When a participle qualifies a noun, both words are stressed. When a gerund qualifies a noun, only the gerund is stressed, e. g.

**Participle**

a sléeping chîld  
 a rúnning streám

**Gerund**

a sléeping-carriage<sup>1</sup>  
 rúnning-shoes

**УПРАЖНЕНИЯ****I. Словарная работа. Придумайте предложения со словами:**

actually (use also *actual*), diary (how does this differ from dairy?), staggering, storey (not *story*), vertical, horizontal, badge, department store, assistants (use also *assistance*), twist, fascinating, logical (what is the opposite?), poultry, thread (describe how you would thread a needle), democratic (use also *autocratic*, *bureaucratic*), label, pavement, puncture, vegetable (mention six vegetables), ceremony, stove.

**II. Объясните следующие выражения из дневника Люсилль и приведите примеры на каждое словосочетание:**

1. under separate cover. 2. all the same. 3. It takes your breath away. 4. it is laid out regularly. 5. I couldn't help thinking. 6. fortress-like. 7. that have gone to the making. 8. a well-mannered man. 9. is nothing to... 10. without turning a hair.

<sup>1</sup> Обратите внимание на наличие дефиса между герундием и существительным.

### III. Дайте британский вариант предложений:

I called Lucille to see if she was back from her vacation and would like to come out with me to dinner and the movies. She said she would love it so I said I would come for her at a quarter before eight. I hung up, went home and changed my coat, vest and pants, put some dollar bill in my bill fold and, at half after seven, drove to Lucille's apartment. I went up in the elevator and came into her apartment. I admired the new drapes; we ate one or two crackers and cookies and some candy and then went down to my automobile. I had left it (full of gas) by the sidewalk, but when I looked at it I saw I had got a flat, so we had to take a taxi.

Как бы поняли выражение "*I am mad about my flat*"

а) англичанин, б) американец?

### IV. Переведите в косвенную речь, начиная каждое предложение со слов: "*I asked Lucille...*"

Пример: "Have you ever been to America before?"

I asked Lucille if (whether) she had ever been to America before.

1. Are you keeping a journal? 2. Do you think your journal will interest Mr. Priestley? 3. Did you go to the top of the Empire State Building? 4. How high is that building? 5. Have you been to Macy's department store? 6. Did you go along Fifth Avenue? 7. What do the American call biscuits? 8. Where do you think you will go next? 9. Is there a lift in your flat? 10. Can you find your way easily about New York? 11. Does New York remind you of London? 12. Did you drink tea in America?

### V. Придумайте предложения со словосочетаниями, используя после них герундий:

1. I am fond of. 2. laugh at. 3. look forward to. 4. think about. 5. believe in. 6. afraid of. 7. instead of. 8. succeed in. 9. tired of. 10. interested in. 11. used to. 12. have difficulty in. 13. in the habit of. 14. in danger of. 15. reason for. 16. ashamed of.

### Composition Exercises

VI. Describe briefly — as Lucille does — how (a) a well-mannered Englishman, (b) a well-mannered American, uses his knife and fork, (c) how (according to Lucille) Americans make tea, (d) how you think it ought to be made.

VII. Give a page or two from your (imaginary) journal.

VIII. Write a short composition on:

(a) First Impressions.

(b) The pleasures of travel.



## LESSON 25

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### THE AMERICAN SCENE (2)

#### LUCILLE'S JOURNAL (*continued*)

17th February.

One often hears of the Englishman's "reserve": how he likes to "keep himself to himself" and how on a long railway journey, with four Englishmen in the carriage, often there won't be a word spoken during the whole journey. I'm sure that wouldn't be the case in America. The Englishman thinks it is ill-mannered to ask personal questions. The American doesn't feel that at all. In the short ride between the boat on which you arrived in New York and the hotel to which you are being driven, the taxi driver will have told you all about himself, his wife and family and probably the towns in England that he was in during the war. He will inquire where you have come from, what your job is, how you like America and how long you are staying in New York. The Englishman prizes privacy, the American prefers sociability. I think this same feeling shows itself in the houses in the two countries. The Englishman's suburban house has its little garden with a hedge or a fence all round it to shut him off from his neighbours. "The Englishman's home is his castle".

The American houses have no hedges or fences separating them from the pavement or from each other. There are none of those little shut-off gardens; generally just a strip of grass with trees in it. The American in his home doesn't object to being seen by everyone — he actually likes it. And inside the house, instead of the separate hall, living-room, dining-room, so typical of the English house, the American has the "open plan" house, just one large room where all the family activities (usually noisy) go on with, perhaps, a "dining recess" or a "kitchen-breakfast-room".

"But, Hank", I said to a young man I know here, "don't you sometimes want privacy, to be by yourself?" "If I want privacy", said Hank, "I go to bed".

With this sociability goes overwhelming hospitality. I don't think any door in the world is more open to the stranger than is the American's. You get taken to parties at the houses of your friends and of your friends' friends; you are invited to theatres, dinners, sports meetings, motor trips; from the first minute you are on "first name" terms with the people you meet ("Hiya Lucille, pleased to meet you"); they all show the

keenest interest in your affairs and ask you to let them know if they can help.

“Yes”, said a somewhat cynical young American to me, “and by the following week they have forgotten all about you. They like new things — and they get rid of their friends as they do of their cars. No one strikes up acquaintance sooner than we do, and nobody finds it harder to make a real friendship”.

Well, that may be what happens to male visitors, but I must say the young men here, even after three or four weeks, certainly don't seem to have forgotten all about me! But I agree that they like new things, a new car every year, the latest thing in television, this year's, or, if possible, next year's, washing-machine. In England — and in France — I knew people who had lived in the same house and been in the same job for twenty, thirty, forty years, and who would hate to pull up their roots and change to something new. That's not the American way of life. They love change, they call it “the spirit of adventure”, a spirit that they think is more characteristic of America than of Europe. There may be something in this. There was a very interesting remark in a book<sup>1</sup> (written by an Englishman, Kenneth Harris) that I read recently giving what he thought was a reason for this American characteristic. He wrote:

“We in England, and the French, the Germans, the Italians, even the Russians, have all got one thing in common — we are descended from the men who stayed behind. In the States they are descended from the folk who moved away”.

And so they still like to “move away”, to change homes and jobs. They seem to be constantly pulling down old and often quite beautiful houses or throwing away things merely because they are old. They have none of the Englishman's sentimental love for things because they are old. I thought of that beautiful big old clock that stands in Mr. Priestley's hall. Mrs. Priestley told me that her grandfather had it made, more than a hundred years ago, for his wedding. I used to love to hear it striking twelve, though it usually did so when the hands were pointing to twenty to two! An American would throw out the old clock and have a shining new electric one. It might not be beautiful; it would have no history or “tradition”; it would certainly not be loved, and its life would be short, lasting only until a newer model came out. But as long as it lived it would strike the hour at the right time.

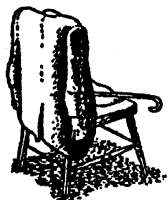
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<sup>1</sup> Travelling Tongues.

I happened to mention Mr. Priestley's old tweed jacket (you remember it) to a young American. The jacket was beautifully cut and you could see at a glance that it had been made by a good tailor, but it was at least ten years old, the colour had faded and there were leather patches at the elbows; but how fond he was of it! The young American gazed at me in surprise and said, "I don't want a suit to last me for more than a year. What's the point of wearing an old suit if you can afford to buy a new one? In fact", he added, "I consider your Mr. Priestley a bad citizen. America is a prosperous country; it has the highest standard of living in the world. There is a car (sometimes two) in practically every home, the ordinary working man has his own television set; there is in his house a washing-machine, a refrigerator and 'deep freeze', and probably a dishwashing-machine, radios that wake you up in the morning and, at the same time, make you a cup of tea or coffee. There are 'hi-fi' gramophones or tape-recorders. Thousands of people have tennis courts or swimming-pools in their gardens. They go for good holidays, cruises or visits to Europe.

"You complained because, when you ordered a steak in a restaurant, it was so big that you had to leave three-quarters of it and it had to be thrown away". (That's quite true, it covered the whole plate. I don't think even Hob could have eaten it.) "That", he continued triumphantly, "is why we have the highest standard of living in the word. It is because you — and millions of other people — leave three-quarters of your steak uneaten that our butchers and farmers are prosperous. If Americans didn't get a new car every year (though their old one is quite good) thousands of our workpeople would be out of work. I sell clothes, and I'd hate three or four million Mr. Priestleys in America saying, 'This suit of mine is three years old, but I can make it last another year.' If, instead of doing that, he and a few thousands more bought a new suit — that they really don't need — I should be more prosperous. I could buy a new and better radio and a new washing-machine or go for a longer holiday — and so bring prosperity to the men who make and sell radios or washing machines, to hotel keepers, to the railways or air-lines or shipping companies. America is prosperous because it has a 'waste economy'; and the greater the waste, the greater the prosperity".

I have a feeling that there is something wrong in this argument — but I can't see what it is!



There is the point, of course, that the wealth that most people seem to be enjoying, is not their in reality. These cars, refrigerators, television sets, the wife's fur coat and the husband's gold watch, the house and the furniture in it are usually bought on hire-purchase and are being paid for by monthly instalments over a number of years. A lot of these people are really living beyond their income "to keep up with the Joneses". If a slump in trade came, like the one in 1931, the greater part of these goods that the people are using could not be paid for. Even in the present period of prosperity many people have a struggle to pay these monthly instalments. There was an interesting sidelight on this struggle in a "commercial" that I heard on the radio (and here you can't help hearing commercials; every few minutes the programme is interrupted to give you one advertising something or other). This one said: "You got<sup>1</sup> money troubles? You being pushed around because you can't pay the instalments on your car, your television, your washing-machine or your home? That's bad. But don't worry, friend; I'll tell you what to do. Get right into your car and come and see me at the Omega Bank right here in your town. Just ask for the President. And this is what I'll do — I'll advance you enough money to pay off all those accounts, and after that you'll only have one monthly payment to worry about. Did I say "worry"? With the Omega Bank you won't have any worries, so just ask for me, the President".

