

**Т.Н.Игнатова**

# **Английский язык для общения**

**ИНТЕНСИВНЫЙ КУРС • INTENSIVE COURSE**

# **English for Communication**

**Т.Н. ИГНАТОВА**

# **Английский язык для общения**

## **ИНТЕНСИВНЫЙ КУРС**

Издание второе

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Учебник представляет собой фундаментальный курс английского языка, направленный на выработку умений и навыков практического владения языком. В основу курса положены принципы методики интенсивного обучения. Учебник рассчитан на 150-200 аудиторных часов (в зависимости от количества используемых дополнительных текстов).

Может быть рекомендован в качестве самоучителя всем, кто, имея ограниченный запас знаний в объеме программы средней школы, желает научиться пользоваться английским языком в повседневном общении, читать несложные тексты, выражать свои мысли письменно и устно.

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рисунки, 1996

## Предисловие

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*"English for Communication. Intensive Course"* — новый курс английского языка, созданный на основе учебника "Английский язык. Интенсивный курс", выпущенного издательством "Высшая школа" в 1990 г. и переизданного в 1992 г. Первоначально учебник предназначался для студентов неязыковых вузов, но многолетняя практика показала, что учебник успешно используется самой широкой аудиторией, от старшеклассников средней школы и различных колледжей до студентов гуманитарных факультетов университетов и педагогических вузов.

Данное переработанное и дополненное издание адресовано всем тем, кто стремится овладеть английским языком практически, т.е. научиться воспринимать речь на слух, пользоваться языком без переводчика в повседневном общении, читать несложные оригинальные тексты на английском языке, правильно выражать свои мысли устно и письменно, овладеть основами грамматики.

Этот учебник рассчитан на людей, имеющих ограниченный запас знаний в объеме программы средней школы, от так называемого уровня "false beginners" или "pre-intermediate".

Учебный материал предлагаемого пособия представляет собой фундаментальный курс английского языка, основанный на принципах коммуникативного подхода в методике преподавания иностранных языков.

Эта система получила широкое признание в нашей стране и известна как методика интенсивного обучения. Истоки ее лежат в идеях болгарского ученого Георгия К. Лозанова, основоположника суггестологии и суггестопедии — новой системы в преподавании, дающей обучаемому широкие возможности использования личностных резервов для ускоренного и эффективного овладения иностранным языком.

Автор предлагаемого учебника разрабатывает методику данного направления с 1976 года. Настоящее издание является результатом многолетней и успешной апробации концептуальной сущности методической системы и языкового материала учебников. Лексико-грамматический материал пособия представлен в ситуациях, наиболее типичных для общения с представителями англоязычных стран.

Учебник построен на базе отобранного лексического материала объемом около 2500 лексических единиц и нормативной грамматики разговорной речи и рассчитан на 150-200 аудиторных часов — от 8 до 20 часов в неделю.

По окончании данного курса обучаемый должен уметь:

1. Общаться в рамках повседневной тематики учебника, т.е. понимать речь в естественном темпе и говорить с достаточной степенью грамматической корректности (отсутствие коммуникативных ошибок), а также владеть нормами речевого этикета.
2. Читать научно-популярную и художественную литературу с общим пониманием смысла прочитанного.
3. Излагать письменно свои мысли (включая небольшие аннотации).

### **Построение пособия**

Пособие состоит из **10 больших тематических уроков-комплексов (Units)**. Все уроки объединены сквозным сюжетом — группа иностранных специалистов приезжает в Москву на конгресс “Цивилизация и духовное развитие”. Учащиеся становятся участниками событий, происходящих на конгрессе, что позволяет моделировать речевое поведение обучаемых в разнообразных ситуациях повседневного и частично профессионального общения.

В соответствии с сюжетом уроков учащиеся получают (на первом занятии) имена иностранных специалистов. Роли “сквозных” героев, которыми становятся участники учебной группы, помогают решению целого ряда серьезных задач: психологических, психотерапевтических, методических, языковых. Набор ролей постоянный, но может меняться в зависимости от состава конкретной учебной группы — общее количество и соотношение мужчин и женщин.

Роли, в которых выступает учащийся, помогают ему активизировать свои творческие возможности, способствуют раскрытию и проявлению его личности. Ролевые игры, игровая деятельность повышают эмоциональный тонус учебного процесса. В результате уроки превращаются в живое, интересное занятие.

*Каждый урок (Unit) включает несколько разделов.*

**Основной текст-диалог**, отражающий типичные ситуации общения, содержит не менее 180 новых лексических единиц (первые три урока — не менее 300 единиц каждый) и отобранные для каждого урока грамматические явления. Кроме того, в каждом диалоге есть грамматический материал на опережение. Лексико-грамматический материал включен в ситуации, развивающие тему данного урока. Диалоги динамичны и естественны, что способствует их легкому запоминанию. Они представлены с пофразовым переводом на русский язык. Для того чтобы передать более точно смысл высказывания и исключить необходимость пользования словарем, что принципиально важно на начальном этапе, перевод иногда имеет характер подстрочника.

**Тексты для чтения**, в основном монологического характера, построены на лексико-грамматическом материале пособия и позволяют решать одновременно несколько задач в ходе обучения. Так, тексты под рубрикой **“Interviews, Interviews...”** могут служить дополнительным средством для развития ролевой деятельности обучаемых и способствуют проявлению их творческих возможностей, так как они продолжают сюжетную линию основного учебного текста и варьируют его языковой материал. Тексты раздела **“It Is Interesting to Know”** предлагают лингвострановедческую информацию. Тексты-шутки и стихи (разделы **“Jokes, Laughs, Smiles”**, **“Poems to Enjoy”**) рассчитаны на реализацию потребностей обучаемого в самостоятельном чтении для удовольствия, однако они могут быть использованы в учебном процессе как основа для игровых ситуаций, а также обсуждения.

Задача этого раздела учебника — постепенно подготовить обучаемого к переходу от чтения специально обработанных учебных текстов к оригинальной литературе.

Каждый текст снабжен заданием или вопросом, выполняющими определенную коммуникативную задачу, ради которой он читается, а также контролирующими понимание смысла прочитанного.

**“Helpful Prompts”** — новый раздел, предназначенный для обобщения тематического словаря и речевых клише, необходимых для общения.

**“Commentary”** являются опорой для самостоятельной систематизации обучаемыми лексико-грамматических явлений языка. Они должны дать взрослому человеку возможность осознать, сопоставить, запомнить особенности и закономерности учебного материала.

Учащимся предлагаются комментарии урока лишь после того, как все объясняемые в нем явления усвоены благодаря многократной речевой тренировке, именно поэтому автор часто прибегает к схемам, рисункам, сравнениям и обобщениям, стремясь к лаконичности и наглядности в объяснениях.


В конце учебника имеется **краткий справочник (“Appendix”)**, в котором дан материал, представляющий трудности и требующий постепенного усвоения и систематизации.

**“Programmes”** введены для организации самостоятельной работы обучаемого. Представленные модели дают возможность потренироваться в построении многочисленных фраз с использованием пройденной лексики и грамматики.

Впервые в учебнике такого типа введен раздел **“Listening”**, построенный по образцам англо-американских учебников и предназначенный для развития умения воспринимать речь на слух. Ответы на задания этой части пособия помещены в конце книги под рубрикой **“Tapescripts and Answer Key”**.

Дополнены и обогащены разделы устных и письменных заданий **“Communicating”** и **“Writing”**. Они обеспечивают обучаемому возможность осмысленной организации языкового и речевого материала в памяти, дают возможность учиться самостоятельно анализировать, отбирать и творчески использовать в речи изучаемый материал. Часть заданий предназначена для использования в аудитории преподавателем, а включение их в учебник дает возможность обучаемому заранее планировать свою учебную деятельность в аудитории, что, по нашему мнению, может помочь выработке психологической готовности аудитории к выполнению отдельных коммуникативных заданий на уроке.

Следует отметить, что часть заданий учебника составлена с учетом требований, предъявляемых при сдаче экзаменов на сертификаты международного образца (Cambridge Examinations, Certificates and Diplomas или TOEFL).

Неотъемлемой частью учебника являются магнитофонные записи. Все материалы, представленные на магнитной ленте, отмечены в учебнике знаком .

### **Как работать с лингафонным комплектом самостоятельно**

Перед прослушиванием кассеты по каждому уроку постарайтесь поставить перед собой следующие задачи и выполнить все процедуры в указанной ниже последовательности:

1. Книга закрыта — слушаю и пытаюсь понять, о чем текст (если очень трудно, воспользуйтесь русским переводом фразы в книге);

2. Книга закрыта — слушаю и повторяю за диктором (материал на кассетах записан по схеме-триаде: диктор — пауза для проговаривания — диктор, чтобы обеспечить вам возможность самокоррекции). Эту процедуру проделать несколько раз;

3. Книга открыта — закрываю правую сторону страницы с английским текстом и пытаюсь вспомнить английский эквивалент каждой русской фразы. Корректирую себя по звучащему английскому тексту за диктором;

4. Книга закрыта — вслушиваюсь в интонацию. Снова повторяю за диктором. Представляю себе героев событий и проговариваю наиболее интересные для себя фразы по 3 раза;

5. Выбираю определенный отрывок звучащего текста (5-7 фраз), прослушиваю его и пытаюсь воспроизвести целиком, постепенно увеличивая объем проговариваемого материала до 10-15 фраз. (Очень полезно при этом выступить в роли разных персонажей курса.)



Слушайте и повторяйте за диктором материал на кассетах несколько раз в день **без опоры на печатный текст**. Важно, чтобы слуховой образ фразы предшествовал графическому. Очень полезно слушать утром после сна и вечером перед сном. Иногда включите кассету без специальных задач и вслушайтесь в красоту английской речи и сопровождающей запись музыки. Используя книгу с текстами песен, которая дополняет учебный комплект, вы сможете подпевать исполнителям, совершенствуя признание, тренируя память и слух.

Выполните все письменные задания, предлагаемые в учебнике. Выпишите и выучите фразы, которые, как вам кажется, могут помочь в разных ситуациях общения. Например, фразы-извинения, выражения благодарности, приветствия, просьбы и т.п.

В качестве контроля используйте левую сторону текстов-диалогов учебника. Переводя с русского языка на английский, вы увидите, как много успели усвоить.

Главное условие вашего успеха — **отдавать предпочтение работе на слух**, проговаривать весь звучащий материал, имитируя диктора и следуя всем рекомендациям автора.

Итак вы решили присоединиться к нам и стать одним из членов группы специалистов, приехавших в Москву на конгресс. Каждый урок — это новые ситуации и впечатления, которые вы можете пережить, став участником событий, происходящих с нашей группой.

Желаю успехов!

*М. Игнатова*

Автору хотелось бы выразить признательность  
болгарскому ученому **доктору Г. К. Лозанову**,  
гуманисту и психологу, идеи которого лежат в основе  
методической концепции данного учебника;

**профессору С. И. Мельник**  
(Московский Государственный Лингвистический Университет)

**профессору Г. А. Китайгородской**  
(Центр интенсивного обучения иностранным языкам  
при МГУ им. М. В. Ломоносова)

за сотрудничество в области интенсивного обучения и поддержку  
в процессе выпуска первого печатного и аудиоиздания учебника.

Автор благодарен

**профессору С. Г. Тер-Минасовой и к. ф. н. А. Л. Назаренко**  
(кафедра теории преподавания иностранных языков  
МГУ им. М. В. Ломоносова)

за положительную оценку данных материалов,

**профессору К. Росон-Джоунсу**  
за тщательное рецензирование английского языка учебника,  
а также многочисленным коллегам,  
которые апробировали учебник и успешно его используют.

## ***Author's Note***

*We notice that chance events so very often occur at just the right moment and bring forth just the right individuals thus sending our lives in a new and important direction.*

*Let this textbook help you meet the right people and move into a whole new way of life through a kind of positive and creative attitude to everything around you.*

All the world's a stage, and all the  
men and women are merely players.

*W. Shakespeare*

## Characters

**Russell Brundon**, a sociologist (**S**), Head of the group, London,  
Great Britain

**Arthur Clarke**, a psychologist (**D**), MD, Bath, Great Britain

**Bernard Berg**, a writer (**W**), Professor of Linguistics, Bern,  
Switzerland

**Dulcie Dutchman**, a designer (**N**), Amsterdam, the Netherlands

**Kate Pagan**, an ecologist (**K**), Copenhagen, Denmark

**Maurice Morgan**, a historian (**H**) and an artist, Montreal, Canada

**Mona Doan**, a journalist (**J**), Rome, Italy

**Nora North**, a lawyer (**L**), Oslo, Norway

**Pat Harris**, a physicist (**P**), Paris, France

**Shirley Pearl**, a film actress (**A**), Wilmington, the USA

**Steve McQueen**, a biologist (**B**), Edinburgh, Scotland

**Tony Dakota**, an astronaut (**C**), St. Paul, State of Minnesota,  
the USA

**Wesley West**, a film producer (**F**), Wilmington, the USA

**Win Lynn**, an electronics engineer (**E**), Berlin, Germany

**Mr/Mrs ...**, a representative of the Organizing Committee (**T**)



Мы приглашаем вас  
на международный  
конгресс в Москву.  
Тематика конгресса:  
“Цивилизация и  
духовное развитие”.  
Ученые со всех  
континентов  
приезжают  
на конгресс:  
из Европы, Азии,  
Северной и Южной  
Америки, Австралии и  
Африки.

(В аэропорту)

Объявление:

**Внимание!**

Участников  
группы ЮНЕСКО  
просят подойти к  
выходу 3.

- Простите.  
Вы не г-н **Рассел  
Брандон**,  
социолог из  
Лондона?
- Да, это я.
- Позвольте  
представиться.  
Я представитель  
Организационного  
Комитета.  
Меня зовут **Кора Грант**.
- (Увидев обручальное  
кольцо)  
Здравствуйте, г-жа Грант.
- Здравствуйте, г-н Брандон.  
Рада познакомиться  
с вами.

We invite you  
to an International  
Congress in Moscow.  
The theme of the Congress is:  
“Civilization and  
Spiritual Evolution”.  
Scientists from every  
continent  
are coming  
to the Congress:  
from Europe, Asia,  
North and South  
America, Australia and  
Africa.

(At the airport)

Announcement:

**Attention, please!**

Participants of the  
UNESCO group  
are requested to go to  
Exit 3.

- T. Excuse me.  
Are you Mr **Russell  
Brundon**,  
the sociologist from  
London?
- S. Yes, I am.
- T. Let me  
introduce myself.  
I'm a representative of  
the Organizing  
Committee.  
My name is **Cora Grant**.
- S. (seeing her  
wedding-ring)  
How do you do, Mrs Grant.
- T. How do you do, Mr Brundon.  
Glad to meet  
you.



- Вы глава группы ЮНЕСКО, не так ли?
- Совершенно верно. Группа ждет вас вон там.
- Как прошел полет?
- Все было прекрасно. И погода хорошая сегодня, не так ли?
- О, да. Чудесный день.
- Я здесь в третий раз. Мне повезло, что я оказался в этой стране снова. Вот мы и пришли.
- Здравствуйте. Добро пожаловать в Москву!
- Позвольте представить вам членов группы. Это г-н **Бернард Берг** из Берна, Швейцария, профессор-лингвист.
- Г-н Берг — также известный писатель.
- Счастлив познакомиться.
- На каких языках вы говорите, г-н Берг?
- Я говорю по-немецки, по-французски, по-итальянски, по-испански и немного по-португальски.
- Вы говорите по-русски?
- You're Head of the UNESCO group, aren't you?
- S. Yes, that's right. The group is waiting for you over there.
- T. How was the flight?
- S. Everything was wonderful. And the weather's fine today, isn't it?
- T. Oh, yes. It's a lovely day.
- S. It's my third time here. I'm very lucky to be in this country again. Ah, here we are.
- T. How do you do, everybody. Welcome to Moscow!
- S. Let me introduce the members of the group to you. This is Mr **Bernard Berg** from Bern, Switzerland, Professor of Linguistics.
- T. Mr Berg is a well-known writer as well.
- W. Happy to meet you.
- T. What languages do you speak, Mr Berg?
- W. I speak German, French, Italian, Spanish and a little Portuguese.
- T. Do you speak Russian?

— К сожалению, нет.  
Если бы мне представился  
случай,  
я бы выучил его  
с удовольствием.

— Неужели это  
**Тони Дакота**,  
самый смелый  
астронавт  
из Миннесоты!

— Удача сопутствует  
смелым!  
Здравствуйте, Пэт.  
Как приятно  
увидеть вас снова!

— Как тесен мир,  
не правда ли?

— Это **Пэт Хэррис**,  
физик из Парижа.

— Эта очаровательная  
женщина  
еще и прирожденная  
певица.

— Пэт поет очень хорошо.

— **Нора Норт**, юрист  
из Норвегии, Осло,  
блестящий оратор и  
очень надежный  
партнер в деле.

— Очень, очень рада.

— А я знаю вас.  
Вы **Уэзли Уэст**  
из киностудии  
Уилмингтона, США.  
Вы режиссер-постановщик.  
Вы собираетесь  
снять фильм  
об ученых,  
не так ли?

**W.** Unfortunately, I don't.  
If I had  
a chance  
I'd be glad to learn it.

**P.** Oh, if it isn't  
**Tony Dakota**,  
the bravest  
astronaut  
from Minnesota!

**C.** Fortune favours  
the brave!  
Hello, Pat.  
How nice  
to see you again!

**P.** It's a small world,  
isn't it?

**C.** This is **Pat Harris**,  
a physicist from Paris.

**S.** This charming  
woman is  
also a born  
singer.

**C.** Pat sings very well.

**S.** **Nora North**, a lawyer  
from Norway, Oslo,  
a brilliant speaker and  
a very reliable  
partner in business.

**T.** Delighted.

**L.** And I know you.  
You're **Wesley West**  
from the film studio  
in Wilmington, USA.  
You're a producer.  
You're going  
to make a film  
about scientists,  
aren't you?

- Точно так.  
Я помню, мы встречались  
прежде.  
Называйте меня,  
пожалуйста, по имени.
- Хорошо.
- Кто та женщина  
с магнитофоном?  
Она репортер?  
Вы знаете ее?
- Думаю, это  
журналистка  
из Рима.  
Ее зовут **Мона Доун**.
- Она очень талантлива.
- Она любит  
задавать вопросы  
“что”, “где” и  
“когда”.
- А я из Берлина.  
Меня зовут **Уин Линн**.  
Я инженер по электронике.
- Господин Линн —  
перспективный  
молодой исследователь.  
Он любит  
умные машины.
- О, я много работаю,  
но знаю так мало  
пока.
- Ну-ну, не скромничайте.
- Г-н Макквин,  
если не ошибаюсь.
- **Стив Макквин**, но я  
не из Берлина.  
Мой родной город—  
Эдинбург.
- Кто вы по профессии?
- Я биолог.
- F. Exactly.**  
I remember we've met  
before.  
Please, call me  
by my first name.
- L. O.K.**
- T. Who is that woman  
with the tape-recorder?  
Is she a reporter?  
Do you know her?**
- C. I guess that is  
the journalist  
from Rome.  
Her name is *Mona Doan*.**
- W. She's very talented.**
- C. She likes  
to ask  
“what”, “where” and  
“when” questions.**
- E. And I'm from Berlin.  
My name's *Win Lynn*.  
I'm an electronics engineer.**
- S. Mr Lynn is  
a promising  
young researcher.  
He's fond of  
clever machines.**
- E. Oh, I work hard,  
but I know so little as  
yet.**
- W. Don't be so modest!**
- S. Mr McQueen,  
if I'm not mistaken.**
- B. *Steve McQueen*, but I'm  
not from Berlin.  
My home town is  
Edinburgh.**
- T. What's your profession?**
- B. I'm a biologist.**

— Стив — очень мудрый человек, философ.

— Спасибо за комплимент.

— Это не комплимент. Я действительно так думаю.

**Далси Датчмен,**  
дизайнер из  
Амстердама,  
Нидерланды.  
Ее девиз:  
"В красоте сила".

**S.** Steve is a very wise man, a philosopher.

**B.** Thank you for the compliment.

**S.** It's not a compliment. I mean it.

**Dulcie Dutchman,**  
a designer from  
Amsterdam,  
the Netherlands.  
Her motto is  
"Beauty is power".

— Г-н **Морис Морган,**  
историк  
по образованию.  
художник  
по призванию.

— Живопись — мое любимое занятие. Видите ли, я всего лишь новичок.

— Хорошее начало — половина сражения.

— Простите, кто вы по национальности?

— Видите ли, моя мать — француженка. Мой отец — американец.

— Держу пари, ваша жена — англичанка.

— Нет, я не женат пока.

— Из какой вы страны?

— Я из Канады, из Монреаля.

— Где вы живете там? Ваш адрес?

— Я живу на улице Мейпл, 33.

**W. Mr Maurice Morgan,**  
a historian  
by education,  
an artist  
by nature.

**H.** Painting is my hobby. I'm just a beginner, you know.

**L.** A good beginning is half the battle.

**J.** Excuse me, what nationality are you?

**H.** Well, my mother is French. My father is American.

**W.** I bet your wife is British.

**H.** No, I'm not married yet.

**T.** What country are you from?

**H.** I'm from Canada, Montreal.

**J.** Where do you live there? What's your address?

**H.** I live at 33, Maple Street.

- Я бывала в Монреале.  
Это очень красивая  
улица.
- Сколько вас в  
группе?
- Нас ... Минутку:  
один, два, три, четыре,  
пять, шесть, семь,  
восемь, девять, десять.
- В моем списке  
пятнадцать человек:  
шесть женщин  
и девять мужчин.
- Итак, нет пятерых.
- Один мужчина болен.
- Г-жа **Кейт Пейган**,  
эколог из  
Копенгагена,  
занята своими  
опытами.  
Она приезжает завтра.
- Наша актриса  
**Шерли Перл**  
на гастролях сейчас.  
Она приезжает через  
день-два.
- А что собирается  
делать актриса  
на конгрессе?
- Как! Она будет звездой  
моего фильма.
- Как интересно!
- Кто еще (из звезд)  
будет играть в вашем  
фильме?
- Это моя маленькая  
тайна.
- Говорят, мисс Перл  
очень привлекательная  
девушка.
- J. I've been to Montreal.  
That's a very beautiful  
street.
- T. How many are there in  
the group?
- S. There are ... Let me see:  
one, two, three, four,  
five, six, seven,  
eight, nine, ten.
- T. There are  
fifteen people on my list:  
six ladies  
and nine gentlemen.
- S. So, five people are  
missing.  
One man is ill.
- P. Mrs **Kate Pagan**,  
an ecologist from  
Copenhagen,  
is busy with her  
tests.  
She is arriving tomorrow.
- F. Our actress  
**Shirley Pearl**  
is on tour now.  
She's coming in  
a day or two.
- E. What's the actress  
going to do  
at the Congress?
- F. Why! She's going to star  
in my film.
- L. How very interesting!
- H. Who else  
is going to star  
in your film?
- F. Well, that's my little  
secret.
- C. They say Miss Pearl is  
a very attractive  
girl.



- Она очень трудолюбивая и с творческим отношением к делу.
- А где г-н Кларк? Что-нибудь не так с документами?
- Надеюсь, что все в порядке.
- А вот и он!
- Извините, я опоздал. Взгляните, пожалуйста. Это мой паспорт. Это мои деньги. Это мои документы.
- О, не беспокойтесь. Ваше имя хорошо известно в нашей стране.
- Именно это они сказали на таможне. Боюсь, вы принимаете меня за кого-то другого.
- Как так? Вы всемирно-известный писатель-фантаст Артур Кларк.
- Сожалею, что должен разочаровать вас. Я **Артур Кларк**, все так. Но имя великого писателя — Артур Чарлз Кларк. Мое полное имя — Артур Дарси Кларк. Итак, наши имена и наши фамилии совпадают. Но наши средние имена разные.
- F. She's hardworking and creative.
- T. Where's Mr Clarke? Anything wrong with his papers?
- W. I hope everything's all right.
- S. Ah, here he is!
- D. I'm sorry I'm late. Have a look, please. This is my passport. This is my money. These are my papers.
- T. Oh, don't worry. Your name is well-known in this country.
- D. That's what they said at the Customs. I'm afraid you're mistaking me for someone else.
- T. Why! You're the great science fiction writer, Arthur Clarke.
- D. I'm sorry to disappoint you. Well, I am **Arthur Clarke**, that's right. But the great writer's name is Arthur Charles Clarke. My full name is Arthur Darcy Clarke. So, our Christian (first) names and our surnames (last names) are the same. But our second names are different.

— Извините, пожалуйста,  
г-н Кларк.  
Я не знала.

— Чем вы занимаетесь,  
г-н Кларк?

— Я имею дело со  
многими людьми:  
мужчинами и  
женщинами  
разных занятий —  
рабочими и  
крестьянами,  
солдатами и  
служащими,  
деловыми людьми и  
домохозяйками.  
Как вы думаете,  
кто я?

— Полагаю,  
вы психиатр,  
возможно, хирург,  
терапевт.  
Короче говоря,  
врач.

— Вы правы.  
Я доктор  
медицины  
из центра здоровья в  
г. Бат,  
Великобритания.  
Я специализируюсь  
в психологии.

— Рада познакомиться  
со всеми.  
Это моя визитная  
карточка.  
Здесь мой адрес и  
номер моего телефона,  
на всякий случай.

**Все:** Как мило с вашей  
стороны.

**T.** I'm terribly sorry,  
Mr Clarke.  
I didn't know that.

**J.** What do you do,  
Mr Clarke?

**D.** Oh, I deal with  
a lot of people:  
men and  
women  
of different occupations —  
factory and  
farm workers,  
soldiers and  
employees,  
businessmen and  
housewives.  
What do you think  
I am?

**T.** I'd say  
you're a psychiatrist,  
maybe a surgeon,  
a physician.  
In short,  
a doctor.

**D.** You're right.  
I'm a Doctor of  
Medicine (MD)  
from Bath Health  
Centre,  
Great Britain.  
I specialize in  
psychology.

**T.** Pleased to meet  
you all.  
This is my  
card.  
Here's my address and  
my telephone number,  
just in case.

**All:** That's very kind of you.

- Несколько слов о Конгрессе.  
**Программа**  
очень насыщенная:  
большие и малые  
заседания,  
конференции,  
дискуссии,  
беседы за круглым столом,  
интервью, выставки  
и большая культурная  
программа.
- Что бы вы хотели  
посмотреть в Москве?
- Я бы хотел посмотреть  
картинные галереи,  
музеи,  
театры,  
памятники,  
соборы и новые  
жилые районы.
- Если вы хотите  
посетить  
научно-исследовательские  
институты,  
заводы, фабрики,  
библиотеки, клиники и  
различные предприятия,  
вам нужно  
сделать отметку в  
в программе  
завтра утром.

**Все:** Прекрасно.

- Где мой фотоаппарат?  
Я не могу его найти.
- Чей это фотоаппарат?
- О, это мой.  
Какая я рассеянная!
- А, вот и наш багаж.
- Будьте любезны,  
пересчитайте  
свой багаж.

**S.** A few words about  
the Congress.  
**The schedule**  
is very busy:  
sessions,  
meetings,  
conferences,  
discussions,  
round-table talks,  
interviews, exhibitions  
and a large social  
programme.

**T.** What would you like  
to see in Moscow?

**H.** I'd like to see  
art galleries,  
museums,  
theatres,  
monuments,  
cathedrals and new  
residential areas.

**T.** If you wish  
to visit  
research  
institutes,  
plants, factories,  
libraries, clinics and  
different businesses  
you should  
check  
the programme  
tomorrow morning.

**All:** Fine.

**J.** Where's my camera?  
I can't find it.

**B.** Whose camera is this?

**J.** Oh, it's mine.  
How absent-minded I am!

**S.** Ah, here's our luggage!

**T.** Would you, please,  
count  
your pieces of luggage?

— ... 11, 12, 13,  
14, 15, 16,  
17, 18,  
19, 20,  
21, 22, ...

— Сумки, чемоданы,  
пакеты, коробки —  
всего 30 мест.

— Сюда все, мы  
уезжаем!

*(В автобусе)*

— Дамы и господа!  
Мы желаем вам  
приятного пребывания  
в Москве!

S. ... eleven, twelve, thirteen,  
fourteen, fifteen, sixteen,  
seventeen, eighteen,  
nineteen, twenty,  
twenty-one, twenty-two,...

T. Bags, suitcases,  
parcels, boxes —  
thirty pieces in all.

S. Come along and off we  
go!

*(In the bus)*

T. Ladies and Gentlemen!  
We wish you  
a pleasant stay  
in Moscow!



1. a big hard suitcase  
2. a light cloth garment bag

3. a bag  
4. a rucksack, a backpack (A.E.)

# Singing Together



## Дружба творит чудеса

## Friendship works wonders

*Compiled by W.R. Lee and W. Dodderidge*

Чем больше будем вместе,  
мы вместе, мы вместе,  
чем больше будем вместе,  
тем будет веселей.  
Мои друзья —  
твои друзья,  
твои друзья —  
мои друзья.  
Чем больше будем вместе,  
тем будет веселей.  
Чем более мы веселы,  
тем счастливее мы.

The more we get together,  
together, together,  
the more we get together,  
the merrier we'll be.  
For my friends  
are your friends,  
And your friends are  
my friends.  
The more we get together,  
the merrier we'll be.  
The merrier, the merrier,  
the happier we'll be.





## Interviews, Interviews ...

Russell Brundon warns us to be careful with names.

### What is Britain?

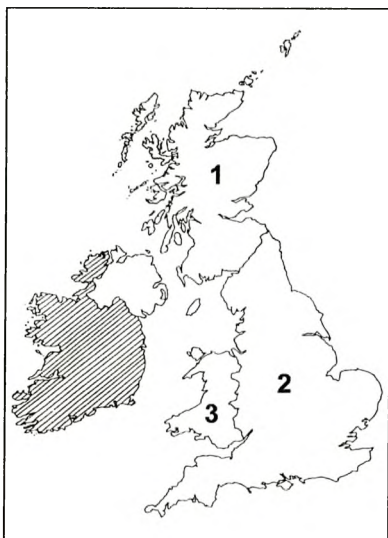
I went to **England** when I was a young man.

To **Cardiff** for a month, and then to **Edinburgh** for three weeks.

Oh, really?  
Where did you go?

?????

**What's wrong here? Many people — even British people themselves — often use the word 'England' incorrectly.**



Neither Cardiff nor Edinburgh is in England. Cardiff is in **Wales** and Edinburgh in **Scotland**. England may be the largest country in **Britain** and it may even be the most important — economically and politically — but it is only one of the three countries that make up Britain, and the four that make up **the United Kingdom**.

### One country?

**Britain** is an island containing three countries: **Scotland**(1), **England**(2) and **Wales**(3). It is sometimes called **Great Britain** to distinguish it from Brittany in France.

**The United Kingdom** — often shortened to **U.K.** — is a political union which includes **Britain, the Scottish islands, Northern Ireland** and **some islands** off the south and west of England.

## U.K. — OK?

It may seem confusing, but remember that **British** is the adjective which is used to describe people and things from the United Kingdom. It is OK to use the adjective **British** when you talk about the U.K.

London is the capital of the U.K., but each country within the U.K. has also got its own capital.

Can you match each country with the correct capital city?

- |                    |             |
|--------------------|-------------|
| 1 Scotland         | a Belfast   |
| 2 England          | b Cardiff   |
| 3 Northern Ireland | c London    |
| 4 Wales            | d Edinburgh |

## The Union Jack

The flag of the United Kingdom is called **the Union Jack**.



Which country is not represented on the Union Jack, the national flag of the U.K.?

(St David, the patron saint of Wales is not represented.)

## Professor of Linguistics



*With us in the studio this morning is Bernard Berg, Professor of Linguistics. This is what we have learnt about him:*

Bernard Berg started as an English language teacher. He was always good at languages at school, so he decided to take his degree<sup>1</sup> in French and German first. When he finished his university studies in Oxford he began teaching in a secondary school in England. Two years later, however, he met someone by chance<sup>2</sup> who offered him a job teaching English to foreign students during the long summer holidays. His students were adults<sup>3</sup> and he enjoyed the work greatly. He soon found he was interested in languages of different countries. Since then he has specialized in this work.

First he went to Africa for two years and then he spent a year in Spain. After that he went to Italy where he worked for three years. He hasn't been to South America yet but he plans to go there next. He has taught men and women of all ages and of all nationalities. He has also learnt to get on with people<sup>4</sup> of all walks of life<sup>5</sup>. Now he is a writer and editor<sup>6</sup> of the journal "The World Around Us" but his interest in foreign languages never lessens<sup>7</sup>.

<sup>1</sup> to take his degree — получить диплом (степень). <sup>2</sup> by chance — случайно.  
<sup>3</sup> adults — взрослые. <sup>4</sup> to get on with people — ладить с людьми. <sup>5</sup> all walks of life — все слои общества. <sup>6</sup> editor — редактор. <sup>7</sup> to lessen — убывать, уменьшаться.



**Choose a sentence from the text to give a title to the story. Account for your choice.**

## Oxford



*Our journalist is an Oxford graduate. This is what she has told us.*

Oxford is like London: it is international, it is very old and it has great charm. It is also a town that grew up near the river Thames.

Oxford is international because people from many parts of the world come to study at its university. They come to study at one of the twenty-seven men's colleges or at one of the five women's colleges that are the university: they join the university "family" that has more than 9,000 members.


Oxford is old and historical. It has existed since 912. The university was established in 1249. The oldest of the twenty-seven men's colleges is University College.

You can see the charm of Oxford in the green fields and parks which

surround<sup>1</sup> the city and you can see it in the lawns<sup>2</sup> and gardens which surround the colleges. You can see the charm of Oxford in the river Thames and its streams which pass near the city.

Do you know that the name Oxford means the part of the river Thames where the oxen (cattle)<sup>3</sup> forded (crossed)?

<sup>1</sup> to surround — окружать. <sup>2</sup> lawns — газоны, лужайки. <sup>3</sup> oxen (cattle) — рогатый скот.

 **Have you learnt anything new about Oxford? What is it?**

## Montreal

Montreal is the biggest French-speaking city in the world after Paris. No one admits it publicly but probably every city in Canada is jealous<sup>1</sup> of Montreal. The city is world-famous<sup>2</sup>. It hosted Expo-67 and the 1976 Olympic Games.

Its subway system is so handsome that it's been called the longest underground art gallery in the world. Most of all they envy<sup>3</sup> the city's zest for life<sup>4</sup>.

Even the food is famous. Gourmet cooking is very interesting. French cuisine<sup>5</sup> is the best of all, of course, but Chinese, Jewish, Spanish, Italian and English restaurants offer their dishes with the same care and pride<sup>6</sup>.

The best of Montreal's restaurants aren't cheap. But if you can't afford to spend too much on food, check the menu and the price list which is posted outside every restaurant.

<sup>1</sup> to be jealous — ревновать, зл. завидовать. <sup>2</sup> world-famous — всемирно известный. <sup>3</sup> to envy — завидовать. <sup>4</sup> zest for life — вкус к жизни. <sup>5</sup> cuisine [kwɪ'zi:n] — кухня (искусство готовить). <sup>6</sup> with the same care and pride — зл. приготовленные столь же аккуратно и с любовью.

 **Which of the Congress participants has given this interview? Why do you think so? Is Montreal an international city? Why?**

## Where Is Wilmington?

*The film producer from the USA presents his colleague and studio in Wilmington.*

This is my colleague, a film producer from Wilmington. His name is Sam Sampson. Sam is a popular man in US movie making. He is about 45. He is tall, good-looking, very sociable, very talented. Actors and actresses adore him. His films are very popular.



Where is Wilmington? Wilmington is on the South-East coast<sup>1</sup> of the North Atlantic Ocean. It is to the South of Norfolk, USA. Wilmington is one of the biggest movie studios in the world. Its area is a 32-acre complex. Its full name is North Carolina Film Corporation.

Sam's latest production "Get me Right"<sup>2</sup> is a film about children and parents.

They say about 70% of US movie making now is done outside the Los Angeles area. The South is getting more popular.

There are two reasons<sup>3</sup> for it: lower costs<sup>4</sup> and enthusiastic cooperation of local and state officials.

<sup>1</sup> **coast** — побережье. <sup>2</sup> **get me right** — пойми меня правильно. <sup>3</sup> **reason** — причина. <sup>4</sup> **cost** — стоимость (себестоимость).

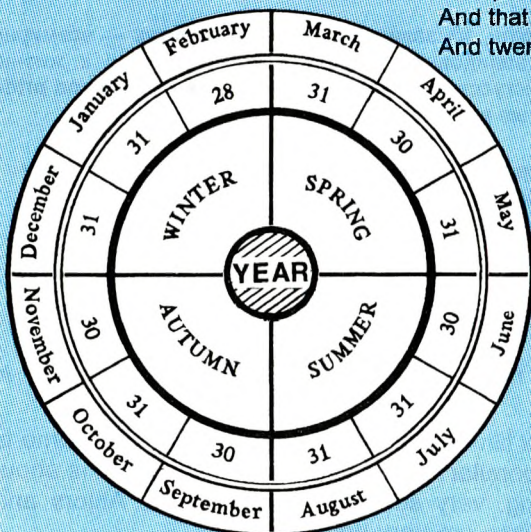
**?** Will you introduce Wesley's friend to the group? What information about the studio in Wilmington would you choose to tell them?

## It Is Interesting to Know

### Thirty Days Has September

Thirty days has September,  
April, June and November;  
All the rest have thirty-one,  
Excepting February alone,  
And that has twenty-eight days clear  
And twenty-nine in each leap year.

*From "The Oxford Dictionary of Nursery Rhymes"*



## Days and Weeks

There are seven days in a week. The first day of the week is **Sunday**. The last day of the week is **Saturday**. The other days of the week between **Sunday** ['sʌndɪ] and **Saturday** ['sætədɪ] are: **Monday** ['mʌndɪ], **Tuesday** ['tju:zɪ], **Wednesday** ['wenzdɪ], **Thursday** ['θə:zɪ], **Friday** ['frɑɪdɪ].

## What Are the Seven Seas?

When we talk of the "Seven Seas", we use a phrase that old-time sailors used to describe all the seas and oceans<sup>1</sup> of the world. Some people think that the Seven seas are the North and South Pacific, North and South Atlantic, the Arctic, the Antarctic and the Indian Oceans. But the phrase doesn't really describe these oceans. In ancient times<sup>2</sup>, people called the following the Seven Seas: the Bay of Bengal, the South China Sea, the Arabian Sea, the Persian Gulf<sup>3</sup>, the Red Sea, the Mediterranean Sea<sup>4</sup> and the Atlantic Ocean.

<sup>1</sup> all the seas and oceans — все моря и океаны. <sup>2</sup> in ancient times — в древние времена. <sup>3</sup> the Persian Gulf — Персидский залив. <sup>4</sup> the Mediterranean Sea — Средиземное море.

## What Is the Date?

**Today** is Wednesday, the seventeenth of December. What was yesterday? **Yesterday** was Tuesday, the sixteenth of December. And tomorrow? **Tomorrow** is Thursday, the eighteenth of December.

DECEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
Last week → 7	8	9	10	11	12	13
This week → 14	15	16	17	18	19	20
Next week → 21	22	23	24	25	26	27
28	29	30	31			
		Yesterday	Today	Tomorrow		

### Abbreviations:

**Jan.** = January; **Feb.** = February; **Mar.** = March; **Apr.** = April; **Aug.** = August; **Sept.** = September; **Oct.** = October; **Nov.** = November; **Dec.** = December.

## Travelling by Plane

London's Heathrow is the busiest international airport in the world, with more than 1000 planes taking off<sup>1</sup> and landing<sup>2</sup> every day. Gatwick, also near London, comes second. Over 50 million passengers use London's airports every year.

## Immigration and Customs

Britain still has much stricter<sup>3</sup> controls on people entering the U.K. than most European countries. All visitors from non-EC countries<sup>4</sup> must fill in a landing card and hand it in<sup>5</sup> at passport control.

*Here are some of the questions the immigration officer may ask you. Practise answering the questions with a partner.*

1. How long do you intend<sup>6</sup> to stay in Britain?
2. What is the purpose of your visit?
3. Do you intend to do any work for which you are paid in the U.K.?

<sup>1</sup> **to take off** — подниматься в воздух. <sup>2</sup> **to land** — приземляться. <sup>3</sup> **much stricter** — намного более строгий. <sup>4</sup> **EC countries** — страны Европейского сообщества. <sup>5</sup> **hand in** — вручить. <sup>6</sup> **to intend** — намереваться.

## Helpful Prompts

### Greetings

Good morning.

Good evening.

Good afternoon.

Hello! (*informal*)

Hi! (*very informal*)

How are you?

How are you doing?

How are things?

How've you been?

How is your family?

How's business?

### Responses

Good morning.

Good evening.

Good afternoon.

Hello!

Hi!

Fine, thank you.

Quite well, thank you.

And what about you?

*Informal:*

Great, thank you.

Not bad, thank you.

All right, thank you.

Can't complain.

Not very well, I'm afraid.

*Better to avoid:*

Awful.

Couldn't be worse.

Pretty bad.



## Introducing People

Forms of address (formal): **Mr, Mrs, Ms or Miss**

Excuse me, **Madam**,...

Let me introduce myself. My name is...

I'm Russell Brundon.

Let me **introduce** the members of the group **to** you.

This is Professor Bernard Berg from Bern.

It is my great pleasure (honour) to introduce (present) Mr Berg to you.

Both partners will say:

How do you do?	Nice	
How do you do?	Glad	
	Happy	to meet you.
	Pleased	
	Delighted	

### Thanks

Thank you.

Thank you for the present.

Thank you for coming.

Thanks for the call  
(visit, letter).

Thank you for keeping  
in touch.

Thank you ever so much  
for the help.

Thank you in advance.

You've been so considerate.

Thank you ever so much.

I can never thank you  
enough.

### Responses

That's all right!

Don't mention it!

That's really nothing.

My pleasure.

The pleasure was entirely  
mine (formal).



## Riddle Me, Riddle ...

What is it that never "was", never "will be" and yet "is"?  
(today)

## Commentary

1

### VERB TO BE — БЫТЬ, НАХОДИТЬСЯ

Where's my camera?

You're a sociologist, **aren't** you?

Yes, I **am**.

— Где мой фотоаппарат?

— Вы социолог, не так ли?

— Да.

### 1.1. Present Simple Tense

Yes		No		?	
I <b>am</b> I'm	a student	I'm <b>not</b> ...		<b>Am</b> I ...?	
You <b>are</b> You're	a student	You're <b>not</b> ... You <b>aren't</b> ...		<b>Are</b> you ...?	
He (she) <b>is</b> He (she)'s	a student	He (she)'s <b>not</b> ... He (she) <b>isn't</b> ...		<b>Is</b>	he ...? she ...?
It <b>is</b> It's	a hotel	It's <b>not</b> ... It <b>isn't</b> ...		<b>Is</b> it ...?	
We You They	<b>are</b> 're students	We You They	're <b>not</b> ... <b>aren't</b> ...	<b>Are</b>	we ...? you ...? they ...?

В разговорном английском в отрицательных вопросах получает распространение форма **aren't** для 1-го лица:



I'm late, **aren't** I?

**Aren't** I clever?

— Я все-таки опоздал?

— Разве я не умница?!

## 1.2. Past Simple Tense

Yes		No		?		
I He She It	<b>was</b> there [wɒz]	I He She It	<b>was not ...</b> <b>wasn't ...</b>	<b>Was</b>	I he she it	there?
We You They	<b>were</b> there [wə:]	We You They	<b>were not ...</b> <b>weren't ...</b>	<b>Were</b>	we you they	there?

## 1.3. Future Simple Tense

Yes		No		?		
I <b>shall be</b> there We'll <b>be</b>		I <b>shall not be ...</b> We <b>shan't be ...</b> [ʃɑːnt]		<b>Shall</b>	I we	<b>be</b> there?
You He She It They	<b>will be</b> there <b>'ll be</b>	You He She It They	<b>will not be ...</b> <b>won't be ...</b> [wəʊnt]	<b>Will</b>	you he she it they	<b>be</b> there?

## 1.4. Распространенные выражения с глаголом *to be*

**to be glad (pleased)** — быть радостным (довольным)

**to be happy (delighted)** — быть счастливым

**to be hungry** — быть голодным (хотеть есть)

**to be thirsty** — хотеть пить

**to be ill (healthy)** — быть больным (здоровым)

**to be ready for smth** — быть готовым к чему-л.

**to be late for smth** — опаздывать куда-л.

**to be 5 minutes late** — опаздывать на 5 минут

**to be sorry** — сожалеть

**to be (un)comfortable** — чувствовать себя (не)удобно

**to be out of place** — чувствовать себя неуютно (не к месту)

**to be sure**

**of smth** — быть уверенным в чем-л.

**to be certain**

**to be mistaken** — ошибиться

**to be surprised at smb** — удивиться кому-л.

**to be angry with smb** — сердиться на кого-л.

**to be busy with smth** — быть занятым чем-л.

**to be to blame** — быть виноватым

**(Who's to blame?** — Кто виноват?)

**to be for (against) smth** — быть за (против) чего-л.

## 2

## NEGATIVE GENERAL QUESTIONS

(Отрицательная форма общих вопросов)

**Isn't** he ill?(Is he **not** ill?)

Разве он не болен?

**Aren't** you a teacher?(Are you **not** a teacher?)

Разве вы не преподаватель?

Ответы на общие вопросы в отрицательной форме строятся так же, как и ответы на вопросы в утвердительной форме:

**Isn't** he coming?Yes, he **is**.  
Да.No, he **isn't**.  
Нет.**Aren't** you a good student?Yes, I **am**.  
Да.No, I **am not**.  
Нет.

## 3

## "TAIL" QUESTIONS (Разделительные вопросы)

Утверждение или отрицание	Краткий общий вопрос	Ожидаемый ответ
You're a sociologist, +	aren't you? —	Yes, I am. Да (социолог). +
You're not a teacher, —	are you? +	No, I am not. Нет, (не учитель). —

4

## NOUNS IN THE PLURAL

### (Множественное число существительных)

#### 4.1. Типичные случаи образования множественного числа

a card  
a paper  
a list  
a box  
a match  
a factory  
a day

a lot of

**cards** [z]  
**papers** [z]  
**lists** [s]  
**boxes** [ɪz]  
**matches** [ɪz]  
**factories** [ɪz]  
**days** [z]

#### 4.2. Существительные, оканчивающиеся на *f* или *fe*

a shelf (полка) — **shelves** [z]  
a knife (нож) — **knives** [z]  
a wife (жена) — **wives** [z]  
a life (жизнь) — **lives** [z]



a chief (начальник) — **chiefs** [s]  
a roof (крыша) — **roofs** [s]  
a belief (вера) — **beliefs** [s]  
a still life (натюрморт) — **still lifes** [s]  
a relief (рельеф) — **reliefs** [s]



**the Smiths** — Смиты (семья Смитов)  
**the Smirnovs** — Смирновы (семья Смирновых)

#### 4.3. Особые случаи образования множественного числа

a **child** (ребенок)  
a **man** (мужчина)  
a **woman** (женщина)  
a **foot** (ступня ноги)  
a **tooth** (зуб)  
a **goose** (гусь)  
a **mouse** (мышь)

a lot of

**children**  
**men**  
**women**  
**feet**  
**teeth**  
**geese**  
**mice**

#### 4.4. Следующие существительные имеют значение множественного числа (хотя и не имеют окончания *-s*):

These **people** are talented. — ... люди ...  
The **police** are coming. — ... полиция ...  
The **youth** of today **have** a lot to do. — ... молодежь ...  
Ср.: a youth — юноша

**4.5. Существительные, не имеющие формы единственного числа, употребляются с глаголами только во множественном числе:**

binoculars	scissors	cattle	shorts
outskirts	statistics	pants	trousers

Where **are** the scissors? I can't find **them**.  
The outskirts of the city **were** very beautiful.

5

**NOUNS USED AS PERMANENT SINGULARS**

(Существительные, имеющие только форму единственного числа)

**5.1. Названия наук, оканчивающиеся на - ics**

The following **nouns end in -s** but are always used with a singular verb and are always replaced by a singular pronoun:

**economics linguistics mathematics physics politics**

Politics **is** very complicated. I don't understand **it**.

**5.2. Наиболее распространенные неисчисляемые существительные**

Here are **some common uncountable nouns**. The verb following these nouns is always in the singular. You cannot use an **a** article with these nouns:

advice	cash	money	fun	weather	knowledge
equipment	mail	news	traffic	rubbish	progress
furniture	work	research	luggage	accommodation	fruit

What's the news? The news **is** interesting.

This **is** his money. Where **is** our money?

What wonderful weather we are having. Do you like it?

Your advice **was** very helpful.

Fruit **is** cheap in summer.

6

**POINTER WORDS (Слова-указатели)**

<b>This</b>		<b>is</b> my passport.		Это		мой паспорт (ед. число).
<b>That</b>				То		

<b>These</b>		<b>are</b> my papers.		Это		мои документы (мн. число).
<b>Those</b>				То		

**Вблизи говорящего**

**this** picture (эта)  
**these** pictures (эти)  
**here** (здесь)  
**now** (сейчас)

**Далеко от говорящего**

**that** picture (та)  
**those** pictures (те)  
**there** (там)  
**then** (тогда)

7

**TO BE GOING TO DO SMTH**

**We are going to visit** research institutes.

Мы собираемся посетить (посетим) научно-исследовательские институты.

**Конструкция *to be going* (A) и Future Simple Tense (B) compared ("в сравнении")**

A. 1. **I'm going to** do it

(таковы мои планы на ближайшее будущее).

2. He's **going to** help me

(таковы его намерения, его планы).

B. 1. **I'll be** there.

**I'll do** it

(такова воля говорящего).

2. He'll **help** us.

We'll **help** him

(обещание, предложение помочь).

8

**IMPERATIVE SENTENCES**

**(Побудительные предложения)**

**Let me** introduce myself.

— Позвольте представиться.

**8.1.**

<b>Let</b>	him	<b>do</b> it.
	her	
	them	

Пусть	он	сделает	это.
	она		
	они		

**Let us** **go** there.

— Пойдемте туда.

**Let's** **have** dinner.

— Давайте пообедаем.

**Let's** **read** the new text.

— Давайте прочитаем новый текст.



## 8.2.

<b>+</b>	<b>Close</b> the window, please. <b>Open</b> your books, please.	— Закрой(те) окно, пожалуйста. — Открой(те) ваши книги, ...
<b>—</b>	<b>Don't</b> <i>close</i> the window, ... <i>open</i> your books, ... <i>do</i> it here, ...	— Не открывай(те) окно, ... — Не открывай(те) ваши книги, ... — Не делай(те) этого здесь, ...

## 9

## NUMERALS (Числительные)

Cardinal	Ordinal	Cardinal	Ordinal
1 one	first	11 <i>eleven</i>	<i>eleventh</i>
2 two	<i>second</i>	12 <i>twelve</i>	<i>twelfth</i>
3 three	<i>third</i>	13 <i>thirteen</i>	<i>thirteenth</i>
4 four	<i>fourth</i>	14 <i>fourteen</i>	<i>fourteenth</i>
5 five	<i>fifth</i>	15 <i>fifteen</i>	<i>fifteenth</i>
6 six	<i>sixth</i>	16 <i>sixteen</i>	<i>sixteenth</i>
7 seven	<i>seventh</i>	17 <i>seventeen</i>	<i>seventeenth</i>
8 eight	<i>eighth</i>	18 <i>eighteen</i>	<i>eighteenth</i>
9 nine	<i>ninth</i>	19 <i>nineteen</i>	<i>nineteenth</i>
10 ten	<i>tenth</i>	20 <i>twenty</i>	<i>twentieth</i>
		21 <i>twenty-one</i>	<i>twenty-first</i>

20 *twenty*  
30 *thirty*  
40 *forty*  
50 *fifty*  
60 *sixty*  
70 *seventy*  
80 *eighty*  
90 *ninety*



100  
1,000  
1,000,000  
102  
1,021

— one hundred  
— one thousand  
— one million  
— one hundred and two  
— one thousand and twenty-one  
(See Appendix, p. 361.)



## We use

no article:	the article:
Go to Room 102. Do Exercise 3.	Go to <i>the</i> first floor. Do <i>the</i> third exercise.



There are *two hundred*  
books here.  
... *двести* книг ...

There are *hundreds of*  
interesting books here.  
... *сотни* интересных книг ...

10

NATIONALITY WORDS

Country	Language	Person	Nation
Russia	Russian	a Russian	the Russians
America (the USA)	American	an American	the Americans
Germany	German	a German	the Germans
Italy	Italian	an Italian	the Italians
Belgium	Belgian	a Belgian	the Belgians
Brazil	Brazilian	a Brazilian	the Brazilians
Mexico	Mexican	a Mexican	the Mexicans
Norway	Norwegian	a Norwegian	the Norwegians
China	Chinese	a Chinese	the Chinese
Portugal	Portuguese <sup>1</sup>	a Portuguese	the Portuguese
Switzerland	Swiss	a Swiss	the Swiss
Denmark	Danish	a Dane	the Danes
Finland	Finnish	a Finn	the Finns
Poland	Polish	a Pole	the Poles
Scotland	Scottish Scots	a Scot a Scotsman/ woman	the Scots the Scottish
Sweden	Swedish	a Swede	the Swedes
Turkey	Turkish	a Turk	the Turks
England	English	an English- man/woman	the English
France	French	a French- man/woman	the French
the Netherlands (Holland)	Dutch	a Dutchman/ woman	the Dutch
Ireland	Irish	an Irishman/ woman	the Irish
Spain	Spanish	a Spaniard	the Spanish

<sup>1</sup> Also: Japanese, Burmese, Lebanese, Vietnamese, Congolese.



## 11

## PROFESSIONS

актер/актриса  
биолог  
врач  
географ  
геолог  
инженер  
математик  
музыкант  
психолог  
программист  
социолог  
химик  
художник  
хирург  
физик  
философ  
экономист  
юрист

**Specialists**

an actor/actress  
a biologist  
a physician (doctor)  
a geographer  
a geologist  
an engineer  
a mathematician  
a musician  
a psychologist  
a programmer  
a sociologist  
a chemist  
an artist  
a surgeon  
a physicist  
a philosopher  
an economist  
a lawyer

**Fields of Knowledge**

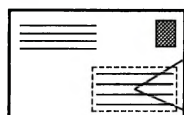
theatre/cinema/TV  
biology  
medicine  
geography  
geology  
engineering  
mathematics  
music  
psychology  
programming  
sociology  
chemistry  
arts  
surgery  
physics  
philosophy  
economics  
law

## 12

## ADDRESS

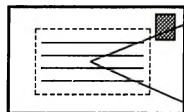
Оформление адреса на английском языке не совпадает с формой, принятой в нашей стране. Сравните:

**In Russian:**



Россия,  
103829, г. Москва,  
Тверская ул., 16/2,  
"Москву Ньюз"

**In English:**



"Moscow News"  
16/2 Tverskaya St.  
Moscow 103829  
Russia

## BUSINESS (VISITING) CARDS

В визитной карточке используются следующие краткие обозначения (abbreviations):

**a. Для адреса:****St.** (street) — улица**Blvd.** (boulevard) — бульвар**Emb.** (embankment) — набережная**Ave.** (avenue) — проспект**Sq.** (square) — площадь**b. Для научного статуса ученого:****B. Sc.** — Bachelor of Science;**A.B./B.A.** — Bachelor of Arts;**B.B.A.** — Bachelor of Business Administration;**M.Sc./M.S.** — Master of Science;**M.A.** — Master of Arts;**Ph.D.** — Doctor of Philosophy;**D.Sc.** — Doctor of Science (естественные науки);**Lit.D.** — Doctor of Letters (гуманитарные науки);**M.D.** — Doctor of Medicine.

Сочетания типа: **Principal Lecturer of..., Senior Lecturer of..., Associate Professor of...** могут быть использованы для приблизительной передачи звания и должности доцента в вузах России. Звание и должность профессора в вузах России обозначается на английском языке словом **professor**. Доктора наук, имеющие это звание, могут использовать его для уточнения своего научного статуса относительно своих коллег с кандидатской степенью, например, при представлении зарубежному коллеге:

I'm Professor Petrov and this is my colleague Doctor Ivanov.

Сравните оформление визитной карточки на русском и английском языках:

**Петров Петр Петрович**

*доктор филологических наук, профессор,  
заведующий кафедрой английского языка*

*Санкт-Петербургского государственного университета*

199164, Санкт-Петербург,  
Университетская наб., 11

тел. 333-27-64


**Professor Pyotr P. Petrov**

*Head of the English Language Department  
St. Petersburg University*

11, Universitetskaya Emb.,  
St. Petersburg, 199164

Phone: 3332764

Here is an example of a card that people use for business purposes (the name and the address are fictitious):

 <p><b>EBS</b> European Business School</p>	<p><b>Russell Brundon</b> <b>Acting Director of Studies</b> European Business School <i>Regent's College</i></p>				
<hr/> <table> <tr> <td>Inner Circle, Regent's Park</td> <td>Tel: 071 487 ...</td> </tr> <tr> <td>London NW1 4NS</td> <td>Fax: 071 487 ...</td> </tr> </table>		Inner Circle, Regent's Park	Tel: 071 487 ...	London NW1 4NS	Fax: 071 487 ...
Inner Circle, Regent's Park	Tel: 071 487 ...				
London NW1 4NS	Fax: 071 487 ...				

## Programme 1

**Practise what you can say or hear communicating with people. The asterisked words are meant for substitution. Make up as many sentences as possible.**

1.

- |    |              |  |   |
|----|--------------|--|---|
| a) | I'm          |  | *a student                                    |
|    | He's (not)   |  | *Head of the group                            |
|    | She's        |  | *a representative of the Organizing Committee |
|    | You're       |  | *a Congress participant                       |
| b) | We're        |  | *students                                     |
|    | You're (not) |  | *Congress participants                        |
|    | They're      |  | *my colleagues                                |

a) \*a scientist, a researcher, a businessman, a soldier, an engineer, an artist, an architect, an actor, an actress, a geologist, a physicist, a physician, a librarian, a mathematician.

b) \*scientists, researchers, businessmen, engineers, artists, architects, actors, actresses, geologists, physicists, physicians, librarians, mathematicians.

2.

- |          |      |                |
|----------|------|----------------|
| Are you  |      | *Russia        |
| Are they |      | *the USA       |
| Is he    | from | *France        |
| Is she   |      | *Great Britain |

\*China, Denmark, Finland, Japan, Italy, Spain, Sweden.



3. Do you speak \*English?

\*Japanese, Spanish, Dutch, Finnish, Italian, Swedish.

4.

Here is		my		*luggage.
		his		
		her		
		our		
		their		

\*hotel, photo, address, telephone number, card.

5. What's your \*nationality?

\*address, telephone number, occupation.

## Listening



1. Listen to the text (p. 11—20) and repeat after the speaker sentence by sentence. The speaker says each sentence twice so that you can check yourself.

2. Listen to what the Congress participants are saying (p. 11—20). Check if you can understand everything and reproduce the conversations.

3. Listen to the flight announcements.

A. Tick (V) the flight numbers you hear

1. 304	2. 401	3. 465	4. 173	5. 523
314	241	435	573	923

B. Listen to the flight announcements again and match the information with the flight number. The first one is done for you.

	<b>Flight</b>
1. Please, go to the departure lounge.	GP 435
2. the last call for	CL 304
3. boarding at Gate Seven	JK 401
4. Mr McQueen, please, go to the Information Desk	BA 523
5. the arrival of	WV 173

C. Listen to the flight announcements again and write down the announcement for Mr McQueen (check it with the Key).

## 4. Listen to the conversation and match the following information.

	is from Australia
Norman North	is a Congress participant
	is in adult education
	is a journalist
Mrs Simpson	is from Toronto
	works for the "Daily Mirror"

## 5. First read the following conversations, fill in the blanks, then listen to the conversations and check yourself.

## A.

— \_\_\_\_ this your first \_\_\_\_ to Japan?

— Yes, \_\_\_\_.

— How \_\_\_\_ you like \_\_\_\_ here?

— Oh, I find it very \_\_\_\_ here.

— Which hotel \_\_\_\_ you \_\_\_\_ in?

— The "Rossia".

## B.

Alex: Oh good afternoon.

Chris: Good afternoon.

Alex: Er ... I'd just like to introduce myself. My \_\_\_\_ Alex White and I'm the new export sales coordinator.

Chris: Oh, yes. I've heard of you. \_\_\_\_  
I'm ... er ... Chris Grey. \_\_\_\_ to meet you. Er ... have you just arrived?

Alex: Er ... no, no, I got here ... er ... it was yesterday morning, but it ... it's the \_\_\_\_ time I've been up to this floor. So, Chris, what \_\_\_\_ you do?

Chris: Well, I'm not very important really. I'm ... er ... Janet Ruud's assistant. She's head of personnel \_\_\_\_ have you \_\_\_\_ her?

Alex: Oh, yeah. I was introduced \_\_\_\_ her yesterday. Actually, I'm \_\_\_\_ for Jim Price's office. Am I \_\_\_\_ the right floor for that?

Chris: Er ... well, no actually, Mr Price is on the fifth \_\_\_\_  
Er ... if you \_\_\_\_ the lift over in the corner you ...

## C. Play the tape with the talks again and repeat after the speakers with as much expression as possible.

## 6. Listen to the text and get ready to speak about Bernard Berg.

## Writing

1. Your friend is going abroad. Help him make a list of phrases the English people use when introducing people.

2. Prepare the identity card to present it to the Congress participants. Use block capitals, please.

### Identity Card

**Name** \_\_\_\_\_

First name(s) \_\_\_\_\_

Surname \_\_\_\_\_

Nationality \_\_\_\_\_

Occupation \_\_\_\_\_

Telephone number \_\_\_\_\_

Full Postal Address \_\_\_\_\_

\_\_\_\_\_

(signed)

Date \_\_\_\_\_

### For ideas:

- \* Nobel St., Stockholm, Box 100 205-10055, Sweden.
- \* Avenue Marceau, Paris, 75379, France.
- \* Lincoln Ave, St.Paul, Minnesota, Box 105 GH, USA.
- \* 3 Princes St., Edinburgh, EH 22QP, UK.
- \* Empire St., Rome, RU 13 LO, Italy.
- \* High St., Wilmington, Box 115 08, WS QH, USA.
- \* Merriland Rd., Wilmington, Box 113 14 WS 10, USA.
- \* Poststrasse St., Berlin, GK 2013 HS.
- \* Crescent Sq., Bath, 1311 BS NW, UK.
- \* Rue Muzy, Bern, 1207 NW, Switzerland.
- \* Grieg St., Oslo, 1305 ZW, Norway.
- \* Hampstead Way, London, NWII 7XH, GB.

(The addresses are fictitious)

3. Here are some questions. Arrange them as a registration form for the Congress participants.

1...		What's your address?
2...		What language(s) do you speak?
3...	What nationality are you?	What's your profession?
4...	What's your telephone number?	What country are you from?
5...		
6...	What's your first name (your surname), please?	
7...		

4. Look at the landing card.

1. What would you write down as your nationality?
2. What would you write down as your occupation?
3. Does the way you write down the date of birth in your native language differ from the form below?

<b>LANDING CARD</b> Immigration Act 1971			
<b>Family Name</b> Nom de famille Apellidos .....		<b>Sex</b> Sexe (M,F) Sexo <input type="checkbox"/>	
<b>Forenames</b> Prénoms Nombre(s) de Pila .....			
<b>Date of Birth</b> Date de naissance Fecha de nacimiento	Day   Month   Year	<b>Place of birth</b> Lieu de naissance Lugar de nacimiento	.....
<b>Nationality</b> Nationalité Nacionalidad .....		<b>Occupation</b> Profession Profesión .....	
<b>Address in United Kingdom</b> Adresse en Royaume Uni Dirección en el Reino Unido .....			
<b>Signature</b> Signature Firma .....		SN 683744	
CAT <input type="text"/>	-16 <input type="text"/>	CODE <input type="text"/>	NAT <input type="text"/> POL <input type="text"/>

5. Interview your group members on what they are going to see (do) in Moscow. Put down their ideas.

Russell is going ...

Win is going ...

.....

6. These are sentences one might hear at the registration desk. Make them complete. (See Appendix, p. 368.)

1. I'm from Russia. \_\_\_\_ first language is Russian.
2. This man's from France. \_\_\_\_ first language is French.
3. So, you're from Italy. \_\_\_\_ first language is Italian, isn't it?
4. They're from China. \_\_\_\_ first language is Chinese.
5. We're from Greece. \_\_\_\_ first language is Greek.
6. She's from Great Britain. \_\_\_\_ first language is English.
7. He's from the USA. \_\_\_\_ first language is English.

7. The members of the group were asked questions at the airport. Here they are again. Write them down using the correct word order.

1. Mr Brundon, you're, of the group, aren't, head, you?
2. aren't, a sociologist, you?
3. you, speak, do, English, Mr Morgan?
4. profession, what's, your?
5. country, you, are, from, what?
6. do, do, what, you, Mr Clarke?
7. this, first, is, time, your, in Moscow?
8. specialize, you, do, foreign, in, languages?
9. who, in, psychology, specializes?
10. where's, passport, your?

8. In the following phrases the verb is missing. Which one? Fill it in.

1. Let me \_\_\_\_ myself.
2. The group is \_\_\_\_ for you.
3. They \_\_\_\_ over there.
4. You're a sociologist, \_\_\_\_ you?
5. Mr Berg \_\_\_\_ my friend.
6. She \_\_\_\_ English. She is from Great Britain.
7. This \_\_\_\_ my passport.
8. We're \_\_\_\_ to make a film.
9. Oh, here he \_\_\_\_ !
10. I \_\_\_\_ disappoint you.
11. Our surnames \_\_\_\_ the same.
12. So, five people \_\_\_\_ missing.
13. One man \_\_\_\_ ill. He \_\_\_\_ not coming.
14. How absent-minded I \_\_\_\_ !



**9. Complete the following sentences:**

1. What \_\_\_\_ the news?
2. Where \_\_\_\_ my luggage?
3. Where \_\_\_\_ my money?
4. Your money \_\_\_\_ here.
5. He doesn't do \_\_\_\_ research work (much/many?).
6. His knowledge \_\_\_\_ great.
7. Here \_\_\_\_ your luggage.
8. Here \_\_\_\_ the money you need.
9. That luggage \_\_\_\_ very heavy.
10. The teacher's advice \_\_\_\_ helpful.
11. This woman \_\_\_\_ my colleague.
12. Those men \_\_\_\_ my colleagues.

**10. Write as many sentences as you can about yourself.**

Start with:

Let me introduce myself. My full name is ... .

For ideas:

a Congress participant, first time, deal with people of different occupations, fond of, speak English (Russian), my passport, my card, address, would like to see (visit), to be going to do, I think, ... , knowledge is power.

**11. Complete the following sentences and prepare a story about your group.**  
**Add any sentences you like about the members of the group (100—120 words ).**

1. There \_\_\_\_ an International \_\_\_\_ in Moscow.
2. The theme of the Congress is \_\_\_\_ \_\_\_\_ \_\_\_\_ .
3. We are the UNESCO \_\_\_\_ .
4. There \_\_\_\_ fifteen \_\_\_\_ on the list.
5. We \_\_\_\_ from different countries.
6. I believe all members of the group are pleased to participate in the \_\_\_\_ .
7. We \_\_\_\_ lucky.
8. The \_\_\_\_ is very busy: sessions, round-table talks, meetings, conferences, discussions.
9. There will be a large \_\_\_\_ programme.
10. All members of the group are attractive, \_\_\_\_ and \_\_\_\_ .
11. We ... going to work hard at the \_\_\_\_ .
12. The motto of our group is \_\_\_\_ \_\_\_\_ \_\_\_\_ .
13. Russell Brundon is \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ .
14. All the group members are \_\_\_\_ .

## Communicating

1. *Introduce yourself to a newcomer.*
2. *Introduce a) yourself to a foreigner; b) your friend to a foreigner.*
3. *Ask the members of the group a) what they are going to do at the Congress; b) which of them is in Moscow for the first time.*
4. *Tell as much as you can about a) the Head of the group; b) one of the members of the group you like most.*
5. *You are to meet the Congress participants at the airport. Make all the necessary arrangements to meet them. Act out the situations.*
6. *On the basis of the registration forms (see p. 44) make a report about the Congress participants.*
7. *Make a report on the Congress. Choose the most important things and count how many sentences you can say.*

## UNIT 2

## These Things Happen (At the Hotel)



(Мисс Перл прибыла в гостиницу).

— Доброе утро.  
Меня зовут Шерли Перл.  
Надеюсь,  
у вас есть номер для меня.

— (Администратор):  
Не могли бы вы сказать свое имя по буквам?

— ПЕРЛ — ШЕРЛИ ПЕРЛ.

— Минуточку, мисс Перл.  
Да, все правильно.  
Мы можем предложить вам  
одноместный номер с сегодняшнего дня на 12 дней.

— Есть ли там душ?

— В номере отдельная ванная комната, телевизор и холодильник.

— Сколько это стоит?

— 90 долларов в сутки.

— Плата приемлемая.

— Заполните этот бланк, пожалуйста.  
Подпишите здесь, пожалуйста.  
Вот ваш ключ.

(Miss Pearl has just arrived at the hotel).

A. Good morning.  
My name's Shirley Pearl.  
I believe  
you have a room for me.

R. (receptionist):  
Could you spell your name, please?

A. P-E-A-R-L, S-H-I-R-L-E-Y  
P-E-A-R-L.

R. Just a minute, Miss Pearl.  
Yes, that's right.  
We can offer  
you  
a single room  
from today for  
12 days.

A. Is there a shower?

R. There's a private bathroom,  
a TV set and  
a fridge.

A. How much is it?

R. 90 dollars a night.

A. Oh, it's a reasonable price.

R. Could you fill in this form, please?  
Will you sign here, please?  
Here's your key.

- Кстати, в котором часу завтрак?
- В любое время между 7 и 10 внизу в ресторане. Есть кофе и буфеты на всех этажах гостиницы.

A. What time's breakfast, by the way?

R. Any time **between 7 and 10** downstairs in the restaurant. There are coffee-stalls and snack bars **on every floor** of the hotel.



- Могу я позавтракать у себя в номере?
- Никаких проблем. Вы можете заказать завтрак по телефону Ленч у нас с 11 до 1.30, чай около 5, и обед в 6 или 7 часов.
- Где я могу купить марки и конверты?

A. Can I have breakfast in my room?

R. No problem. You can order it by phone. Lunch is **from 11 till 1.30**, tea at about 5, and dinner **at 6 or 7**.

A. Where can I buy stamps and envelopes?

— Газетный киоск прямо перед вами.

— Прекрасно, спасибо.

*(Кинорежиссер входит в холл.)*

— А вот и вы, наконец.  
Доброе утро.

— Доброе утро.  
Рада видеть вас.

— Как вы?

— Спасибо, хорошо.  
Немного устала после полета.  
А как ваши дела?

— Прекрасно, как всегда, спасибо.

— Рада слышать это.  
Как вам нравится здесь?

— Очень интересно.

— А как группа?

— Все они приятные люди,  
очень общительные.  
В каком вы номере (живете)

— М-м... 1532.

— Какая удача! Мы соседи!  
Мой номер на этом же этаже.  
Я провожу вас туда.

— А который час?

— Без четверти 10.

— Мои часы отстают на 3 часа.

— Ничего удивительно.  
Лондон на два часа отстаёт от Москвы.

**R.** The news-stand is right in front of you.

**A.** Ah, that's fine, thanks.

*(The film producer comes into the hall.)*

**F.** Ah, there you are at last!  
Good morning.

**A.** Good morning.  
Glad to see you.

**F.** How are you?

**A.** I'm quite well, thanks.  
A bit tired after the flight.  
And how are things with you?

**F.** Fine as usual, thank you.

**A.** Glad to hear it.  
How do you like it here?

**F.** Well, it's very interesting.

**A.** What about the group?

**F.** All of them are pleasant people,  
very sociable.  
What's your room number?

**A.** Er... 1532.

**F.** What luck! We are neighbours!  
My room's on the same floor.  
I'll take you there.

**A.** What time is it?

**F.** It's a quarter to 10.

**A.** Ah, my watch is three hours slow then.

**F.** No wonder.  
London is two hours behind Moscow.

(Кинорежиссер и актриса  
у двери номера.  
Дверь открыта.  
Они входят.)

— Послушайте!  
В комнате кто-то есть.  
Какой-то человек поет.

— Вы правы.  
Он в ванной.  
(Они слышат песню:  
"Что мне делать без тебя?  
Что я должен делать,  
чтобы начать жизнь  
заново?")

— (Стучит в дверь.)  
Кто там?  
Что вы делаете?

**Голос** (сердито):

— Не беспокойте меня.  
Я принимаю ванну.  
(Мужчина выходит в  
халате):  
Что вы хотите?  
Кто вы?

— Боюсь,  
здесь ошибка.  
Этот номер наш.

**Мужчина:** Ваш?  
Вы уверены?  
Это номер 1523.

— (Глядя на номер  
ключа):  
Извините, пожалуйста.  
Винюат.  
Я ошибся.  
Прошу прощения.

**Мужчина:** Такое  
бывает.

(Спустя несколько минут  
в номере 1532.)

(The film producer and the actress  
are at the door of a room.  
The door is open.  
They go in.)

**A.** Listen!  
There's somebody in the room.  
A man is singing.

**F.** You're right.  
He's in the bathroom.  
(They hear a song:  
"What can I do without you?  
What must I do  
to start my life  
anew?")

**F.** (Knocking.)  
Who's there?  
What are you doing?

**Voice** (angrily):

Don't disturb me, please.  
I'm taking a bath.  
(The man comes out in  
a dressing gown):  
What do you want?  
Who are you?

**F.** I'm afraid.  
there's a mistake.  
This room is ours.

**Man:** Yours?  
Are you sure?  
This is room 1523.

**F.** (Looking at the number  
of the key):  
Oh, awfully sorry.  
It's my fault.  
I've made a mistake.  
Do forgive me.

**Man:** These things  
happen.

(Some minutes later  
in room 1532.)

- Вы можете спуститься через три четверти часа?
- Помилуйте! Можете дать мне полтора часа? Мне нужно время для душа и чашки кофе.
- Хорошо. Через полтора часа я буду ждать вас внизу. Не опаздывайте. Автобус отходит ровно в 12.
- Но я ведь никогда не опаздываю!
- До встречи в холле гостиницы.

*(Без 10 минут 12.)*

- Погода скверная сегодня. не так ли?
- Да, пожалуй.
- Что случилось? Вы выглядите таким расстроенным.
- Беда в том, что я не могу жить в своем номере.
- Что в нем не так?
- Ничего плохого в самом номере нет. Комната достаточно большая. Она выходит окнами во двор, и поэтому она не шумная.
- Она уютная?
- Она светлая, чистая, удобная

**F.** Can you come down in in three quarters of an hour?

**A.** Have pity!  
Can you give me an hour and a half?  
I need time for a shower and a cup of coffee.

**F.** All right then.  
In an hour and a half I'll be waiting for you downstairs.  
Don't be late.  
The bus leaves at 12 sharp.

**A.** Oh, I'm never late, am I?

**F.** See you in the lobby of the hotel.

*(At 10 minutes to 12.)*

**T.** The weather's nasty today, isn't it?

**B.** Yes, rather, isn't it?

**S.** What's up?  
You look so upset.

**W.** The trouble is I can't stay in my room.

**S.** What's wrong with it?

**W.** Nothing's wrong with the room itself.  
The room is large enough.  
It faces the yard, so it isn't noisy.

**T.** Is it comfortable?

**W.** It's light, clean, comfortable

и даже солнечная.  
Мне она очень нравится.  
Но мне не нравится  
человек,  
который живет  
рядом в номере.

and even sunny.  
I like it very much.  
But I don't like  
the man  
who is  
next door to me.

— Что же он сделал?