Easy, isn't it?

You can't escape from the radio here. Radios are switched on early in the morning and go on all day as a permanent background noise. So you hear them wherever you go — in houses, cars, restaurants, taxis, railway stations. You don't pay



HAVE A SMOG

for a licence, as you do in England, to have a radio. The money for the programmes is provided by the manufacturers of cars, soap, cigarettes, beauty preparations who "buy time" in which to advertise their products. And advertising is a fine art here; an American said to me: "The best brains in our country go into salesmanship. Any fool can make a thing. What takes real brains is to *sell* it when the customer has got one al-

<sup>1</sup> Colloquial American for "Have you got...", "Are you being...?"

ready and doesn't want another". The result is that when you listen to their "commercials" you are more or less told that if you use A's soap powder in your kitchen you will remain young and beautiful, if you smoke B's cigarettes, women will find you irresistible; if you use "Dento" tooth-paste a rise<sup>1</sup> in salary is a certainty, and by always buying Blobb's Tomato Sauce, you will sing like Maria Callas. I don't suppose anyone believes a word it — nevertheless, people do buy this particular brand of soap powder, cigarettes, toothpaste and sauce in large quantities.

## THE NON-FINITES (5): GERUND AND INFINITIVE (*Неличные формы (5): герундий и инфинитив*)

One of the difficulties in learning English is that after some verbs you must use the gerund, after other you must use the infinitive, and after some you can use either.

### Verbs followed by the Gerund

Some of the verbs followed by the gerund are: *avoid, dislike, enjoy, finish, mind* (= object to), e. g.

He couldn't **avoid** *meeting* them.

He **enjoys** *asking* questions but dislikes answering them.

When you have **finished** *talking*, we will continue the lesson.

Do you **mind** *passing* the salt?

### Verbs followed by the Infinitive

Verbs followed by the Infinitive are: (a) all the "special" verbs, (b) the verbs *expect, hope, mean* (=intend), *promise, want* and certain others, e. g.

(*Special verbs*) You **ought** *to try* harder. You **must** *do* this work. I **shall** *see* him tomorrow.

(*Other verbs*) My friends **expect** *to arrive* here on Saturday and I **hope** *to meet* them at the airport. They **mean** *to stay* with us for a month. I **want** *to learn* English and I **promise** *to work* hard.



## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложения со словами:

reserve (as a noun (*three meanings*) and as a verb. What is a reserved seat?), ill-mannered (what is the opposite?), enquire (and *enquiry*. You will also see *inquire and inquiry*), privacy (use also *private*), sociability (use also *social, sociable, society, socialism,*) suburban (use *suburbs*), hedge (compare with *edge*),

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<sup>1</sup> They call it a *raise*.

strip (compare with stripe), activities (use also *active*), recess, overwhelming, hospitality (use also *hospitable*. Don't confuse it with *hospital*!), cynical, acquaintance (common *noun* and abstract. Use an example of each. What is the difference between an *acquaintance* and a *friend*?), descended (what is the opposite of *descend*?), sentimental, brand-new, tradition, obviously, patches, gaze, prosperous, refrigerator, tape-recorder, cruise, triumphantly, economy (use also *economic*, *economics*, *economical*), hire-purchase, instalments, slump (what is the opposite), switch (*noun* and *verb*), licence (use also *license*), products (also *producer*, *production*), irresistible (use also *resist*, *resistance*).

## II. Объясните следующие выражения:

1. To keep oneself to oneself. 2. personal questions. 3. to shut him off from his neighbours. 4. an open-plan house. 5. to be on first-name terms, 6. to strike up an acquaintance. 7. this is the latest thing in... 8. people don't like to pull up their roots. 9. they have one thing in common. 10. What's the point of ... 11. a deep-freeze. 12. a waste economy. 13. keeping up with the Joneses. 14. a radio "commercial". 17. advertising here is a fine art.

## III. Вы помните предложение о старом пальто м-ра Пристли: "How fond he was of it!" Это восклицательное предложение. Переделайте следующие предложения в восклицательные:

1. America is a very big country. (What...!) 2. I have been very happy here. (How...!) 3. They seem to waste a lot of food. 4. Everyone is very hospitable here. 5. She sings beautifully. 6. This car goes at a great speed. 7. He has been very kind to her. 8. He has done a lot for you. 9. Her face is very pale. 10. We are glad to see you. 11. America is a country for cars.

## IV. In the reading you had the words: *a dining-room*, *a washing-machine*, i. e. the gerund of the verb *to dine* and *to wash* is used like an adjective to qualify a noun. Use the gerunds of the following verbs in the same way:

meet, ride, wait, write, shave, live, play, swim, walk, read.

## Сочинение

### V. Напишите небольшое сочинение на одну из тем:

1. "The Englishman's home is his castle".
2. "Change proves that we have spirit of adventure". Discuss.
3. Advertisements OR: Advertising.
4. "Keeping up with the Joneses".
5. "The greater the waste, the greater the prosperity". Discuss.

## LESSON 26

### THE AMERICAN SCENE (3)

#### LUCILLE'S JOURNAL (*continued*)

20th February.

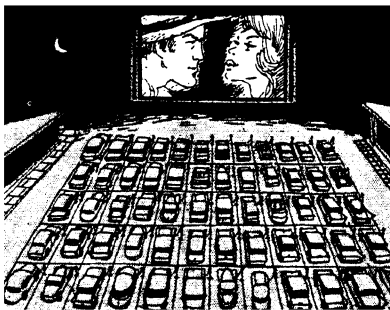
What a country this is for cars! America is a nation on wheels, and I have a feeling that the American man thinks longer and more earnestly about choosing his car than choosing his wife. The words in which the makers describe cars are pure poetry. Looking through the New Yorker magazine I met the following descriptions of cars: "the car with youthful beauty that surrounds you with silent strength", "balanced beauty", "luxury reflected in every shining inch", "see its clean length knifing through clear, cool air", "jewel-bright beauty", "sculptured in steel", "There is nothing like a new car — and there's never been a new car like this. We proudly invite you to inspect it". One of the cars has a "great deep-breathing engine", the engine of another is "lean-muscled". But the advertisement I liked best showed a picture of the car, and underneath you read:

"If you know the woman who should have this car, you must admire her very much — she's gentle, strong and intensely feminine. Her sense of beauty, of the rightness of things accepts this car easily — and because she knows and loves fine things she will have an affection for this car. If you know this remarkable woman, you'd be well advised to marry her quickly. If you are lucky, you already have".

Almost every American has at least one car, and, as he doesn't believe in walking anywhere if he can go in a car, there are "drive-in" banks where you can cash a cheque without even turning off your engine, drive-in post-offices, or drive-in cafeterias where a meal is brought to you on a tray that fits neatly on to the door of your car; there is even a drive-in church.

\* \* \*

One evening I was taken by a friend to a drive-in cinema about 10 miles out of the city. We set off as it was growing dark and soon I saw cars coming from all direc-



DRIVE-IN CINEMA

tions towards a skyscraper screen that you could see more than a mile away. Then we slowly went past the box office where we reached out to pay for admission and turned along a wide drive towards the curved lines of cars, about 3,000 of them. We switched off our car lights, and attendants waved us on with electric torches to our place (about 100 yards from the enormous screen on which we could see the soundless picture moving) where there was an instrument, a loudspeaker, something like a telephone, hooked to a post. My friend unhooked the loudspeaker, fixed it inside the car, switched it on, and now the dumb figures on the screen were no longer dumb; without leaving the comfort of our car we were at a cinema performance. At the interval a comic figure on the screen announced:

“Ice cream, hot dogs<sup>1</sup>, soft drinks too,  
Sandwiches, coffee, all ready for you”.

Car doors opened and people made their way to the refreshment room where they could get the refreshments they wanted on trays which they brought back to the cars.

At last the performance ended; a message appeared on the screen: “Please remove the loudspeaker before starting up your car”, and as midnight was striking we were on the road again towards home.

\* \* \*

I doubt whether England will adopt drive-in cinemas, but I believe they have begun to adopt another American feature, “motels”, that is hotels for motorists. You find them all along the great American highways, rows of them, small one-storey buildings, something like Swiss chalets<sup>2</sup> or smart-looking huts, each with a brightly-lighted sign at the entrance. You give your name and pay the charge at the little office, drive up to your door and park your car outside. There is no service — you don’t see any attendants. The rooms are plain but clean and pleasant and comfortable. There is a bath — or a shower, — a radio (perhaps a television), towels, soap, sometimes a pair of slippers or a few books by the bed. You walk down the road to a restaurant where you can get a meal, and in the morning you just step into your car and drive off.

The big highways are magnificent for the fast driver, and I must say I love them. But even roads like this don’t always

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<sup>1</sup> *hot dogs* = American term for a split roll enclosing a hot sausage spread with mustard.

<sup>2</sup> Pronounced [ˈʃælɪz].



prevent accidents and I couldn't help noticing some typical American safety-signs:

"Can your wife afford your funeral?"

"This is God's country.  
Don't drive through it like hell".

"Only *one* letter removes DANGER from ANGER".