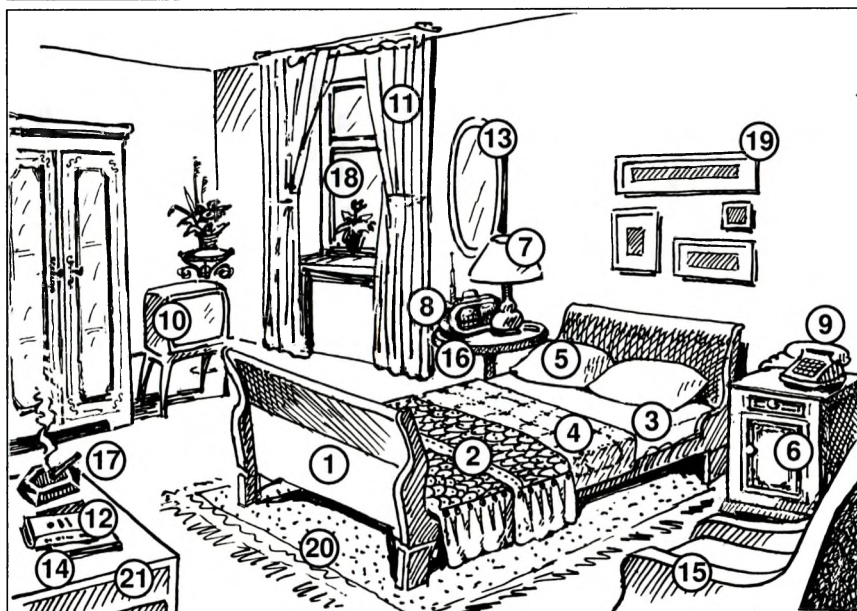
**S.** Why! What has he done?

— Да ничего плохого он  
не сделал.  
Скорее всего  
он музыкант.  
Он играет  
на своей скрипке  
дни и ночи.

**W.** He hasn't done anything  
wrong.  
I suppose  
he's a musician.  
He plays  
his violin  
day and night.

— Как неприятно (досадно)!

**B.** How annoying!



- |                    |                       |                |             |
|--------------------|-----------------------|----------------|-------------|
| 1. bed             | 7. lamp               | 13. mirror     | 19. picture |
| 2. bedspread/quilt | 8. radio              | 14. stationery | 20. carpet  |
| 3. sheet           | 9. telephone          | 15. chair      | 21. desk    |
| 4. blanket         | 10. television        | 16. table      |             |
| 5. pillow          | 11. curtain           | 17. ashtray    |             |
| 6. bedside table   | 12. hotel information | 18. window     |             |



— Он готовится к конкурсу имени Чайковского, не так ли?

— Вероятно.  
Я не мог спать прошлую ночь.  
Мне нужна комната, чтобы работать и спать, а не слушать музыку.  
Есть ли свободные номера в гостинице?

— Боюсь, что нет никаких.

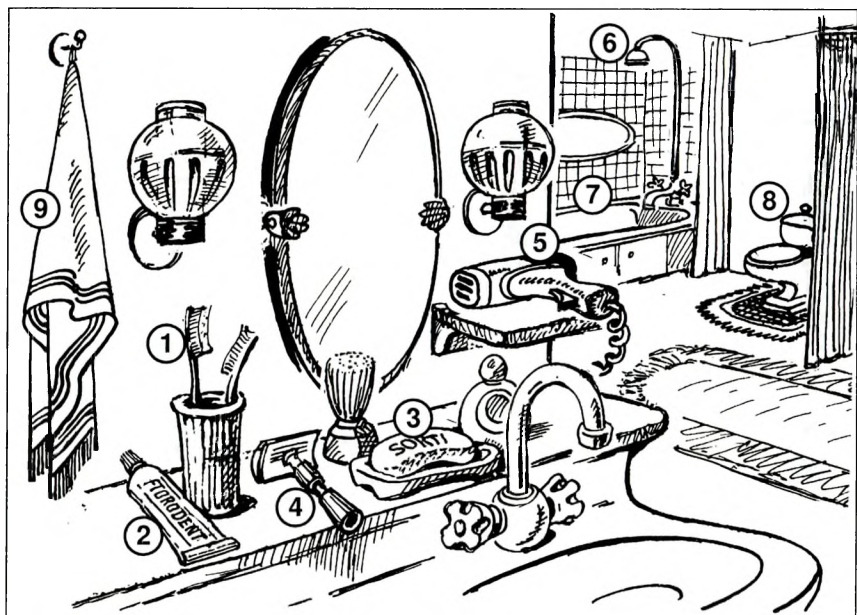
— Что же мне делать?

**F.** He's preparing for the Tchaikovsky Competition, isn't he?

**W.** Probably.  
I couldn't sleep last night.  
I need a room to work and sleep in, not to listen to music.  
Are there any vacant rooms in the hotel?

**T.** I'm afraid not, none at all ...

**W.** What shall I do?



1. toothbrush
2. toothpaste
3. bar of soap
4. razor
5. hairdryer

6. shower
7. bath
8. toilet
9. towel

- Не волнуйтесь.
- Я могу помочь вам.  
Вы курите?
- Нет.
- Тем лучше.  
У меня есть номер на двоих.  
Мы можем жить там вместе.
- Насколько я понял,  
вам необходимо  
удинение для работы,  
не так ли?
- Меня целый день нет в  
номере.  
Вы можете  
распоряжаться комнатой.
- Вы так внимательны!  
Спасибо вам большое.
- Ничего, ничего.  
Не стоит благодарности.

- T. Don't worry.
- C. I can help you.  
Do you smoke?
- W. No, I don't.
- C. So much the better.  
I have a double room.  
We can share it.
- S. As far as I understand,  
you need  
privacy for your work,  
don't you?
- C. I'm out all day long.  
  
You can  
have the room all to yourself.
- W. You're so considerate!  
Thank you very much.
- C. That's all right!  
Don't mention it.

(У стола администратора)

- Извините, не уделите  
ли вы мне минутку?
- Девушка:** Конечно.
- Какие бытовые службы  
есть в гостинице?

**Девушка:**

Есть парикмахерская  
обмен валюты,  
почта,  
химчистка,  
ремонт обуви и  
прачечная.  
Все они на  
первом этаже.

- Спасибо.  
Кстати,  
что вы делаете  
сегодня вечером?

(At the reception desk)

- C. Excuse me, can  
you spare me a minute?
- Girl:** Certainly.
- C. What facilities  
are there in the hotel?

**Girl:**

There's *a hairdresser's*,  
*a currency exchange*,  
*a post-office*,  
*a dry-cleaner's*,  
*a shoe repair shop* and  
*a laundry*.  
All of them are on  
the ground floor.

- C. Thank you.  
By the way,  
what are you doing  
tonight?

**Девушка:** Простите?  
Что вы сказали?

— Я хочу сказать,  
почему бы нам не сходить  
куда-нибудь вместе?

**Девушка:**  
Простите, я занята.

— А завтра?

**Девушка:**  
Я занята сегодня.  
Я была занята вчера.  
Я буду занята завтра.  
Кроме того,  
я не провожу время  
с незнакомыми людьми.

— Но все знают  
меня здесь!  
Все же я должен извиниться.  
Я не имел в виду  
ничего плохого.

*(Голоса участников  
Конгресса):*

— Скорее, Тони!  
Мы ждем!

— Вы не теряете время  
однако!

— Я не могу позволить  
себе терять время!

— Взгляните!  
Идет дождь.

— Никогда не знаешь,  
чего можно ожидать от  
погоды!

— Где наши  
зонты?

**Girl:** Pardon?  
What did you say?

**C.** I mean  
why don't we go out  
together?

**Girl:**  
I'm sorry, I'm busy.

**C.** What about tomorrow?

**Girl:**  
I'm busy **today**.  
I **was** busy **yesterday**.  
I'll be busy **tomorrow**.  
Besides,  
I don't go out  
with strangers.

**C.** But everybody knows  
me here!  
Yet I must apologize.  
I meant quite well.

*(Voices of the Congress  
participants):*

— Come on, Tony!  
We're waiting!

**E.** You're not wasting time,  
are you?

**C.** I can't afford  
to waste time.

**B.** Ah, look at that!  
It's raining.

**S.** You never know  
where you are with  
the weather!

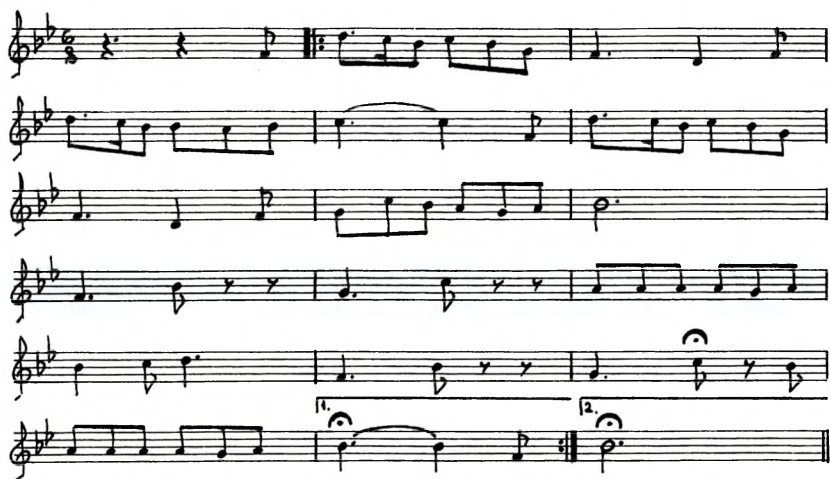
**L.** Where are our  
umbrellas?

# Singing Together



Why not sing a traditional English song?

## My Bonnie



My Bonnie is over the ocean  
 My Bonnie is over the sea  
 My Bonnie is over the ocean  
 Oh, bring back my Bonnie to me.

### Chorus:

Bring back, bring back  
 Oh, bring back my Bonnie to me, to me  
 Bring back, bring back  
 Oh, bring back my Bonnie to me, to me.

Oh, blow ye winds over the ocean  
 Oh, blow ye winds over the sea  
 Oh, blow ye winds over the ocean  
 And bring back my Bonnie to me.

### Chorus:

Last night as I lay on my pillow  
Last night as I lay on my bed  
Last night as I lay on my pillow  
I dreamed that my Bonnie was dead.

*Chorus:*

The winds have blown over the ocean  
The winds have blown over the sea  
The winds have blown over the ocean  
And brought back my Bonnie to me.

*Final Chorus:*

Brought back, brought back  
Oh, brought back my Bonnie to me, to me  
Brought back, brought back  
Oh, brought back my Bonnie to me, to me.

## **Interviews, Interviews ...**

*Russell Brundon tells us about London and gives us some advice.*

### **London Capital City**

London is not only the capital of England, it's also the capital of the U.K. It's also the largest city in the country, with a population of almost eight million.

London, then named *Londinium*, was the place where the invading Romans<sup>1</sup> first crossed the River Thames. They built a city, a square mile in size, and surrounded<sup>2</sup> it with a defensive<sup>3</sup> wall. The foundations can today be seen<sup>4</sup> at London Wall and near the Tower of London.

What is now called **the City** was the original site of London. Only in the 11th century did King Edward the Confessor build a huge abbey<sup>5</sup> in nearby Westminster. The Houses of Parliament, and most of Britain's important ministries and government departments<sup>6</sup>, are still in Westminster. The City of London is now Britain's (and Europe's) financial centre.

<sup>1</sup> **the invading Romans** — римляне-завоеватели. <sup>2</sup> **to surround** — окружить.  
<sup>3</sup> **defensive** — защитная. <sup>4</sup> **can be seen** — можно видеть. <sup>5</sup> **huge abbey** —  
огромное аббатство. <sup>6</sup> **government departments** — правительственные  
учреждения.

## Be Streetwise in London

(Can you translate the following pieces of advice into Russian?)

Here are some things to remember if you want to make the most of your visit in London:

- ☒ Always write down the address where you are staying and carry it around with you. Don't forget the postcode. It is important because there are so many streets in London with the same name. There are 14 *Church Roads* in central London alone, not to count the *Church Lanes, Streets, Hills, and Crescents*.
- ☒ Buy an *A to Z*. It's a book of street maps, with a complete list of every street in London. It costs about £ 3.00.
- ☒ Buy a guide book, and read about the places you want to visit before you go. *Nickolson Guides* are very good. "Time Out" also publishes "London for Visitors".
- ☒ Get a bus map and a tube map from **Tourist Information Centres** or tube stations and bus garages.
- ☒ Buy a bus pass, **Travelcard** or **Capitalcard**, it's much cheaper than buying a separate ticket for each bus, underground or train journey. You can get them at tube and railway stations, and bus garages. Many newsagents sell them, too.
- ☒ Buy tickets for concerts, theatres and sports events from box offices and ticket agencies, not from a **ticket tout** (someone who sells tickets in the street). Their tickets are extremely expensive and not always genuine.





## Be Hotelwise

(Can you translate the following information into Russian?)

- ★ Small hotel. Probably no private bathroom and toilet. Probably serves breakfast only.
- ★★ Some rooms have a private bathroom and toilet. Probably serves breakfast only.
- ★★★ Most rooms have a private bathroom and toilet. More facilities and better services.
- ★★★★ Very high standard. All rooms with private bathroom and toilet, television and telephone.
- ★★★★★ Luxury hotel. Highest international standard.

Most people stay either in a hotel or in a **Bed and Breakfast** — sometimes called simply '**B and B**'. A **B&B** is much cheaper than a hotel. They are sometimes called **guest houses**. They are usually large, private houses which have been converted to make bedrooms for guests.

**Where to stay**  
Have you got a room?

**Thomas  
Cook**

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Budget/Student rates from	£15 single room	£25 double room
Bed & Breakfast rates from	£25 single room	£35 double room
Standard Hotel rates from	£50 single room	£70 double room
Superior Hotel rates from	£80 single room	£100 double room

### Other services include

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## An English Breakfast

Only about 45% of British families eat a **traditional "English" breakfast** of cereals, bacon and eggs, toast and marmalade. More Britons are turning to healthier food like wholemeal bread<sup>1</sup>, muesli<sup>2</sup> and skimmed<sup>3</sup> milk.

Some people prefer what the Europeans call a **"Continental" breakfast**. In 4 and 5 star hotels you are usually given a form where you can choose what you like best and order your breakfast to your room at the desired<sup>4</sup> service time.

<sup>1</sup> **wholemeal bread** — хлеб, сделанный из муки крупного помола с отрубями.

<sup>2</sup> **muesli** ['mju:zli] — смесь из зерен злаков, орехов, сухофруктов для завтрака, едят ее с йогуртом или молоком. <sup>3</sup> **skimmed** — обезжиренное. <sup>4</sup> **desired** — желаемое (требуемое).



What would you choose for breakfast?



### ROOM SERVICE BREAKFAST

Please fill in this order card and place it outside your bedroom door.

Room No. \_\_\_\_\_ Date \_\_\_\_\_

For your convenience we are pleased to offer our  
**EXECUTIVE ENGLISH BREAKFAST**  
PRICE £11.75 (inc. VAT)

Your Breakfast includes all the following (please tick your choice):

ORANGE JUICE ☐ GRAPEFRUIT JUICE ☐ APPLE JUICE ☐  
 NATURAL YOGHURT ☐ FRUIT YOGHURT ☐  
 CORNFLAKES ☐ ALPEN ☐ BRANFLAKES ☐  
 \*\*\*\*\*  
 FRESH ROLLS/CROISSANTS - BUTTER - PRESERVES  
 \*\*\*\*\*  
 TEA WITH MILK ☐ COFFEE ☐  
 TEA WITH LEMON ☐ DECAFFEINATED COFFEE ☐  
 COLD MILK ☐  
 \*\*\*\*\*  
 TRADITIONAL ENGLISH MIXED GRILL.  
 7.00-7.30am ☐ 7.30-8.00am ☐ 8.30-9.00am ☐ 9.00-9.30am ☐  
 7.00-7.30am ☐ 7.30-8.00am ☐ 8.30-9.00am ☐ 9.00-9.30am ☐  
 FOR AN EXPRESS CONTINENTAL BREAKFAST  
SEE THE REVERSE SIDE OF THIS CARD



### ROOM SERVICE BREAKFAST

Please fill in this order card and place it outside your bedroom door. The breakfast tray will be placed outside your room by 7.00 a.m. so that you can enjoy your breakfast at your leisure.

Room No. \_\_\_\_\_ Date \_\_\_\_\_

For your convenience we are pleased to offer our  
**EXPRESS CONTINENTAL BREAKFAST**  
PRICE £7.75 (inc. VAT)

Your Breakfast includes all the following

CEREAL - ORANGE JUICE - YOGHURT  
CHEESE - FRESH FRUIT  
\*\*\*\*\*  
 FRESH ROLLS/CROISSANTS - BUTTER - PRESERVES  
 \*\*\*\*\*  
 COFFEE ☐ TEA ☐  
 Please tick choice

FOR FULL EXECUTIVE ENGLISH BREAKFAST  
SEE THE REVERSE SIDE OF THIS CARD



## If You Are Driving in the Fog<sup>1</sup>

Our test-pilot gives some advice:

- ☒ Fasten your seatbelts!
- ☒ Slow down as soon as you see fog on the road.
- ☒ Never believe the driver in front knows what he is doing.
- ☒ Always drive at such a speed<sup>2</sup> that you can stop in half the distance between yourself and the car in front.
- ☒ Don't try to overtake!<sup>3</sup>
- ☒ Switch on your headlights and windscreen wipers<sup>4</sup> as soon as there's fog. Open the windows.


<sup>1</sup> fog — туман. <sup>2</sup> at such a speed — на такой скорости. <sup>3</sup> to overtake — обгонять. <sup>4</sup> windscreen wipers — стеклоочистители.





**Tell us** a) what you *always, sometimes or never* do and  
b) what you *mustn't* do when driving in the fog.


## It Is Interesting to Know


### What Time Is It by Your Digital Watch?


 It's 10 (minutes) past 7.  
in the morning 7.10 a.m. 07:10  
in the evening 7.10 p.m. 19:10

 It's 20 (minutes) to 8.  
in the morning 7.40 a.m. 07:40  
in the evening 7.40 p.m. 19:40

 It's a quarter past 7.  
in the morning 7.15 a.m. 07:15  
in the evening 7.15 p.m. 19:15

 It's a quarter to 8.  
in the morning 7.45 a.m. 07:45  
in the evening 7.45 p.m. 19:45

 It's half past 7.  
in the morning 7.30 a.m. 07:30  
in the evening 7.30 p.m. 19:30

 It's 8 o'clock sharp.  
in the morning 8.00 a.m. 08:00  
in the evening 8.00 p.m. 20:00

## Things to Consider

### THE DATE

**You read:**

1 Feb  
2 Aug  
3 Dec  
4 Oct  
21 Jan

**on**

**You say:**

the first of February  
the second of August  
the third of December  
the fourth of October  
the twenty-first of January

**Be careful with the date.** In Britain they write the day first, but in the United States they write the month first.



In **Great Britain** 12.06.94 means the twelfth of June.

In the **United States** 12.06.94 means the sixth of December.

So, 6/11/87 (**UK**) means the sixth of November.  
6/11/87 (**US**) means the eleventh of June.

### THE TIME

**You see:**

09.00  
09.30  
1 p.m./13.00  
1.30/13.30

**at**

**You say:**

nine o'clock  
nine thirty  
one o'clock/thirteen hours  
one thirty/thirteen thirty

## Greenwich Where Time Begins

Moscow time is two hours (or three hours in winter) ahead of **Greenwich Mean Time**, the abbreviation is **GMT**. This is the standard time in Great Britain which is used to calculate<sup>1</sup> the time in the rest of the world. For example, when it is noon in Moscow it is

11.00 a.m. GMT in Athens, Cairo and Helsinki

10.00 a.m. GMT in Berlin, Paris, Stockholm and Vienna

9.00 a.m. GMT in London

4.00 a.m. GMT on the east coast of the U.S.

**The centre of time and space is just five miles from the centre of London.**

Russia is divided into 11 time zones. Check<sup>2</sup> the time difference before departure<sup>3</sup> abroad<sup>4</sup> and keep it in mind<sup>5</sup> when making overseas<sup>6</sup> phone calls.

<sup>1</sup> to calculate — исчислять. <sup>2</sup> to check — проверять. <sup>3</sup> departure — отъезд.  
<sup>4</sup> abroad — за границей. <sup>5</sup> to keep smth in mind — иметь в виду. <sup>6</sup> overseas — за рубежом (буке. заморский).

## What's the Weather Like?



The sky's  
clear.  
The sun is  
shining.



The sky's  
cloudy.  
It's raining.



The weather's  
nasty.  
There're  
thunder-  
storms.

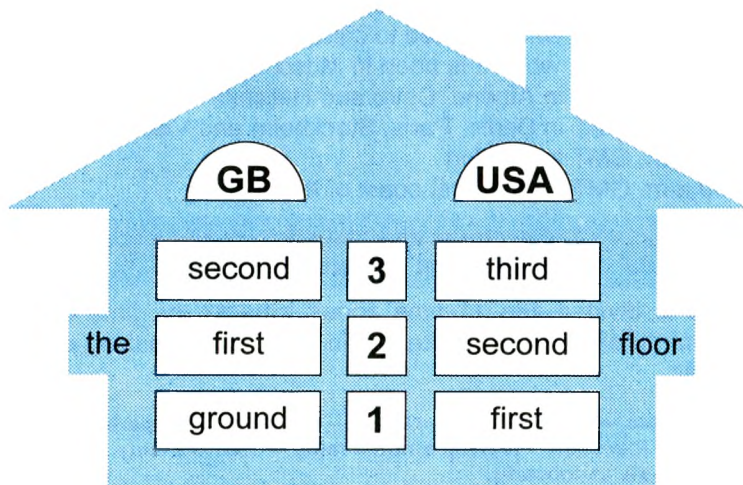


It's cold and  
frosty.  
It's snowing.

## Which Floor Is It?

- Your room is on the second floor.
- Is it? I couldn't find it there.

*The names of the floors are not the same in British and American English:*





## How to Address People in English

I. When we talk about people, we can name them in three ways:

A. We can use the first name, which is informal.

**Where's Peter?**

**If it isn't Wesley!**

B. We can use the first name and surname (= family name), which can be formal or informal.

**Isn't it Wesley West, the film producer?**

C. We can use a "title" (**Mr**, **Mrs**, **Ms** or **Miss**) with the surname. This is more formal.

**Can I speak to Mr West, please?**

**Ask Miss Pearl to come in, please.**

We use **Ms** ... or **Miss** ... addressing unmarried women.

**Dr** is used as a title for doctors (medical or other).

**Professor (Prof.)** is used as a title only for high-ranking university teachers or scientists. Note that the wives of doctors and professors do not share their husbands' titles.

II. Talking to people is not quite the same as talking about them. There is a choice of only two ways:

A. We can use the first name. This is usually friendly and informal.

**Hullo, Fred. How are you?**

B. We can use "title + surname". This is formal and respectful<sup>1</sup>.

**Good morning, Mr(s) Robinson.**

It would be unusual to say "Hullo, Peter Robinson", for example, because we do not usually use both the first name and the surname of somebody we are talking to.

People sometimes address a woman as **Madam** when they are being very formal and polite. In this case the speaker does not use the name of the lady.

**I'm sorry, Madam, but the office you need is next door.  
She likes being called Madam Chairman.**

**Madam** is most commonly used in speech by shop assistants, hair-dressers and waiters.

**Would Madam like to try another pair of shoes?**

**Sir** is the title used in front of the name of a knight<sup>2</sup> or baronet<sup>3</sup>.

**He invited Sir John Hargreaves to dinner.**

In spoken English **Sir** is most commonly used by shop assistants and waiters, by schoolchildren when they address their male teachers, and by soldiers when they address their officers.

**Would you like black or white coffee, Sir?**

**I am sorry I'm late, Sir.**

**Brigadier Tomlinson wants to see you, Sir.**

Note, that **Mr**, **Mrs**, **Ms**, and **Miss** are not usually used alone (without the surname), with one exception<sup>4</sup> only: in Britain children often address women school teachers as **Miss**.

<sup>1</sup> **respectful** — почтительный. <sup>2</sup> **knight** — дворянское звание (рыцарь).

<sup>3</sup> **baronet** — баронет (дворянское звание; выше, чем "knight"). <sup>4</sup> **exception** — исключение.



**Can you tell your friends when the English use the following patterns:**

**first name ; first name + surname ; title + surname ?**

## How to Say Goodbye

In English they often say things in many different ways. One good example of this is what they say when they are leaving someone. The usual form is "**goodbye**", but you may hear many variations of this. "**Bye-bye**" is the most common, but this can also be shortened to "**bye**". If someone is in a hurry, they often don't say "goodbye" completely, but say what they are going to do: "**Must go**"; "**I've got to be going**"; "**Can't wait**"; "**Must dash**"; "**There's work to do**". The most popular expressions seem to be "**See you**" or "**So long**".



**Prove you've understood the text by translating the phrases in quotation marks (").**

## Helpful Prompts

### Hotel reservations

I'd like to	book	a single/double room with private	bath
	reserve		shower
			toilet

I'd like to reserve for	the night of...
	three nights

Is breakfast included?

English or Continental breakfast?

Is there a vacancy?

I'm afraid	I can't help you
	you'll have no choice
	we're fully booked
	we have no vacancies

How much is the room?

Service and tax	are	included
	are not	
	are extra	

There's a 10% service charge (on top)

It's a pre-paid reservation

The room will be held	until you arrive
	until 7 p.m.

Is there a night porter?

## Expressing Interest

*Some extra words in conversations are not important to the meaning of the story, but they show interest in the speaker.*

### Examples

I understand  
see  
don't believe it!  
can hardly believe it!

How

nice.  
sad.  
exciting!  
interesting.  
annoying.

Good.  
Go on.  
Oh?  
Oh, dear.  
Really?  
Uh-huh.

## Goodbyes

### Saying Goodbye

See you around/later.

See you.

So long.

Take care.

Have a good/nice

day.  
afternoon.  
week.

I'll get in touch with you.

Keep in touch. Stay in touch.

Give me a call/ring.

### Explaining the reason why you are leaving:

Sorry, I must go.  
I've got to be going.  
can't wait.  
must dash.  
there's work to do.  
I've got to run/hurry.

### Pleasantries when saying goodbye:

I've enjoyed meeting/seeing you.  
It's been good seeing you again.  
It was nice talking to you.  
I hope we meet again.



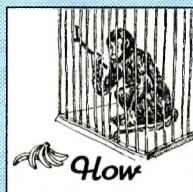
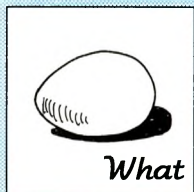
## Poems to Enjoy

### Six Serving Men

Rudyard Kipling (1865-1936)

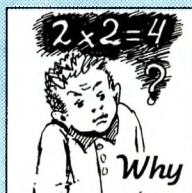


I have six honest<sup>1</sup> serving men  
They taught<sup>2</sup> me all I knew  
Their names are **What** and **Why** and **When**  
and **How** and **Where** and **Who**.



I send them over land and sea  
I send them East and West  
But after they have worked for me  
I give them all a rest.

<sup>1</sup> honest — честный. <sup>2</sup> taught — научили.



? Who or what did the poet mean by “six serving men”? How do you understand the idea of the poem?

## Jokes, Laughs, Smiles

### A Clever Mathematician

A little boy wanted to have an orange. “How many are there on the dish?” asked his mother. He counted them. “Just three,” he said. “Very well,” was the answer. “There is one for Father, one for me, and one for you. You can have one.”

He ate it and wanted another. “How many are left?” asked the boy’s mother. “Just two,” he answered, “one for Father and one for me.”

“But where is mine?” asked the mother.

“I have eaten it,” answered the boy.

## Are Too Many American Dollars Going Overseas?

A typical American drives home from a **French movie** in his **German car**, sits on **Danish furniture**<sup>1</sup> in his **Italian suit**, drinks **Brazilian coffee** out of **English china**<sup>2</sup>, listens to a **Japanese stereo** and writes a letter on **Irish paper** complaining<sup>3</sup> to his Congressman that too many **American dollars** are going overseas. What do you think of it?

<sup>1</sup> **furniture** — мебель. <sup>2</sup> **china** — фарфор. <sup>3</sup> **to complain** — жаловаться.

## Riddle Me, Riddle ...

- What can you see with your eyes shut?
- He is my father's son, but not my brother.  
Who is he?

(1. a dream 2. It's me)

## Commentary

1

### THE FOUR FORMS OF THE VERB

(Четыре формы глагола)

Инфинитив (неопределенная форма глагола) <b>Infinitive</b> (что с/делать?)	Прошедшее простое <b>Past Simple</b> (что с/делал?)	Причастие прошедшего времени <b>Past Participle</b>	Причастие настоящего времени <b>Present Participle</b>
to have	<b>had</b>	<b>had</b>	<b>having</b>
to be	<b>was/were</b>	<b>been</b>	<b>being</b>
to help	<b>helped</b>	<b>helped</b>	<b>helping</b>
to ask	<b>asked</b>	<b>asked</b>	<b>asking</b>

Частица **to** является формальным признаком инфинитива. Так называемые **правильные глаголы (regular verbs)** образуют 2-ю и 3-ю формы при помощи окончания **-ed**.

<b>lived</b> [lɪvd]	<b>helped</b> [helpt]	<b>ended</b> ['endɪd]
<b>answered</b> ['ɑ:nsəd]	<b>asked</b> [ɑ:skt]	<b>wanted</b> ['wɒntɪd]
<b>played</b> [pleɪd]	<b>washed</b> [wɒʃt]	<b>waited</b> ['weɪtɪd]

Формы неправильных глаголов (*irregular verbs*) следует запомнить (See Appendix, p. 373—374.):

Infinitive		Past Simple	Past Participle
быть	<b>be</b>	<b>was, were</b> [wɒz], [wə:]	<b>been</b> [bi:n]
начинать	<b>begin</b>	<b>began</b> [br'gæn]	<b>begun</b> [br'gʌn]
приходить	<b>come</b>	<b>came</b> [keɪm]	<b>come</b> [kʌm]
делать	<b>do</b>	<b>did</b> [dɪd]	<b>done</b> [dʌn]
вести	<b>drive</b>	<b>drove</b> [drouv]	<b>driven</b> ['drɪvn]
получать	<b>get</b>	<b>got</b> [gɒt]	<b>got</b> [gɒt]
давать	<b>give</b>	<b>gave</b> [geɪv]	<b>given</b> ['gɪvn]
идти	<b>go</b>	<b>went</b> [went]	<b>gone</b> [gɒn]
иметь	<b>have</b>	<b>had</b> [hæd]	<b>had</b> [hæd]
покидать	<b>leave</b>	<b>left</b> [left]	<b>left</b> [left]
класть	<b>put</b> [put]	<b>put</b> [put]	<b>put</b> [put]
читать	<b>read</b>	<b>read</b> [red]	<b>read</b> [red]
говорить	<b>say</b>	<b>said</b> [sed]	<b>said</b> [sed]
видеть	<b>see</b>	<b>saw</b> [sɔ:]	<b>seen</b> [si:n]
показывать	<b>show</b>	<b>showed</b> [ʃəʊd]	<b>shown</b> [ʃəʊn]
брать	<b>take</b>	<b>took</b> [tuk]	<b>taken</b> ['teɪkn]
писать	<b>write</b>	<b>wrote</b> [raʊt]	<b>written</b> ['rɪtn]

4-я форма всех глаголов образуется при помощи окончания **-ing**: **having, asking**.

## 2

## CONTINUOUS TENSE FORMS

The group **is waiting** for you.  
What **are** you **doing** here?

Группа ждет вас.  
Что вы делаете здесь?

вспомогательный глагол **be**  
в настоящем, прошедшем,  
будущем

+

4-я форма глагола

be doing

**2.1. The Present Continuous Tense**

I	<b>am</b> <b>'m</b>	<b>reading</b> a book now. <b>eating</b> apples now.
You	<b>are</b> <b>'re</b>	
He She (It)	<b>is</b> <b>'s</b>	<b>not reading</b> a book now. <b>not eating</b> apples now.
We You They	<b>are</b> <b>'re</b>	

<b>Am</b> I	<b>reading</b> a book?	Yes, I <b>am</b> . No, I'm <b>not</b> .
<b>Are</b> you <b>Is</b> he/she		Yes, he/she <b>is</b> . No, he/she <b>isn't</b> .
<b>Are</b> we/you/they		Yes, we/you/they <b>are</b> . No, we/you/they <b>aren't</b> .
What	<b>are</b> you/they <b>is</b> he/she	<b>doing?</b> I'm <b>reading</b> a book. We/they're <b>reading</b> a book. He/she's <b>reading</b> a book.

Данные формы употребляются для выражения действия, которое совершается в момент речи и длится как процесс.



Следующие глаголы, выражающие чувства, восприятия и умственную деятельность, обычно не употребляются в формах Continuous: **hear, see, know, understand, (dis)like, want, seem, wish.**

С глаголами движения **go, start, come, leave** the Present Continuous Tense Forms употребляются для выражения будущего действия.

She **is coming** in a day or two.

Она приезжает через пару дней.

**Are you leaving** tomorrow?

Вы уезжаете завтра?

## 2.2. The Past Continuous Tense

Употребляется для выражения длительного действия, происходившего в прошлом в определенный момент или период, на что часто указывают такие обстоятельства, как:

**at 6 yesterday** — вчера в 6

**from 5 to 6** — от 5 до 6

**all the time** — все это время

	I He She It	<b>was</b> <b>wasn't</b> <b>was not</b>	<b>working</b> at 6 yesterday (all the time).
<b>Was</b>	I he she it		<b>working</b> at 6 yesterday (all the time)?
	We You They	<b>were</b> <b>weren't</b> <b>were not</b>	<b>working</b> at 6 yesterday (all the time).
<b>Were</b>	we you they		<b>working</b> at 6 yesterday (all the time)?

### 2.3. The Future Continuous Tense

Употребляется для выражения длительного действия, которое состоится в определенный момент в будущем:

I (he, she, we, you, they) **'ll be waiting** for John at 10 o'clock.

### 3 THE WORD ORDER IN THE ENGLISH SENTENCE

#### (Порядок слов английского предложения)

#### Утвердительное предложение

Подлежащее	Сказуемое	Дополнение	Обстоятельства места, времени, причины, цели и т.п.
кто? что?	что делает? с/делал?	кого? что? (вин. п.) и другие вопросы косвенных падежей	где? когда? почему? и др.
His brother	is reading	a book	in the library now.

#### Общий вопрос

Is	his brother	reading	a book	in the library now?
----	-------------	---------	--------	---------------------

#### Специальные вопросы

What	is	his brother	reading		in the library now?
Why				a book	in the library?

#### Вопросительные слова

(кто) **Who's** there?

(что) **What** are you doing?

(когда) **When** are you back?

(как) **How** are you?

(чей, чья, чье) **Whose** photo is this?

(почему) **Why** not go out together?

(где) **Where** are our umbrellas?

(сколько)

**How much** time have you got?

**How many** books have you got?

(сколько времени) **How long** does it take you?

(в какое время) **What time's** breakfast?

(который/ая из ...) **Which of these** is your room?

Вопрос к подлежащему или его определению имеет порядок слов утвердительного предложения:

<b>Who</b>	<b>is</b>	<b>reading</b>	<b>a book</b>	<b>in the library?</b>
<b>Whose brother</b>	<b>is</b>	<b>reading</b>	<b>a book</b>	<b>in the library?</b>

#### 4

### MODAL VERBS (Модальные глаголы)

#### **Can, could**

(способность, возможность или разрешение совершить действие)

I **can** speak English a little.

Я немного говорю (буке. умею говорить) по-английски.

**Can** I have breakfast in my room?

Могу я позавтракать у себя в номере?

You **can** do it by phone.

Вы можете сделать это по телефону.

I **couldn't** sleep last night.

Я не мог спать прошлой ночью.

#### **May**

(разрешение или предположение с небольшой степенью уверенности)

**May** I have a word with you?

Можно мне поговорить с вами?

It **may** rain.

Возможно, будет дождь.



**Must**

(долженствование или предположение с достаточно большой степенью уверенности)

You **must** do it at once.

Вы должны сделать это немедленно.

She **must** be at home now.

Она, наверное, сейчас дома.

I, you He, she We, they	<b>can</b> <b>cannot</b> ['kænɒt] <b>can't</b> [kɑ:nt]	do it	here.
	<b>may</b> <b>may not</b>		
	<b>must</b> <b>must not</b> <b>mustn't</b> ['mʌs(t)nt]		

<b>Can</b>	I, you he, she we, they	do it?	Yes, I can. No, I cannot. No, I can't.
<b>May</b>			Yes, he may. Yes, he must. No, he needn't. No, he mustn't.
<b>Must</b>			



**May** I take these papers?

Yes, **you may**. — Да, можно.

No, **you mustn't**. — Нет, нельзя.



**Must** I do it at once?

Yes, **you'd better**. — Да, хорошо бы.

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



**Could** может выражать просьбу в вежливой форме.

**Could** you spell your name, please? — Не могли бы вы сказать свое имя по буквам?

## 5

## POSSESSIVES

### 5.1. Абсолютная форма притяжательных местоимений

Употребляется вместо существительного с предшествующим ему притяжательным местоимением (see p. 368):

Is it **your** room?

Это ваша комната?

The room is **mine**.

Комната моя.

It's	<b>my</b> room.	It's	<b>mine</b>
	<b>your</b> room.		<b>yours</b>
	<b>his</b> room.		<b>his</b>
	<b>her</b> room.		<b>hers</b>
	<b>our</b> room.		<b>ours</b>
	<b>their</b> room.		<b>theirs</b>
	<b>its</b> place (the dog's place)		—

### 5.2. Nouns in the Possessive Case

Существительные в притяжательном падеже отвечают на вопрос "чей, чья, чье":

the boy's [z] name — имя мальчика

Mr West's [s] film — фильм м-ра Уэста

Harry's [z] book — книга Хэрриса

Charles's [ɪz] friends — друзья Чарльза





**at the barber's** — в парикмахерской  
**at the cleaner's** — в химчистке

### 5.3. Отношения родительного падежа передаются часто порядком слов:

**a science fiction writer** — писатель-фантаст  
**the Congress programme** — программа конгресса  
**London Health Centre** — центр здоровья в Лондоне  
**Liverpool City football club** — футбольный клуб города Ливерпуля

### 5.4. После ряда глаголов употребляются предлоги:

**to smile at smb/smith** — улыбаться кому-л./чему-л.  
**to look at smb/smith** — смотреть на кого-л./что-л.  
**to look for smb/smith** — искать кого-л./что-л.  
**to listen to smb/smith** — слушать кого-л./что-л.  
**to wait for smb/smith** — ждать кого-л./чего-л.  
**to speak of smb/smith** — говорить о ком-л./чем-л.

В вопросах с такими глаголами предлоги занимают позицию после глагола:

Who  
What

are you

smiling **at**?  
 looking **at**?  
 looking **for**?  
 listening **to**?  
 waiting **for**?  
 speaking **of**?

## Programme 2

**Practise what you can say or hear communicating with people.  
 Make up as many sentences as possible.**

1.

Was	he she	*there **yesterday?	Yes, he was. No, he wasn't. Yes, she was. No, she wasn't.
Were	you they	*there **yesterday?	Yes, we here. No, we weren't. Yes, they were. No, they weren't.

\*busy, late for the sitting, here.

\*\*the day before yesterday, last week, last month.



2.

I'll		be busy *tomorrow.
We'll		
You'll		
He'll		
She'll		
They'll		

\*the day after tomorrow, next week, next month.

3.

I		shan't be *busy* tomorrow.
We		
He		won't be *busy* tomorrow.
She		
You		
They		

\*in the library, at the office, at home.

4.

What are we doing now?

I'm		*reading* now.
He's		
She's		
We're		
You're		
They're		

\*writing, speaking, singing, listening to music, waiting for the bus, taking part in the conference.

5.

Are you fond of \*books?

- a) \*classical music, pop music, rock and roll, tennis, sports.
- b) \*mathematics, physics, psychology.
- c) \*reading, writing letters, singing, dancing.

6.

This *room* is		mine.
		yours.
		his.
		hers.
		ours.
		theirs.

\*hotel, key, car, luggage, money.



7.

a) What shall I \*do?

\*say, buy, read.

b) Where shall I \*go?

\*find it, keep it, buy it.

c) Who shall I \*see?

\*consult, invite, visit, inform.

d) What shall I do on Monday \*morning?

\*afternoon, evening.

8.

He never wastes \*time.

\*money, words.

9.

Are

we  
you  
they

waiting for \*Russell Brundon?

Is

he  
she

\*that man, that woman, that child.

10.

a)

Who  
What

are you \*listening to?

\*smiling at, looking at, waiting for, speaking of.

b) I'm \*listening to music.

\*smiling at the child, smiling at the sun, looking at my friend, looking at the photo, waiting for my colleague, speaking of/about a new machine.

## Listening



1. Listen to the text (p. 48—56) and repeat after the speaker sentence by sentence. The speaker says each sentence twice so that you can check yourself.

2. Listen to what the Congress participants are saying (p. 48—56). Check if you can understand everything and reproduce the conversations.

**3.** First read the following conversations, fill in the blanks, then listen to the conversations and check your answers.

**A.** *Checking into a hotel.*

- Good afternoon. My name's Ram. There's a room \_\_\_\_ for me.  
— Just a moment, Sir... let me see. Mr. Ram \_\_\_\_ \_\_\_\_ \_\_\_\_ for three nights. Is \_\_\_\_ correct?  
— That's right. But I may \_\_\_\_ \_\_\_\_ stay longer. Is that all right?  
— Yes, Sir, but please \_\_\_\_ \_\_\_\_ \_\_\_\_ as soon as possible. Your room is number fifty-two \_\_\_\_ the fifth floor. Please \_\_\_\_ \_\_\_\_ this form. Here's the key. The lifts \_\_\_\_ \_\_\_\_ \_\_\_\_\_. I hope you enjoy your \_\_\_\_ in London.

**B.** *In the Lobby of the Hotel.*

- How do you \_\_\_\_ the weather here?  
— \_\_\_\_ warmer than back home.  
— Oh, so where do you \_\_\_\_ \_\_\_\_?  
— Scotland. This time of year \_\_\_\_ pretty cold.  
— I can imagine. I \_\_\_\_ \_\_\_\_ been there but people tell me it's very beautiful.  
— Yes, that's right. The best \_\_\_\_ to visit is in the summer.  
— Maybe I'll get across next year.  
— Well, if you \_\_\_\_ across, you must visit us.

**C.** *Play the tape with the conversations again and reproduce them with as much expression as possible.*

**4.** Listen to what one can hear at a hotel. See if you can repeat these sentences. Write them down.

**5.** Our journalist is an Oxford graduate. Reproduce what she has told us about Oxford. Make use of the following:

like London; international; has great charm; come to study; join the university "family"; the oldest; surround; streams that pass near the city; the name means ... .



## Writing

1. Fill in the form and register in the hotel.

<b>room No</b> _____ <b>II</b>	
Check in _____ 19 <i>(Date of arrival)</i>	Check out _____ 19 <i>(Date of departure)</i>
Surname _____ Name _____	
Date and place of birth _____	
Citizenship _____	
Permanent address _____	
Occupation _____	
Purpose of visit _____	
Signature _____	
<b><i>Thank you !</i></b>	

2. Leave a note for your friend in a hotel.

### WHERE TO FIND ME

MR/MRS/MISS _____	
ROOM NUMBER _____	DATE _____
Will be at the place indicated below	
from _____ am/pm to _____ am/pm	
<input type="checkbox"/> Japanese Restaurant <input type="checkbox"/> Spring Palace Restaurant <input type="checkbox"/> Tiffany Coffee House <input type="checkbox"/> Paradise Poolside	<input type="checkbox"/> Business Centre <input type="checkbox"/> Heritage Bar <input type="checkbox"/> Swimming Pool <input type="checkbox"/> Lobby
Remarks _____ _____ _____	
<b>KINDLY HAND IT TO THE RECEPTION</b>	

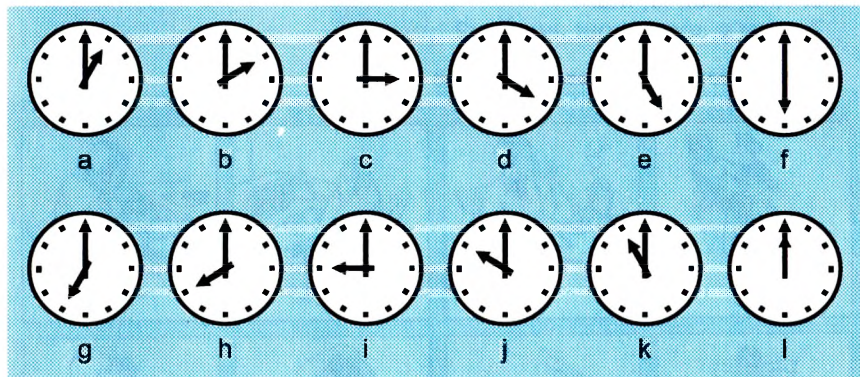
3. Interview your friend(s) and fill in the following questionnaire.

1. Can you sing well?
2. Can you dance?
3. Can you paint (draw)?
4. Can you add up figures?
5. Can you make a cup of tea?
6. Can you speak English?
7. Can you write English a little?
8. Can you read English?
9. Can you ask questions in English?
10. Can you answer questions in English?
11. Can you introduce yourself in English?

**? So, are your friends talented people? Why?**

4. Write out a) all the phrases that we use to ask and tell the time; b) all the sentences about the weather.

5. Can you tell and write what time it is?



6. Write questions about the following sentences (time limit is 5 minutes).

1. He is in his room.

Who ..... ?  
Is ..... ?  
Where ..... ?

2. He is having lunch in the café.

Who ..... ?  
Is ..... ?  
What ..... ?  
Where ..... ?

3. They can have breakfast here.

Who ..... ?

Can ..... ?

4. They've got a room for us.

Who has ..... ?

Have ..... ?

What ..... ?

5. We can share room 17.

Who ..... ?

Can ..... ?

Which room ..... ?

7. Put the questions the Congress participants heard in the hotel into the correct word order.

1. they, having, are, in, breakfast, room, their?

2. can, order, I, dinner, by phone?

3. is, what, she, now, doing?

4. you, help, me, can?

5. what, it, time, is?

6. who, that, is, man?

7. what's, room, your, number?

8. Write down what these people are doing now.



It is ... o'clock in the ... . Some people are ... .

For ideas:

watch TV, have tea, talk over the phone, listen to the radio, read newspapers, have a bath/shower, write letters, have a good time with their friends, comb one's hair, jog.

**9. Write down what the members of your family**

*a) are doing this very moment:*

It is \_\_\_\_ o'clock. My wife (son, brother \_\_\_\_)

*b) were doing in the morning yesterday:*

It was \_\_\_\_ o'clock. My wife (son, brother \_\_\_\_)

**10. Write down**

*a) what you must do tomorrow at 7.30, 11.15, 14.00, 13.35, 17.45, 15.50;*

*b) what you must do on weekdays (A) and what you needn't do this week-end (B):*

A. On Monday I **must** ... B. At the week-end I **needn't** ...

**11. Talk in small groups. Choose words for these sentences or use your own words. Tell about yourself. After each sentence, the other students use some of the above words to show interest (see p. 68).**

**Example:**  
 a: I came here for educational reasons.  
 b: Uh-huh.  
 a: You see, I want to write a travel book.  
 c: Really? How exciting!

I came here	with my wife with my children with my family alone	for	political religious educational personal	reasons.
-------------	---	-----	---	----------

I arrived at the	airport harbour bus station train station	in	New York City. Dallas, Texas. Montreal, Canada. a border town.
------------------	--	----	---

Now I would like	to travel. to study and become a doctor. to open a new business. to marry a Canadian.
---------------------	--

It seems	I don't know the address. I've lost my umbrella. I don't have enough money. they're mistaking me for someone else.
----------	---

**12. Make an order for your dry cleaning or laundry and count how much you will owe the valet.**

### Normal Service

Please contact the Valet (Dial 6) before 9 a.m. Monday to Saturday and it will be returned to your room before 6 p.m. on the same day. Work received late will be returned the next day, unless a special collection is requested which will be subject to a 20% surcharge and will be returned by 7 p.m.

### Pressing

Please contact the Valet (Dial 6) any time between 8 a.m. to 7 p.m. Monday to Friday and he will arrange for your items to be pressed.

The price will be 60% of the cleaning and pressing charge.

If you are concerned about a particular garment or stain, please mark the list with a star \*.

**SPECIAL ATTENTION WILL BE TAKEN FOR SILK and Delicate items and a surcharge may be charged.**

GUEST	LAUNDRY	Gentlemen			Price From	£	p
		Item					
		Suit 2 piece	7.75				
		Suit 3 piece	8.25				
		Trousers	3.85				
		Jackets	3.95				
		Ties	2.15				
		Pullover	2.85				
		Overcoats	6.75				
		Raincoats	7.85				
		Total					

GUEST	LAUNDRY	Ladies			Price From	£	p
		Item					
		Coats	6.95				
		Suit 2 piece	7.75				
		Jackets	3.95				
		Skirts	3.50				
		Dresses	5.75				
		Evening Dresses	9.95				
		Blouses	3.95				
		Jumpers	2.85				
		Trousers	3.85				
		Total					

**GRAND TOTAL Including VAT @ 15%**

*Dry Cleaning*

Name \_\_\_\_\_  
Room \_\_\_\_\_ Date \_\_\_\_\_



GUEST	LAUNDRY	Gentlemen		Price From	£	p
		Item				
		Shirts	Fold Hang	3.15		
		Shirts (Pressed by Hand)	Fold Hang	4.70		
		Tee Shirt		2.50		
		Handkerchieves		.80		
		Underpants		1.40		
		Socks		1.00		
		Undervest		1.40		
		Jeans/Trousers		3.55		
		Pyjamas (per pair)		3.95		
		Total				

GUEST	LAUNDRY	Ladies		Price From	£	p
		Item				
		Blouses		3.45		
		Panties		1.30		
		Brassieres		1.20		
		Nightgowns		3.95		
		Handkerchieves		.80		
		Dresses		5.50		
		Skirts		3.45		
		Dressing Gowns		4.00		
		Slip/Petticoat		2.50		
		Total				

**GRAND TOTAL Including VAT @ 15%**

*Laundry*

Name \_\_\_\_\_  
Room \_\_\_\_\_ Date \_\_\_\_\_

## Communicating

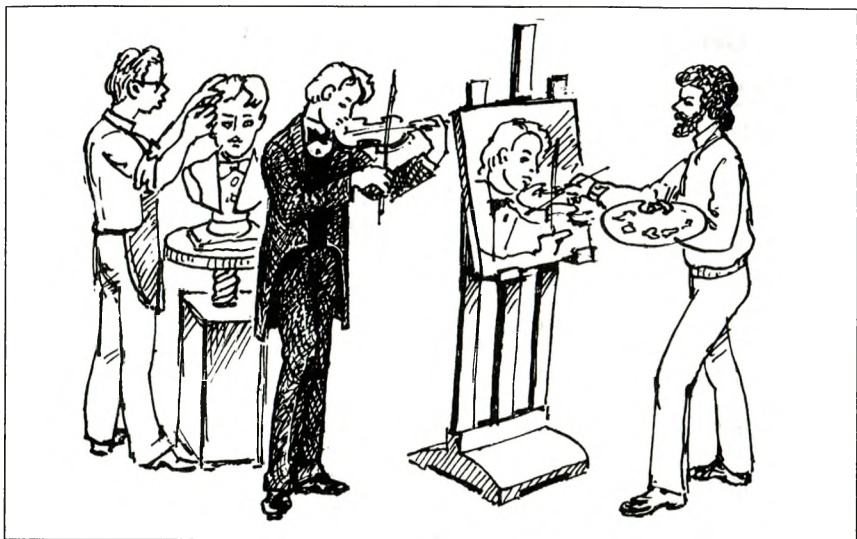
1. Find out a) if your friends' watches keep good time; b) what your classmates are going to do in half an hour (in a quarter of an hour, in an hour and a half).

2. Tell us truthfully what you can't do.

3. Ask your classmates at **what age they could do the following things** when they were children: **talk, read, write, swim, ride a bike, play football, cook, go shopping**. Report your findings to the group.



4. Tell the group about the talents of your friend (what he/she can do).



5. You would like to take your family to Scotland for summer holidays (10-12 days). Read the information below. Choose an appropriate place, give reasons for your choice and count your future expenses. (Use a dictionary in case of need.)

## Once You've Checked in You'll Never Want to Check out

Since you've decided to sample Scotland's famous hospitality, why not stay where the Scots welcome is warmest?

### With Best Western.

There are 22 Best Western hotels all over Scotland — from the Lowlands to the Highlands and Islands.

All are individually owned and many are family run. Which accounts for the exceptionally friendly welcome, high standards of service and attention to detail our guests enjoy.




The facilities offered by these magnificent homes from home are many and varied.

Golf, fishing, rambling, climbing, tennis, swimming or simply feasting your eyes on the scenery, Best Western offers something for everyone — young or old. But though the accommodation and scenery may be spectacular, our prices most certainly are not.

To check out where to find Best Western hospitality and how little it can cost, send off the coupon or call 01-541 5767 for our brochure.

Best Western hotels in Scotland make it even harder for you to leave.

Here is one with good facilities and services:

<b>STEWART HOUSE HOTEL</b> 	17 Merchiston Avenue Edinburgh EH10 4PJ Tel: 031 229 5289  Open Jan-Dec	2 Single 2 Twin 1 Double 3 Family  B&B per person £20.00-£38.00 Single £15.00-£28.00 Double	
	Family run in quiet residential area. Large attractive garden. 2 miles (3 km) to city centre.		<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>COMMENDED</b>   </div>

6. You are staying at a hotel. Read the notices below, then together with your classmate.

- a) On arrival: Find your room. Put a circle round the number on the plan.  
 Find the fire exit. Put 'FE' on the plan and draw a line from your room to the exit.  
 Find the nearest fire extinguisher. Put a circle round the symbol on the plan.
- b) On departure: Pay bill for 7 nights = £ .....  
 Where do I leave the key?.....  
 Can I keep my room until after lunch?.....  
 Can I pay by cheque?.....

It is essential that all guests read this notice.

## Fire Precautions

### If you detect a fire

1. Sound the fire alarm.
2. For small local outbreaks, and if there is no personal danger, try to put out the fire by using the nearest extinguisher.

### In the event of fire

1. Warning bells/sirens will ring continuously.
2. Close all doors and windows.
3. Evacuate the hotel by using: —

**your nearest exit, which is**

TURN LEFT THEN RIGHT

TO EXIT

## General Information

### Vacating Rooms

Bedrooms must be vacated by NOON on the day of departure. PLEASE LEAVE YOUR KEY WITH RECEPTION.

### Cheques

We regret that cheques cannot be accepted unless supported by a bankers card.

Your room number is **14**

Your room rate is **£ 15.00** per night  
 for **1** person

including morning paper, early morning tea, English breakfast and VAT.

Departure date **7 August**



7. Book a room in a hotel for a colleague of yours who is coming together with his wife (she is rather choosy).

8. Book rooms for a delegation of 7 people. Three of them are women of different ages (21, 35, 53).

9. Advertise the hotel you are staying at. Say why you like it.



(В ресторане.)

- Вы не проголодались?
- О, да.
- А я очень хочу пить.
- Не хотите ли стакан апельсинового сока?
- Спасибо, с удовольствием. Мне очень нравится апельсиновый сок.
- А я предпочитаю яблочный сок.
- Все соки полезны: томатный, яблочный, абрикосовый и, конечно, ананасный.
- Я люблю ананасы больше всего.
- Что мы возьмем?
- Обед из трех блюд, я думаю.
- Что же, выбирайте.
- Начнем с салата, затем куриный суп, рыба и жареный картофель (соломкой).
- Я думаю, я возьму немного зеленого горошка, фрукты и чашку чая без сахара.
- Вы худеете?
- Да.
- Что позволяет вам диета?

(In the restaurant.)

- S.** Aren't you hungry?
- C.** Oh, yes, we are.
- L.** And I'm awfully thirsty.
- S.** Would you like a glass of orange juice?
- L.** Thanks, I'd love one.  
I like orange juice very much.
- S.** And I prefer apple juice.
- D.** All juices are good for you: tomato, apple, apricot and, of course, pineapple juice.
- A.** I like pineapples best of all.
- S.** What shall we have?
- B.** The three-course meal, I suppose.
- W.** Well, you choose.
- S.** Let's start with salad, then chicken soup, fish and chips.
- A.** I think, I'll have some peas, fruit and a cup of tea without sugar.
- D.** Are you slimming?
- A.** Yes, I am.
- B.** What does your diet allow you?

— Немного мяса или рыбы, яйца, можно немного сыра или молока, много овощей: зеленый салат, капуста, помидоры, огурцы, лук, совсем немного картофеля, много фруктов. Никаких пирожных, мороженого, шоколада и очень мало соли.

— Бьюсь об заклад, вашему продюсеру нравятся только стройные актеры и актрисы.

— О, да, в самом деле. Мне приходится быть на диете. Я живу не для того, чтобы есть, а ем для того, чтобы жить.

— Не хотите ли соус (приправу) к салату?

— Нет, нет, спасибо.

— Вкусы бывают разные, конечно.

— А вы вегетарианец?

— Я не думаю, что кто-то из нас вегетарианец.

— Хороший ростбиф намного вкуснее водянистых овощей.

— Я бы заказал бифштекс.

— Вам нравится “с кровью”, обычный или хорошо прожаренный?

A. Well, **a little** meat or fish, **eggs**, perhaps **some** cheese or milk, **a lot of** vegetables: lettuce, cabbage, tomatoes, cucumbers, onions, **very few** potatoes, **a lot of** fruit. No cakes, **no** ice cream, **no** chocolate and **very little** salt.

S. I bet your producer likes only slim actors and actresses.

A. He does indeed. I have to be on a diet. I don't live to eat but I eat to live.

S. Do you want dressing with your salad?

A. No, no, thanks.

C. Tastes differ, of course.

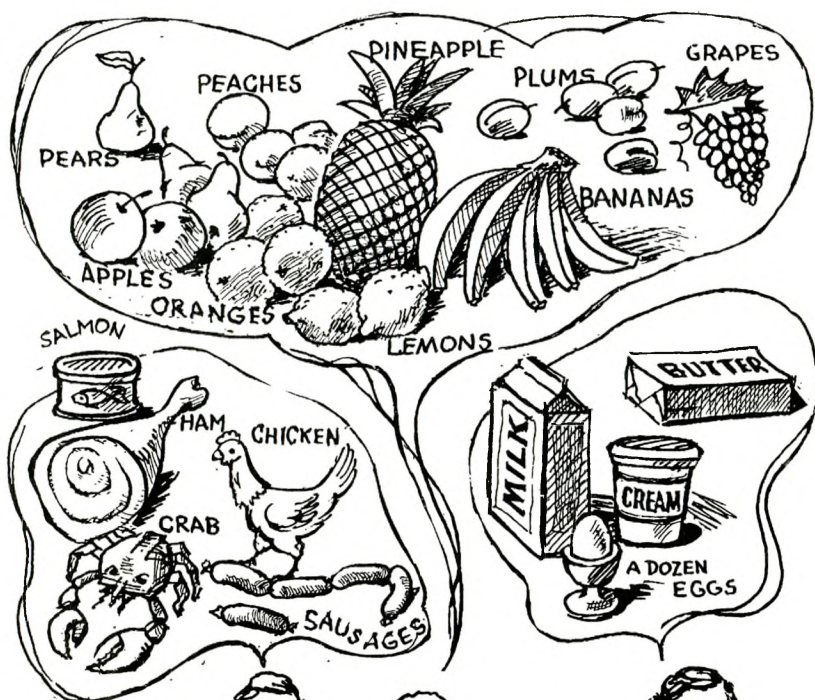
B. Are you a vegetarian?

H. I don't think any of us is a vegetarian.

C. Good roast-beef is much tastier than watery vegetables.

H. I'd order steak.

K. Do you like it **rare**, **medium** or **well done**?



Which do you eat most often?



— Должен признаться,  
люблю вкусную еду,  
иногда пиво,  
жизнерадостных людей,  
театры и  
веселую музыку.

— Вы таким образом  
поддерживаете форму?

— Да. Мой девиз:  
“Ешь вволю,  
пей в меру  
и наслаждайся жизнью  
такой, как она есть”.

— Я вижу, вы не  
фанатик здоровья.

— Советы нашего врача  
совершенно другие.  
Не пользуйтесь такси,  
говорит он.  
Ходите пешком  
на работу каждый день.  
Не пользуйтесь лифтом.  
Поднимайтесь по  
лестнице пешком.  
Не ешьте хлеб и  
масло.  
Принимайте два  
холодных душа в день.  
Делайте побольше  
работы по дому.  
Перестаньте пить.  
Бросьте курить.  
Упражняйте свою  
память.  
Тренируйте свое тело.

— Ваши рекомендации  
очень полезны, доктор.

— Рад, что вы думаете так.

— Короче говоря, кто рано  
ложится и рано встает,  
здоровье, богатство и ум  
наживет.

H. I must confess  
I like good food,  
an occasional beer,  
cheerful people,  
theatres and  
lively music.

D. Is this your  
**keep-fit programme?**

H. Yes, it is. My motto is:  
“Eat at pleasure,  
drink with measure  
and enjoy life  
as it is”.

T. You're not  
a fitness fanatic, are you?

J. The advice of our doctor  
is quite different.  
Don't take a taxi,  
he says.  
Walk  
to your work each day.  
Ignore the lift.  
Climb  
the stairs.  
Don't eat bread and  
butter.  
Take two  
cold showers a day.  
Do plenty of  
housework.  
Stop drinking.  
Give up smoking.  
Exercise your  
memory.  
Train your body.

A. Your recommendations  
are very useful, Doctor.

D. Glad you think so.

W. In short, early  
to bed and early to rise  
makes a man healthy,  
wealthy and wise.

— Вы совершенно правы.  
Я обычно встаю в 6.30 и  
делаю зарядку.  
У меня уходит на это  
полчаса.

— Сколько раз в день  
вы едите?

— Я ем четыре раза  
в день:  
легкий завтрак, ленч,  
обед,  
самая плотная еда, и  
холодный ужин.  
Как правило,  
я не ем сладостей.  
От них полнеют.

— Вы когда-нибудь  
пробовали  
мексиканские блюда?

— Нет.  
Я никогда не был  
в Мексике.

— Что вы думаете об  
острой пище?

— Я избегаю ее.  
Я предпочитаю  
добротную простую пищу,  
без претензий.

— Сигарету?

— Нет, спасибо.

— Капельку коньяку?

— Я не пью.

— Не скучно ли  
иногда следовать  
этим строгим правилам?

— Они не строгие.  
Если у вас  
очень хорошее здоровье,  
вы можете получить

D. You're quite right.  
I usually get up at 6.30 and  
do my morning exercises.  
It takes me  
half an hour.

I. How many meals a day  
do you have?

D. I have **four meals**  
a day:  
a light **breakfast, lunch,**  
**dinner** —  
the heaviest meal, and  
a cold **supper**.  
As a rule,  
I don't eat sweets.  
They are fattening.

J. Have you ever  
tasted  
Mexican dishes?

D. No, I haven't.  
I've never been  
to Mexico.

N. What do you think of  
spicy food?

D. I avoid it.  
I prefer  
good plain food,  
nothing fancy.

S. A cigarette?

D. No, thanks.

H. A drop of brandy?

D. I'm off alcohol.

E. Isn't it boring  
sometimes to follow  
these strict rules?

D. They are not strict.  
If you're in  
perfectly good health,  
you can enjoy

- больше удовольствия от жизни  
и лучше работать.
- Согласен с вами.  
Здоровье —  
самое большое богатство.
- Но так трудно  
устоять перед  
соблазнами.  
Этот яблочный пирог  
выглядит так  
соблазнительно.  
Можно мне кусочек?
- Пожалуйста.
- Спасибо.
- Я приглашаю вас  
на свою лекцию  
в четверг вечером  
в Политехнический  
музей.  
Начало в 7.30 вечера.
- С удовольствием.
- (*С сарказмом*):  
Чем больше мы учимся,  
тем меньше мы знаем.
- (*Поднимая фотографию  
с пола*):  
Чье это фото?
- Боже мой, это мое.  
Как я небрежен!
- У вас большая семья.
- Не очень большая.  
У меня жена, сын и  
дочь.
- А кто эти  
молодые люди?
- Они мои племянники и  
племянницы,  
дети моей сестры и  
брата.
- life more  
and work better.
- T. I agree with you.  
Health is  
the greatest wealth.
- H. But it is so difficult  
to resist  
temptation.  
This apple-pie  
looks so  
inviting.  
Can I have a piece of it?
- S. Here you are.
- H. Thank you.
- D. I invite you  
to my lecture  
on Thursday evening  
at the Polytechnic  
Museum.  
It starts at 7.30 p.m.
- L. With pleasure.
- C. (*Sarcastically*):  
The more we learn,  
the less we know.
- F. (*Taking up a photo  
from the floor*):  
Whose photo is this?
- B. Heavens! It's mine.  
How careless of me!
- S. You have a large **family**.
- B. Not very large.  
I have **a wife, a son** and  
**a daughter**.
- H. And who are these  
young people?
- B. They are my **nephews** and  
my **nieces**,  
my **sister's** and  
my **brother's** children.



У меня много  
родственников.  
Это мой тесть.

- Молодой человек  
слева  
ваш сын?
- Откуда вы знаете?
- Что особенного! Он  
похож на вас.
- Да, но он пошел в  
мать характером.  
Он очень вспыльчивый.
- Сколько ему лет?
- Ему двадцать один.  
Он на 2 года моложе  
моей дочери.  
Она в середине,  
рядом с ним.  
Я скучаю  
по своим детям.
- Ваша дочь похожа на  
кинозвезду.

I have a **lot of**  
**relatives**.  
This is my **father-in-law**.

- P. The young man  
on the left  
is your son, isn't he?
- B. How do you know?
- P. Why! He  
**looks like** you.
- B. But he **takes after**  
his mother in character.  
He's very hot-tempered.
- P. How old is he?
- B. He is twenty-one.  
He's two years younger  
than my daughter.  
She's in the middle  
next to him.  
I'm missing  
my children.
- J. Your daughter looks like  
a film star.

— Правда?  
Дети обожают ее.  
Она преподает  
французский.  
Она увлечена  
своей работой.  
Я посетил один из  
ее уроков однажды.  
Дети читали и  
говорили по-французски,  
писали немного,  
пели и играли  
в массу игр.  
Теперь я знаю,  
обучение может быть  
веселым.

— (Обращаясь к астронавту):  
Вы не женаты (холостой)?

— Да.  
Я наблюдал  
семейную жизнь  
моих друзей.  
Если вы не возражаете,  
я расскажу вам,  
как это часто бывает.  
Жена обычно  
жалуется:  
“Когда мы сидим  
в гостиной,  
ты всегда смотришь  
телевизор  
и никогда не смотришь  
на меня.  
Когда мы завтракаем  
вместе,  
ты всегда читаешь  
газеты и никогда  
не говоришь со мной.  
Когда мы идем в гости,  
ты обычно сидишь

**B.** Does she?  
Children adore her.  
She teaches  
French.  
She's devoted  
to her work.  
I **attended** one of  
her classes once.  
The children **read** and  
**spoke** French,  
**wrote** a little,  
**sang** and **played**  
a lot of games.  
Now I know  
learning can be  
fun.

**A.** (Addressing the astronaut):  
You're single, aren't you?

**C.** Yes, I am.  
I've watched  
the married lives  
of my friends.  
If you don't mind  
I'll tell you  
what **often** happens.  
The wife **usually**  
complains:  
“When we sit  
in the living room  
you **always** watch  
TV  
and **never** look  
at me.  
When we eat breakfast  
together  
you **always** read  
newspapers and **never**  
talk to me.  
When we go to parties  
you **usually** sit

со своими друзьями  
и редко танцуешь  
со мной.  
Ты ленив!  
Ты никогда не  
помогаешь мне  
по дому.  
Когда у нас грязные окна,  
ты никогда не моешь  
их.  
Когда ломается наша машина,  
ты никогда не  
ремонтируешь ее.  
Ты никогда не играешь  
с детьми.  
Иногда я думаю, что ты  
меня не любишь.  
Можно ли назвать это  
счастливой  
семейной жизнью?"

- Не будьте так  
пессимистичны.
- Я не пессимистичен.  
Я реалист.
- Боюсь, что  
вы преувеличиваете  
трудности  
семейной жизни.  
Любовь  
побеждает все.  
И если муж и жена  
сообща...
- Извините, что  
перебиваю,  
но у нас остается очень  
мало времени.  
(Обращаясь к официанту)  
Можно нам счет,  
пожалуйста?

with your friends  
and **rarely** dance  
with me.  
And you're lazy!  
You **never**  
help me  
with the housework.  
When our windows are dirty  
you **never** wash  
them.  
When our car breaks down  
you **never**  
fix it.  
You **never** play  
with the kids.  
**Sometimes** I think you  
don't love me.  
Do you call that  
a happy  
family life?"

- B.** Don't be so  
pessimistic.
- C.** I am not pessimistic.  
I'm being realistic.
- H.** I'm afraid  
you exaggerate  
the difficulties  
of married life.  
Love  
conquers all.  
And if wife and husband  
share...
- S.** Excuse  
my interrupting you  
but we're running  
short of time.  
(Addressing the waiter)  
Can we have the bill,  
please?



# Singing Together



Why not sing this song on your own?

## Вот так

Я встал рано

.....

Я умылся и побрился.

.....

в тот день.

.....

Я оделся.

.....

Я выпил свой кофе.

.....

в тот день.

.....

Я запер дверь.

.....

Я спешил на работу.

.....

в тот день.

.....

Я поздоровался со

своими коллегами.

.....

Я выкурил сигарету

.....

в тот день.

Я не скажу вам,

что случилось потом,

.....

Я не скажу вам,

что случилось потом,

что случилось потом со мной.

## This is the way ...

I got up early.

(3 times)

This is the way

I washed and shaved

I washed and shaved

that day.

This is the way

I put on my clothes.

(3 times)

This is the way

I had my coffee

I had my coffee

that day.

This is the way

I locked the door.

(3 times)

This is the way

I hurried to the office

I hurried to the office

that day.

This is the way

I greeted

my colleagues.

(3 times)

This is the way

I had a smoke

I had a smoke

that day.

I won't tell you

what happened then,

what happened then,

I won't tell you

what happened then,

what happened then to me.



## Interviews, Interviews ...

*Some Congress participants were interviewed on customs and traditions in their countries. Here is what they told us.*

### The Englishman's Garden

The English like growing flowers. It's a useful occupation because it doesn't harm anyone<sup>1</sup>. In winter the most romantic thing for some people is to pick up a seed catalogue<sup>2</sup> and look at the brightly coloured pictures of summer flowers. Even people with a tiny patch<sup>3</sup> of ground in towns like growing plants<sup>4</sup> and people who have never seriously tried to speak any foreign language carefully learn the Latin names of the flowers they plant<sup>5</sup>, so that they can tell their friends.

If you want to please an English person, be very polite<sup>6</sup> about his garden. He will probably tell you about his garden. So you listen and say: "How interesting! How clever of you!"

The British are keen<sup>7</sup> gardeners. Every small, suburban house has a lovingly kept lawn<sup>8</sup> and garden. In city parks people sit on the grass to eat their lunch on nice summer days.

The English gardens are internationally famous. Some of them are very beautiful, especially the big ones that are open to the public.

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<sup>1</sup> **it does not harm anyone** — это никому не вредит. <sup>2</sup> **seed catalogue** — каталог семян. <sup>3</sup> **tiny patch** — крошечный участок (кусочек). <sup>4</sup> **to grow plants** — выращивать растения. <sup>5</sup> **to plant** — сажать. <sup>6</sup> **polite** — вежливый. <sup>7</sup> **keen** — искусный, увлеченный. <sup>8</sup> **lawn** — лужайка.

### Tea and Toast

The British like tea so much that they fought wars<sup>1</sup> in China over it. They built special ships to race back from China with new crops<sup>2</sup> of tea.

Today the average Briton drinks 3.77 cups of tea a day. But very few people have a formal meal of tea and toast at 5 pm as they used to<sup>3</sup>.

---

<sup>1</sup> **to fight wars** — вести войны. <sup>2</sup> **crop** — урожай. <sup>3</sup> **used to** — эд. как бывало прежде.

## Merry Christmas!

Christmas Day, December 25th, is probably the most exciting<sup>1</sup> day of the year for most English children. They know that they will get presents, just as they do on their birthdays, but on Christmas Day most of them will also see what their brothers and sisters have received. They also have the pleasure of giving presents, which is often as satisfying<sup>2</sup> as receiving them.

Traditionally, English children hang a stocking<sup>3</sup> at the end of the bed on Christmas Eve. In the morning they check whether the stocking has been filled with small toys, fruit and sweets. Larger toys will be nearby<sup>4</sup>.

The morning will be spent playing with the new toys, then comes lunch, often with a turkey<sup>5</sup> or goose<sup>6</sup> as the main dish. Afterwards there is Christmas pudding to be eaten. Usually a coin or two will have been hidden inside it, and part of the fun is to see who finds it or them. No doubt English hospitals receive urgent<sup>7</sup> telephone calls every year from parents<sup>8</sup> whose children noticed the coins only as they were swallowing<sup>9</sup> them.

---

<sup>1</sup> **exciting** — восхитительный. <sup>2</sup> **is often satisfying** — зд. часто очень приятно. <sup>3</sup> **stocking** — чулок. <sup>4</sup> **nearby** — рядом. <sup>5</sup> **turkey** — индейка. <sup>6</sup> **goose** — гусь. <sup>7</sup> **urgent** — срочный. <sup>8</sup> **parents** — родители. <sup>9</sup> **to swallow** — глотать.

## Hallowe'en Holiday

On the 31st October the British celebrate Hallowe'en.<sup>1</sup> This day comes before the 1st November — the religious feast of All Saints.<sup>2</sup> Hallowe'en is particularly a children's festival and is connected with the telling of ghost<sup>3</sup> stories, making masks, dressing up in some sort of disguise<sup>4</sup> and playing tricks. The fairytale<sup>5</sup> figure of the witch,<sup>6</sup> dressed in a black cloak, wearing a tall pointed hat and carrying a broomstick<sup>7</sup> is a favourite disguise.

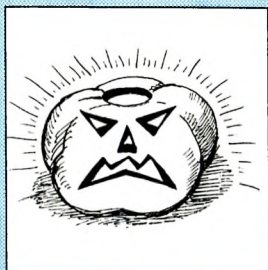
The death penalty for witchcraft<sup>8</sup> was abolished<sup>9</sup> in Britain in 1736 but the practice of witchcraft remained officially illegal in Britain until 1951.

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<sup>1</sup> **Hallowe'en** ['hæləuɪn]. <sup>2</sup> **the religious feast of All Saints** — праздник всех святых. <sup>3</sup> **ghost** — привидение, дух. <sup>4</sup> **disguise** — переодевание. <sup>5</sup> **fairytale** — сказка, зд. сказочный. <sup>6</sup> **witch** — колдунья. <sup>7</sup> **broomstick** — помело. <sup>8</sup> **the death penalty for witchcraft** — смертный приговор за колдовство. <sup>9</sup> **to abolish** — отменять.

## HOW TO MAKE A HALLOWE'EN MASK

*The instructions for this Hallowe'en lantern<sup>1</sup> have got mixed up.<sup>2</sup> Which order should the instructions be in?*



1. Cut two eyes, a nose and a mouth on one side of the hollowed pumpkin.

2. Cut the top and the bottom off the pumpkin. Keep the bottom piece for later.

3. Lower the 'head' over the candle, and light the candle.

4. Stand a candle in the piece cut off the bottom of the pumpkin.

5. Scoop<sup>3</sup> the pulp<sup>4</sup> from inside the pumpkin with a spoon.

1 lantern — фонарь. 2 to mix up — смешать, перепутать. 3 to scoop — выскоблить. 4 pulp — мякоть.