And one frightening reminder, a wrecked car on a high platform, and under it was written:

"Three died in this. Your turn next?"

\* \* \*

10th March.

There are, of course, wonderful shops here, but so there are in London, Paris, Rome and dozen more great cities. In shop windows here I saw a magnificent fur coat on which was a card saying, "Earth has not anything to show more fair", a pair of earrings priced at \$3,000 each, a tiny bottle of scent priced at \$65. And, in contrast to all this magnificence, bread "sprayed with bakery smell", fish "sprayed with smell of the sea", little pieces of "Texas oil stone, 13,000 feet deep, 400,000,000 years old", and, perhaps the silliest of all, empty tins from Florida labelled "filled with pure air from Florida's coast; send one to your friends".

But the shops that are most characteristically American are the "drug stores" and the "supermarkets". A "drug store" is not, as an Englishman might think, a "chemist's shop", i.e. a place that sells only — or mainly — drugs. In some of them you can buy drugs, but their main business is to sell stationery, candy, milk shakes, braces, fountain pens, ice-cream, toasters, electric clocks, doormats, paper-backed books or imitation jewellery. Every drug store has a food counter where you can sit on a high stool and have hot chocolate, Coca-Cola, orange juice, hot dogs, coffee, cakes, sandwiches or omelettes.

There are "automats" from which on putting in a coin you can get a plate of cooked ham, cooked beef or cheese<sup>1</sup>, or "the best hand-carved sandwich in town"<sup>2</sup>—all to the constant sound of music from the "juke-boxes"<sup>2</sup> or "canned music" that is telephoned in.

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<sup>1</sup> American: *hamburger*, *beefburger*, *cheeseburger*.

<sup>2</sup> *juke-box* ['dʒu:kbɒks] — machine which plays music when a coin is put in.

I had already seen supermarkets in England but the ones here are vastly bigger: some covering 40,000 square feet are not uncommon, and they have huge car-parks where the cars of a thousand customers can be parked. I am told that nearly 50% of the groceries sold in America are sold in the supermarkets. As you walk to the doors they automatically open, and as you enter they automatically close after you. Inside, there are bright lights and amusing advertisements to please the children, and on the shelves there seems to be everything, all of it most attractively packed and displayed. You just help yourself as you walk (pushing a wire basket on wheels that is provided to hold the goods you want to buy). What impresses you is the enormous quantities of everything; thus one huge block of shelves will contain nothing but breakfast food, another, equally huge, will be filled only with canned fruit or soap or beans. From thousands of cans exactly alike a cat's smiling face proclaims the delights of "Kitcat — the food all cats love". Vast refrigerators display joints of beef, legs of lamb, packages of pink and white bacon, Maryland chickens or pork pies; you can buy twenty different kinds of bread, fifty different kinds of soap. At the exits polite assistants ("Fred" or "Hank" or "Shirley" — their names are on their white coats) will take the goods you have chosen from your wheel-basket, add up the cost, pack them into a box and take your money in payment for the goods. Then "Joe" or "Mike" will carry the box to your car.

\* \* \*

18th March.

A young man I know here called Bud is at Harvard and he took me round his University. It is a wonderful place; the rooms were magnificent, beautifully lighted, sound-proofed and air-conditioned. The furniture, the carpets, the curtains might have been in a first-class hotel. There are splendid libraries and the laboratories are some of the most up-to-date and best equipped in the world. And yet — I know you'll hardly believe it of me, but it's true — I thought longingly of the beauty of those colleges at Oxford and Cambridge with their old, weather-worn stone, their oak-panelled rooms with their long bare dining-table, and above all with their lovely gardens and lawns: they don't seem to be able to grow lawns in American Colleges!

\* \* \*

20th March.

Yesterday afternoon Bud took me to a football match between Harvard and Yale. I didn't understand the game at all; it wasn't like the rugby that I had seen in France or that soccer match in England when I watched Jan play. To tell you the truth it was more like a battle than a game. But I loved the rest of the proceedings. The ground was packed with spectators — chiefly students, who yelled and shouted in chorus. There were "cheer-leaders" for Harvard and cheer-leaders for Yale. There were two bands, dozens of "drum-majors" and "drum-majorettes" — pretty girls, dressed in very short skirts, knee-high red leather boots and military-looking white jackets decorated with gold and red — who marched to a military band and danced and led the cheering. I have never seen anything like it before, but it seems to be the usual thing at football matches here.



DRUM-  
MAJORETTES

\* \* \*

Mr. Priestley: Well, that's the end of Lucille's Journal up to date, but this short letter came with it:

3rd April.

Dear Mr. Priestley,

Next week I'm going to Washington, the capital of the U.S.A. I believe it is a lovely city, and friends here tell me I shall be seeing it just at the right time when all the trees that run alongside the lake will be in full bloom making a sea of pink blossom, a wonderful background for the magnificent monument that the Americans have put up to their greatest sons, George Washington, Thomas Jefferson and greatest of them all — Abraham Lincoln.

A friend says that he will get me an invitation to the White House, the home of the President. I hear, too, that there are some very gay night-clubs in Washington, so my visit won't be all "history". By the way, do you know why the White House is white? The story I was told is that in 1812 when England was at war with America (a fact which few Englishmen seem to know), the British captured the city, and some of the buildings, including the Capitol and the house of the President, were set on fire. In 1814, in order to hide the marks of the fire, the brown stone walls of the

President's home were painted white — and it has been the “White House” ever since.

*All good wishes,  
Yours sincerely,  
LUCILLE.*

Hob: When my Uncle Albert was in America, an American said to him, “Did you know that the English burned Washington in 1812?” Uncle Albert said, “Well, I knew we’d burned Joan of Arc, but I didn’t know we’d burned him”.

### THE NON-FINITES (6): GERUND OR INFINITIVE (Неличные формы (6): герундий или инфинитив)

#### Verbs followed by the Infinitive or the Gerund

Some of these are: *begin, hate, learn, like, prefer, stop, forget, remember, hear, see*, e.g.

The teacher said, “You can *begin writing* now”, and the children **began** to write.

Hob **hates** *working* at grammar.

Hob: “I **hate** to *work* at anything!”

At school children **learn** *reading* and writing.

He is **learning** to *fly* an aeroplane.

I **heard** him *coming* in late last night.

I **heard** him *come* in late last night. (Infinitive without *to*.)

I **saw** him *work/working* in the garden yesterday.

In the examples just given it doesn’t make much difference in meaning whether the gerund or the infinitive is used, but with the verbs *stop, forget, remember* there is a difference. Thus:

#### Stop

“He worked for three hours and then **stopped** for half an hour *to eat* his lunch” means that he ceased work in order to eat. BUT:

“He **stopped** *eating* while he spoke to me” means that he paused in his eating while he spoke.

#### Forget

The verb *forget* with the infinitive means “fail to remember”, e.g.

I am afraid that he will **forget** to *write*.

With the gerund it means “lose the memory of”, e.g.

I shall never **forget** *seeing* the Swiss Alps for the first time.

#### Remember

The infinitive used with *remember* refers to a future action, e.g.

Please **remember** to *post* this letter before four o'clock.  
The gerund used with *remember* refers to past action,  
I **remember** *seeing* you at the Christmas party last year, e.g.



## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложения со словами:

earnestly, luxury (use also *luxurious*. How does this differ from *luxuriant*?), muscle (pronunciation ['masl]. Compare with *mussel* in Book II), lean (two meanings. Here as an adjective. Give its opposite. It can also be a verb), affection (use also *affectionate*, *affectionately*), cafeteria, screen (*noun* and, with different meaning, *verb*. Where would you find a *wind-screen*?), box-office, torch, soundless (give six other adjectives expressing "without" by the ending-*less*), instrument, loudspeaker, dumb, interval, message, adopt, hut, smart (two meanings), danger — anger (only one letter different, but note difference in pronunciation), wrecked, tiny, spray, drug, stationery (compare with stationery), braces (to the American "suspenders"), automatic, supermarket, huge, vast sound-proof (use also *water-proof*; *bullet-proof*, *fool-proof*), equipped (use also *equipment*), weather-worn, yell, monument.

### II. Перефразируйте следующие предложения из текста, который Вы только что прочитали:

1. You'd be well advised. 2. there's nothing like... 3. he doesn't believe in... 4. cash a cheque. 5.... people made their way. 6. soft drinks. 7. to park a car. 8. a bath or a shower. 9. I couldn't help. 10. ... proclaims the delights of Kitcat. 11. the rooms are sound-proofed and air-conditioned. 12. I thought longingly. 13. knee-high boots. 14. trees run alongside the lake. 15. by the way.

### III. Составьте вопросы, ответы к которым могут содержаться здесь. При работе пользуйтесь текстом этого урока.

1. I met them in the New York. 2. It was about ten miles out of the city. 3. By taking the loudspeaker into the car and switching it on. 4. Ice-cream, sandwiches, coffee and so on. 5. They are plain, but clean and pleasant and comfortable. 6. It said: "Earth has not anything to show more fair". 7. Some cover 40,000 square feet. 8. Nearly 50%. 9. in a wire basket. 10. they carry the box to your car. 11. at Harvard we went round the University. 12. She is going to Washington.

### IV. Вам встречались такие предложения:

I couldn't help *noticing* safety signs (*gerund*).

He doesn't believe in *walking*...(gerund).

We invite you to *inspect* (infinitive).

Their business is *to sell* stationery, candy (infinitive).