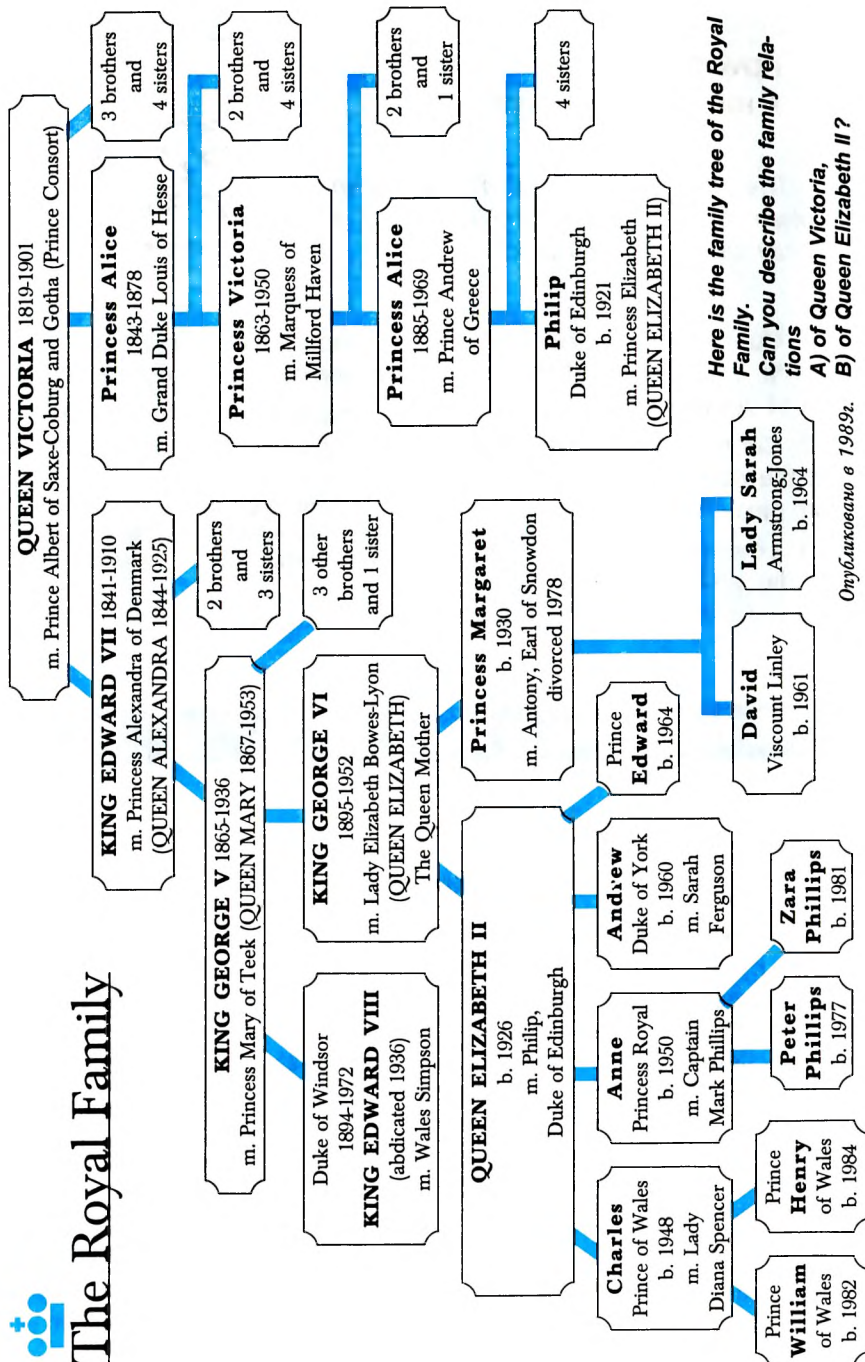
## It Is Interesting to Know

### The Monarchy

Britain is a parliamentary democracy, in which the country is governed<sup>1</sup> by elected<sup>2</sup> representatives of people. The powers of the monarch are not defined precisely. The British people look to the Queen as head of the nation and the living symbol of its unity<sup>3</sup>. She is the head of the system of justice<sup>4</sup> and of the armed forces<sup>5</sup>. The Queen does not take part in politics but the country is governed in her name. Every letter sent out by a government department is marked "On Her Majesty's Service". The Queen appoints<sup>6</sup> all the Ministers, including the Prime Minister. In reality, everything is done on the advice of the elected Government, and the monarch takes no part in the decision-making process<sup>7</sup>.

<sup>1</sup> to be governed — управляться. <sup>2</sup> to elect — избирать. <sup>3</sup> unity — единство. <sup>4</sup> justice — зд. законность. <sup>5</sup> armed forces — вооруженные силы. <sup>6</sup> to appoint — назначать. <sup>7</sup> decision-making process — процесс принятия решений.







## Round the Year

On December 22 we have the shortest day and the longest night of the year. On that day winter begins.

On March 21, when the day is as long as the night, spring begins.

On June 22 we have the longest day and the shortest night of the year, and summer begins.

On September 23 the day is as long as the night. On that day autumn begins.

## January

The name of January comes from the Roman god<sup>1</sup> Janus. He had two faces, so he could look backwards<sup>2</sup> into the old year and forwards<sup>3</sup> into the new year. In some countries, two New Year's Days are celebrated<sup>4</sup>, the calendar New Year on the first of January and traditional or religious New Year festivals at other times of the year. Some places in Europe still celebrate the Julian New Year on January 13th. Most countries in the world now use the Gregorian calendar which was introduced by Pope Gregory in 1582. Britain did not adopt<sup>5</sup> the Gregorian calendar until 1752, and many other countries later still. The Chinese calendar, which is both solar<sup>6</sup> and lunar<sup>7</sup>, is one of the oldest in the world. Jewish<sup>8</sup> and Muslim<sup>9</sup> calendars are lunar and their New Year begins in September.

---

<sup>1</sup> **god** — бог. <sup>2</sup> **backwards** — назад. <sup>3</sup> **forwards** — вперед. <sup>4</sup> **to celebrate** — праздновать. <sup>5</sup> **to adopt** — принимать, учреждать. <sup>6</sup> **solar** — солнечный. <sup>7</sup> **lunar** — лунный. <sup>8</sup> **Jewish** — иудейский. <sup>9</sup> **Muslim** — мусульманский.

## What is the Largest Number with a Name?

The highest number in the U.S. system of numbers has a name "centillion". It is the number 1 followed by 303 zeros. Of course, after centillion, we could keep counting as long as we like. But we can never get to a last number, because there isn't one. Mathematicians tell us that no matter how large a number we think of, there is always one bigger. This idea is a very important one in science, and it has a special name, *infinity*. Scientists write infinity this way:  $\infty$ .

## Helpful Prompts

### At a Restaurant

#### ARRIVING

We'd like a table for four, please.  
We have a table for three reserved in the name of ...  
Where can I leave my coat?  
Do you have an area reserved for non-smokers?  
I'd like a table near the window.  
We'd like something to drink while we look at the menu.  
What aperitifs have you got?  
Do you have a vegetarian menu?

#### ORDERING

We're not ready to order yet, thank you.  
Please can we order now?  
Are your vegetables fresh or frozen?  
What is in season at the moment?  
What is the chef's speciality?  
Does this dish contain pork (cheese, fish...)?  
May I see the wine list, please?  
Do you have non-alcoholic drinks?  
I'd like some fish with white sauce.

#### DURING THE MEAL

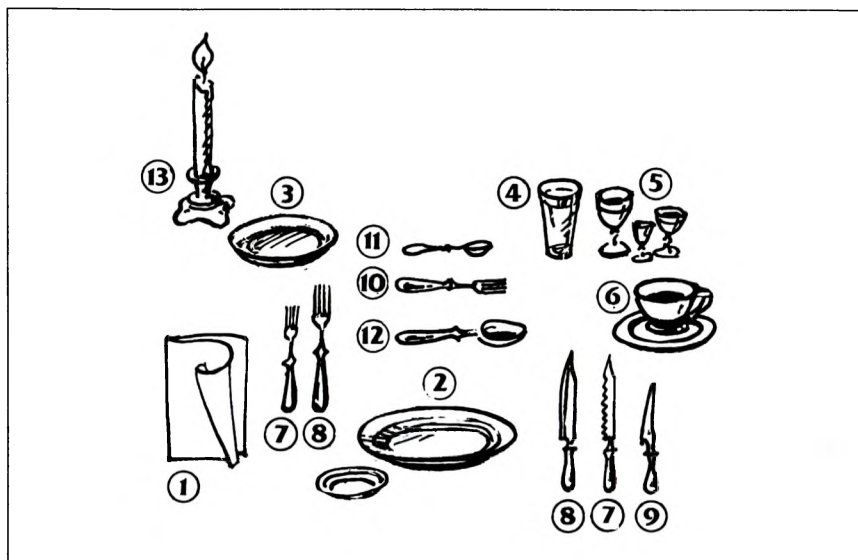
I ordered steak but you've given me veal.  
This soup is almost cold; could you reheat it, please?  
Could we have some more bread, please?  
I'd like some iced water.  
Could I have another knife (this one is dirty).  
What are the desserts on the trolley?  
Is this cheese local?  
Do you have decaffeinated coffee?  
Could you let me have a packet of cigarettes, please?  
Can we have some vinegar (white pepper), please?

#### AT THE END OF THE MEAL

Can I have the bill, please?  
Keep the change, please.  
My compliments to the chef.

## Place Settings

Don't let the number of knives, forks and spoons confuse you. It is simple enough — use them in the order in which they are laid. The “place settings” picture (diagram) below will help you.



- |                           |  |                       |
|---------------------------|--|-----------------------|
| 1. napkin (serviette)     | 6. cup and saucer                            | 10. fork for dessert  |
| 2. plate                  | 7. fork and knife for the fish               | 11. spoon for dessert |
| 3. bread and butter plate | 8. fork and knife for the main (meat) course | 12. spoon for soup    |
| 4. water glass            | 9. butter knife                              | 13. candle            |

## Poems to Enjoy



## Songs

Langston Hughes (b. 1902)

I sat there singing her  
Songs in the dark.  
She said  
I do not understand  
The words.  
I said  
There are  
No words.

## From "Leisure"

by W.H. Davies (1871-1940)

What is this life if, full of care,<sup>1</sup>  
 We have no time to stand and stare!<sup>2</sup>  
     No time to see, when woods<sup>3</sup> we pass,  
     Where squirrels<sup>4</sup> hide their nuts<sup>5</sup> in grass.  
 No time to see in broad daylight,  
 Streams<sup>6</sup> full of stars, like skies at night.  
     No time to turn at beauty's glance,<sup>7</sup>  
     And watch her feet, how they can dance.  
 A poor life this is if, full of care,  
 We have no time to stand and stare.

<sup>1</sup> **full of care** — полные забот. <sup>2</sup> **to stare** — пристально разглядывать.  
<sup>3</sup> **woods** — роща. <sup>4</sup> **squirrel** — белка. <sup>5</sup> **to hide nuts** — прятать орехи. <sup>6</sup> **stream** — ручей. <sup>7</sup> **beauty's glance** — зр. мгновение прекрасного (красоты).

## Jokes, Laughs, Smiles

### In the Company of Children

— What's your father, Bobby?  
 — My father's a school teacher.  
 — That's a good profession. Does he like it?  
 — He has only one thing to complain about.<sup>1</sup>  
 — What's that?  
 — Oh, the children.

<sup>1</sup> **He has only one thing to complain about.** — У него всего лишь одна жалоба.

\* \* \*

Little girl to parents bringing home a new baby: "Sure, I wanted a brother, but I didn't want him necessarily to live here."

\* \* \*

"Don't bother<sup>1</sup> me. I'm writing a letter to my girl-friend."  
 "But why are you writing so slowly?"  
 "She can't read very fast."<sup>2</sup>

<sup>1</sup> **to bother** — беспокоить. <sup>2</sup> **fast** — быстро.

\* \* \*

**Junior:** Dad, do you think you can write in the dark?

**Dad:** I think, I can, Son.

**Junior:** Then turn off the light<sup>1</sup> and sign my report card,<sup>2</sup> please.

<sup>1</sup> **to turn off the light** — выключить свет. <sup>2</sup> **sign my report card** — подпиши мой дневник.

\* \* \*

**Father:** You know that mother is very angry when you get bad marks at school.

**Son:** Well, it's not me who is to blame,<sup>1</sup> for it's the teacher who puts bad marks.

<sup>1</sup> **to be to blame** — быть виноватым.

\* \* \*

A son at college wrote his father: "No mon,<sup>1</sup> no fun, your son."

The father answered: "How sad, too bad, your dad."

<sup>1</sup> **mon** = money

\* \* \*

**Teacher:** You know, children, I think that it is always better to give than to take.

**Nick:** My father always does so.

**Teacher:** Oh very nice, Nick! Your father must be a very good man.

**Nick:** My father? He is a boxer.

### Which Date is Out of Place?

Four of the dates below have something in common. How quickly can you spot the "Odd Date" out?

31st March, 30th June, 29th September, 31st October, 30th November.

## Commentary

1

### THE PRESENT SIMPLE TENSE

I **get** up early. Я встаю рано.

I never **smoke**. Я никогда не курю.



**1.1.**

		I, we You, they		<b>read</b>	news- papers	every day.
		He, she (it)		<b>reads</b>		
		I, we You, they	<b>do not (don't)</b>	<b>read</b>	news- papers	every day.
		He, she (it)	<b>does not (doesn't)</b>			
	<b>Do</b>	I, we, you, they		<b>read</b>	news- papers	every day?
	<b>Does</b>	he, she (it)				
<b>When</b>	<b>do</b>	you		<b>read</b>	news- papers?	I <b>read</b> them in the evening.
	<b>does</b>	he				

**1.2.**

	has [z]	(так читается окончание глаголов в 3-м л. ед. числа)
He	reads [z]	
She	speaks [s]	
	watches [ɪz]	

**1.3. Случаи употребления:**

- The sun **rises** in the East.  
Солнце встает на востоке (констатация факта).
- We **have** four meals a day.  
Мы едим четыре раза в день (обычное, повторяющееся действие).

**1.4. Этим формам сопутствуют следующие обстоятельства:**

**every day (evening, morning)** — каждый день (вечер, утро)  
**every week (month, year)** — каждую неделю (месяц, год)  
**in the evening (morning, afternoon)** — вечером (утром, днем)  
**always** ['ɔ:lweɪz] — всегда  
**normally, usually** ['ju:ʒuəlɪ] — обычно

<b>often</b> ['ɔ:(.)fn]	
<b>frequently</b> ['frɪkwəntli]	часто
<b>never</b> ['nevə]	— никогда
<b>seldom</b> ['seldəm]	
<b>rarely</b> ['reəli]	редко
<b>sometimes</b> ['sʌmtaɪmz]	— иногда

To say how often something happens we use the adverbs:

ALWAYS

USUALLY

NORMALLY

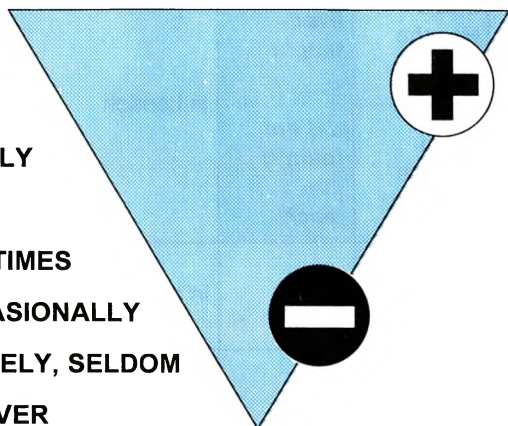
OFTEN

SOMETIMES

OCCASIONALLY

RARELY, SELDOM

NEVER



**1.5. Обратите внимание на порядок слов в предложениях с наречиями этого типа:**

1	2	3	
We You They	always often rarely seldom	walk in the park	on weekdays.
He/she	never	walks in the park	



**1.6. В английском предложении возможно только одно отрицание, поэтому наречие never употребляется с глаголом в утвердительной форме:**

He **never** watches TV in the morning.

Он *никогда не* смотрит телевизор по утрам.

## 2

## THE PAST SIMPLE TENSE

Once I **attended** one of her classes.

Однажды я посетил одно из ее занятий.

		I, you He, she We, they	<b><i>lived taught</i></b>	in London	last year.
		I, you He, she We, they	<b><i>did not (didn't) live teach</i></b>		
	<b><i>Did</i></b>	you he, she they	<b><i>live teach</i></b>	in London	last year?
Where	<b><i>did</i></b>	you	<b><i>live teach</i></b>		last year?
When	<b><i>did</i></b>	you	<b><i>live teach</i></b>	in London?	
		Who	<b><i>lived taught</i></b>	in London	last year?

В качестве Past Simple Tense Forms выступает вторая форма правильных и неправильных глаголов (see p. 373).

Для предложений с глаголами в этих формах характерны следующие обстоятельства времени:

**yesterday** — вчера

**the day before yesterday** — позавчера

**yesterday morning (evening, afternoon)** — вчера утром (вечером, днем)

**last week (month, year)** — на прошлой неделе (в прошлом месяце, году)

**two days (weeks, years) ago** — два дня (две недели, два года) тому назад

**in 1917** — в 1917 году

**the year before last** — в предпоследний год

The Past Simple Tense Forms обозначают действия, имевшие место в прошлом. Они употребляются для выражения последовательно совершавшихся или обычных, повторяющихся действий в прошлом.



## 3

## THE FUTURE SIMPLE TENSE

Everything **will be** all right.  
 Все будет хорошо.

I'll **accompany/take** you there.  
 Я провожу вас туда.

	I We	<b>shall</b> <b>shan't</b> [ʃɑ:nt]		
	He She It You They	<b>will</b> <b>won't</b> [wəʊnt]	<b>go</b> there next month.	
<b>Shall</b>	I we			Yes, we <b>shall</b> . No, we <b>shan't</b> .
<b>Will</b>	he she (it) you they		<b>go</b> there next month?	Yes, they <b>will</b> . No, they <b>won't</b> .

The Future Simple Tense употребляется для выражения обычных, привычных (повторяющихся) действий в будущем.

В современном английском языке имеется тенденция к употреблению вспомогательного глагола **will** для всех лиц:

I **will do** it tomorrow. — Я сделаю это завтра.

We **won't go** there tonight. — Мы не пойдем туда сегодня вечером.

Для предложений с глаголами в этих формах характерны следующие обстоятельства времени:

**tomorrow** — завтра

**the day after tomorrow** — послезавтра

**next Monday (week, month, year)** — в следующий понедельник (на следующей неделе, ...)

**in a day/three days** — через день/три дня

**some day/time** — когда-нибудь

**some other day/time** — когда-нибудь в другой раз

## 4

## VERBS SHALL, WILL

Глаголы **shall** и **will** часто выступают как модальные глаголы для выражения намерения, предложения или желания:

Мне помочь вам? — **Shall** I help you?

Мне читать? — **Shall** I read?

Что мне делать? — What **shall** I do?

Не поможет ли вы мне? — **Will** you help me, please?

Не откроете ли вы окно? — **Will** you open the window, please?

## 5

## VERB HAVE (HAVE GOT)

**5.1. Глагол have в значении “иметь” спрягается следующим образом:**

## Present Simple Tense Forms

+	I, we, you, they	have have (got) 've (got)	some no	books money
-	He, she (it)	hasn't hasn't (got)	any	
? Have Has	I, we, you, they he, she (it)	(got)		



**5.2. Глагол *have* образует многочисленные сочетания с существительными и употребляется в разных глагольных формах.**

**A.**

have a	smoke
	talk
	shower (bath)
	dance
	look

**B. *have breakfast (lunch, supper, 5 o'clock tea)***

I'm **having** breakfast. (*Present Continuous*)

Я завтракаю сейчас.

When **do** you usually **have** breakfast? (*Present Simple*)

Когда вы обычно завтракаете?

When **did** you **have** breakfast yesterday? (*Past Simple*)

Когда вы завтракали вчера?

**Have** you **had** breakfast? (*Present Perfect*)

Вы уже позавтракали?

**5.3. В сочетании *have to* + инфинитив глагол *have* имеет значение “должен. вынужден. приходится” и спрягается как обычный глагол. т.е. в вопросительной и отрицательной формах требует вспомогательных глаголов:**

I *have to* do it.

Мне приходится делать это.

Do you *have to* do it?

Вам приходится делать это?

I *didn't have to* do it.

Мне не пришлось делать это.

I'll *have to* do it.

Мне придется делать это.

## 6

## COMPARISONS

### 6.1. Comparative Degrees of Adjectives and Adverbs (Степени сравнения прилагательных и наречий)

Односложные Двусложные	Сравнительная степень	Превосходная степень
	<b>-er</b> [ə]	<b>-est</b> [ɪst]
kind— добрый thin— тонкий heavy— тяжелый fast— быстро few— мало	kinder thinner heavier faster fewer	(the) kindest (of) (the) thinnest (of) (the) heaviest (of) fastest fewest

Многосложные	<i>more ...</i> <b><i>much more</i></b> (намного)	<b><i>(the) most ...</i></b>
talented— талантливый interesting— интересный	<b><i>more</i></b> talented <b><i>much more</i></b> talented <b><i>more</i></b> interesting <b><i>much more</i></b> interesting	(the) <b><i>most</i></b> talented (of) (the) <b><i>most</i></b> interesting (of)

#### Особые случаи:

**good** хороший | — **better** лучше — (the) **best** самый лучший, лучше всех  
**well** хорошо

**bad** плохой | — **worse** хуже — (the) **worst** самый худший, хуже всех  
**badly** плохо

**many** (books) много | — **more** больше — (the) **most** больше всех  
**much** (money)

**little** мало — **less** меньше — (the) **least** меньше всего, самый маленький

**old** старый — **older, elder** старше | — (the) **oldest** самый старый  
— (the) **eldest** самый старший



- a) He is 2 years **older** than his brother.  
Он на 2 года старше своего брата.
- b) **His elder** (eldest) brother is a student.  
Его старший брат студент.

## 6.2. The ... the ...

**The more** we get together, **the merrier** we'll be.

Чем больше ..., тем веселее ...

**The sooner, the better.** — Чем быстрее, тем лучше.

## 6.3. As ... as .../not so ... as



- He drove **as fast as** he could.  
Он вел машину так быстро, как мог.
- She's got **as much** money as I thought.  
У нее столько денег, сколько я и предполагал.



- Mary is **not so (as) nice as** her sister.  
Мэри не такая милая, как ее сестра.

## 6.4.

It is	<i>twice</i> <i>three times</i>	as	long light (heavy) as ... high
	в 2 (3) раза		длиннее легче (тяжелее), чем ... выше

This road is *twice as long as* that one.    Эта дорога в два раза длиннее той.

## 6.5. Some useful idioms of comparison:

- ... as good as gold (золото)
- ... as old as the hills/the sea (холмы/море)
- ... as busy as a bee (пчела)
- ... as cold as ice (лед)
- ... as soft as butter (мягкий, как масло)
- ... as sweet as honey (мед)
- ... as bright as silver (серебро)
- ... as brave as a lion (лев)
- ... as changeable as the weather (изменчив, как погода)
- ... as drunk as a lord

**"Like a ..." idioms**

He drinks like a fish.

He eats like a pig.

He eats like a horse.

He drives like a lunatic.

He smokes like a chimney.

He slept like a log.

7

**THERE IS/ARE**

Употребляется для указания на наличие или отсутствие лица или предмета в определенном месте.

<b>There is</b> [ð(ε)əɪz] <b>There's</b> [ð(ε)əz]	a book on the table.	На столе книга.
<b>There are</b> [ðeəɹə:] <b>There're</b> [ðəɹə]	some books on the table.	На столе книги.

+	There	is 's	a book	on the table.	
		are 're	books some books		
-	There	is no	book		
		is not isn't	a book		
		are no aren't	books any books		
?	Is	there	a book		on the table?
	Are		some books any books	Yes, there are. No, there aren't (any).	
What	is	there	on the table?		There is a book on the table. There are (some) books on the table.



В этой конструкции глагол **be** обычно согласуется с подлежащим, непосредственно следующим за ним:

There *is* a textbook and two notebooks on the desk.

There *are* no chairs there.



### "Here" — "There" в начале предложения

- Here's your key. Вот ваш ключ. Here *it is*. Вот он.  
Here's Mary. Вот Мэри. Here *she is*. Вот она.  
Here *I am*. Вот и я.  
Here *we are*. Вот и мы.
- There's the man! Вот и этот человек!  
There you *are*, Shirley, at last! А вот и *вы*, Шерли, наконец!

## 8 HOW DO WE SAY: МНОГО, МАЛО, НЕМНОГО, НЕСКОЛЬКО

### А. С исчисляемыми существительными

There <i>are</i> We have	<b>a lot of</b> (много) <b>few</b> (мало) <b>(only) a few</b> (немного) <b>some</b> (несколько) <b>a large number of</b> (большое количество) <b>a small number of</b> (небольшое количество)	pictures. desks. chairs. books. cups. dishes.
-----------------------------	--	--

### Б. С неисчисляемыми существительными

There <i>is</i> We have	<b>a lot of</b> (много) <b>little</b> (мало) <b>a little</b> (немного) <b>some</b> (немного) <b>a large amount of</b> (большое количество) <b>a small amount of</b> (небольшое количество)	tea. coffee. sugar. butter. bread. beer. money.
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В отличие от **a lot of**, слова **much**, **many** характерны для вопросительных и отрицательных предложений.

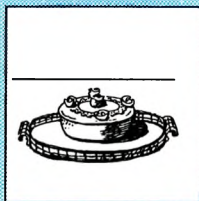
+	They have got <b>a lot of</b>	books. time.
?	Have they got <b>many</b> books?	
-	They haven't got <b>much</b> time.	

## 9

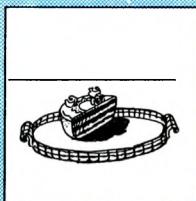
## PART AND WHOLE (Часть и целое)

**an hour** — час; **half an hour (half hour)** — полчаса; **a quarter of an hour** — четверть часа; **an hour and a half** — полтора часа

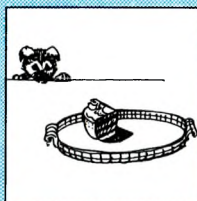
I have got ...  
There is ...



the whole cake



half (of)  
the cake



(a) quarter of  
the cake



a slice of  
the cake

1. Here is the whole cake.
2. I have got half of the cake.
3. There is a quarter of the cake on the plate.
4. Where is the cake? There is only a slice of it left.



**all of the cake**  
(= the whole  
of the cake)



**some of the cake**  
(= part of the  
cake)



**none of the cake**

10

## WHAT DO THE ENGLISH BUY?

**a piece of** cheese

**a loaf of** bread

**a tin of** sardines

**a bar of** chocolate

**a jar of** honey (marmalade)

**a bottle of** milk

**a pound of** sugar

**half a pound of** coffee

**a quarter of a pound of** tea

**a packet (A.E. pack) of** cigarettes

**a bar of** soap

**Frozen, dried, tinned and packeted food** that you can quickly cook is called **convenience food**.

11

## -ING-FORMS AFTER SOME VERBS:

What did you

(dis)like  
hate  
enjoy  
avoid  
give up  
stop

doing?

12

**MIND THE PREPOSITIONS (see Appendix, p. 376—377):***in* the morning (evening, afternoon, daytime)*on* Sunday (Monday, etc.)*in* June (spring, autumn, winter, summer)*at* night (midnight), late at night*at* the weekend*at* a congress (lesson, performance, meeting)*at* home*at* work*on* arrival*on* departure

13

**DIFFERENT ADJECTIVES TO SPEAK OF FOOD:****strong** tea, coffee, drinks**sweet** tea, coffee, soft drinks, wine, juice**spicy** sauce (dish)**cold** any food (drinks, meat, a cold supper)**hot** rice, meat (*also means "spicy"*)**fast** food (the original British fast food is fish and chips)**well-cooked** | any food**under-cooked** |**salty** any food containing a lot of salt**over-cooked** |**over-done** |**under-cooked** | meat**under-done** |**rare** |**medium** | steak. Do you want your steak rare, medium or well-done?**well-done** |**tasty, tasteless** food (any dish)



## Programme 3

**Practise what you can say or hear communicating with people.  
Make up as many sentences as possible.**

1.

Have	you			Yes,	I	have.	No,	I	haven't.
	you				they			they	
		got	*a family?						
Has	he			Yes,	he	has.	No,	he	hasn't.
	she				she			she	

\*a son, a daughter, a brother, a sister, a lot of relatives.

2. How old is your \*friend?

\*son, daughter, mother, father, sister, brother, colleague.

3.

I	am		younger	
		*two years		
He	is		older	than my brother.
She				

\*three, six, seven.

4.

There's	only a little		*milk* in my fridge today.
	very little		
	no		

So, I'll have to buy some.

\*cheese, butter, juice, meat, fruit.

5.

There're	only a few		*eggs* in my fridge today.
	very few		
	no		

So, I'll have to buy some.

\*apples, oranges, potatoes.



6. Shall I go and buy some \*sugar?

a) No, you needn't. We've got a lot of \*sugar.

b) No, you needn't. We've got enough \*sugar.

\*bread, coffee, tea, fruit, cigarettes.

7.

What did	we	do
	you	
	they	
	he	
	she	

\*yesterday?

\*the day before yesterday, last week, last month, last week-end,  
two days ago, two months ago, two years ago.

8.

a) At my friend's lesson the children usually \*learn a lot.

b) Next time at the lesson the children will \*learn a lot.

\*read, tell stories, write a little, sing and play, think a lot,  
have a lot of fun, enjoy the time.

c) Last time at the lesson the children \*learnt a lot.

\*read a lot, told stories, wrote a little, sang and played,  
thought a lot, had a lot of fun, enjoyed the time.

9.

I'm tired. Please, stop \*talking!

We need fresh air. Please stop \*...

Everything's all right. Please stop \*...

Listen to the news. Please stop \*...

It's too noisy here. Please stop \*...

\*crying, smoking, singing, reading aloud.

10. This woman looks very \*young.

\*happy, cheerful, surprised, unhappy, sad, upset, tired,  
old, disappointed.

11. We're going to be late. We're leaving \*In an hour. Hurry up.

\*in half an hour, in a quarter of an hour, in an hour and a half.



12.

Do	you	have to *get up early?
	we	
	they	

Does	he
	she

Yes,	I	do.
	we	
	they	

No,	I	don't.
	we	
	they	

Yes,	he	does.
	she	
	she	

No,	he	doesn't.
	she	
	she	

\*do plenty of housework, babysit, work hard.

## Listening



1. Listen to the text (p. 91—99) and repeat after the speaker sentence by sentence. The speaker says each sentence twice so that you can check yourself.

2. Listen to what the Congress participants are saying (p. 91—99). Check if you can understand everything and reproduce the conversations.

3. Here are some conversations one can hear in a restaurant.

A. Listen to the introduction to the conversations and reproduce the sentences about

- a) traditional food.
- b) reasonable prices.
- c) "take-aways".
- d) international fast-food.

B. Enumerate what

- a) Russell has ordered.
- b) Nicholas has ordered.

C. Listen to the conversation and write it down. Check it with the script.

D. Play the tape again and reproduce the conversations with as much expression as possible.

New vocabulary:

**take-aways** — еда (готовые блюда), которые покупают и берут домой

**courageous** — храбрый, смелый

**fast-food** — “быстрая еда” — рестораны быстрого обслуживания (типа “Макдональдс”)

**rack of lamb** — баранина на косточке

**kidney pie** — пирог с почками

**trifle** — бисквит, залитый вином, с фруктами и взбитыми сливками

4. Listen to some sentences, repeat them after the speaker, get ready to translate them from English into Russian.

5. With us in the studio today is Shirley Pearl.

A. Listen to what she is saying about herself and answer the following questions:

1. Why was she worried and scared at the beginning of her career?
2. What was she struggling for?
3. What can you say about her career now?
4. What can you say about her family?
5. Does her story give you any idea of her character? What are the exact sentences that show how determined Shirley is.

B. Play the tape again and reproduce the story as it is.

New vocabulary:

**below zero** — ниже нуля

**the cheapest dish** — самое дешевое блюдо

**to be scared** — бояться

**to hire** — нанимать

**something else** — зд. другая история

**ability** — способность

6. Bernard Berg reads a story from some of his notes.

First read the story and fill in the blanks with suitable words. Then listen to the recording and check your answers.

## You Wouldn't Believe It!

I was \_\_\_\_ dinner at a restaurant when Harry Steele came \_\_\_\_ . Harry worked in a lawyer's office years ago, but he \_\_\_\_ now working at a bank. He \_\_\_\_ a good salary, but he \_\_\_\_ borrows money from his friends and never pays \_\_\_\_ back. Harry saw me and sat at the same table. He \_\_\_\_ never borrowed money \_\_\_\_ me. When he \_\_\_\_ eating, I asked him to lend me £2. To \_\_\_\_ surprise he gave me the money \_\_\_\_ . Before leaving Harry got \_\_\_\_ and said, "I have never \_\_\_\_ any money from you, so you can pay \_\_\_\_ my dinner! See you soon." And with these words he started \_\_\_\_ the door smiling \_\_\_\_ the people around him. You wouldn't believe it!

7. Listen to the poems and repeat after the speaker with as much expression as possible.

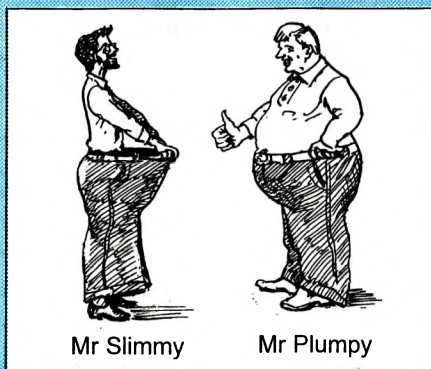
## Writing

1. Write out all the irregular verbs that you have come across in Unit 3.
2. Which of your classmates can fill in the gaps quicker than the others?
  1. \_\_\_\_, had, \_\_\_\_, having
  2. be, \_\_\_\_, been, \_\_\_\_
  3. \_\_\_\_, came, \_\_\_\_, coming
  4. do, did, \_\_\_\_, \_\_\_\_
  5. \_\_\_\_, drove, \_\_\_\_, driving
  6. leave, \_\_\_\_, left, \_\_\_\_
  7. \_\_\_\_, read, \_\_\_\_, reading
  8. write, \_\_\_\_, written, \_\_\_\_
  9. \_\_\_\_, took, \_\_\_\_, taking
  10. \_\_\_\_, \_\_\_\_, put, putting
  11. go, \_\_\_\_, gone, \_\_\_\_
  12. \_\_\_\_, gave, \_\_\_\_, giving
  13. drink, \_\_\_\_, drunk, \_\_\_\_
  14. \_\_\_\_, \_\_\_\_, given, giving

3. Write out the complaints of an unhappy wife (Unit 3).

4. Write truthfully a) what you didn't like doing yesterday yet you had to do;  
b) what disappoints you but you'll have to do it tomorrow morning.

5. Compare and write down what these two men eat and drink.



Mr Slimmy

Mr Plumpy

For ideas:

butter,	bread,
peas,	cheese,
lettuce,	milk,
potatoes,	meat,
fish,	ice cream,
sugar,	coca-cola,
juice,	beer,
vegetables,	chocolate,
macaroni,	cake,
fruit.	

Mr Plumpy eats (drinks) **more ...** than Mr Slimmy.

Mr Slimmy eats (drinks) **less (fewer) ...** than Mr Plumpy.

6. Two persons, Mr Fatty and Mrs Stout, had their yearly check-up yesterday. The doctor gave them a diet. Write what they **mustn't eat** and what they **have to eat** to keep fit.

**MR FATTY'S DIET**

-	+
beer/wine	coffee
potatoes	vegetables
chips	fruit
sandwiches	a little fish
bread	no salt
butter	a little milk
sausage	no fat
cookies	
sugar	

**MRS STOUT'S DIET**

-	+
fatty meat	lean meat
potatoes	juice
rice	apples
macaroni	plums
chocolates	green vegetables
cream	a little cheese
ice cream	a few eggs
cookies	tea
sweets	coffee
	without sugar

So, Mr Fatty/Mrs Stout **mustn't eat ...**  
**has to eat ...**

7. Find out what a fellow student likes, hates, enjoys, avoids doing (eating), put down the answers, analyse them and say what he **must give up doing (eating)**.

8. Find out and put down the menu of one of your classmates, asking the following questions:

1. How many meals a day do you usually have?
2. What do you usually have for breakfast (lunch, dinner, supper)?
3. What do you avoid eating?
4. What did you have for breakfast (lunch, dinner, supper) yesterday?

**?** So, what is your classmate's heaviest (lightest) meal?

9. Write out what people have to do to keep fit.

10. Here is a shopping list of Pat Harris.

A. How much did she have to spend?

Shopping List:

- $\frac{1}{2}$  kg flour
- 1 pkt tea
- 1 litre oil
- 2 pkts biscuits
- 2 cans coke
- 250g butter
- 1lb jam
- 100g coffee
- loaf of bread

Prices:

- Mazola: 79p
- Digestive: 32p
- Golden Meadow Butter: 36p
- Jam: 29p
- Coca-Cola: 13p
- McDougal's flour: 33p
- Nescafe: 99p
- Tea: 19p

B. Now make up your own shopping list of these things and ask a neighbour to work out how much your shopping will cost.



**11.** Write a list of "do's" and "don't's" for overweight people.

**12.** Write down

a) what you (your friend)

always  
rarely  
never

do (does) at the week-end;

b) what you (your family) did last week-end.

**13.** Choose four or five nationalities and write a short paragraph about the party that each of them arranged. First fill in the chart (see the example below). Start like this:

Last night there was an English party at the English National Club.  
People ate ..., drank ..., listened to ... , ..., talked about ... .

Nationality	Food	Drinks	Music	Activities	Talks
English	sandwiches fruit	tea beer	the Beatles	sang danced	politics football sports weather
French Swedish Spanish Mexican American Japanese Polish					

**14.** Interview your classmates and a) fill in:

Questions	Answers
1. What's your name?	...
2. Are you married?	...
3. Have you got a large family?	...
4. How many children do you have?	...
5. How many are you in the family?	...
6. Who's the youngest (oldest) in your family?	...
7. How old is your brother (sister, son, daughter)?	...
8. Who do you look like?	...
9. What other relatives do you have?	...
10. Which of your relatives are you proud of and why?	...

b) on the basis of the above questionnaire write down what you have learnt about your classmate's family (120-150 words).

15. Write down what you did yesterday (last week).

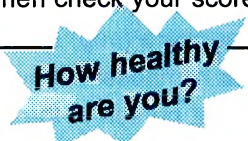
Start with:

I was very busy... I had a lot to do.

Verbs to be used: to take care of children, to read, to show, to draw pictures, to teach, to cook, to do the laundry, to clean, to write letters, to do homework, to pay bills, to run around the block, to do the shopping, to visit, to speak about.

16. Think about yesterday...

Work in pairs. Do the questionnaire. Fill in **your own** and **your** partner's answers. Then check your scores.

	YOU	YOUR PARTNER	SCORE	
			YES	NO
<div style="text-align: center;">  </div>				
<b><u>CHECK YOUR DIET</u></b>				
Yesterday...				
1. Did you have more than two pieces of toast for breakfast?			0	1
2. Did you have sugar in your tea or coffee?			0	1
3. Did you drink half a litre of milk?			1	0
4. Did you eat any fruit?			1	0
5. Did you eat any sweets or chocolates?			0	1
6. Did you eat any biscuits or cake?			0	1
7. Did you drink any alcohol?			0	1
<b><u>CHECK YOUR CONDITION</u></b>				
Yesterday...				
8. Did you go for a run?			1	0
9. Did you do any exercises?			1	0
10. Did you walk or cycle to work/school?			1	0
11. Did you smoke at all?			0	1
<b><u>CHECK YOUR DAILY ROUTINE</u></b>				
Yesterday...				
12. Did you get up before 8 o'clock?			1	0
13. Did you go to bed before 11 o'clock?			1	0
14. Did you watch TV for more than 2 hours?			0	1
15. Did you sleep with your windows open?			1	0
TOTAL				

How did you score?

\*\*\* 15 — 12 Congratulations! You are very healthy — but don't forget to relax!

\* 12 — 8 Not too bad! Keep trying!

8 — 0 Oh dear! Oh dear!

**17. Write a composition (180-200 words).**

Choose from the topics below:

1. Early to bed and early to rise...
2. My family.
3. How to enjoy life.
4. An ideal family the way I see it.

## Communicating

**1. Interview your classmates. Report your findings to the group.**

- A.**
1. Who is the most popular opera (pop) singer in your country?
  2. Who is the most popular composer in your country?
  3. Who is the most important person in the history of your country? What did he/she do?
  4. Who is the most talented writer of today in your country?

**My friend thinks that ...**

- B.**
1. What is the best city in your country? Why?
  2. What are the most interesting tourist sights for visitors in your city (museums, monuments, temples)?
  3. What are the most popular vacation places for people in your country? Why?

**My friend says that ...**

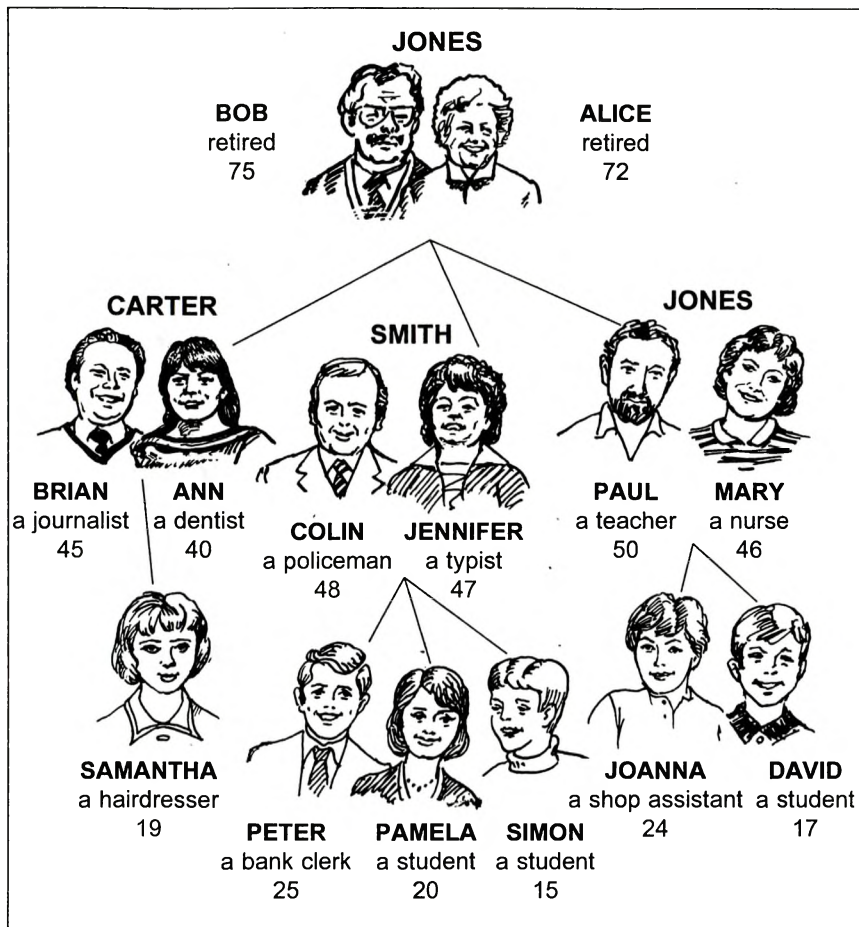
- C.**
1. What is the most popular food in Moscow?
  2. What is the most beautiful café (restaurant) in Moscow? What do you like about it?
  3. What is the largest market place in Moscow? What can one buy there?

**My friend believes that ...****2. Find out what dishes your friends' families like for breakfast (lunch, dinner, etc.).****3. Order dinner for a group of 4 people (one is a vegetarian).****4. Work out a diet for a man who is overweight.****5. You are to arrange meals for the delegates to the Congress. Ask them what they would like to have and make up a menu for each of them for a week.**

6. Find out whose keep-fit programme is the best in the group. Why?

7. Suggest an ideal keep-fit programme for the group to follow while you are at the Congress.

8. Here is a drawing of a family tree. Prepare a story about the family (speak of their occupations, their likes and dislikes, their relations).



9. Draw your own family tree and tell the class about your family.



- У нас очень интересное приглашение. Я получил письмо.

“Дорогой Бернард.  
Я живу в пригороде Москвы. Называется он Переделкино (Киевская железная дорога). Пожалуйста, запишите мой новый адрес и телефон. Почему бы Вам не приехать навестить меня? Жду Вас в любой день, в любое время. Вы могли бы взять с собой друзей. Позвоните мне, пожалуйста. Надеюсь, Вы сможете приехать.

Ваша Елена”

- W. Well, we've got a very interesting invitation. I've received a letter.

*Dear Bernard,*

*I live in a Moscow suburb now. It is called Peredelkino (Kiev Railway line).*

*Please note my new address and my telephone number.*

*Why not come and see me ?*

*Expect you any day, any time.*

*You might as well bring your friends. Give me a ring, please. Hope you can come.*

*Yours Helen*

- Кто такая Елена?  
— Она— мой старый друг, моя коллега и переводчица моих работ.  
— Итак, вы едете?  
— Что же, я бы хотел посмотреть один из пригородов Москвы.

(Перед домом Елены. Гости звонят.)

- B. Who is Helen?  
W. She's an old friend of mine, my colleague and the translator of my publications.  
F. So, will you go?  
S. Well, I'd like to see a Moscow suburb.

(At Helen's house. The guests ring the bell.)



— (Из-за двери):

Иду,  
одну минуту.

(Елена открывает дверь.  
Она женщина средних лет.  
На ней темно-синяя  
блузка и серая юбка.)

Здравствуйте! Это вы,  
Бернард!  
Как приятно видеть вас.

— Мы не помешали вам?

— Нет,нисколько.  
Добро пожаловать.  
Входите.

— Это мои друзья.

(Они представляются...  
Бернард преподносит Елене  
коробку конфет и  
букет цветов.)

— Благодарю вас.  
Свежесрезанные розы!  
Какой нежный запах!  
Вы можете повесить  
свои шляпы,  
пальто и зонты  
здесь.  
Сюда, пожалуйста.  
Проходите в  
гостиную.  
Я вернусь сию минуту.

— Какое уютное место!

— Мебели не много.

— Ничего лишнего.

— Какое приятное  
сочетание цветов:  
золотистый,  
коричневый,  
белый,  
немного красного  
и черного.  
И вдруг это зеленое  
комнатное растение!

**Helen** (from behind the door):

I'm coming,  
just a minute.

(Helen opens the door.  
She is an elderly woman.  
She is wearing a dark blue  
blouse and a grey skirt.)

Hullo. Ah, it's you  
Bernard!  
How lovely to see you!

**W.** We aren't intruding, are we?

**Helen:** No, not at all.  
You are welcome.  
Come in, everybody.

**W.** These are my friends.

(They introduce themselves...  
Bernard gives Helen  
a box of chocolates and  
a bunch of flowers.)

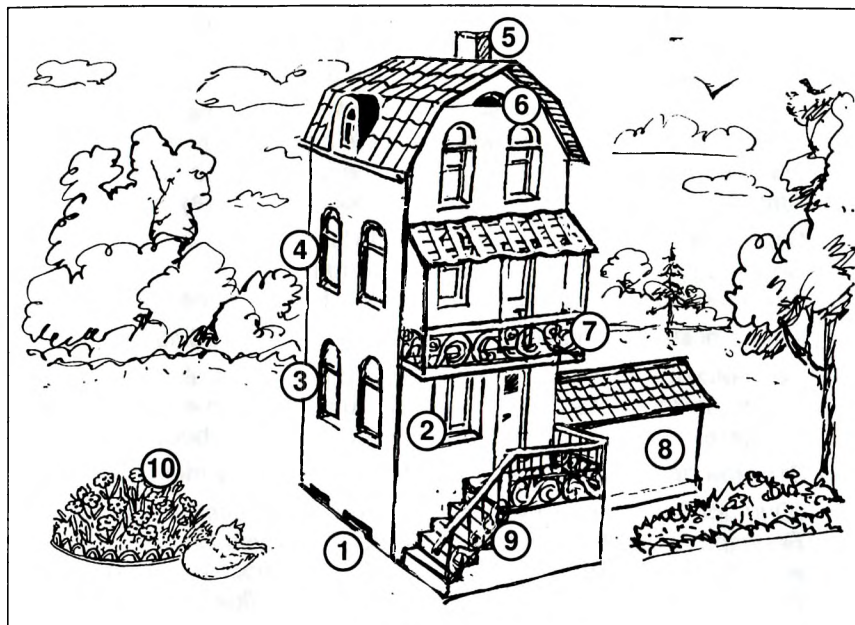
**Helen:** Thank you.  
Fresh roses!  
What a sweet smell!  
You can hang up  
your hats,  
coats, and umbrellas  
here.  
This way, please.  
Will you go into  
the living-room?  
I'll be back in no time.

**P.** What a cosy place!

**L.** There isn't much furniture.

**A.** Nothing superfluous.

**H.** What a lovely  
combination of colours:  
gold,  
brown,  
white,  
a little red  
and black.  
And then that green  
pot-plant!



1. basement (cellar window)
2. window
3. first floor
4. second floor

5. chimney
6. attic
7. balcony
8. garage

9. staircase
10. flower-bed

— Комната выглядит мило!

— (Входя):

Располагайтесь поудобнее.

Здесь недостаточно стульев.

Бернард, не могли бы вы принести еще несколько из соседней комнаты?

— Вы переехали сюда недавно, не так ли?

— Да, но у меня не было времени обставить комнаты. У моего сына есть

E. The room looks cheerful!

**Helen** (coming):

Make yourselves comfortable.

There aren't enough chairs here.

Bernard, could you fetch some more from the next room?

W. You've moved in recently, haven't you?

**Helen:** Yes, I have. But I haven't had the time to furnish the rooms. My son has

очень хорошие идеи.  
Он следует принципу:  
"Если не можешь  
иметь лучшее, сделай  
лучшее из того,  
что у тебя есть".

some very good ideas!  
He follows the principle:  
"If you can't  
have the best, make  
the best of  
what you have".

- Где работает ваш сын?
- Он художник по интерьеру.  
Он работает в крупной  
фирме дизайнеров  
на Тверской улице.
- Ему нравится его  
работа?
- "Нравится" — не  
то слово.  
Он очень любит ее.
- У вас хорошие  
картины.
- Мой сын пишет маслом  
в свободное время.  
Кстати,  
это его план,  
как обставить мою  
гостиную  
(букв. жилую комнату).  
Взгляните.
- Комната выходит на  
юго-восток.
- В левом углу должен  
быть камин.
- А это встроенные  
книжные шкафы  
в правом углу?
- Да.  
У меня не  
очень много книг.  
Я довольно разборчива.
- Выбирайте автора так,  
как вы выбираете  
друга.

- L.** Where does your son work?
- Helen:** He's an interior designer.  
He works for a big  
firm of designers  
in Tverskaya Street.
- J.** Does he like his  
job?
- Helen:** "Like" is not  
the right word.  
He loves it there.
- H.** You've got some lovely  
paintings.
- Helen:** My son paints  
in his free time.  
By the way,  
this is his plan  
for furnishing my  
living-room.  
  
Take a look at it.
- S.** The room faces  
south-east.
- Helen:** There's to be a fireplace  
in the left-hand corner.
- S.** Are these built-in  
bookcases  
in the right-hand corner?
- Helen:** Yes, they are.  
I haven't got  
very many books.  
I'm rather choosy.
- P.** Choose an author  
as you choose  
a friend.

— Вы читаете мои мысли.  
Напротив окна  
будет софа,  
три кресла  
и большой ковер на  
полу.

— Вид удивительный!

— Очень красиво,  
когда идет снег.

— А когда идет дождь?

— Красиво,  
практически,  
в любое время года:  
весной, летом,  
осенью и зимой.

— А какая здесь бывает  
зима?

— Вам нужно увидеть это  
самой.

— Мне нравится  
любая погода,  
когда жарко, тепло или  
холодно, морозно или  
пасмурно,  
за исключением  
ветреной погоды. Она  
действует мне на нервы.

— Англичане говорят:  
нет плохой погоды,  
есть плохая одежда.

— Достаточно ли места в  
этом доме  
для вашей семьи?

— Да, вполне.  
Здесь две спальни,  
две ванных комнаты,  
два туалета,  
гостиная,  
кабинет и кухня.

— А гараж есть?

**Helen:** You read my mind.  
Opposite the window  
there'll be a sofa,  
three arm-chairs  
and a big carpet on the  
floor.

**S.** The view is wonderful!

**Helen:** It's very beautiful  
when it snows.

**P.** And when it rains?

**Helen:** It is beautiful  
practically  
in any season:  
in spring, in summer,  
in autumn, and in winter.

**A.** What's the winter like  
here?

**Helen:** You should see it  
for yourself.

**L.** I like  
all sorts of weather,  
when it's hot, warm or  
cold, frosty or  
cloudy,  
except  
windy weather. It  
gets on my nerves.

**S.** The English say:  
there's no bad weather,  
there are bad clothes.

**T.** Is the house large  
enough  
for your family?

**Helen:** Oh, quite.  
There are two bedrooms,  
two bathrooms,  
two lavatories,  
a living-room,  
a study and a kitchen.

**S.** Is there a garage?

— Да, с северной стороны дома.

— В этом доме удобно жить?

— О, да.  
В этом доме приятно (букв. легко) жить. У меня есть все удобства: электричество, газ, отопление и телефон.

— Сколько времени вы живете здесь?

— Около полугода.

— Вы работаете в Москве?

— Да, я езжу в город три раза в неделю: во вторник, среду и пятницу. В понедельник и четверг я остаюсь здесь и работаю в кабинете. Суббота и воскресенье — мои выходные дни.

— Сколько времени нужно вам, чтобы добраться до работы в город?

— Если я еду электричкой, мне нужно более часа. Если я еду на машине, я экономлю массу времени.

— Вы водите машину?

— Да.  
Я печатаю свои лекции и статьи.  
Я убираю комнаты, готовлю и мою посуду.  
Я все могу делать сама,

**Helen:** Yes, on the north side of the house.

**L.** Is the house convenient to live in?

**Helen:** Oh, yes.  
It's an easy house to live in.  
I've got all the modern conveniences: electricity, gas, central heating and a telephone.

**J.** How long have you been living here?

**Helen:** For about half a year.

**B.** Do you work in Moscow?

**Helen:** Yes, I go to town three days a week: on Tuesday, Wednesday and Friday. On Monday and Thursday I stay here and work in my study. Saturday and Sunday are my days off.

**F.** How long does it take you to get to your work in the city?

**Helen:** If I go by local train it takes me more than an hour. If I go by car it saves a lot of time.

**F.** Do you drive?

**Helen:** Yes, I do.  
I type my lectures and articles.  
I clean the rooms, cook and wash up.  
I can do everything myself,



за исключением  
ремонта,  
конечно.

— Ваш сын не живет  
здесь, верно?

— Нет, не живет.  
Он любитель городской  
жизни.  
У него трехкомнатная  
квартира  
в центре Москвы.  
Он с семьей часто  
приезжает сюда  
на субботу и воскресенье.  
У меня есть любимец,  
очень умный кот.  
Его зовут Варфоломей.  
Так что я никогда не  
чувствую себя одинокой.  
И никогда не бываю  
без дела.

— Кто ухаживает за  
вашим садом?

*(Слышен свисток.)*

— Чай готов.

*(Елена привозит столик,  
на котором все, что  
надо для чая.)*

— Угощайтесь,  
пожалуйста.  
Эти пирожные  
домашние.

— Очень вкусно.

— Изумительно!

— Передайте мне  
чайник,  
пожалуйста.  
Я разолью чай.

— Да, пожалуйста.  
С удовольствием.

except for  
some repairs,  
of course.

**F.** Your son doesn't live  
here, does he?

**Helen:** No, he doesn't.  
He's a city lover.

He's got a three-room  
flat  
in the centre of Moscow.  
He and his family often  
come over here  
for the week-ends.  
I have a pet,  
a very clever cat.  
His name is Bartholomew.  
So, I'm never  
lonely.  
I'm never idle, you  
know.

**B.** Who takes care of  
your garden?

*(They hear a whistle.)*

**Helen:** The tea is ready.

*(Helen wheels a trolley  
with the tea things.)*

**Helen:** Help yourself,  
please.  
These cakes are  
home-made.

**A.** Delicious.

**C.** Fantastic!

**Helen:** Will you pass me  
the teapot,  
please?  
I'll pour the tea.

**J.** Yes, please.  
That would be nice.

- Еще чаю?
- Нет, спасибо.
- Как ваша последняя научная работа? Вы уже закончили ее?
- К сожалению, нет. Мне надо многое сделать.
- Мы желаем вам успеха.

**Все:**

- Большое спасибо за то, что вы приняли нас.
- Мне было тоже очень приятно. Всего доброго!
- (*Бернард Елене*): Берегите себя. До скорой встречи.

**Helen:** Some more tea?

**A.** No, thank you.

**W.** What about your latest research work?  
Have you finished it yet?

**Helen:** Unfortunately, not yet.  
I have a lot to do.

**W.** We wish you success.

**Everybody:**

Thank you very much for having us.

**Helen:** The pleasure was all mine.  
All the best!

**Bernard** (*to Helen*):  
Take care!  
See you soon.

## Singing Together



*Here is a traditional English song for you to sing on your own.*

### Billy Boy

*There are numerous versions of the song, some from England and some from Ireland. Billy Boy has also travelled to America and become popular there. Verse No 5 is an American humorous addition to the song.*

1. Oh, where have you been, Billy Boy, Billy Boy?  
Oh, where have you been, charming Billy?  
I have been to seek a wife,  
She's the darling of my life.

*Chorus:*

She's a young thing  
And cannot leave her Mother.

*(twice)*

2. Did she ask you to come in, Billy Boy, Billy Boy?  
Did she ask you to come in, charming Billy?  
Yes, she asked me to come in,  
There's a dimple in her chin.

*Chorus:*

3. Did she set for you a chair, Billy Boy, Billy Boy?  
Did she set for you a chair, charming Billy?  
Yes, she set for me a chair,  
She has ringlets in her hair.

*Chorus:*

4. Can she bake a cherry-pie, Billy Boy, Billy Boy?  
Can she bake a cherry-pie, charming Billy?  
She can bake a cherry-pie  
In the twinkling of an eye.

*Chorus:*

5. How old is she, Billy Boy, Billy Boy?  
How old is she, charming Billy?  
Three times six and four times seven,  
Twenty-eight and eleven.

*Chorus:*

## Interviews, Interviews ...

*An interior designer speaks:*

### Planning and Decorating Your Living-Room

#### Do's

Consider<sup>1</sup> your plan.

Diagram everything on paper.

Decide if you are going to use any of your present furniture.

Plan the placement of electrical outlets according to your furniture arrangement<sup>2</sup>.

Plan type and need of dining service. (Do you want an open-up table? Is your family large or small? Do you plan formal or informal dinner parties?)

List every item to be placed in the room.

Plan furniture and colours.

Consider lighting (light over the dining table, reading lamps, etc.).

Think of your family's activities. (How about a children's corner, a cosy corner for reading, conversation, music or studying?)

Think of the heating system in the floor.

#### Don't s

Don't place the furniture against the walls.

Don't have too many things in the room.

Don't have a floor-to-ceiling window on the north side, you'll get cold.

Don't have too many textures and patterns<sup>3</sup> in the room.

Don't choose more than three main colours and two accent ones.

Don't be afraid to be different.

Building and decorating a living-room can be a great fun.

<sup>1</sup> **to consider** — продумать. <sup>2</sup> **furniture arrangement** — расположение мебели. <sup>3</sup> **textures and patterns** — разных тканей и рисунков.



**Which of these pieces of advice do you find useful and which of them are you going to follow?**

*A dietician from the Congress gives some advice.*

## Think Before You Eat...

The received wisdom is that breakfast is the most important meal of the day. But that is based more on handed down mythology<sup>1</sup> than scientific fact. There is no evidence<sup>2</sup> that children who do not eat breakfast are less able to concentrate on schoolwork than those who do eat in the morning. Neither are those who eat breakfast any healthier than those who do not.

However it is good for children to eat something in the morning. They have high energy and nutrient needs and it may be difficult for them to eat enough of the right kind of food during the rest of the day to satisfy<sup>3</sup> those needs if they skip<sup>4</sup> breakfast.

The now-traditional breakfast of cereals<sup>5</sup>, milk and toast is very rich in calcium, protein and many other nutrients that are so important for people of any age.

If you want to be healthy and slim you must eat the right food. The chart below shows you the food you must **never eat**, the food you can **eat sometimes** and the food people **normally or always eat** to feel well.

<sup>1</sup> **handed down mythology** — передаваемый из поколения в поколение миф.  
<sup>2</sup> **evidence** — свидетельство. <sup>3</sup> **to satisfy** — удовлетворить. <sup>4</sup> **to skip** — пропустить. <sup>5</sup> **cereals** — злаки.

never	sometimes	normally/always
sweets cakes biscuits chocolate jam puddings sugar	meat: bacon beef pork mutton chicken ham  milk cheese bread honey	fruit: apples oranges tangerines grapes vegetables fish



Do you agree or disagree with the dietician?



*Our sociologist gives some useful advice.*

## Visiting the British at Home

To really understand Britain and the British, you have to live with them for a while.<sup>1</sup>

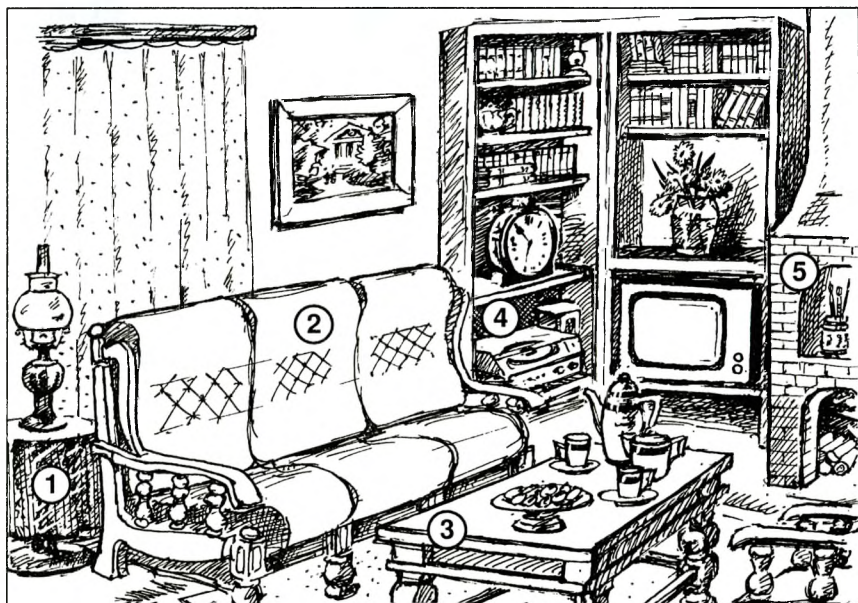
If you're going to stay with a British family it is a good idea to take a present. Get something that is typical of your country, like a record of traditional music, or handcrafted objects.<sup>2</sup>

If you visit someone for just an evening, it's a good idea to take some flowers. Present them as soon as you arrive, and don't take off the wrapping paper<sup>3</sup> before you give them.

If someone offers you a cup of coffee they'll usually ask you if you want it **black** (without milk) or **white** (with milk). They will also ask you whether you want sugar or not. But if they offer you tea, it will normally come with milk. If you don't want milk, you should say so.

In Britain, you will probably get used to<sup>4</sup> drinking lots of tea. You can practise how to make good tea by following the instructions on the packet.

<sup>1</sup> **for a while** — некоторое время. <sup>2</sup> **handcrafted objects** — изделия народного творчества. <sup>3</sup> **wrapping paper** — оберточная бумага. <sup>4</sup> **to get used to** — привыкнуть.



1. end-table  
2. sofa

3. cocktail-table  
4. stereo

5. fireplace

*A psychologist tells us a story. Listen and answer his question.*

### Why Was She Angry?

A young man was in love with a beautiful girl. One day she said to him: "It is my birthday<sup>1</sup> tomorrow." "Oh," said the young man, "I'll send you fresh roses, one rose for each year of your life."

The same evening he went to a florist's<sup>2</sup>. As he knew that the girl was twenty-two years old, he paid for twenty-two roses and asked the florist to send them to the girl the next day.

The florist knew the young man very well as he had often bought flowers in his shop before. When the young man left the shop, the florist thought:

"This young man is a very good customer<sup>3</sup>. I think that my price<sup>4</sup> was too high<sup>5</sup>, I'll send him ten more roses."

He did so. The next morning thirty-two roses were sent to the girl. When the young man came to see her she didn't want to speak to him. And he never knew why she was so angry with him.

*Do you know?*

<sup>1</sup> **birthday** — день рождения. <sup>2</sup> **a florist's** — цветочный магазин. <sup>3</sup> **customer** — покупатель. <sup>4</sup> **price** — цена. <sup>5</sup> **high** — высокий.

## It Is Interesting to Know

### Two Separate Languages?

Traditionally the most prestigious accent has been **the accent of South-East England** and this became **the BBC accent**. However, this is changing. People are increasingly proud<sup>1</sup> of their regional accent and we now hear far more regional accents on television and radio. If you are learning English as a foreign language then the important thing is to make sure that your pronunciation is clear and easily understood. A slight regional accent<sup>2</sup> does not matter.

If you are going to speak mostly to Americans then **standard American English (A.E.)** will be more useful. Certainly at present speakers of standard American English have no real problems communicating with people who speak British English clearly. The important thing to remember is that they are not two separate languages, they are one language with some differences. If you can speak one form quite well then you will not have problems understanding the other.

<sup>1</sup> **are increasingly proud** — все больше и больше гордятся. <sup>2</sup> **slight regional accent** — легкий местный акцент.

## There's No Place Like Home

About 64% of the British population live in houses or flats that they own or are buying in instalments.<sup>1</sup> Most other people live in council accommodation, about 10% rent from private landlords.<sup>2</sup>

There are three main types of houses in Britain:

— **terraced** — several houses, usually two-storey, joined together in a row or terrace;

— **semi-detached** — a pair of houses joined together;

— **detached** — a single house, completely separate from any other.

**Bungalows** are one-storey<sup>3</sup> houses, that are usually **detached**. The word comes from Hindi and means "a house in the Bengal style". Bungalows are popular with older people who may find it difficult to climb up and down stairs.

**Bedsit** — a bedroom and living room all in one.

**Cottage** — a small house in the country or in a village.

After World War II, a lot of high-rise flats were built very quickly and not always to a very good standard.

Some of them had to be pulled down<sup>4</sup> only 30 years after they had been built.

There are more flats in cities and large towns than in rural areas.<sup>5</sup> About 20% of the population live in flats.

When people want to sell their house or flat, they usually do it through **an estate agent**.<sup>6</sup> The estate agents put up a "**For sale**"<sup>7</sup> sign outside the house or flat. When the place has been sold, they change the sign to a "**Sold**" sign.

People who want to buy a house or flat, and haven't got enough money to pay for it all at once, take out a loan<sup>8</sup> with a bank or building society. This loan is called a **mortgage**.

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<sup>1</sup> **to buy in instalments** — покупать в рассрочку. <sup>2</sup> **to rent from private landlords** — снимать у частных владельцев. <sup>3</sup> **one-storey** — одноэтажные. <sup>4</sup> **to pull down** — снести дом. <sup>5</sup> **rural areas** — сельские районы. <sup>6</sup> **an estate agent** — агент по продаже недвижимости. <sup>7</sup> "**For sale**" — "Продается". <sup>8</sup> **loan** — ссуда.

## Do-It-Yourself

Some people would say that the Englishman's home is no longer his castle, that it has become his workshop.<sup>1</sup> This is partly because the average Englishman is keen on<sup>2</sup> working with his hands and partly because he feels that he must do for himself many household jobs for which some years ago, he would have hired<sup>3</sup> professional help. The main reason for this is a financial one: the high cost of labour makes people of modest

means look for some other ways to make their houses look bright and smart. As a result, there has grown up in the post-war years what is sometimes referred to as the "**Do-It-Yourself**" movement.

The "Do-It-Yourself" movement began with home decorating but has since spread<sup>4</sup> into a much wider field. Nowadays there seem to be very few things that cannot be made by the "do-it-yourself" methods. A number of magazines and handbooks<sup>5</sup> exist to show hopeful handymen<sup>6</sup> of all ages how easy it is to build a coffee table, or paint the house outside, replace guttering<sup>7</sup> or repair glass, fit new window frames or paper the ceilings, do some electrical work or fence<sup>8</sup> the garden. And the house-proud Englishman usually enjoys doing any job around the house.

<sup>1</sup> **workshop** — мастерская. <sup>2</sup> **to be keen on smth** — очень любить что-л.  
<sup>3</sup> **he would have hired** — он бы нанял. <sup>4</sup> **to spread** — распространяться.  
<sup>5</sup> **handbook** — пособие, справочник. <sup>6</sup> **handymen** — мастера на все руки, умельцы. <sup>7</sup> **guttering** — сточная труба. <sup>8</sup> **to fence** — сделать ограду.



Is there a "Do-it-yourself" movement in your country?

What can you do yourself around the house?

Are you house-proud?

## Starting the Day

For most British people the day begins around 7.00 a.m. Most people start work between 8.30 and 9.30, and school doesn't normally start until 9.00 a.m.

Some people, however, have to get up earlier, like the **milkman**, who delivers<sup>1</sup> milk in glass bottles to most British homes.

A **paperboy** or **papergirl** brings the morning newspapers to more than 60% of British families. The law **requires**<sup>2</sup> every boy or girl who wants a job delivering newspapers to get permission<sup>3</sup> from their parents and their headteacher. They also need a medical certificate,<sup>4</sup> and they are not allowed to start before 6.30 a.m. In practice, many people ignore<sup>5</sup> the law.

Do you have one or both of these services in your country? If not, would you like to have them?

<sup>1</sup> **to deliver** — доставлять. <sup>2</sup> **to require** — требовать. <sup>3</sup> **to get permission** — получить разрешение. <sup>4</sup> **medical certificate** — медицинская справка (свидетельство). <sup>5</sup> **to ignore** — игнорировать, пренебрегать.



## Helpful Prompts

### Making, Accepting, and Refusing Invitations

If two people aren't close friends, boyfriend and girlfriend, or relatives, they usually make small talk before anyone makes an invitation. If you aren't sure a person is interested in you, you might begin with a general kind of invitation. If you are sure, your invitation might be more specific.

#### Examples

**General**

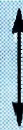


**Specific**

Are you doing anything on Saturday?  
I was wondering if you'd be interested in going to ...?  
Would you like to go to ...?  
How about going / Why don't we go to ...?

I'd like to invite you  
...out to dinner with me sometime.  
...to a movie when you have time.  
...to a concert next week.  
...to lunch at noon on Saturday.

**General**



**Specific**

If you want to show interest in someone, you can accept an invitation quickly or mention specific plans. If you're not sure you are interested, you can give a less definite or a less polite answer.

#### Examples

**Formal**



**Informal**

I'd be delighted.  
I'd like that very much.  
That's (very) nice of you.  
I'd love to.  
Thanks for the invitation,  
That sounds like fun,  
Well, maybe.

Will you call me tonight?  
Are you free this weekend?  
What did you have in mind?  
How about sometime next week?  
but I'll have to check the date.  
but I'm not sure I'll have time.  
I'll let you know.

**Specific**



**General**



If you want to show interest in someone but can't accept a specific invitation, you should suggest another plan. If you're not interested in a person whose feelings you don't want to hurt, you should refuse the invitation politely.

### Examples

#### Formal



I'm (terribly) sorry, but I'm not free that evening.  
 I'd (really) like to, but I ... (*reason*).  
 I'm afraid I can't because ... (*reason*).  
 Thank you for asking, but I'm busy then.  
 I don't have time for ..., but thanks anyway.  
 That's nice of you, but I'm already going with one of my friends.

#### Informal

#### Showing interest



Why don't we do it on Sunday?  
 Would you care to ... (*invitation*)?  
 How about next weekend?  
 Maybe another time / Can't we make it another time/day?  
 Another time, perhaps.

#### Showing no interest

### Entertaining a guest at the table:

#### OFFERING

More cheese?  
 You must try my wife's special recipe!  
 Can I pass you anything?  
 Would you like some more vegetables?  
 Try this sauce. It goes very well with the fish.  
 Shall I pour you some more tea?  
 Help yourself (yourselves), please!

#### ACCEPTING

Just a little more, please!  
 Yes, please. That'd be fine.  
 Just a taste. (food)  
 Just a drop. (drink)  
 I'd love to.

- REFUSING** I'd love some, but I'm on a diet.  
I'd love some, but I couldn't manage any more.  
I'm afraid it's against my religion.  
Oh, no, thanks, I couldn't eat another thing.
- COMPLIMENTING** This is delicious!  
The sauce is excellent!  
Fantastic!  
I must compliment you on your cooking.
- OFFERING TO DO SOMETHING** Let me get it for you.  
Shall I get you some more fruit?  
Anything wrong?  
Can I help at all?  
Can I help you with ...?  
Would you like me to help you with ...?
- RESPONSES TO OFFERS** That's very kind of you, thank you.  
Oh, would you? That'd be nice. Thank you.  
Thanks a lot. You're very considerate.  
Oh, no, don't bother. I can manage it myself.  
Thank you ever so much, but it's all right, really.

## Poems to Enjoy



### From "Past and Present"

by Thomas Hood (1796-1845)

I remember, I remember,  
The house where I was born  
The little window where the sun  
Came peeping in<sup>1</sup> at morn.<sup>2</sup>

He never came a wink<sup>3</sup> too soon  
Nor brought too long a day.  
But now I often wish the night  
Had borne my breath away!<sup>4</sup>

I remember, I remember  
The fir trees<sup>5</sup> dark and high;  
I used to think their slender tops<sup>6</sup>  
Were close against the sky;

It was a childish ignorance<sup>7</sup>  
But now 'tis<sup>8</sup> little joy  
For now I'm farther off from heaven<sup>9</sup>  
Than when I was a boy.

- <sup>1</sup> to peep in — заглядывать. <sup>2</sup> morn — *поэт.* утро. <sup>3</sup> wink — мгновение.  
<sup>4</sup> to bear one's breath away — *зд.* поразить, удивить (*букв.* задохнуться).  
<sup>5</sup> fir trees — ели (*деревья*). <sup>6</sup> slender tops — стройные верхушки. <sup>7</sup> ignorance — неведение, незнание. <sup>8</sup> 'tis (it is) — это. <sup>9</sup> heaven — *поэт.* небеса.

## Comic Verses to Enjoy

### Solomon Grundy

**was born** (родился) on a Monday  
**finished school** (закончил школу) on a Tuesday  
**got married** (женился) on a Wednesday  
**fell ill** (заболел) one Thursday  
**got worse** (стало хуже) on Friday  
**died** (умер) on Saturday  
**was buried** (был похоронен) on Sunday.  
That was the end of Solomon Grundy.

### A Word to Husbands

*Ogden Nash*

To keep your marriage brimming<sup>1</sup>  
With love in the loving cup,  
Whenever<sup>2</sup> you're wrong,  
admit<sup>3</sup> it;  
Whenever you're right,  
shut up<sup>4</sup>.

- <sup>1</sup> brimming — наполненный до краев. <sup>2</sup> whenever — когда бы ни; всякий раз, когда. <sup>3</sup> to admit — признать. <sup>4</sup> shut up — замолчите (*сленг*).

## Jokes, Laughs, Smiles

*Хотите верить, хотите нет,  
но такое случается.*

*Believe it or not,  
but these things happen.*

*Встречались ли вы с подобными  
ситуациями в жизни?*

*Have you ever experienced  
anything like that?*

After everyone was in bed the telephone rang.

"Is this one one one one?"

"No, this is eleven eleven."

"Are you sure this isn't one one one one?"

"Yes, I'm sure. This is eleven eleven."

"Well, I'm sorry to have gotten you up."

"That's all right. I had to get up anyway. The phone was ringing."

\* \* \*

A man was having breakfast in an English hotel. He took a drink from his cup and then said to the waiter:

"Is this tea or coffee?"

"Can't you tell the difference, sir, by the taste?"

"No," said the man, "I can't."

"Well," said the waiter, "if you can't tell the difference, what does it matter which it is?"

\* \* \*

"Doctor," said a stout woman with a lot of make-up on her face as she came into the room, "I want you to tell me what's wrong with me."

"Well, first, you're too stout, second, you should use less make-up on your face and, third, I'm a teacher. The doctor's on the next floor."

\* \* \*

Married nearly 50 years, tenor Jan Peeree commented: "My wife and I made a pact a long time ago, and we've kept it no matter how angry we've grown with each other. When one yells,<sup>1</sup> the other should listen. For when two people yell, there's no communication, just noise and bad vibrations."