**В следующих предложениях употребите правильную форму (герундий или инфинитив):**

1. I don't want (buy) a new car without (get) good advice.
2. Lucille remembers (visit) a drive-in cinema and hopes (stay) at a motel.
3. By (take) the loudspeaker into the car we were able (hear) the actors (speak).
4. You liked (meet) Henry; would you like (meet) his brother?
5. There was a refreshment room for (sell) sandwiches and ice-cream for anyone who wanted (buy) them.
6. As we were driving along we saw a good restaurant, so we stopped (have) dinner, and my friend stopped (say) he was hungry.
7. I enjoyed (see) the film in the open air.
8. It's no use (try) to find a place (park) your car in this street.
9. I tried to make him (understand) it was no good (get) angry.
10. I used (drive) on the left in England, but I soon got used to (drive) on the right in America.
11. Lucille didn't feel like (go) to the cinema last night and refused (go) with me, so I didn't try (make) her change her mind.
12. I should like (go) to America because I like (see) new places.

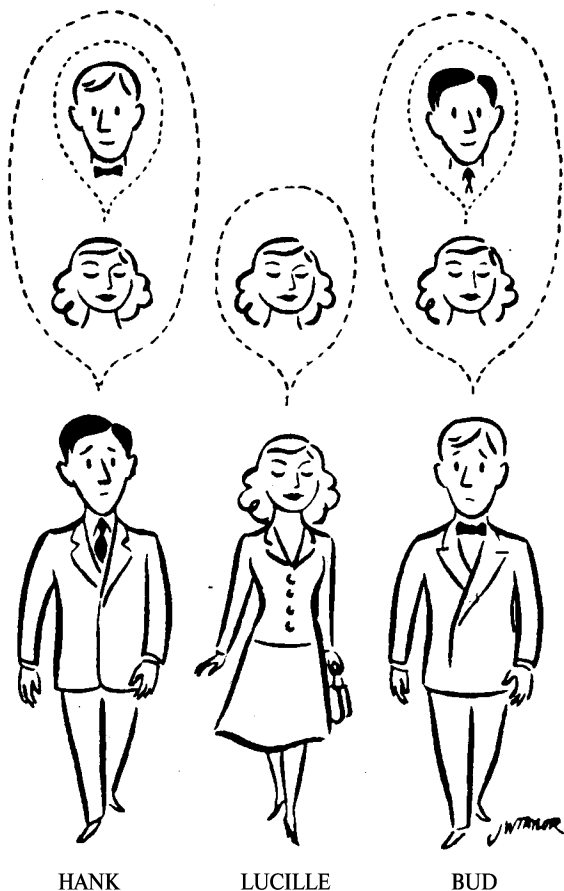
**V. Употребите одну из неличных форм: герундий или инфинитив:**

1. I wish you would not keep (ask) silly questions.
2. I don't think we will refuse (help) you.
3. The motorist tried to avoid (run) over the dog.
4. I don't remember (meet) you.
5. I hope Hob will remember (bring) his book.
6. You can't afford (waste) your time.
7. Don't forget (pay) for the papers.
8. We always enjoy (come) to your house.
9. I never mind (see) a good film twice.
10. He stopped (write) while he had a cup of tea.
11. After writing for two hours he stopped (have) a cup of tea.
12. I can't help (feel) sorry for animals in a circus.

13. He went on (talk) until everyone was bored.
14. I prefer (travel) by air to (travel) by sea.
15. I would rather (travel) by air than (travel) by sea.

### Composition Exercises

1. Discuss the advantages and the disadvantages of the drive-in cinema compared with the indoor cinema.
2. Imagine you are walking along a street of shops (in whatever town or city you like) and describe in as lively a way as you can, what you see in them.
3. What is each of the following thinking? (a) Hank, (b) Bud, (c) Lucille.



## LESSON 27

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### THE AMERICAN SCENE (4) THE GREATEST AMERICAN

*Characters* — Mr. Priestley, Frieda, Olaf, Hob.

Mr. Priestley: In her letter to us Lucille spoke of Lincoln as “the greatest American of them all”. I think she was right; so, as I have told you about a number of “Great Britons”, I thought you might like this account of the Greatest American.

#### ABRAHAM LINCOLN

Abraham Lincoln is the most famous instance of the claim that Americans often make that in their country a man may rise from the lowest to the highest position in their land, “from log-cabin to White House” — for that is exactly what Lincoln did.

He was born in 1809, in a small farm in Kentucky, but while Abraham was quite young, the family moved into the wild forest land of Indiana. Here, his home was what was called a “half-faced camp”, that is, a rough shelter of logs and boughs, enclosed on three sides and with the fourth side protected only by a roaring wood-fire. Though “Abe” was young he was big and strong. At eight years of age an axe was put into his hands and he worked with the rest of his family at their main task — clearing the land of trees. Of education he had hardly any. There was no public education in Indiana then; a few teachers got a living from the small fees that they charged, and Abraham went to one or two of these from time to time and learned to read and write and do simple arithmetic. “All told”, he once said, “I attended school less than one year”.

He grew up tall — six foot four — with huge hands and long arms, but with enormous strength in his leg, arm and chest muscles. He was considered lazy except in his desire to learn. He took a book to read while he was ploughing, and when he had no paper or slate he would lie before the fire at night practising writing and arithmetic on a piece of wood and cleaning it again by shaving the writing off with a hunting-knife.

Among the books that he read were *A Life of George Washington*, *Robinson Crusoe*<sup>1</sup> and *The Pilgrim’s Progress*<sup>2</sup>, but

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<sup>1</sup> Daniel Defoe (1661—1731).

<sup>2</sup> John Bunyan (1628—1688).



the only book that he owned in his youth was the Bible, and its influence is seen in all his speeches and writings.

The first big experience that opened up the world for him occurred when he was nineteen. He was given a job on a river boat to go with a cargo down the Mississippi to New Orleans, a busy commercial port and the first town that he had ever seen. It was here, in the famous (or infamous) slave market, that he saw men, women and children being sold to the highest bidder, and, greatly moved, he said, "If ever I get a chance to hit that thing, I'll hit it hard".

In 1830 Abraham left his father's farm and went to Springfield, Illinois. Here he became a clerk in a store and worked hard to improve his education. He studied English Language and Literature (he developed a lasting fondness for Shakespeare, learning large portions by heart) and, in 1836, he qualified as a lawyer. A friend of Lincoln's has left an account of him at this period:

"He was very tall, awkward, and badly dressed. He generally wore an old, shabby hat (in the lining of which he often carried letters or law papers); his trousers were too short and his coat and vest too loose. He was never systematic about his papers; they piled up on his desk and work table and overflowed on to the floor. On a large envelope was written — in Lincoln's handwriting — 'When you can't find it anywhere, look in this.'" (Lincoln had a very lively sense of humour).

Nevertheless, in spite of this untidiness, he was a great lawyer — not as an expert on legal matters, but as an advocate in court; he was able to present a case simply, powerfully and convincingly — mainly because he himself was completely and fiercely honest.

He had, too, entered politics and in 1832 became a candidate for the Legislature<sup>1</sup> of his State, Illinois; but the election was interrupted by an attack by Red Indians led by "Black Hawk". Volunteers were called for to defend the city. Lincoln volunteered and was made captain of his company. At the next election, in 1834, he was elected to the Legislature of Illinois. He soon became a force in political life and in 1847 he went as a Congressman to the National Assembly<sup>2</sup> in Washington. There, close to the beautiful White House where the President lived, he saw — to use his own words — "a sort of negro stable where

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<sup>1</sup> i.e. the Parliament.

<sup>2</sup> The National Assembly is the national Parliament.

herds of negroes were collected, temporarily kept and finally taken to Southern markets exactly like herds of horses”, and his hatred of slavery hardened.

Slavery was now becoming a burning question in American politics. A great many people in the Northern states of America wanted to abolish it; a great many in the Southern states bitterly opposed abolition. The prosperity of the South was built largely on cotton growing, and the negroes were able to work in the hot steaming cotton-fields where white men could not. Abolition of slavery would, said the Southerners, mean economic ruin for them and they threatened that unless the North ceased its fight against slavery, the Southern states would leave the Union and form an independent “Confederacy”. It was in 1860, when the storm clouds had blown up dark between North and South and feeling between them was very bitter that Lincoln was elected President of the United States. South Carolina left the Union, followed shortly after by six other states<sup>1</sup>. They called for “immediate, absolute, eternal separation from the North” and elected their own President, Jefferson Davis.

Lincoln was an unbending foe of slavery; he was even more strongly against the break-up of the Union. If the Union could not be preserved, the struggle for the abolition of slavery was lost. If there was no other way, he would preserve the Union by force. There was no other way. In 1862 the American Civil War between North and South began: four bitter years were to pass before it ended.

At first the war went badly for the North. They had the bigger population, the greater wealth, the more arms factories; but their soldiers were untrained, unready and unwarlike. The Southerners had great skill in riding and shooting; they were brave, gallant and well-led. Their general, Robert E. Lee, was perhaps the greatest soldier alive at the time. He was ably seconded by “Stonewall” Jackson<sup>2</sup> and they won a succession of brilliant victories.

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<sup>1</sup> They were: Mississippi, Florida, Alabama, Georgia, Louisiana, Texas. They were joined later by Virginia, N. Carolina, Tennessee, and Arkansas.

<sup>2</sup> His name was actually Thomas Jonathan Jackson. At the battle of Hull Run in Virginia in 1861, Jackson was Colonel of the Virginia Volunteers, and the Southern forces were almost on the point of retreat, but another officer, General Bee, shouted, “Look, there is Jackson standing like a stone wall. Stand fast with him”. Inspired by Jackson’s example, the Southern forces remained firm, attacked and won a complete victory. The nickname “Stonewall” rang through Virginia, and for ever after was attached to Jackson’s name.