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<sup>1</sup> to yell — истерично кричать.

## What a Language!

**A.** This story is about three Frenchmen who lived for some time in England. The first Frenchman once heard someone shout: "Look out!" He was at a hotel when he heard these words. He put his head out of the window and a bucketful of water<sup>1</sup> fell on him. "It seems 'look out' in English means 'don't look out'," he said.

The second Frenchman was once on a ship and heard the captain shout: "All hands on deck!"<sup>2</sup> He put his hands on the deck and someone walked on them.

The third Frenchman wanted to visit a friend of his. When he came to the door of the house, he knocked. A maid opened it. He said: "Is Mr Brown in?" The maid answered: "He's not up yet. Come back in half an hour." When he came after half an hour, the maid said: "He's not down yet."

He said: "If he's not up and he's not down, where is he?" The maid answered: "Oh, that's simple. When I say he's not up, I mean he has not got up, and when I say he's not down, I mean he has not yet come downstairs."<sup>3</sup>

---

<sup>1</sup> **bucketful of water** — полное ведро воды. <sup>2</sup> **on deck** — на палубу. <sup>3</sup> **to come downstairs** — спуститься вниз (в английских двухэтажных домах спальня находится на втором этаже).

**B.** English cooking terms sometimes have special meanings. In **informal English** they are sometimes used to describe human behaviour in a colourful or humorous way. Do you understand what the words in bold type mean?

**Half-baked**, for example, may refer to a foolish idea or a stupid person.

**Boiling** or **boiling mad** means very angry.

**In a stew** means to be worried or to be in a difficult situation, and **to stew in one's own juices** means to suffer, especially from one's own actions.

**To roast a person** means to criticise or ridicule him or her without mercy.

If a person is in a difficult situation we can say he or she is **in a jam**. By the way, there can be **traffic jams** when the road is blocked with so many vehicles that none of them can move. In such cases we can also say that the road **is jammed**.



## That Won't Do

Ruth was very popular with boys, which didn't surprise me. She was like a ray of sunshine in the house, good-natured and beautiful, always cheerful and smiling.

One day she came up to her mother.

— I want to marry Harry, she said.

— No, said her mother, that won't do!

— Why not? asked the girl, he's a doctor, that's a good profession.

— Yes, he's a doctor all right, but he doesn't come from a professional family.

A fortnight later Ruth insisted.

— I want to marry Dick.

— What! Again! exclaimed her mother.

— But why? He's a regular officer, he has made a good career in the army. He's so clever and kind!

— Oh, dear, that won't do either. You see, he doesn't serve with the Guards.<sup>1</sup>

Ruth didn't not give in.<sup>2</sup> A month later there was another candidate, a writer this time.

— Well, so he's a writer, said her mother, I like it, but tell me what sort of writer is he? A novelist,<sup>3</sup> a newspaper writer, a short story writer?

— No! said Ruth with pride,<sup>4</sup> none of those. He's a first class love letter writer!!!

<sup>1</sup> **to serve with the Guards** — служить в гвардии. <sup>2</sup> **to give in** — сдаваться.  
<sup>3</sup> **novelist** — писатель-романист. <sup>4</sup> **with pride** — с гордостью.

## Commentary

### 1

## PERFECT TENSE FORMS

вспомогательный глагол **have**

в настоящем, прошедшем  
и будущем

+

3-я форма смыслового глагола

**have**

+

**done**

Формы группы *Perfect* обозначают действия, завершившиеся к определенному моменту:

в настоящем — The Present Perfect Tense,

в прошлом — The Past Perfect Tense,

в будущем — The Future Perfect Tense (очень редко).

### 1.1. The Present Perfect Tense Forms

	I, you We, they	<b>have</b> <b>'ve</b>	<b>looked</b> through	the paper.	
	He She	<b>has</b> <b>'s</b>			
	I, you We, they	<b>have not</b> <b>haven't</b>	<b>looked</b> through	the paper yet.	
	He She	<b>has not</b> <b>hasn't</b>			
<b>Have</b>	I, you we, they		<b>looked</b> through	the paper yet?	Yes, I <b>have</b> . No, I <b>haven't</b> .
<b>Has</b>	he she				Yes, he <b>has</b> . No, he <b>hasn't</b> .

Случаи употребления:

1. I **'ve had** my dinner already. Я уже пообедал. (действие закончилось к моменту речи)
2. **Have** you ever **been** to Moscow? Вы когда-нибудь были в Москве?  
**Have** you **seen** the new machine? Вы видели новую машину?  
(говорящего интересует результат, приобретенный опыт)
3. I **'ve known** this man for years. Я знаю этого человека много лет.  
(говорящий знал этого человека до момента разговора и знает сейчас)

Наиболее употребительны с этими глагольными формами следующие временные указатели:

**today** — сегодня

**this morning (week, month, season, year)** — в это утро (на этой неделе, ...)

**ever** — когда-либо

**never** — никогда

**already** — уже

**yet** — еще

**recently/lately** — недавно

**up to now/so far** — к настоящему моменту



Наречия **yet** и **lately** употребляются в конце предложения:

I haven't seen him **lately**.

He hasn't listened to the latest news **yet**.

Has he got up **yet**?

Я не встречал его последнее время.

Он еще не слушал последние известия.

Он уже встал?

## 1.2. The Past Perfect Tense Forms (Формы так называемого "предпрошедшего времени")

I (you, he, she, we, they) **had done** it by 5 o'clock yesterday.

**Had** I (you, he, she, we, they) **done** it...?

I (you, he, she, we, they) **hadn't done** it...

Случаи употребления:

1. He said his friend **had left** for Kiev. Он сказал, что его друг уехал в Киев.

2. She asked what **had happened** that day. Она спросила, что случилось в тот день.

3. I found out that the train **had** already **left**. Я узнал, что поезд уже ушел.

(Действия совершались раньше других действий в прошлом.)

2

## PAST SIMPLE (A) AND PRESENT PERFECT (B) COMPARED

A. 1. — I **read** this book last year. B. 1. — I've **read** "War and Peace".

The book is very interesting.

— We **were** in the office when he phoned.  
(a definite time is meant)

— We've already **been** there.  
The place is very beautiful.  
(actions completed before now)

2. — He **lived** in Spain for three years from 1968 to 1971.  
(He is no longer there.)

2. — He **has lived** in Spain for three years.  
(He is still there.)

Действия соотносятся с определенным моментом в прошлом. Говорящий указывает, **когда** совершилось (не совершилось) действие.

Речь идет о совершившихся действиях без указания на момент в прошлом. Важен сам факт совершившегося как определенный опыт или знания говорящего, которые актуальны (имеют значение) в данный момент.

## 3

### PRESENT CONTINUOUS (A) AND PRESENT SIMPLE (B) COMPARED

- |  |  |
|--|--|
| <p><b>A. 1.</b> — What <b>are</b> you <b>doing</b> here?<br/>(<i>The action is taking place while I am speaking.</i>)</p> <p>— I'm <b>smoking</b> because I'm upset.</p> <p><b>2.</b> — He's <b>taking</b> a shower now.</p> <p>— It's <b>raining</b>. Where are our umbrellas?<br/>(<i>actions in progress, happening at the present moment</i>)</p> <p><b>3.</b> — She <b>is coming</b> in a day or two.<br/>(<i>a planned future action</i>)</p> <p><b>4.</b> —</p> | <p><b>B. 1.</b> — What <b>do</b> you <b>do</b> every morning at the office?<br/>(<i>The action takes place usually and need not be happening now.</i>)</p> <p>— I <b>don't</b> usually <b>smoke</b>.</p> <p><b>2.</b> — He usually <b>takes</b> two cold showers a day.</p> <p>— It usually <b>rains</b> in autumn.<br/>(<i>repeated, habitual actions</i>)</p> <p><b>3.</b> — The bus <b>leaves</b> at 12.<br/>(<i>future event on a timetable</i>)</p> <p><b>4.</b> — Water <b>freezes</b> at 0 degrees Centigrade.<br/>(<i>permanent truth</i>)</p> |
|--|--|

## 4

### PRONOUN IT

Употребляется как формальное подлежащее ("empty subject") для обозначения

**1. явлений природы**

- |  |   |
|--|---|
| <p><b>It</b> is cold (warm, hot, cool).</p> <p><b>It</b> is frosty (windy, rainy, snowy).</p> <p><b>It</b> rains (snows) here in winter.</p> | <p>Холодно (тепло, жарко, прохладно).</p> <p>Морозно (ветрено, дождливо, снежно).</p> <p>Здесь идет дождь (снег) зимой.</p> |
|--|---|

**Обратите внимание на глагольные формы:**

**It's raining (snowing)** now. (*Present Continuous*)

**It rained (snowed)** there last week. (*Past Simple*)

**Has it rained** here this season? (*Present Perfect*)

## 2. времени

<i>It is a quarter past ten.</i>	Четверть одиннадцатого.
<i>It is winter.</i>	Сейчас зима.
<i>It is the beginning of May now.</i>	Сейчас начало мая.

## 3. оценки явлений, событий и т.п.

<i>It is beautiful.</i>	Красиво!
<i>It is impossible.</i>	Это невозможно.
<i>It is simple.</i>	Это просто.



Английские прилагательные переводятся в данном случае наречиями.

## 5

## EXCLAMATORY SENTENCES

## (Восклицательные предложения)

## A.

What	a cosy place!	— Какое уютное место!
	cosy places!	— Какие уютные места!
What	an interesting book!	— Какая интересная книга!
	interesting books!	— Какие интересные книги!
What	nasty weather we're having!	— Какая у нас отвратительная погода!
What	a pleasure it was!	— Какое это было удовольствие!

## B.

How beautiful the flowers are!	— Какие красивые цветы!
How absent-minded I am!	— Какая я рассеянная!
How clever he is!	— Как он умен!
How clever they are!	— Как они умны!
How well he speaks English!	— Как хорошо он говорит по-английски!
How much she knew!	— Как много она знала!



## Programme 4

**Practise what you can say or hear when communicating with people.  
Make up as many sentences as possible.**

1.

What's the weather like today?

It's \*sunny.

\*cloudy, hot, cold, warm, cool, windy, rainy, snowy.

2.

What \*cloudy\* weather we're having!

\*nasty, nice, lovely, wonderful.

3.

What a \*creative\* person he is!

\*talented, hard-working, clever.

4.

How \*clever\* the man is!

\*kind, honest, reliable, creative.

5.

How well my friend \*speaks English!

\*knows history, recites poems, tells stories, sings, dances.

6.

Is there enough \*water in the vase?

Yes, there is.

No, there isn't.

\*sugar in the sugar-bowl, tea in the tea-pot, coffee in the cup, food in the fridge, furniture in the room, information on the subject.

7.

Are there enough \*chairs in the room?

Yes, there are.

No, there aren't.

\*pictures in the gallery, cinemas in the town, goods in the shop.



8.

Where's the chair?

It's \*right in front of you.\* Can't you see it?

\*opposite the window, in the middle of the room, behind the table, near the door, in the right-hand corner, in the left-hand corner, between the sofa and table, over there.

9.

a) Where were you \*in the afternoon\* yesterday?

b) I was \*\*at work.

\*a) at 8 in the morning, at 9 in the evening, late at night.

\*\*b) at a meeting, at the theatre, at my friends', at a conference.

10.

The party was wonderful.

I'm sure none of \*you\* wasted time!

I'm sure all of \*you\* enjoyed every minute.

\*us, them.

11.

I wasn't busy at the office last week.

I \*visited my friends.

\*answered all the letters, did some repairs at home, read a lot, played tennis, went to the cinema.

12.

I've been so busy this week.

I haven't \*visited my friends.

\*answered the letters, done any repairs at home, read much, played tennis, watched TV.

13.

You're upset. What's wrong?

Oh, I haven't had the time to go to the \*dentist's.

\*doctor's, hairdresser's, cleaner's, laundry, bank.

14.

What bad luck!

She **has**

We **have**

| **\*overslept!**

\*missed the train, lost the money, broken the glasses, wasted a lot of time.



15.

She was so unhappy. Her friend had left her!  
 She told me she **had never** **\*had** a true love.

\*travelled, met interesting people, been abroad, been a film star,  
 enjoyed life, seen the mountains, been happy.

16.

Which of your relatives **\*looks** like a film star?

**\*works** like a dog, smokes like a chimney, sleeps like a log, sings  
 like a bird, speaks like a book.

## Listening



1. Listen to the text (p. 134—141) and repeat after the speaker sentence by sentence. The speaker says each sentence twice so that you can check yourself.

2. Listen to what the Congress participants are saying (p. 134—141). Check if you can understand everything and reproduce the conversations.

3. Maurice Morgan describes his living-room.

A. Listen and draw the plan of it.

B. 1. Do you find the interior of the room reasonably planned? Why (not)?

2. Does Maurice like his room? What does he say about it?

4. Win Lynn speaks about some unhappy experience in his student's life.

A. First read the story and fill in the blanks with suitable words. Then listen to the recording and correct your answers.

### Why Are You Leaving?

I carried my bags into the hall.

"What \_\_\_\_\_ you \_\_\_\_\_?" my landlady asked.

"I'm leaving, Mrs Lynch," I answered.

"Why are you \_\_\_\_\_?" she asked. "You \_\_\_\_\_ here  
 only \_\_\_\_\_ week."

"A week too long, Mrs Lynch," I said. "There are too \_\_\_\_\_ rules in this house. My friends \_\_\_\_\_ come to visit me. Dinner is \_\_\_\_\_ at seven o'clock, so I \_\_\_\_\_ go to bed hungry. You don't like noise, so I \_\_\_\_\_ listen to the radio. The heating doesn't work, so I always \_\_\_\_\_ cold. This is a terrible place for a man \_\_\_\_\_ me. Goodbye, Mrs Lynch."

5. Here is a conversation between two neighbours, Jane Smith and Bill Gordon.

**A.** Listen and write down what Bill wants Jane to do and why:

1. Bill asks Jane to stop ...
2. The ceiling isn't ...
3. His dog does not like ...
4. His dog is fond of ...

**B.** Listen again and answer the following questions:

1. What disturbed Bill Gordon?
2. Did Jane think she was careful not to disturb the neighbours?
3. Did she agree to turn down the music?
4. Would you do the same if you were in Jane's place? Why (not)?

**C.** Play the tape again and try to reproduce this talk together with your partner with as much expression as possible.

6. Listen to the poem and learn it by heart.

## Writing

1. Write out of the text (p. 134—141) everything we learnt about a) Helen's house b) Helen's family c) Helen's household duties.

2. Once Helen went to see a house on sale. This is who she saw when she opened the kitchen door (see picture on p. 164). Write down what she saw. Start with:

There was a mouse in the cupboard.

The words you may need:

oven, door, cupboard, salt, sink, plate, drawer, cat, glass, chair, cup, piece of cheese, saucepan;

in front of, under, in, behind, between, next to, on, on top of.



3. Write answers to the following questions:

### Weather Survey

1. In what season does it often rain (snow) in Moscow?
2. When is it cold in Moscow?
3. Has it rained (snowed) a lot this month?
4. Is it raining (snowing) now?
5. Do you like it when it rains (snows)?

4. Draw a plan of Helen's living-room the way you see it. Describe it.

5. Prepare a questionnaire to find out which of your classmates does a lot of housework.

**Q.** Do you always (often) ...?

For ideas: cook, wash up, clean the rooms, do small repairs, take care of children



6. Write about what your classmate usually does **(A)** and what he/she is (not) doing now because he/she is upset/busy today **(B)**.

**A.** 1. He usually listens  
to the 7 o'clock news.

2. ....

**B.** 1. He's busy, so he's not  
listening to the news now.

2. ....

For ideas:

... often (play chess)

... as a rule (watch TV)

... frequently (go for a walk, sing in the bathroom)

... seldom (have coffee late at night)

... often (read books, listen to music)

... never (smoke)

7. Write about what you did last week **(A)** and what you haven't done this week **(B)**.

**A.** I wasn't busy last week.

1. I visited my friends  
last week.

2. ....

**B.** I've been busy this week.

1. I haven't visited my friends  
this week.

2. ....

For ideas: do repairs at home, wash windows (the car), answer a friend's letter, learn new rules, finish the research work, read a lot of science

8. Who do you think asked these questions? Which verbs are missing? Are the questions too personal?

— Where **were** you last night?

— What **did** you **do** last night?

— Why ... n't you at home?

— ... you stay out late?

— Why didn't you phone?

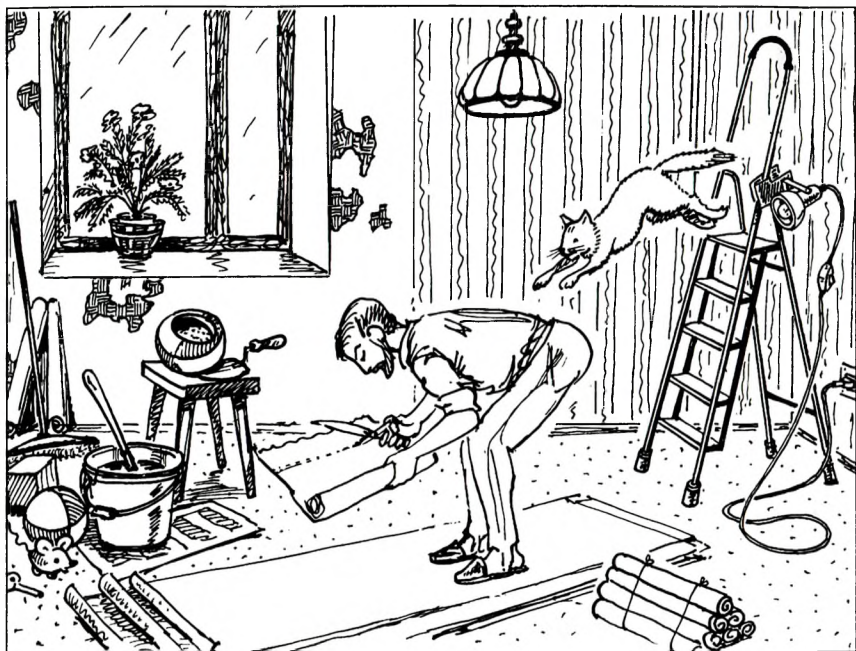
— ... you have a good time?

— ... you see a good play?

— ... you go to a concert?

— I'd rather not say!

9. Write a story about one of your (your friend's) life experiences (100-120 words). Think of a title to the story and use the picture on p. 166 as the main idea of your narration.



**10.** Write a note of invitation to our house-warming. Give directions how to reach the place.

**11.** Write a letter to your friend (120-150 words):

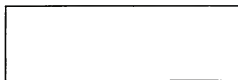
- a) describing the house you would like to buy. Ask for advice.
- b) telling about your new job (studies) and your daily routine. Express your feelings (what you like or dislike about changes in your life).

Use the following layout.

*Dear ...*

.....

.....



(your address)

*I look forward to hearing from you.*

*Yours*

*sincerely*

... (your signature)

## Communicating

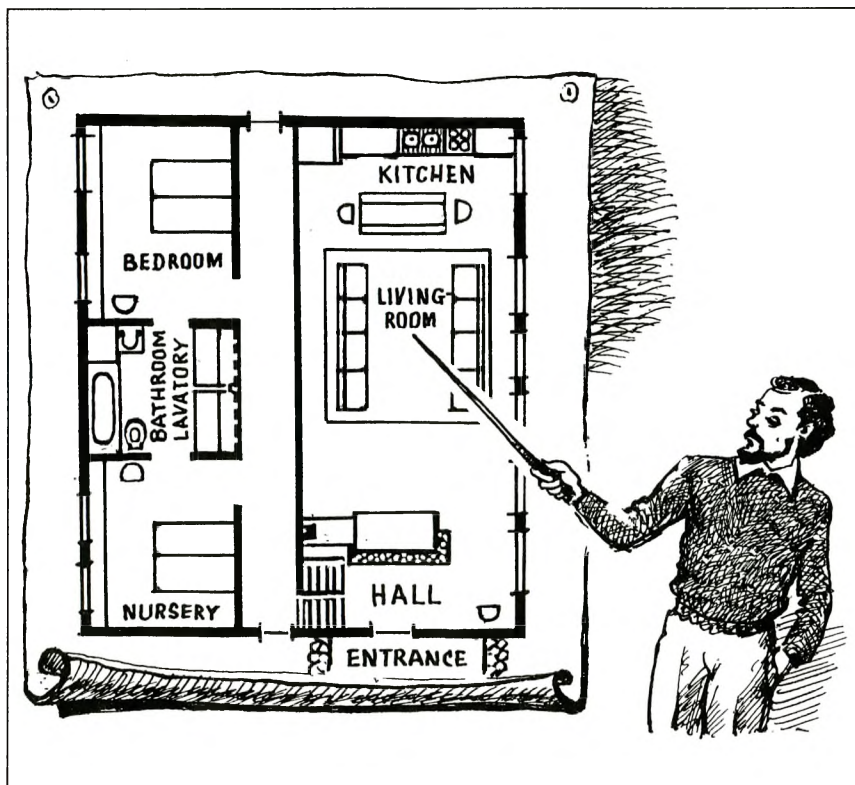
1. Find out if the area where your classmate has got a flat is convenient to live in.

**Q.** Is there ... nearby?

(a clinic, a post-office, a barber's, a hairdresser's, a school, a park, a cinema, a theatre, a library, a bus station, an underground station, a dry-cleaner's, a shoe repair shop, a hospital, a kindergarten, a restaurant, a café, a railway station, a department store, a bank)

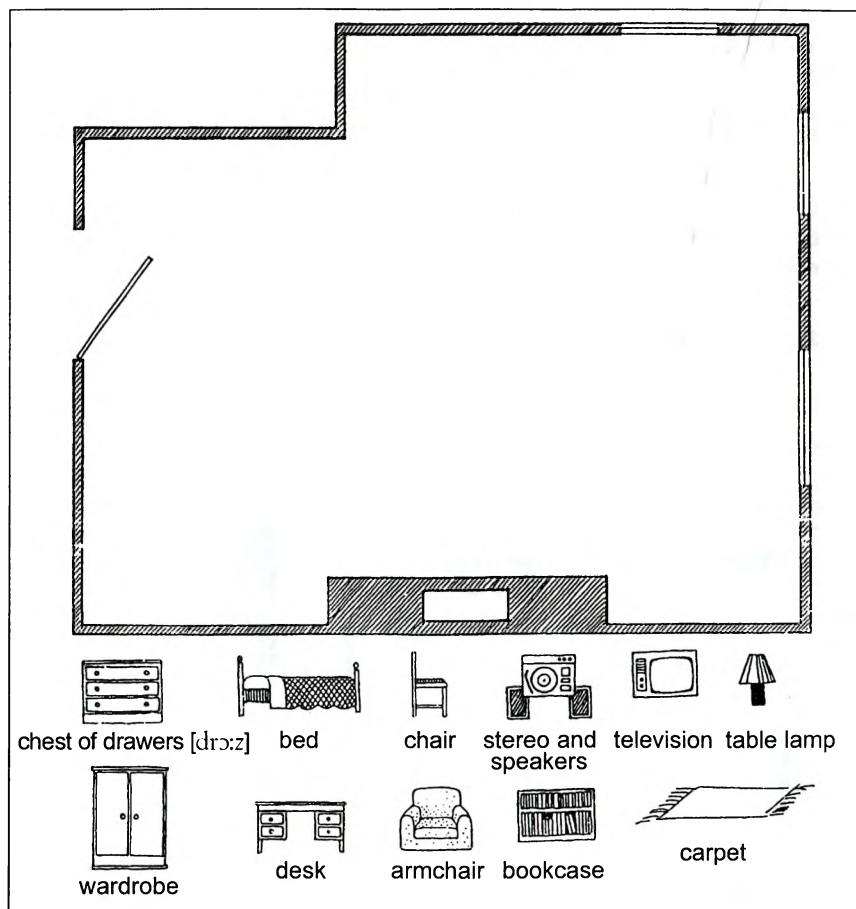
2. Work out a plan of an ideal flat for a family of three (five) people.

3. Describe your flat (using a plan).



4. You are to furnish a room in a hotel. Draw a plan and say what furniture you'll put there and of what colour (focus on the use of prepositions).

For ideas:



5. Ask your classmate to describe his/her home and show interest through questions. Use the following patterns:

Are(n't)				What	
Is(n't)	you ____?	You ____, do(n't) you?		Where	
Does(n't)	it ____?	It ____, does(n't) it?		When	do you ____?
Do(n't)	____ ____?	____ ____, ____ ____?		How	
Can('t)				Why	

**6. A.** *Talk in small groups (3-4 classmates). Choose words for these sentences or use your own words. After each sentence, the other students show interest with questions. Answer the questions.*

EXAMPLE: a: I live with my family in a small apartment.  
 b: Oh, really? Is it near school?  
 a: Yes, it is. And it's near a bus stop, too.

I live with	many relatives my family three friends a roommate	in	a small/big house. an apartment (building). a room. a terrible/nice hotel.
-------------	--	----	---

I	like don't like	it because it's	small/big. old/new. crowded. cheap/expensive. (un)comfortable. luxurious. quiet/noisy. dirty/clean. safe/dangerous.
---	--------------------	-----------------	---

It has	two bathrooms/bedrooms a big/small kitchen nice/new/old furniture electric/gas heating an electric/a gas stove	and	a garage. a family room. carpeting. a laundry room. a refrigerator.
--------	--	-----	---

I	have	to pay	rent every week/month.
We	had		last months' rent. a security deposit and a cleaning fee.

**B.** *Summarize your conversation for the class. (Focus on the main ideas.)*



7. Find out which of the jobs listed below your classmates can do without help.

cook dinner	iron a shirt
bake a cake	service a car
wash up	install central heating
type a letter	repair glass
repair a cassette	paint window frames
fit an electric plug	fence the garden
fix new shelves	wallpaper a room

Make use of the following phrases in your answers:

**I can** ... myself.

**I don't know how to** fix a new shelf.

**I'd rather get someone to** help me fix a new shelf.

**I'd need someone to** help me fix a new shelf.

8. How do the members of your group usually get to their homes from school/work? Interview a maximum of 7 people about the means of transport they use, the distance between their homes and work, the time the journey usually takes, the cost of it and any particular problems connected with the journey.

Name	Means of transport	Distance travelled	Time journeys take	Cost per day	Other problems connected with journeys

Ideas for questions:

- Do you usually go by car/train/bus?
- How far is your home from work?
- How long does it take you to get to your work?
- What are your travel expenses per day?
- Do you usually travel during the rush hour?
- How do you avoid travelling in the rush hour?



Which of your classmates spends the least amount of time on journeys to work and back home?

**9.** Answer the following questions on your daily programme (pair work). Then find out if a third student plans his time more reasonably.

1. What time do you usually get up?
2. How long does it take you to do your morning exercises?
3. Do you take a light or heavy breakfast?
4. What time do you leave home for work?
5. How long does it take you to get to your work (Institute)?
6. What time does your work begin?
7. How many meals a day do you have?
8. What do you usually do at your office (Institute)?
9. What do you usually do after work (your studies at the Institute)?
10. When do you go for a walk?
11. What time do you listen to the news over the radio?
12. When do you usually read newspapers?
13. When do you usually watch TV? Which programmes do you prefer?
14. How much time a day do you spend with your friends (children)?
15. What time do you usually go to bed?



**Do you think you never waste your time? Do you think your friend never wastes his time?**

**10.** You are to rent a country cottage for your family. Phone the landlady and ask her the following questions (pair work):

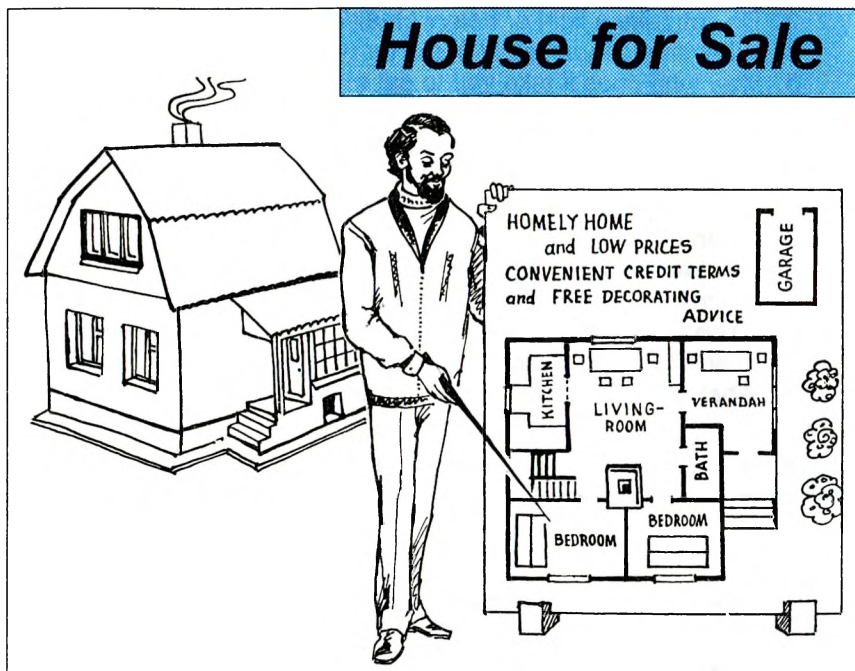
1. How many rooms are there in the cottage? What are they?
2. How many floors are there in the house?
3. How many windows are there in the living-room? Is it light?
4. Are there any modern conveniences? What are they?
5. Is there a radiator in every room?
6. Is it cold in the house in rainy (frosty) weather?
7. Is there a refrigerator in the kitchen?
8. Are there any children in the house? How old are they?
9. Are there any pets in the house?
10. Are the neighbours very sociable?
11. Is there a bus stop near the building?
12. How long does it take you to get to the city from the place?
13. Are there any shops nearby?
14. Is there a post office there?
15. Is there a hospital nearby?



**So, what's your decision? Why are you (not) going to rent the house?**

**11.** You're having a house-warming. Invite your friends. Arrange the programme of the party. Act it out.

**12.** You are a clerk from "Houses for Sale". Advertise one of the houses.



**13.** You've moved to a new two-bedroom flat in a Moscow suburb. You like it. Advise your friend to move to this district (speak in favour of the place).

**14.** You need an office. You can remodel a one-bedroom flat in a new residential area into a small office. Draw the plan of it and describe all the alterations you will have to make (work in groups of 3-4 students to find the best solution).

## UNIT 5

## An Interesting Personality



- Когда вы впервые встретились с Еленой?
- Это было много лет назад в Лондоне. Я был тогда аспирантом. А она приехала туда читать курс лекций по русской литературе. Мне кажется, я знаю ее целую вечность.
- Она была за границей с тех пор?
- Да, много раз. Она переводила и редактировала очень интересные книги.
- А где ее муж?
- Она вдова.
- Извините.
- Она не выглядит на свой возраст, не так ли?
- Сколько ей лет?
- Я никогда не спрашиваю женщин об их возрасте. Женщине столько лет, на сколько она выглядит.
- А мужчине?
- А мужчине столько лет, на сколько он себя чувствует.
- Кого мы ждем?
- Нашего социолога.
- Он проводит опрос студентов университета.

- J.** When did you first meet Helen?
- W.** It was many years ago in London. I was a post-graduate student then. And she came there to give a course of lectures on Russian literature. It seems to me I've known her for ages.
- B.** Has she been abroad since then?
- W.** Yes, many times. She's translated and edited some very interesting books.
- L.** And where's her husband?
- W.** She's a widow.
- L.** Oh, I'm sorry.
- A.** She doesn't look her age, does she?
- L.** How old is she?
- W.** I never ask women about their age. A woman is as old as she looks.
- B.** And a man?
- W.** A man is as old as he feels.
- J.** Who are we waiting for?
- B.** Our sociologist.
- L.** He's *interviewing* University students.

- Да, но он опрашивал их вчера!
- Да, вчера и позавчера.
- Насколько я знаю, он уже опросил около тридцати студентов.
- А сегодня он проводит опрос молодых людей с 3 часов дня.
- Многовато, пожалуй.
- Дело в том, что он изучает интересы молодежи. Ему нужно это для диссертации.
- Примерно неделю назад у меня тоже взял интервью английский социолог.
- Какие вопросы вам задавали?
- Различные. Например:
- Каково ваше мнение о молодежи сегодня?
  - Какая самая популярная газета среди молодых людей?
  - На какие газеты и журналы вы подписываетесь?
  - Какой раздел газеты интересует вас больше всего? Спорт? Мода? Политика?
  - Увлекаетесь ли вы живописью?
  - Вы интересуетесь искусством? Каким в частности?
- P. But he **interviewed** them yesterday!
- L. Yes, he did. Yesterday and the day before yesterday.
- C. As far as I know he **has interviewed** about thirty students **so far**.
- L. And today he's **been interviewing** the young people **since** 3 in the afternoon.
- J. Rather a lot, isn't it?
- L. Well, he's **studying** the interests of youth. He needs it for his thesis.
- A. A week ago or so I **was** also **interviewed** by a British sociologist.
- B. What questions were you asked?
- A. All sorts. For example:
- What's your **opinion of** young people today?
  - What's the most **popular** newspaper **with** young people?
  - What newspapers and magazines do you **subscribe to**?
  - What section of a newspaper **are** you most **interested in**? Sport? Fashion? Politics?
  - **Are** you **keen on** painting?
  - **Are** you **interested** in the arts? Which in particular?



- Что вы предпочитаете:  
балет,  
драму, цирк или  
музыкальные концерты?
- Вас привлекает  
кино?
- Вам нравится  
классическая музыка?
- Как часто вы проводите  
время вне дома  
вечером?
- Сколько времени вы проводите  
у телевизора?
- Нравится ли вам  
танцевать?
- Занимаетесь ли вы  
спортом:  
плаванием, коньками,  
лыжами,  
гимнастикой?
- Бегаєте ли вы по утрам?
- Что вы не любите  
делать?
- Что вы собираетесь  
делать через 5 лет?
- Что для вас самое  
главное в этом году?
- Кто ваши любимые  
современные писатели?
- Which do you **prefer**:  
ballet,  
drama, the circus or  
musical concerts?
- **Do you care for** the  
cinema?
- **Are you fond of**  
classical music?
- How often do you  
**go out**  
for the evening?
- How much time **do you spend**  
**watching** TV?
- Do you enjoy  
disco-dancing?
- Do you **enjoy** doing  
sports:  
swimming, skating,  
skiing,  
gymnastics?
- Do you jog in the morning?
- What do you **hate**  
**doing**?
- What are you going  
to do 5 years from now?
- What are **your priorities**  
this year?
- Who are your **favourite**  
contemporary **writers**?

— Кстати,  
вы любите поэзию?

— Кто ваши любимые поэты?

— Я затрудняюсь ответить.  
Пожалуй, Бернс или  
Байрон,  
Теннисон или Киплинг.  
Каждый из них  
создает  
свой собственный мир.

J. By the way,  
do you like poetry?

E. Who are your favourite poets?

A. It's difficult to say.  
It might be **Burns** or  
**Byron**,  
**Tennyson** or **Kipling**.  
Each of them  
creates  
his own world.

— Например, Бернс неповторим в мелодичности своих стихов, мудрости и чувстве юмора.

— Мне нравится вот это:

*Моя любовь, как роза красная,  
Цветет в июньский день.  
Любовь моя, как песнь прекрасная,  
Гармонией наполнит день.*

— Это как музыка.

— Великолепное исполнение!

— Роберт Бернс был интересной личностью. Он родился в семье фермера в 1759 г. Отец Роберта работал, не покладая рук, но умер в бедности. Бернс получил элементарное школьное образование.

— Он очень любил Шекспира и Мильтона. Он изучал географию мира, английскую грамматику, немного физики, астрономию и ботанику.

— В целом Роберт Бернс был очень образованным для своего времени.

— Он был волевым человеком.

— Человеком принципов и великолепным собеседником.

**W.** For instance, Burns is unique for the melody of his verses, for his wisdom and sense of humour.

**A.** I like this one:

*Oh, my Love is like a red, red rose  
That's newly sprung in June.  
Oh, my Love is like the Melodie  
That's sweetly play'd in tune.*

**P.** It's like music.

**W.** Perfect recitation!

**B.** Robert Burns was an interesting personality. He was born into a farming family in 1759. Robert's father worked hard but he died in poverty. Burns received some elementary schooling.

**W.** He was fond of Shakespeare and Milton. He studied world geography, English grammar, some physics, astronomy and botany.

**S.** On the whole Robert Burns was well educated for his times.

**T.** He was a man of character.

**J.** A man of principle, and a brilliant talker.



Он был гневным  
сатириком и  
противником  
социальных порядков  
в своей стране.  
Он хотел справедливости  
для своего народа.

- Мы гордимся им.
- Я восхищаюсь  
его любовной лирикой.
- Роберт Бернс писал:  
"Безусловно существует  
связь  
между любовью,  
музыкой и поэзией".
- И он влюблялся и  
остывал несколько  
раз.

He was a bitter  
satirist and  
a rebel against  
the social order  
in his country.  
He wanted justice  
for his people.

- B.** We're proud of him.
- A.** I admire  
his love songs.
- T.** Robert Burns wrote:  
"There is certainly  
some connection  
between Love,  
Music and Poetry."
- C.** And he fell in and  
out of love several  
times.

- Но, я думаю, что его настоящей любовью была Джин Арма.
- Они поженились?
- Это длинная история. Дело в том, что ее отец был решительно против их брака. Им пришлось расстаться. Однако два года спустя он женился на ней и у них родились близнецы.
- Он умер довольно молодым, в возрасте 37 лет.
- Боюсь, нам надо идти. Мы ждали Рассела слишком долго.
- Не оставить ли нам записку для него?
- Прекрасная мысль!
- *(Вбегая в холл)* Не нужно! Я здесь!
- Лучше поздно, чем никогда.
- Извините, что заставил ждать. Бывают дни, когда все идет кувырком. Сначала я застрял в лифте. Потом я понял, что оставил где-то зонт. Когда я вышел на улицу, шел сильный дождь.
- Дождь идет с раннего утра сегодня.
- B.** But I think his true love was Jean Armour.
- A.** Did they get married?
- T.** It's a long story. The fact is, her father was strongly against their marriage. They had to part. However, two years later he married her and they had twins.
- B.** He died rather young at the age of 37.
- W.** I'm afraid we must be going. We've been waiting for Russell too long.
- L.** Can we leave a note for him?
- W.** A good idea!
- S.** *(rushing into the lounge):* No need! Here I am!
- B.** Better late than never.
- S.** Sorry I kept you waiting. There are days when everything goes wrong. First I got stuck in the lift. Then I realized I had left my umbrella somewhere. When I went out into the street it was raining heavily.
- B.** It has been raining since early morning today.