In those early years the North had no soldier to compare with Lee or Jackson. But they had Lincoln. For four years he shouldered an almost unbearable burden of defeats and disasters and of disloyalty in his Cabinet by those he thought were his friends. He was saddened by the terrible slaughter on both sides, and in his personal life, by the death of his elder son and the mental illness of his wife. But he was unshaken by defeats, by sadness or disappointments. Generals failed; he appointed others. Armies fought badly; he sent them reinforcements. The people's courage was failing; his speeches revived it. He never lost courage or faith in the righteousness of his cause.

Gradually the tide turned. He appointed General Grant to take command — not without considerable opposition from the rest of the Cabinet. Grant was of humble origin, shabby in dress, rough in speech and manners, and there were many stories of his hard drinking. Lincoln knew that these stories were exaggerated and, when a member of the Government demanded that, because of his drinking, Grant should be dismissed, Lincoln replied — with a touch of humour that was characteristic of him — “Grant wins battles. If I knew what kind of liquor<sup>1</sup> he drinks I would send a barrel or so to some other of my generals”.

Grant proved worthy of Lincoln's trust. Jackson had been killed in 1863, and now the armies of Grant and Sherman, Grant's second in command, were advancing everywhere. In November 1864 Sherman with an army of 60,000 men marched off from Atlanta, southwards into Georgia. For a month nothing was heard of them. Then on Christmas Day Lincoln received a telegram from Sherman:

“I beg to offer you as a Christmas present the city of Savannah”.

They had marched 300 miles, from Atlanta to the sea, all the way through enemy country. The enemy forces had been cut in half.

In January Sherman marched northwards again to where Grant was attacking Lee. Final victory could not be far away now; and now that the triumph of his policy was assured, Lincoln issued a proclamation setting free every man, woman and child in the U.S.A. Slavery was ended.

On April 9th Lincoln received a message from Grant:

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<sup>1</sup> liquor ['likə], here = strong drink.



ABRAHAM  
LINCOLN

“General Lee surrendered this morning on terms proposed by myself”. And, though fighting did not cease until May 26th, the Civil War was over. Lincoln’s unconquerable spirit, his steadfast faith in his country’s true destiny, his resolute leadership had won the day.

He now turned from leadership in war to reconciliation in peace, and he showed as great a nobility of spirit in reconciling former enemies for peace as he had shown in heartening his country for war. “We must not be enemies”, he said. “With malice toward none, with charity for ill, with firmness in the right as God gives us to see the right, let us strive to finish the work we are in; to bind up the nation’s wounds, to care for him who has borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations”.

On April 14th, after a very busy day, the President and his wife went to see the performance of a play at Ford’s Theatre in Washington.

In an inn near the theatre was a 25-year-old unsuccessful actor named John Wilkes Booth. He was a supporter of the defeated South — though he had not fought for her. As the play was going to start again after the interval, Booth entered the theatre and walked slowly towards the President’s box and opened the door. The sound of a shot broke in on the play, and Booth leaped from the box on to the stage and hurried out through an exit door. Smoke was seen coming from the President’s box and the theatre was filled with shouting, madly excited people. Soldiers hurried in to clear the building, and Lincoln, shot through the head, was carried unconscious to a house across the road from the theatre, and laid on the bed. He never recovered consciousness and died next morning.

“Now he belongs to the ages”<sup>1</sup>.

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<sup>1</sup> It was in these words that Stanton (the War Minister in Lincoln’s government), who was watching at Lincoln’s bed, announced the President’s death.

## THE COMPLEMENT

### Именная часть сказуемого

Frieda: Excuse me, Mr. Priestley, but would you please tell me what the "Complement" of a sentence is.

Mr. Priestley: Certainly, Frieda. There are some verbs that can express an idea quite fully without an object or anything else; for example:

The sun *shines*. The birds *are singing*. The crowd *cheered*.

But that is not the case with some verbs; for example:

Yesterday *was*; The trees *seem*; The boy *became*; Hob *is*.

We must add something to these verbs before the sense is complete, e.g.

Yesterday *was my birthday*. The trees *seem dead*. The boy *became angry*. Hob *is asleep again*.

The words *my birthday*, *dead*, *angry*, *asleep again* are Complements. They are not objects; all the verbs I have used there are intransitive verbs, and intransitive verbs don't take an object. You can see the difference between a complement and an object in the following examples:

The child smelt the *flowers* (Object).

The flowers smell *sweet* (Complement).

I grow *strawberries* in my garden (Object).

The boy's face grew *pale* at the news (Complement).

Pedro: Can't a verb sometimes have an object and also a complement?

Mr. Priestley: Yes, Pedro, it can. There are a number of verbs, e. g. *make*, *call*, *find*, that can take both object and complement. Here is the pattern:

<b>Subject and Verb</b>	<b>Object</b>	<b>Complement</b>
They <i>made</i>	him	king
They are going to <i>call</i>	the baby	Susan
He <i>finds</i>	this work	rather difficult
The boy <i>set</i>	the bird	free
This toothache <i>is nearly driving</i>	me	mad

Do you all know now what is meant by a Complement?

Hob: (*suddenly waking up*): One of the nicest compliments I ever heard was paid by my uncle Theophilus — you remember him, he's a professor at Camford University<sup>1</sup>. He has a garden round his house in Camford and is very proud of the roses that he grows. One day he took a very pretty girl, who was paying a visit, into the garden to see his roses.

<sup>1</sup> Hob told the story of him in Book III, Lesson 19.

"Oh! Professor Hobdell", she said, you have brought your roses to perfection".

"And now", said Uncle Theo, with a smile and an admiring look at her, "now I have brought perfection to my roses".

Mr. Priestley: Pedro, can you put Hob right? (and that's another example of a verb taking an object and a complement).

Pedro: Yes, I think so. There are two words both pronounced alike, (1) Complement (spelt with an "e") meaning "something that completes", and (2) Compliment (spelt with an "i") meaning "an expression of admiration or praise". You, sir, have been explaining (1), and Hob has given us an example of (2), and, if I may say so, a very good one. I think I must get a garden and grow roses so that I can make use of it!

Mr. Priestley: Thank you, Pedro. I couldn't have given a better explanation myself.



## УПРАЖНЕНИЯ

### I. Словарная работа. Придумайте предложения со словами:

claim (noun and verb), forest (what's the difference between a *wood* and a *forest*?), bough (*note* the pronunciation [bau] ), fee, hire, cargo, infamous (how does this differ from *famous*?), store (use as a noun and as a verb), awkward, shabby, systematic (use also *system*), legal (what is the opposite?), advocate, present (verb. Compare pronunciation with *present* (noun or adjective)), candidate, election (use also *elect*, *elector*), volunteer, abolish (use also *abolition*), eternal, untrained, unready, unwarlike (here are three words showing a negative by the use of *un-*. Give six others), gallant, succession (what's the difference between *succession* and *success*?), burden, disloyalty (give three other words made negative by *dis-*), slaughter (*note* the pronunciation [ˈslɔ:tə]), reinforcements, revive, exaggerated, liquor, policy (not police), steadfast, destiny (is this the same as *destination*?), resolute, reconciliation, malice, charity, strive (use also *strife*), orphan, widow (what is the masculine form?), achieve, cherish.

### II. Перефразируйте следующие выражения, обращая особое внимание на выделенные слова:

1. a half-faced camp. 2. all told. 3. he was *considered* lazy. 4. the experience that opened up the world for him. 5. the highest bidder. 6. he developed a lasting fondness for Shakespeare. 7. *despite* his untidiness. 8. his hatred of slavery *hardened*. 9. slavery was becoming a *burning* question. 10. the prosperity of the South was built largely on cotton-growing. 11. The

storm clouds had blown up dark between North and South. 12. Lincoln was an unbending foe of slavery. 13. he was ably *seconded* by Jackson. 14. Lincoln shouldered an almost unbearable burden. 15. gradually the tide turned. 16. *not without* opposition. 17. *hard* drinking. 18. on terms proposed by myself. 19. to care for him who has borne the battle. 20. a *just* and lasting peace. 21. the sound of a shot *broke* in on the play.

### III. Ответьте на следующие вопросы:

1. What is "the claim that Americans often make"?
2. How did teachers make a living?
3. How did Lincoln practise writing?
4. What impressed him most on his first visit to New Orleans?
5. Describe (as a friend of Lincoln's did) Lincoln's appearance and habits as a young lawyer.
6. Why was Lincoln a good advocate in court?
7. What experience as a soldier had Lincoln before the Civil War?
8. Why were the people of the South opposed to the abolition of slavery?
9. What was the cause of the Civil War in America?
10. What, at first, were the advantages of the South, and what the advantages and disadvantages of the North?
11. What were the "almost unbearable burdens" that Lincoln had to bear? What did he do when faced with his many difficulties?
12. What sort of a man was General Grant?
13. Describe what Sherman did?
14. What did Lincoln say were his aims now when the war was over?
15. Describe the scene of Lincoln's death.

### IV. Перефразируйте следующие слова Авраама Линкольна: "With malice towards none...all nations"<sup>1</sup>.

Возможно, вам захочется выучить этот отрывок.

### V. Определите именную часть в предложениях:

1. Pedro is a student.
2. The milk tastes sour.
3. These roses smell sweet.
4. The room looks clean and tidy.
5. That is quite true.
6. The exercise seemed easy but it turned out quite difficult.
7. He went as white as a sheet.
8. That remark sounds stupid to me.
9. The man grew weaker every day.
10. These shoes have worn thin.
11. They made Cromwell Protector of

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<sup>1</sup> The Speech is known as The *Second Inaugural Address*.

England. 12. She called him a thief. 13. Lincoln set the slaves free.

**VI. Придумайте предложения, где именно частью является:**

- |              |              |                  |
|--------------|--------------|------------------|
| 1. a noun    | 2. a pronoun | 3. an adjective  |
| 4. an adverb | 5. a gerund  | 6. an infinitive |
| 7. a phrase  | 8. a clause  | 9. a participle  |

### **Composition Exercises**

**1. Give an account in about 400—500 words of Lincoln's life.**

**2. Write a short character study of Lincoln.**

**3. Give an account in about 400—500 words of your country's "greatest son".**

### **SIDELIGHTS ON LESSON 27:**

#### **A speech and a poem**

One of the most terrible battles of the American Civil War was fought in July 1863 at Gettysburg. In November of that year a portion of the battlefield was dedicated as a final resting-place for those men of both armies who died there. The chief speech on that occasion was given by Edward Everett, a celebrated orator. Lincoln was asked to "make a few remarks". Everett's speech lasted two hours, Lincoln's for two minutes; it was over almost before the crowd realised that it had begun. But the Gettysburg speech<sup>1</sup> is now one of the world's immortal pieces of literature. Here it is.

#### **The Gettysburg Address**

"Fourscore and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure.

"We are met on a great battlefield of that war; we have come to dedicate a portion of that field as a final testing-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it for above our poor power to add or detract.

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<sup>1</sup> Generally called *The Gettysburg Address*.



“The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

“It is rather for us to be here dedicated to the great task remaining before us — that from these honoured dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth”.

### Barbara Frietchie

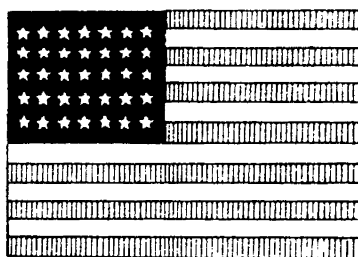
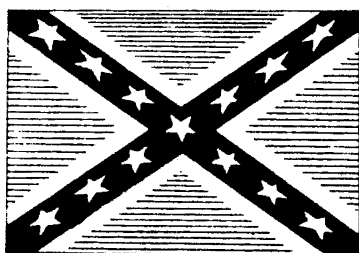
And here is a poem, by John Greenleaf Whittier (1807—1892), an American poet who, for the greater part of his life, was engaged in the struggle to put down slavery. He describes an incident during the American Civil War when a “rebel” (i.e. Southern) force, with Lee and Stonewall Jackson, entered the Maryland town Frederick, probably during Jackson’s march to Harper’s Ferry in 1862 after defeating the Northern army of General McClellan. The house of Barbara Frietchie no longer exists, but a replica<sup>1</sup> of it, and the Bag itself, are in the museum in Frederick.

1. Up from the meadows rich with corn,  
Clear in the cool September morn,  
The clustered spires of Frederick stand,  
Green-walled by the hills of Maryland.
5. Round about them orchards sweep,  
Apple and peach tree fruited deep,  
Fair as the garden of the Lord  
To the eyes of the famished rebel horde  
On that pleasant morn of the early fall
10. When Lee marched over the mountain wall,  
Over the mountains winding down,  
Horse and foot, into Frederick town.  
Forty flags with their silver stars,  
Forty flags with their crimson bars,
15. Flapped in the morning wind: the sun  
Of noon looked down, and saw not one.  
Up rose Barbara Frietchie then,  
Bowed with her fourscore years and ten;  
Bravest of all in Frederick town,

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<sup>1</sup> replica [ˈreplɪkə] = exact copy.

20. She took up the flag the men hauled down;  
 In her attic window the staff she set,  
 To show that one heart was loyal yet.  
 Up the street came the rebel tread,  
 Stonewall Jackson riding ahead.
25. Under his slouched hat left and right  
 He glanced: the old flag met his sight.  
 "Halt!" — the dust-brown ranks stood fast.  
 "Fire!" — out blazed the rifle-blast.  
 It shivered the window, frame and sash;
30. It rent the banner with seam and gash.  
 Quick, as it fell from the broken staff,  
 Dame Barbara snatched the silken scarf;  
 She leaned far out on the window-sill,  
 And shook it forth with a royal will.
35. "Shoot, if you must, this old grey head,  
 But spare your country's flag", she said.  
 A shade of sadness, a blush of shame,  
 Over the face of the leader came;  
 The nobler nature within him stirred
40. To life at that woman's deed and word.  
 "Who touches a hair of yon grey head,  
 Does like a dog! March on!" he said.  
 All day long through Frederick street  
 Sounded the tread of marching feet:
45. All day long that free flag tossed  
 Over the heads of the rebel host.  
 And through the hill-gaps, sunset light  
 Shone over it with a warm good-night.



## УПРАЖНЕНИЯ

I. The *Gettysburg Address* is not ordinary, matter-of-fact speech; it is emotional, poetic speech. The feeling, the choice of words, the position of the words lift it above everyday speech and give it power and beauty.

**This is noble prose; no change of words or of word order that we can make can express the feeling or thought so fully or so well, but to help you to realise the meaning, try to express in ordinary speech the following:**

1. Fourscore and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal.
2. ...whether that nation can long endure.
3. It is altogether fitting and proper that we should do this.
4. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract.
5. The world will little note nor long remember what we say here.
6. It is rather for us to be here dedicated to the great task remaining before us.
7. ...they gave the last full measure of devotion.

**Возможно, Вы захотите выучить наизусть всю речь или ее часть.**

**II. Выполните задание:**

1. Describe the situation of the town of Frederick or draw a picture of it.
2. Explain: "green-walled by the hills of Maryland".
3. What is meant by "horse and foot"?
4. Why was Barbara Frietchie "bravest of all in Frederick Town"? How old was she?
5. Explain: "it shivered the window".
6. What effect had Barbara Frietchie's word on Jackson?

**III. Перефразируйте:**

- (a) Forty flags...  
... not one (lines 13, 16).
- (b) "Shoot,...  
... ", she said (lines 35, 36).
- (c) "Who touches...  
... " he said (lines 41, 42).

**IV. Передайте содержание стихотворения своими словами.**

**V. Возможно, Вы захотите выучить наизусть все стихотворение или его часть.**

## LESSON 28

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### GOOD-BYE

*Scene:* The Priestleys' sitting-room  
*Characters* — Mr. and Mrs. Priestley

Mr. Priestley: Well, here we are at the end of a year's work and I'm afraid this is where we say good-bye to all our students. Olaf told me this morning that he is starting work very soon with a big business firm, the Weavewell Woollen Company<sup>1</sup>.

Mrs. Priestley: I feel sure he will do very well in business. He's a good steady fellow.

Mr. Priestley: Yes. I've no doubts about him and I shall watch his progress with great interest. Jan and Pedro and Olaf are all coming here today for our final meeting.

Mrs. Priestley: Oh, that will be nice. I'll bake some cakes for tea; I don't suppose they get home-made cakes at their colleges.

Mr. Priestley: They'll like that I'm sure — and so will Hob. But I hear the students in the study. Let's join them.

Mr. Priestley's Study

Mr. Priestley: Oh, hello, Jan! It's very nice to see you again, and you, Frieda, and you, Pedro, and you, Olaf.

Pedro: Thank you, Mr. Priestley, it's very nice to be back here again.

Jan: It certainly is; we all feel as if we had come home again.

Olaf: But, of course, there's going to be a new home for you. Frieda tells me you are going to be married soon.

Jan: Yes, in six weeks time.

Olaf: That's fine. I'm sure you will be very happy. I'm very glad you've decided to go ahead even if it does mean being hard up for a year or two.

Pedro: It's a great pity you can't get rid of that white elephant of factory that you own.

Jan: Yes, I wish someone would buy it, or even rent it.

Pedro: Oh well, you may get a buyer some time. I see Hob isn't here yet. He had some bright idea about it, hadn't he?

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<sup>1</sup> You can meet Olaf as businessman in *English Commercial Correspondence and Practice*, by C. E. Eckersley and W. Kaufmann (Longmans).

Jan: So he said, but that was quite a long time ago, and I've heard no more about it. In any case, what could he do?

Frieda: I wish Lucille could have come too, then when Hob comes we should all be here.

There is a ring at the door.  
Mrs. Priestley goes out and comes back  
with a telegram in her hand.

Mrs. Priestley (*to her husband*): A telegram for you, Charles.

Mr. Priestley (*opening the telegram*): It's from Lucille. Just listen to this:

#### TELEGRAM

WONDERFUL NEWS STOP JUST SIGNED  
CONTRACT WITH METRO-LION CINEMA  
CORPORATION INC STOP MY STYLE OF BEAUTY  
BRACKETS THEIR WORDS BRACKETS OFF  
EXACTLY WHAT WANTED FOR BIG NEW FILM  
STOP FLYING HOLLYWOOD TOMORROW STOP  
ME STAR IN YEAR STOP ENORMOUS SALARY  
STOP FILM NAME QUOTES LUCILLE LABELLE  
QUOTES OFF OPENING LONDON NEW YORK  
PARIS BERLIN ROME STOP WILL SEND TICKETS  
FOR PREMIERE LONDON STOP ON TOP OF  
WORLD STOP LOVE LUCILLE

Pedro, Frieda, Jan, Olaf (*together*): Well done, Lucille! Isn't it wonderful! We must make a party for the London premiere. An Essential English film star!

Mrs. Priestley: I always knew Lucille would do something unusual.

(Enters Hob excitedly.)

Hob: Jan, he will buy it for \$20,000! He's just told me.

Jan: What on earth are you talking about? Who'll buy what?

Hob: Uncle Albert will buy your factory. I told you I had an idea about it. Well, I talked to him and explained it was just the sort of place he needed. He wasn't sure about it at first but he's just got the contract to supply the whole British Army, Navy and Air Force with sausages. Moreover, every passenger in every dining-car on every train on all the British Railways is going to have the chance at every meal to get Hobdell's sausages. So a new factory, all ready-built, with four square miles of land round it for the pigs is exactly what he needs.

Jan: But I told you there is no railway line near it.

Hob: That doesn't matter. British Railways will build one.

Jan: And there isn't a good road there.

Hob: That doesn't matter either. As they are to get the sausages, the British Government will make one. Now, will you sell it to him for \$20,000?

Jan: Will I? You bet I will! What do you say, Frieda?

Frieda: Hob, you are the fairy godmother that makes all dreams come true.

Pedro: My congratulations, Hob! You certainly deserve them.

Hob: I've done a bit of good business for myself too. Uncle Albert is going to put me in the new factory to learn the business of making and selling Hobdell's sausages.

Mr. Priestley: Well done, Hob. I'm sure you'll make a success of that. I can see every pound of sausages going out with a joke on the wrapping.

Hob: That's an idea! Well, Jan and Frieda, that's my wedding present to you. You know it's a funny thing that when a fellow hasn't anything in entire world to worry about he goes and gets married. However, I wish you all good wishes, and, as the fairy godmother in the theatre says on these occasions as the curtain falls, "Bless you, my children".



### УПРАЖНЕНИЯ

1. Напишите письмо, которое могла бы написать Люсиль вместо телеграммы.

2. Напишите короткий рассказ под названием "*The Fairy Godmother*".

3. Напишите сочинение на тему "*What I would do if I had \$20,000*".



GOOD-BYE

# ENGLISH-RUSSIAN DICTIONARY

## A

abolish [ə'bəliʃ] отменять  
absolute ['æbsəlu:t] абсолютный  
achieve [ə'tʃi:v] достигать  
advocate (n.) ['ædvəkit] адвокат  
advocate (v.) ['ædvəkeit] выступать в  
защиту  
affection ['æfekʃn] привязанность  
agony ['ægəni] агония  
ahead [ə'hed] впереди  
alike [ə'laik] одинаковый  
amusement [ə'mju:zmənt]  
развлечение  
appeal [ə'pi:l] обращение; призыв  
applaud [ə'plə:d] аплодировать  
approach [ə'prəʊtʃ] приближаться  
approval [ə'pru:vəl] одобрение  
arch [a:tʃ] арка; свод  
archery ['a:tʃəri] стрельба из лука  
area ['eəriə] площадь  
arise [ə'raiz] возникать;  
происходить  
arrive [ə'raiv] прибывать  
article ['a:tɪkl] предмет; вещь;  
статья  
assistant [ə'sistnt] ассистент  
assure [ə'ʃʊə] уверять  
attractive [ə'træktiv]  
привлекательный  
automatically [ɔ:tə'mætɪklɪ]  
автоматический  
awkward ['ɔ:kwəd] неуклюжий  
axe ['æks] топор

## B

badge [bædʒ] значок  
banquet ['bæŋkwɪt] банкет  
bark [ba:k] лаять  
barracks ['bærəks] казармы  
barrel ['bærəl] бочка  
base [beɪs] основание  
beneath [bi'ni:θ] под  
bitter ['bitə] горький  
bless [bles] благословлять  
blizzard ['blɪzəd] метель; выюга  
blossom ['blɒsəm] цвет, цветение  
border ['bɔ:də] граница  
born [bɔ:n] прирожденный  
brave [breɪv] смелый  
breach [bri:tʃ] брешь  
broom [bru:m] метла  
burial ['beriəl] погребение

## C

cafeteria [kæfi'tɪəriə] кафетерий  
caretaker ['keəteɪkə] сторож

character ['kærɪktə] характер  
charity ['tʃærɪti] милосердие  
cheap [tʃi:p] дешевый  
cherish ['tʃerɪʃ] лелеять надежду  
clay [kleɪ] глина  
coarse [kɔ:s] грубый  
collapse [kə'læps] коллапс; крах  
compliment ['kɒmplɪmənt]  
комплимент  
complimentary [kɒmplɪ'mentəri]  
дополнительный  
conduct (n.) ['kɒndʌkt] поведение  
conduct (v.) [kən'dʌkt] проводить  
conscience ['kɒnʃəns] совесть  
consent [kən'sent] согласие  
contract (n.) ['kɒntrækt] контракт;  
договор  
contract (v.) [kən'trækt] заключать  
договор  
corporal ['kɔ:pərəl] капрал  
couple ['kʌpl] пара  
crack [kræk] трещина; шель  
crawl [kro:l] ползать  
creature ['kri:tʃə] существо;  
создание  
credit ['kredit] кредит  
crime [kraɪm] преступление  
cruise [kru:z] круиз  
crush [kraʃ] подавлять  
crust [krʌst] корка  
cry [krai] кричать  
curl [kɜ:l] локон  
curve [kɜ:v] изгиб  
cynical ['sɪnɪkl] циничный

## D

darling ['da:lɪŋ] дорогой  
dept [det] долг  
deceive [di'si:v] обманывать  
deep [di:p] глубина  
delicious [di'liʃəs] вкусный  
deliver [di'lɪvə] доставлять  
demand [di'ma:nd] требовать  
democratic [demə'krætɪk]  
демократический  
desertion [di'zɜ:ʃn] уход;  
дезертирство  
deserve [di'zɜ:v] заслуживать  
desire [di'zaɪə] желание  
despise [dis'paɪz] презирать  
device [di'vaɪs] устройство; прибор  
disaster [di'zɑ:stə] действие  
disease [di'zi:z] болезнь  
dismiss [dis'mɪs] увольнять  
distance ['dɪstəns] расстояние

dive [daɪv] нырять  
 double ['dʌbl] двойной  
 drain [dreɪn] сток; канализация  
 drown [draʊn] топить; тонуть  
 drug [drʌɡ] лекарство  
 dull [dʌl] скучный  
 dumb [dʌm] немой  
 eagle ['i:ɡl] орел  
 economy [ɪ'kɒnəmi] экономика  
 edge [edʒ] острый; край  
 edition [ɪ'dɪʃn] издание  
 editor ['editə] редактор  
 efficient [ɪ'fɪʃnt] способный;  
 уметь  
 elbow ['elbəʊ] локоть  
 eldest ['eldɪst] самый старший  
 electricity [ɪlek'trɪsɪti]  
 электричество  
 emotional [ɪ'məʊʃənl]  
 эмоциональный  
 employ [ɪm'plɔɪ] нанимать на  
 работу  
 encourage [ɪn'kʌrɪdʒ] ободрять  
 endure [ɪn'dʒʊə] переносить;  
 терпеть  
 ensure [ɪn'ʃʊə] заверять;  
 страховать  
 enterprise [ɪ'entəpraɪz] предприятие  
 entertain [entə'teɪn] развлекать  
 enthusiasm [ɪn'θju:ziæzm]  
 энтузиазм  
 eternal [ɪ'tɜ:nl] вечный  
 exact [ɪɡ'zækt] точный  
 exaggerate [ɪɡ'zædʒəreɪt]  
 преувеличивать  
 exchange [ɪks'tʃeɪndʒ] обмен  
 expense [ɪk'spens] расход  
 explode [ɪks'pləʊd] взрывать  
 explore [ɪks'plɔ:] исследовать  
 extraordinary [ɪks'trɔ:dɪnəri]  
 необычный  
 extreme [ɪks'tri:m] крайний

## Ф

fate [feɪt] судьба  
 favour ['feɪvə] любезность  
 fee [fi:] плата; гонорар  
 fence [fens] забор  
 fever ['fi:və] жар; лихорадка  
 fishing-rod ['fɪʃɪŋrɒd] удочка  
 flatter ['flætə] льстить  
 flee [fli:] убегать  
 flow [fləʊ] течь  
 forthcoming [fɔ:θ'kʌmɪŋ]  
 предстоящий  
 fortitude ['fɔ:tɪtju:d] сила духа  
 founder ['faʊndə] основатель

fuel ['fjuəl] топливо  
 funeral ['fju:nərəl] похороны  
 furious ['fjuəriəs] яростный  
 furnish ['fɜ:niʃ] снабжать

## Г

gallant ['gælənt] галантный  
 genius ['dʒi:niəs] гений  
 glacier ['glæsə] ледник  
 glimpse [ɡlɪmps] быстрый взгляд  
 godmother ['ɡɒdmʌðə] крестная  
 мать  
 goose [gu:s] гусь  
 gradual ['ɡrædʒʊəl] постепенный  
 gratitude ['ɡrætɪtju:d]  
 благодарность  
 greedy ['ɡri:di] жадный  
 grotesque [ɡrəʊ'tesk] гротескный  
 ground [ɡraʊnd] земля; почва  
 grumble ['ɡrʌmbl] ворчать

## Н

hardship ['hɑ:dʃɪp] лишение;  
 нужда  
 harsh [hɑ:ʃ] резкий; грубый  
 harvest ['hɑ:vɪst] урожай  
 hatch [hætʃ] высидывать цыплят  
 hedge [hedʒ] живая изгородь  
 hike [haɪk] длительная прогулка  
 hire [haɪə] нанимать  
 hook [hʊk] крюк; крючок  
 horizontal [hɒrɪ'zɒntl]  
 горизонтальный  
 host [həʊst] хозяин  
 humble ['hʌmbl] скромный  
 hurricane ['hʌrɪkən] ураган  
 hut [hʌt] хижина

## И

immortal [ɪ'mɔ:tl] бессмертный  
 infant ['ɪnfənt] ребенок; младенец  
 injury [ɪ'ndʒəri] повреждение;  
 травма  
 inquire [ɪn'kwaɪə] выпрашивать;  
 спрашивать  
 inspiration [ɪnspɪ'reɪʃn]  
 вдохновение  
 inspire [ɪn'spaɪə] вдохновлять  
 installment [ɪn'stɔ:lmənt]  
 очередной взнос  
 invalid [ɪn'vəlɪd] инвалид  
 involve [ɪn'vɒlv] вовлекать  
 issue ['ɪʃu:] выпуск

## Ж

journal ['dʒɜ:nl] журнал

## К

kitchen ['kɪtʃɪn] кухня  
 knit [nɪt] вязать



## L

labour ['leɪbə] труд  
 lack [læk] не хватать  
 lad [læd] парень  
 lead [li:d] вести  
 lean [li:n] худой; тощий  
 lettuce ['letɪs] салат  
 liberty ['lɪbəti] свобода  
 licence ['laɪsəns] разрешение  
 limit ['lɪmɪt] лимит  
 lining ['laɪnɪŋ] подкладка  
 lonely ['ləʊnli] одинокий  
 loose [lu:s] свободный;  
     просторный  
 lounge [laʊndʒ] гостиная  
 lump [lʌmp] кусок  
 luxury ['lʌkʃəri] роскошь

## M

mad [mæd] сумасшедший  
 magic ['mædʒɪk] магия;  
     волшебство  
 malice ['mælɪs] злоба  
 manufacture ['mænʃʊ'fæktʃə]  
     производство  
 mean [mi:n] значить  
 mental ['mentəl] умственный  
 military ['mɪlɪtəri] военный  
 model ['mɒdl] модель  
 moor [muə] торфянистая  
     местность  
 motto ['mɒtəʊ] девиз  
 mould [məʊld] лепить; формовать  
 muscle ['mʌsl] мускул; мышца  
 mustard ['mʌstəd] горчица

## N

neglect [nɪ'glekt] пренебрегать  
 nervous ['nɜ:vəs] нервный  
 nice [naɪs] прекрасный  
 nightingale ['naɪtɪŋgeɪl] соловей  
 nose [naʊz] нос

## O

original [ɒ'rɪdʒɪnəl] оригинальный  
 orphan [ɔ:'fæn] сирота  
 oven ['ʌvən] духовка; печь  
 overwhelmed [əʊvə'welmd]  
     переполненный чувствами

## P

panelled ['pænlɪd] обшитый  
     панелями  
 panic ['pænɪk] паника  
 patch [pætʃ] заплата  
 pathos ['peɪðs] пафос  
 patient ['peɪfnt] пациент  
 pavement ['peɪvmənt] тротуар  
 penalty ['penəltɪ] наказание;  
     пенальти

performance [pə'fɔ:məns]  
     спектакль  
 picturesque [pɪktʃə'resk]  
     живописный  
 pile [paɪl] куча; груда  
 plaster ['plɑ:stə] штукатурка  
 plum [plʌm] слива  
 policy ['pɒləsi] политика  
 pony ['pɒni] пони  
 post [pəʊst] должность; пост  
 poultry ['pɒltrɪ] домашняя птица  
 poverty ['pɒvəti] нищета  
 president ['prezɪdnt] президент  
 private ['praɪvɪt] частный  
 privilege ['prɪvɪlɪdʒ] привилегия  
 problem ['prɒbləm] проблема  
 produce (n.) ['prɒdʒu:s] продукция  
 produce (v.) [prə'dju:s]  
     производить  
 profit ['prɒfɪt] прибыль; доход  
 proportion [prə'pɔ:ʃn] пропорция  
 prosperous ['prɒspərəs]  
     процветающий  
 protest (n.) ['prəʊtest] протест  
 puncture ['pʌŋktʃə] прокол

## R

rat [ræt] крыса  
 recent ['ri:sənt] недавний  
 reception [rɪ'sepʃn] прием  
 reconcile ['rekənsaɪl] мирить  
 reform [rɪ'fɔ:m] реформа  
 refuse ['refju:s] отказ  
 regain [rɪ'geɪn] получать обратно  
 register ['redʒɪstə]  
     регистрироваться  
 regulations [regju:'leɪʃnz] правила  
 reinforcements [rɪ:ɪn'fɔ:smənts]  
     подкрепление  
 rent [rent] арендовать  
 reserve [rɪ'zɜ:v] бронировать  
 resolute ['rezəlu:t] решительный  
 responsible [rɪs'pɒnsɪbl]  
     ответственный  
 revive [rɪ'vaɪv] возрождать  
 reward [rɪ'wɔ:d] награда  
 rogue [rəʊg] жулик; мошенник  
 root [ru:t] корень  
 row [rəʊ] ряд  
 rude [ru:d] грубый

## S

sacred ['seɪkrɪd] священный  
 saddle ['sædl] седло  
 salary ['sæləri] зарплата  
 sale [seɪl] продавать  
 scene [si:n] сцена; место  
 scone [skɒn] пшеничная лепешка

scorn [sko:n] презирать  
 scoundrel ['skaʊndrəl] негодяй  
 scrape [skreɪp] скоблить; скрести  
 scream [skri:m] кричать  
 screen [skri:n] экран; щит  
 seldom ['seldəm] редко  
 sentiment ['sentɪmənt] чувство;  
 настроение  
 sentry ['sentri] часовой  
 serpent ['sɜ:pənt] змея  
 shabby ['ʃæbi] поношенный  
 shadow ['ʃædəʊ] тень  
 shower ['ʃəʊə] душ  
 shrewd ['ʃru:d] расчетливый  
 shy [ʃaɪ] застенчивый  
 sick [sɪk] больной  
 slaughter ['sləʊtə] резня;  
 кровопролитие  
 sledge [sledʒ] сани  
 slide [slaid] скользить  
 slump [slʌmp] резко падать  
 smart [sma:t] ловкий; шеголеватый  
 soak [səʊk] впитывать; всасывать  
 solemn ['sɒləm] торжественный  
 sonnet ['sɒnɪt] сонет  
 sprain [spreɪn] растяжение связок  
 spray [spreɪ] распылять  
 stable ['steɪbl] стойкий  
 stagger ['stæɡə] идти шатаясь  
 stain [steɪn] пятно  
 stale [steɪl] несвежий  
 steadfast ['stedfəst] твердый;  
 прочный  
 stern [stɜ:n] строгий; суровый  
 stile [stɑɪl] перелаз  
 sting [stɪŋ] жало; укус  
 stool [stu:l] табуретка  
 storey ['stɔ:ri] этаж  
 storm [stɔ:m] буря  
 stout [staʊt] полный; плотный  
 strain [streɪn] напрягать;  
 натягивать  
 straw [strɔ:] солома  
 stride [straɪd] большой шаг  
 strip [stri:p] полоса; полоска  
 strive [straɪv] стремиться  
 suburban [sə'bz:bən] пригородный  
 suck [sʌk] сосать  
 superintendent [s(j)u:pəɪn'tendənt]  
 управляющий  
 supreme [s(j)u:'pri:m] высший  
 survivor [sə'vaɪvə] оставшийся в  
 живых  
 suspect [səs'pekt] подозревать  
 sweat [swet] пот  
 sweep [swi:p] мести; подметать

sympathize ['sɪmpəθaɪz]  
 симпатизировать

## T

talent ['tælənt] талант  
 tape-recorder ['teɪp rɪkɔ:də]  
 магнитофон  
 task [tɑ:sk] задание  
 temper ['tempə] нрав; характер  
 tempt [tempt] искушать  
 thaw [θɔ:] оттепель  
 throw [θrəʊ] бросать  
 thus [ðʌs] так; таким образом  
 tolerance ['tɒlərəns] терпимость  
 torch [tɔ:tʃ] факел  
 toss [tɒs] бросать; кидать  
 tour [tuə] поездка; тур  
 translate [træns'leɪt] переводить  
 tray [treɪ] поднос  
 treason ['tri:zn] измена  
 treasure ['treʒə] сокровище  
 treat [tri:t] обращаться  
 trail ['traɪəl] суд  
 triumph ['traɪəmf] триумф  
 tunnel ['tʌnl] туннель  
 tweed [twi:d] твид  
 tyrant ['taɪəɪənt] тиран  
 tyre ['taɪə] шина

## U

underrate ['ʌndə'reɪt] недооценивать  
 uniform ['ju:nɪfɔ:m] форма

## V

vacant ['veɪkənt] свободный  
 vast [vɑ:st] огромный  
 ventilation [ventɪ'leɪʃn] вентиляция  
 vertical ['vɜ:tɪkl] вертикальный  
 vitality [vaɪ'tælɪti]  
 жизнеспособность  
 vivid ['vɪvɪd] яркий; ясный  
 volunteer [vɒlən'tiə] доброволец  
 vote [vəʊt] голосовать

## W

warn [wɔ:n] предупреждать  
 weapon ['wepən] оружие  
 whereabouts ['wəɪəbaʊts]  
 приблизительное  
 местонахождение  
 whereas [weə'gæz] тогда как;  
 поскольку  
 wit [wɪt] ум; остроумие  
 within [wɪ'dɪn] внутри  
 workhouse ['wɜ:khaʊs] рабочий  
 дом  
 wound [wu:nd] рана; ранение  
 wrapping ['ræpɪŋ] обертка

## Y

yell [jel] кричать; вопить