— Это был не час “пик”.  
На улице было не много  
транспорта.  
Но я не мог взять  
такси.  
И в довершение всего  
я поскользнулся  
на тротуаре  
и разбил свои очки.  
И вдруг ... о,  
у меня нет слов.

— Все в порядке.

— Вы теперь здесь.  
Все хорошо, что  
хорошо кончается.

— И все же  
я расскажу вам  
все об этом  
по дороге в  
музей.

**S.** It wasn't the rush hour.  
There wasn't much  
traffic in the street.  
But I couldn't take  
a taxi.  
To crown it all  
I slipped  
on the pavement  
and broke my glasses.  
Suddenly ... oh,  
words fail me.

**T.** That's all right.

**W.** You're here anyway.  
All's well that  
ends well.

**S.** And yet  
I'll tell you  
all about it  
on the way to the  
museum.

*This is what Russell told us on the way to the museum.*

It was raining heavily as I was walking towards the Metro station. There were very few people in the street. The road was slippery.<sup>1</sup>

Just as I was crossing the road near the Metro station, a car came round the corner. It was travelling very fast, at the speed of 80-90 km. It was clear the driver was having difficulty in controlling it. Suddenly it hit<sup>2</sup> a lamp-post and turned over.

At once I ran to the car. No doubt<sup>3</sup> the driver needed help. I tried to help the driver. But I could do very little. The man's eyes were closed, there was a lot of blood<sup>4</sup> on his face.

Then I saw a young woman. She hurried into the station. She phoned for an ambulance<sup>5</sup> while I was taking care of the driver. A lot of people gathered round the car.

Miliciamen arrived a few minutes later and asked me a lot of questions.

<sup>1</sup> **slippery** — скользкая. <sup>2</sup> **hit** — ударила. <sup>3</sup> **no doubt** — не было никаких сомнений. <sup>4</sup> **blood** — кровь. <sup>5</sup> **phoned for an ambulance** — вызвала скорую помощь по телефону.



**What do you think the questions were? Can you write them down?**



## Singing Together



Here's a song which has been a symbol of unity in the struggle for freedom. Originally lyrics and music were written by Z.Horton, F.Hamilton, G.Caravan and Peter Seeger.

Why not read the music and sing it on your own?

We shall overcome.

We shall overcome.

We shall overcome some day.

*Refrain:* Oh, deep in my heart

I do believe

We shall overcome some day.

We'll walk hand in hand. (*twice*)

We'll walk hand in hand some day. (*repeated  
in the refrain*)

We shall live in peace. (*twice*)

We shall live in peace some day. (*repeated  
in the refrain*)



## Interviews, Interviews ...

*Some of the Congress participants have been interviewed on customs and traditions in their countries.*

### For Company and Conversation You Go to...

For company and conversation the English go to the “**pub**”. The cafés in England sell only coffee, tea and “soft” drinks. You go to a café for a meal or for a quick cup of tea, but not to sit and watch the world go by. When you want to relax after a day's work, you go to the local public house.

Everybody goes there, except<sup>1</sup> children, who are not allowed in. If you go up to the bar, you may find every kind of person: doctors, schoolmasters, workmen. They all go there, to talk and to drink their usual drink.

22 CHALCOT ROAD,  
PRIMROSE HILL, LONDON NW1 8LL  
TEL: 0171 722 0354



Called after the Coole-based swans from a poem by W.B. Yeats who used to live opposite. Try various teas and coffees, beers and wines in the intimate upstairs bar decorated with ethnic crafts. Stay for a relaxing meal in the downstairs restaurant with its original features.

The people who want to sing ask someone to play the tunes on the old piano. They group themselves round it and they buy drinks for the pianist. That is the custom. The one who plays has free<sup>2</sup> drinks as long as he plays.

Good humour and good temper<sup>3</sup> give English pubs their character. If you go there regularly the landlord<sup>4</sup> will try to get to know you. He will remember what you usually drink and may well become a personal friend. The pub is the place where you meet people.

#### THE MITRE

24 CRAVEN TERRACE  
LONDON W2 3QH  
TEL: 0171-262 5240

Visit one of London's oldest pubs – formerly a Bishop's residence. The bar contains many original features dating back to 1860. Enjoy our excellent all day menu in a comfortable Victorian setting.

Nearly everyone drinks beer. Most pubs, in fact, have a piano and on Saturday night the customers may well gather round it and sing. The songs they sing are the same all over England. Songs from the 1914 war, sentimental and sad, like “If you were the only Girl in the World”. They are easy to learn.



10 NORTHUMBERLAND ST.  
LONDON WC2

TEL: 0171 930 2644/0410

Come to the Sherlock Holmes public house and restaurant for traditional English ales and quality food.

Visit, free of charge, the world famous room, *The study of Sherlock Holmes*, and purchase a memento of your visit from our wide selection of memorabilia.

You get to know other "regulars".<sup>5</sup> You talk about the weather or how the English cricket team is doing in the Test Match against Australia.

The pub is often the only place where men may meet each other after work. It is very surprising, but even in large cities each public house has its own regular customers who go there every night, to drink one or two pints, slowly, and to have a game of dominoes or to play darts.<sup>6</sup> And although<sup>7</sup> they see each other almost every night for years, the regulars who meet there will never go into each other's homes.

<sup>1</sup> **except** — за исключением. <sup>2</sup> **free** — бесплатный. <sup>3</sup> **good temper** — хорошее настроение. <sup>4</sup> **the landlord** — хозяин. <sup>5</sup> **regulars** — завсегдатаи. <sup>6</sup> **darts** — дартс (дротики — их бросают в разграфленный пробковый круг). <sup>7</sup> **although** — хотя.

## A Happy New Year!

The most common type of celebration<sup>1</sup> is a **New Year party**,<sup>2</sup> either a family party or one arranged by a group of young people. This usually begins at about eight o'clock and goes on until the early hours of the morning. Sometimes the hosts<sup>3</sup> make a big bowl of punch<sup>4</sup> which consists of wine, spirits, fruit juice and water in varying proportions. There is usually a buffet supper<sup>5</sup> of cold meat, pies, sandwiches, cakes and biscuits<sup>6</sup>.

At midnight the radio is turned on, so that everyone can hear the chimes of Big Ben,<sup>7</sup> and on the hour<sup>8</sup> a toast is drunk to the New Year. Then the party goes on.

Another popular way of celebrating the New Year is to go to a New Year's dance. Most hotels and dance halls hold a special dance on New Year's Eve. The hall is decorated, there are several different bands and the atmosphere is very festive.

The most famous celebration is in London round the statue of Eros<sup>9</sup> in Piccadilly Circus<sup>10</sup> where crowds gather and sing to welcome the New Year. In Trafalgar Square there is also a big crowd and someone usually falls into the fountain.

Those who have no desire or no opportunity<sup>11</sup> to celebrate the New Year themselves, can sit and watch other people celebrating on television.

January 1st, New Year's Day, is a public holiday. Some people send New Year cards and give presents, but it is not a widespread custom.<sup>12</sup> This is the traditional time for making New Year resolutions,<sup>13</sup> for example to give up smoking or to get up earlier. However, these are generally more talked about than put into practice.

<sup>1</sup> **celebration** — празднование. <sup>2</sup> **New Year party** — зд. встреча Нового года. <sup>3</sup> **the hosts** — хозяева вечера. <sup>4</sup> **bowl of punch** — чаша с пуншем. <sup>5</sup> **buffet supper** — легкий ужин. <sup>6</sup> **cakes and biscuits** — пирожные и печенье. <sup>7</sup> **chimes**

of Big Ben — куранты “Большого Бена” (всемирно известной башни на здании парламента).<sup>8</sup> on the hour — в ожидаемый час.<sup>9</sup> the statue of Eros — скульптура Эроса (бога любви).<sup>10</sup> Piccadilly Circus — площадь Пикадилли в центре Лондона.<sup>11</sup> opportunity — возможность.<sup>12</sup> widespread custom — широко распространенный обычай.<sup>13</sup> New Year resolutions — обещания, которые дают себе под Новый год (например, бросить курить).

*Our biologist is from Edinburgh. Why not learn a bit more about his homeland? (Use a dictionary.)*

## Scotland

The English and the Scots had been at war for centuries before King James VI of Scotland became James I of England in 1603. Unlike Wales and Ireland, Scotland had not been conquered by England, so it kept many of its own laws and traditions.

### A Tradition of Independence

In 1707, the Scottish and English parliaments were united at Westminster. But the Scots remained very independent. The Scottish legal and education systems are quite different to the English ones. Scottish banks issue their own bank notes — they are not always accepted in English shops.

Young English couples who were under 21, and could not get married without their parents' consent, used to run away to Gretna Green, just over the Scottish border. There they could get married instantly, before angry parents could object.

Today many Scots are nationalists. Although Scotland voted in a **referendum** against having a separate Parliament in 1978, many people now think Scotland should be self-governing.

**Edinburgh** is the capital of Scotland. It is an elegant, grey stone city, with many beautiful houses and a magnificent castle. The Palace of Holyroodhouse is the official residence of the Queen when she is in Edinburgh. Visitors can see the Palace when the Royal Family is not there.

The Edinburgh Festival includes the Edinburgh Tattoo, a show of military bands and displays against the background of the castle. Scottish pipe (bagpipe) bands are always included. There are performances of Scottish dances, called **reels**.



## Scotch, Scots or Scottish?

**Scottish people** feel insulted if you call them 'Scotch'. Only things are called **Scotch** — *Scotch whisky*, *Scotch terriers* (a type of dog), *Scotch eggs* (hard-boiled egg covered in sausage meat) and *Scotch broth* (lamb and vegetable soup). A **Scottish person** is called a **Scot**.

### Are You a Reliable Driver?

*Our astronaut suggests the following test:*

1. When driving in the fog do you listen to music over the radio?  
yes — c,  
no — b,  
I think about my work — a  
I don't listen to anything — d.
2. Do you sometimes slow down when there is a beautiful girl on the road?  
no (never) — b,  
sometimes to look at her — c.
3. Do you try to overtake cars in front of you?  
yes — d,  
no (never) — b,  
sometimes — c.
4. Do you talk while driving?  
yes — c,  
no — a,  
well, sometimes — b.
5. Dear Lady Driver, do you sometimes use the driving mirror to see if your make-up is all right?  
yes — c,  
no — a.
6. When you are hungry or thirsty can you still drive well?  
yes — a,  
no — c.
7. Do you consult the weather forecast before starting for a lone trip?  
yes — b,  
sometimes — a,  
never — d.
8. Which is easier for you: to drive in a city or along a motorway?  
along a motorway — c,  
in a city — a,  
it makes no difference — b.



**9. What do you do if you have a flat tyre?<sup>2</sup>**

I repair it myself — **b**

I leave the car where it is — **d**,

I stop another car and ask for help — **c**.

**10. Do you stop to help a driver who has had an accident on the road?**

never — **d**,

always — **a**,

if it is a woman driver — **c**.

**a** — 3 points; **c** — 1 point;

**b** — 4 points; **d** — 0 point.

**10 — 18 points.** You are not a reliable driver yet. Look through the traffic rules. Try to be more careful<sup>3</sup> and considerate about people.<sup>4</sup>

**18 — 26 points.** You need perfection. Live and learn and you'll be a perfect one.

**26 — 30 points (or over).** You are a reliable driver. You may share your experience with others.

<sup>1</sup> **lone trip** — путешествие в одиночку. <sup>2</sup> **flat tyre** — спущенная шина. <sup>3</sup> **careful** — внимательный. <sup>4</sup> **to be considerate about people** — эд. не подвергать опасности жизнь людей.

## What Do You Think?

*Russell Brundon has been interviewed by a correspondent from "Sunday Times".*

*Could you match the questions and his answers, please?*

*Can you give a character profile of Russell judging by his answers?*

**Questions:**

1. What is your idea of happiness?
2. What is your greatest fear?
3. Where would you like to live?
4. What is your favourite quotation?
5. With which historical figure do you most identify?
6. Who would you most like to have been?
7. What would your motto be?
8. Which living man do you most admire?
9. How would you like to be remembered?
10. What is the trait you most deplore in others?
11. What is your greatest extravagance?
12. What objects do you always carry with you?
13. What bores you?

14. What makes you most depressed?
15. What do you most dislike about your appearance?
16. What was your greatest act of courage?
17. What is your favourite flower?
18. What is your favourite word?
19. What is your favourite building?
20. What is your favourite journey?
21. Who are your favourite musicians?
22. What do you consider the most overrated virtue  
(надуманная добродетель)?
23. What keeps you awake at night?
24. Which talent would you most like to have?
25. On which occasions do you lie?
26. What do you consider the most underrated  
(недооцениваемая) virtue?
27. What is your greatest regret?
28. When and where were you happiest?
29. Which living woman do you most admire?
30. What is your present state of mind?

**Answers:**

1. Humorous
2. Westminster Abbey
3. With my lover anywhere
4. Anyone can blame, it takes a specialist to praise  
(Konstantin Stanislavsky)
5. The shyness of my youth
6. Service
7. To save the feelings of others
8. Singing and dancing
9. Dissatisfaction
10. My mother
11. Living with a woman I love in a warm humanist society
12. A military dictatorship
13. In Florida because the climate is mild there
14. I don't identify with anybody
15. Roosevelt
16. Enjoy life as it is
17. My father
18. As someone who never betrayed his love
19. Treating those who serve you as your inferiors
20. Love for music
21. Books
22. Speeches of politicians

23. Environment
24. Overweight
25. Saying what I really think
26. Passion flower
27. The Beatles
28. False patriotism when politicians wrap themselves in patriotism and you just know you are listening to a dishonest fraud (обман)
29. The trek to Everest
30. When people want me to

(For Answer Key see p. 389.)

*This is a story that Bernard Berg likes to tell his students.*

## **Do Not Leave Your Valuable Papers Lying About**

"Truth is Always Strange, Stranger than Fiction"<sup>1</sup>

*George Gordon Byron*

I would like to tell you a story about my uncle Theo. 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<sup>2</sup> as a child where money is concerned.<sup>3</sup>

Well, he applied for a post<sup>4</sup> 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 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<sup>5</sup> 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. The Dean, the head of the department at the University, and the committee interviewed all the candidates; and, as a result of these interviews, the number was reduced<sup>6</sup> 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 a college lecture-hall. The subject they had to speak on was "The Civilization of the Ancient Greeks"; and the lecture had to be given in three day's time.

For three days Uncle Theo never left his room. He worked day and night at that lecture, writing it out and memorizing 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 around him. He came to his room late at night, asked Uncle Theo how he was getting on with his lecture, and 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,<sup>7</sup> and Uncle Theo sat up working at his lecture.

The day of the lecture arrived. They all went into the lecture-hall and Theo and Adams took their seats on the platform. And then, Theo discovered, to his horror,<sup>8</sup> that the typewritten copy of his speech had disappeared! The Dean said he would call on the candidates in the alphabetical order, Adams first. With despair<sup>9</sup> in his heart, Theo watched Adams calmly take the stolen speech out of his pocket and read it to the professors who gathered to hear it. And how well he read it! When Adams finished there was a great burst of applause.<sup>10</sup> Adams bowed 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.<sup>11</sup> 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."<sup>12</sup>

Then the Dean and committee came back. "Gentlemen," the Dean said, "the candidate we have chosen is Mr Theo Hobdell." Uncle Theo had won! The audience<sup>13</sup> 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 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,<sup>14</sup> you must be more careful and not leave valuable<sup>15</sup> papers lying about!"

<sup>1</sup> **fiction** — вымысел, выдумка. <sup>2</sup> **sense** — здравый смысл. <sup>3</sup> **where money is concerned** — когда дело касается денег. <sup>4</sup> **to apply for a post** — подать заявление на должность. <sup>5</sup> **self-confident** — самоуверенный. <sup>6</sup> **to reduce** — сократить, уменьшить. <sup>7</sup> **to sleep like a log** — спать как убитый (букв. как бревно). <sup>8</sup> **horror** — ужас. <sup>9</sup> **with despair** — в отчаянии. <sup>10</sup> **burst of applause** — взрыв аплодисментов. <sup>11</sup> **eloquently** — красноречиво. <sup>12</sup> **to win** — победить. <sup>13</sup> **audience** — аудитория, слушатели. <sup>14</sup> **to be on the staff** — в штате. <sup>15</sup> **valuable** — ценный.



**Would you do the same if you were in the Dean's place? What is the moral of the story?**

## Welcome to English Courses in London

*Our physicist speaks:*

The courses are called "Angloschool". They are ideally placed within half an hour's reach<sup>1</sup> away from the noise and distractions<sup>2</sup> of central London.

They have 20 years experience<sup>3</sup> in planning courses in English for foreigners of some 60 nationalities.

At a teacher training institute they have got the most creative, talented and highly qualified teachers, who are supported, of course, by the very latest teaching aids,<sup>4</sup> such as language laboratories and listening centres.

There are three spacious<sup>5</sup> Victorian buildings, with the best sports centre in England. More than 400 friendly local English families are waiting to offer you hospitality.<sup>6</sup>

You'll enjoy a lively, relaxed atmosphere, perfect for learning and teaching the language. Don't miss the chance!<sup>7</sup> They offer:

- General English Course for Adults;
- Bi-lingual Secretarial Courses for 3, 6 or 9 months;
- Summer Holiday Courses for Adults;
- Teacher Training Institute for British and Foreign Teachers;
- Excursions, visits, sports, social activities;
- Accommodation<sup>8</sup> in English families, Residential College,<sup>9</sup> hotels.

If you want to visit the school, telephone them on 01-653 7283 and arrange an appointment.<sup>10</sup> They will be delighted to welcome you to the school, show you the school's facilities and tell you as much as possible about the teaching system.

<sup>1</sup> **within half an hour's reach** — в получасе езды. <sup>2</sup> **noise and distractions** — шум и суета. <sup>3</sup> **experience** — опыт. <sup>4</sup> **the very latest teaching aids** — новейшие средства обучения. <sup>5</sup> **spacious** — просторный. <sup>6</sup> **hospitality** — гостеприимство. <sup>7</sup> **to miss a chance** — упустить случай. <sup>8</sup> **accommodation** — проживание. <sup>9</sup> **Residential College** — общежитие. <sup>10</sup> **to arrange an appointment** — договориться о встрече.



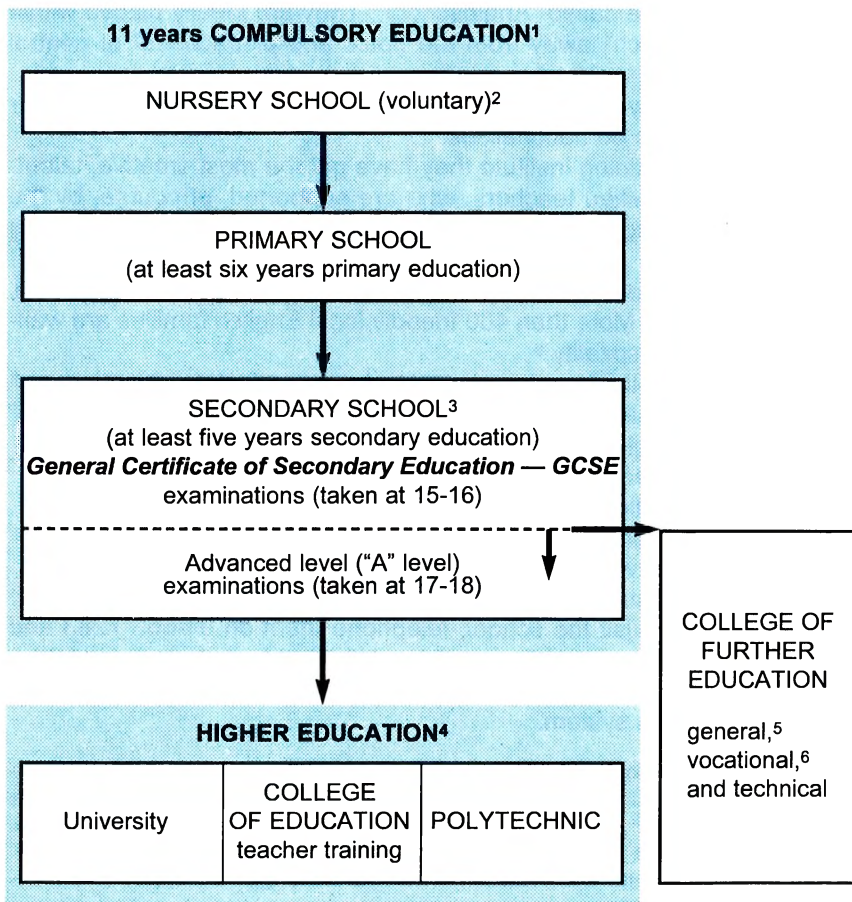
**Why do you think the physicist tells about this school? Why not interview the physicist on his (her) experience of studying there (when, how long, etc.)?**



## It Is Interesting to Know

### Education in Great Britain

The chart explains how state education is organized in Great Britain.



<sup>1</sup> **compulsory education** — обязательное образование. <sup>2</sup> **nursery school (voluntary)** — дошкольное образование (необязательное). <sup>3</sup> **secondary school** — средняя школа. <sup>4</sup> **higher education** — высшее образование. <sup>5</sup> **general education** — общее образование. <sup>6</sup> **vocational education** — специальное (профессиональное) образование.

## Degrees and Diplomas in Education

**CSE (GB)** — Certificate of Secondary Education

**GCE O Level and A Level** — General Certificate of Education

O Level — ordinary level

A Level — advanced level

**First Certificate in English** — World-wide intermediate exam  
organized by Cambridge University

**B.A. (GB)** — Bachelor of Arts (the 1st University Degree)

**B.Ed.** — Bachelor of Education (teacher's degree)

**B.Sc.** [bi:es'si:] — Bachelor of Science

**Cert.Ed.** — certified education  
certificate in education

**Dip.Ed.** — diploma in education

**M.A.** — Master of Arts — holder of the 2nd University Degree  
(title of the heads of certain colleges)

**Ph.D.** — Doctor of Philosophy  
highest Academic Degree



**Can you prepare a talk of what you have understood reading the chart and the note on titles? In what way does the state educational system in your country differ from that in Great Britain?**

## The British Bobby

Visitors to England seem, nearly<sup>1</sup> always, to be very much impressed<sup>2</sup> by the English police. It has, in fact, become a standing joke that the visitor to Britain, when asked for his views of the country, will always say, at some point or other, "I think your police are wonderful."

The English policeman has several nicknames<sup>3</sup> but the most frequently used are **copper** and **bobby**. The first name comes from the verb **to cop** meaning to "take" or "capture". (This is slang and we do not advise you to use it.) The second comes from the first name of Sir Robert Peel, the nineteenth century politician, who was the founder<sup>4</sup> of the police force<sup>5</sup> as we know it today. An early nickname for the police-

man was **peeler**, but this one has died out and the nickname **bobby** has appeared. (**Bob, Bobby** are derivatives<sup>6</sup> from the name **Robert**.)

The British bobby may not always be wonderful but he is usually a very friendly and helpful sort of character.

<sup>1</sup> **nearly** — почти. <sup>2</sup> **to be very much impressed by** — быть под большим впечатлением. <sup>3</sup> **nickname** — прозвище. <sup>4</sup> **founder** — основоположник, основатель. <sup>5</sup> **the police force** — полицейская служба. <sup>6</sup> **derivatives** — производные.

## Helpful Prompts

### How Often Do the British Say "Sorry, ..." and "Please, ..."

*British people apologize a great deal. You should try to say "Sorry", if:*

- you bump<sup>1</sup> into someone accidentally<sup>2</sup>
- you arrive late for class or an appointment
- you make a mistake
- you jump a queue<sup>3</sup> accidentally
- you can't accept an invitation
- you don't know the time, when someone asks you.

e.g. Sorry for being late.

Sorry, I must've made a mistake.

Sorry to disturb you.

Sorry, I can't come. I am very busy.

I'm so sorry I misunderstood you.

Sorry to disappoint you.



*British people say "Please" a lot. You should always say "Please", when:*

- you are asking for something
  - you are asking somebody to do something
  - you are ordering a meal or a drink
  - you are asking permission<sup>4</sup> to do something.
- If you are accepting an offer, say "Yes, please"!

e.g. Could you, please, do me a favour?<sup>5</sup>

Could you give me a lift, please?

Excuse me, what's your full name, please?

Can I use your phone, please?



<sup>1</sup> **to bump into** — столкнуться, натолкнуться. <sup>2</sup> **accidentally** — случайно.

<sup>3</sup> **to jump a queue** — пройти без очереди. <sup>4</sup> **to ask permission** — спросить разрешения. <sup>5</sup> **to do smb a favour** — сделать кому-л. одолжение.

## In Schools, Colleges, Universities...

Pupils/students **take/do/sit/resit** an exam  
**pass/do well in** an exam  
**fail/do badly in** an exam

Before an exam it's a good idea **to revise for** it. If pupils/students **skip classes/lectures**, they'll probably **do badly in** the exam (*skip* — miss deliberately). In some schools, colleges, universities there is **continuous assessment**, with **marks**, or **grades** (e.g. A, B + ...). Pupils **finish school**, students **graduate** (get a degree) and then they are called **graduates** ['grædʒuəts].

Some students **get grants** for further education. A **professor** is a senior academic, not an ordinary teacher. University and college teachers are usually called **lecturers** or **tutors** in Great Britain.

Some pupils/students are:

<i>very good at ...</i>	<i>quite good at ...</i>
<i>pretty bad at ...</i>	<i>hopeless at ...</i>
<i>reasonably good at ...</i>	<i>best at ...</i>
<i>worst at ...</i>	<i>fairly good at ...</i>



What can you say about your progress in studies? What are you good (best) at?

## Poems and Verses

### From A Revolutionary Lyric

Robert Burns (1759-1796)

The golden age we'll then revive,<sup>1</sup>—  
 Each man will be a brother;  
 In harmony we all shall live,  
 and share the earth together.  
 In virtue<sup>2</sup> trained, enlightened<sup>3</sup> youth  
 Will love each fellow-creature;  
 And future years shall prove<sup>4</sup> the truth  
 That Man is good by nature  
 Then let us toast with three times three,  
 The reign<sup>5</sup> of Peace and Libertie.

<sup>1</sup> **to revive** — возродить. <sup>2</sup> **virtue** — добродетель. <sup>3</sup> **enlightened** — просвещенная. <sup>4</sup> **to prove** — доказывать. <sup>5</sup> **reign** — господство.

## There are Days When Everything Goes Wrong



*Anonymous*

The bread was **stale**  
 It was three days old  
 The milk was **sour**<sup>1</sup>  
 The coffee was cold  
 The butter was **rancid**<sup>2</sup>  
 The steak was tough  
 The service was **dreadful**<sup>3</sup>  
 The waiter was **rough**<sup>4</sup>  
 My bill was **huge**<sup>5</sup>  
 His **tip**<sup>6</sup> was small  
 I'm sorry I went to that place at all.

<sup>1</sup> **sour** — прокисшее. <sup>2</sup> **rancid** — прогорклое. <sup>3</sup> **dreadful** — ужасное. <sup>4</sup> **rough** — грубый. <sup>5</sup> **huge** — огромный. <sup>6</sup> **tip** — чаевые.

### Riddle Me, Riddle ...

What is it that you must keep after you've given it to somebody?  
 (Your word)

What are we all doing all the time?  
 (Growing older)

### Commentary

1

#### PERFECT CONTINUOUS TENSE FORMS

вспомогательный глагол **be**  
 во временах Perfect

+

4-я форма смыслового  
 глагола

**have been**

+

**doing**



### 1.1. The Present Perfect Continuous Tense Forms

		I You We They	<b>have</b> <b>'ve</b>	<b>been waiting</b> for Mary	since 10 o'clock.
		He She	<b>has</b> <b>'s</b>		
How long	<b>have</b>	I you we they		<b>been waiting</b> for Mary	?
	<b>has</b>	he she			

Формы *Present Perfect Continuous* обозначают действия, начавшиеся ранее какого-то момента в прошлом и продолжающиеся в настоящее время.

They **have been discussing** this problem for 3 hours already.  
Они обсуждают эту проблему уже 3 часа.

Наиболее употребительны с этими формами следующие указатели времени:

**for some hours (days, weeks, months, years)** — в течение нескольких часов (дней, недель...)

**since early morning (last month, yesterday)** — с раннего утра (с прошлого месяца, со вчерашнего дня)

**all this time** — все это время

**since then (1947, last year)** — с тех пор (с 1947 года, с прошлого года)

**for ages** — целую вечность

My friend graduated from the Institute in 1978. He **has been working** in our laboratory since then.

## 1.2. The Past Perfect Continuous Tense Forms

		I You He She We They	<b>had 'd</b>	<b>been waiting</b> for Mary	till the train came.
How long	<b>had</b>	I you he she we they		<b>been waiting</b> for Mary	?

Эти формы обозначают действия, начавшиеся до какого-то момента в прошлом и продолжавшиеся в течение определенного отрезка времени до указанного момента или другого действия в прошлом.

**We'd been playing** chess for 2 hours already when my brother came.

Мы играли в шахматы уже 2 часа, когда пришел мой брат.

2

## PRESENT PERFECT CONTINUOUS (A) AND

## PRESENT PERFECT (B) COMPARED

**A. 1. It *has been raining*** all day long.  
(and it's still raining)  
Дождь идет с самого утра.

**2. We've been** learning English for 2 weeks already.  
Мы учим английский уже 2 недели. (и все еще продолжаем учить)

**B. 1. It *has rained*** this week.  
(and it's not raining now)

На этой неделе был дождь.

**2. We've learnt** English, so I know it a little.  
Мы изучали английский, и я немного знаю его.  
(мы имеем представление о нем)

3. I **have been drinking**  
tea all the morning.  
How long...?

3. I **have drunk** five cups of  
tea this morning.  
How many...?

3

## PAST PERFECT CONTINUOUS (A) AND PAST PERFECT (B) COMPARED

**A.** 1. She **had been writing**  
the article for 3 hours  
when I phoned her.  
Она писала статью уже 3  
часа, когда я позвонил ей.  
(Действие длилось 3 часа  
ранее другого действия.)

**B.** 1. I understood I **had made**  
a mistake.

Я понял, что совершил ошибку.  
(Ошибка совершена ранее  
другого действия —  
"I understood".)



Обратите внимание на соотнесенность следующих глагольных временных форм, вопросительных слов и предлогов при указании времени совершения действия:

### В вопросах:

Present Perfect Continuous



How long | **have you been driving**  
the car?

**have you had** this car?



Present Perfect

Past Simple



When **did** you **buy** this car?

### В ответах:

... since | September  
1986  
last year  
the 15th of May

... for | 5 years  
a week or so

...last September  
... in 1986  
...a week ago  
... on the 15th of May



## Programme 5

**Practise what you can say or hear communicating with people.  
Make up as many sentences as possible.**

**1. When did you first \*meet this man?**

\*see this picture, visit that country, read this poem, learn about it,  
hear about the accident.

**2. It seems to me I've \*known her for ages.**

\*been there, read the article, met these people before, heard about  
this scientist, told you about the discovery.

**3.**

Oh, where have you been?  
Oh, what have you...  
And who have you met?  
Tell me never to...  
For I know it's been fun  
To enjoy the time and...

sun seen forget
-----------------------

**4. Our journalist has \*done a lot at the Congress.**

\*met a lot of interesting people, written some articles, found some  
ideas for her future work.

**5. How much time do you spend \*watching TV?**

\*doing sports, reading newspapers, speaking on the phone, learning  
new words.

**6.**

- a) Do you enjoy \*skating?
- b) Are you fond of \*skating?

\*skiing, swimming, jogging, boxing, dancing, listening to jazz music,  
watching or playing sports.

**7. Do you care for \*the cinema?**

\*classical music, ballet, drama, circus, disco-dancing, sports, smok-  
ing, poetry, novels, short stories.



8.

How long  
Since what time

**have you been \*learning** English?

\*living in this city, listening to this tape, studying English, studying English Grammar, working at your office.

9. She's tired. She's **been \*working\*** for a long time.

\*driving, walking, shopping, studying, typing, washing up.

10. Here's a story for you to enjoy:

Two middle-aged friends meet after a long separation. One of them is very thin, the other is very, very fat. At first they can't recognize each other. At last one of them exclaims, "Why! Bless my soul! It's Dick! I'm sure you've **been fasting**<sup>1</sup> ever since I saw you last." "As to you, I'm afraid you've **been doing** nothing but eating ever since," replied the other, "and your **efforts**<sup>2</sup> **haven't been wasted!**"

<sup>1</sup> to fast — поститься. <sup>2</sup> efforts — усилия.

## Listening



1. Listen to the text (p. 173—179) and repeat after the speaker sentence by sentence. The speaker says each sentence twice so that you can check yourself.

2. Listen to what the Congress Participants are saying (p. 173—179). See if you can understand everything. Reproduce the conversations.

3. First read the story, choosing the correct form of the verbs, then listen to the story and check it against your answers. The first sentence is done for you.

THOMAS EDISON \_\_\_ **started/was starting** on the railway when he was twelve, selling newspapers and snacks. There were long periods with nothing for him to do so he \_\_\_ **built/was building**



himself a little laboratory in the luggage van where he could carry out experiments when he **\_\_\_ didn't sell/wasn't selling** things to passengers. Another way that he **\_\_\_ occupied/was occupying** himself was by reading. He joined a library and **\_\_\_ read/was reading** every single book in it. One day, when he **\_\_\_ waited/was waiting** at a station he **\_\_\_ noticed/was noticing** a small boy who **\_\_\_ played/was playing** by the track unaware that a train **\_\_\_ approached/was approaching**. Edison **\_\_\_ ran/was running** out and **\_\_\_ grabbed/was grabbing** the child just in time. The child's father was so grateful that he **\_\_\_ offered/was offering** to teach Edison to be a telegraph operator. Edison accepted the offer and soon he **\_\_\_ had/was having** regular lessons. After a year, he was good enough to get a job in the telegraph office. He continued to read and experiment, whenever he **\_\_\_ had/was having** time. At twenty-one he **\_\_\_ left/was leaving** the telegraph office to devote all his time to being an inventor. He **\_\_\_ went/was going** on to invent the electric light bulb, the phonograph and the movie camera.

## 4.

**A.** Arrange the following jumbled sentences into a story. Then listen to the recording and check it against your answers.

**Gratitude**

1. Peter worked as a night watchman in a smallish factory.
2. Peter immediately told him not to.
3. The factory owner asked why.
4. That morning the boss came in with a suitcase.
5. He told Peter he was flying to New York the next day.
6. Peter told him about his nightmare.
7. In his nightmare he had seen the next day's plane to New York crashing.
8. The next day the plane crashed.
9. Peter's boss cancelled his ticket and didn't fly to New York.
10. The boss thanked Peter and gave him an expensive present. He also sacked him.

New vocabulary:

**a nightmare** — кошмар

**to crash** — потерпеть аварию, разбиться

**to cancel** — отменить

**to sack** — уволить

**B.** *Why did the boss sack Peter?*

**C.** *Play the tape again and learn the story to tell it to your friend.*

**5.** *Listen to the joke and answer the question at the end of it.*

RSVP — *French: Answer, please.*

**6.** *Listen to some verses for fun. Has anything like that ever happened to you? Reproduce the verses with as much expression as possible.*

## Writing

**1.** *Analyse the way you use your spare time. List all the places you've been to this year, all the things you've done. Get ready to interview your classmates.*

1. What interesting places have you travelled to?
2. How many times have you been to the theatre (cinema)?
3. What interesting books have you read?
4. What interesting information have you learnt from your friends?
5. What good habits have you formed?
6. What bad habits have you given up?
7. What interesting people have you met?

*So, are you satisfied with the way you use your spare time? Write down why.*

2. Interview one of your classmates and write a passage (120-150 words) about his/her school years.

1. Who did you look like? Were you tall at 12? handsome? pretty? attractive?
2. How old were you when you went to school? What was your favourite subject? What did you like doing in the classroom? What did you hate doing?
3. Did you like school? Who was your favourite teacher? Do you think he (she) was a personality? Why?
4. Who was your favourite hero? Why?
5. Who was your favourite author? Did you care for classics?
6. What did you do in your spare time? Did you do any sports? What games did you play?
7. Who was your favourite athlete? What sports were you fond of?
8. At what age did you leave school?
9. What were you proud of?
10. What higher school were you going to get to? Did you enter it?
11. Did you ever skip classes or lectures? Why?
12. Did you ever fail an exam? Why?
13. Who was your favourite tutor?
14. What subjects were you fond of? What subjects were you good at?
15. Do you think you were happy at school?
16. Do you stay in touch with your school friends?

3. One of your colleagues has recently finished English language courses. Enquire about these courses. Write down the questions not to forget what to ask about.

Location? \_\_\_\_\_  
How long? \_\_\_\_\_  
Dates? \_\_\_\_\_  
How many hours? \_\_\_\_\_  
How many students in class? \_\_\_\_\_  
How much? \_\_\_\_\_  
Deposit? \_\_\_\_\_

### **Accommodation**

How much for:  
Bed and breakfast \_\_\_\_\_  
Bed and breakfast and dinner \_\_\_\_\_

4. Compare yourself with a member of your group (or a famous person). Write the questions you need to fill in form B.

## A.

SURNAME		FIRST NAME(S)	
ADDRESS			
POSTCODE			
<input type="checkbox"/> MALE	<input type="checkbox"/> FEMALE	DATE OF BIRTH: DAY	MONTH YEAR
* MARITAL STATUS:		<input type="checkbox"/> MARRIED	<input type="checkbox"/> SINGLE

## B.

1. (profession)	I ...	He (she) ...
2. (be born)		
3. (live in ...)		
4. (single, married)		
5. (smoke)		
6. (be fond of pets)		
7. (care for music)		
8. (enjoy doing sports)		
9. (prefer)		
10. (favourite writer)		
11. (like/hate doing)		
12. (be interested in)		
13. (be idle)		
14. (be pleased with)		
15. (be good at)		

**So, ... and I are different, since ...**

**... .. have the same tastes, since ...**

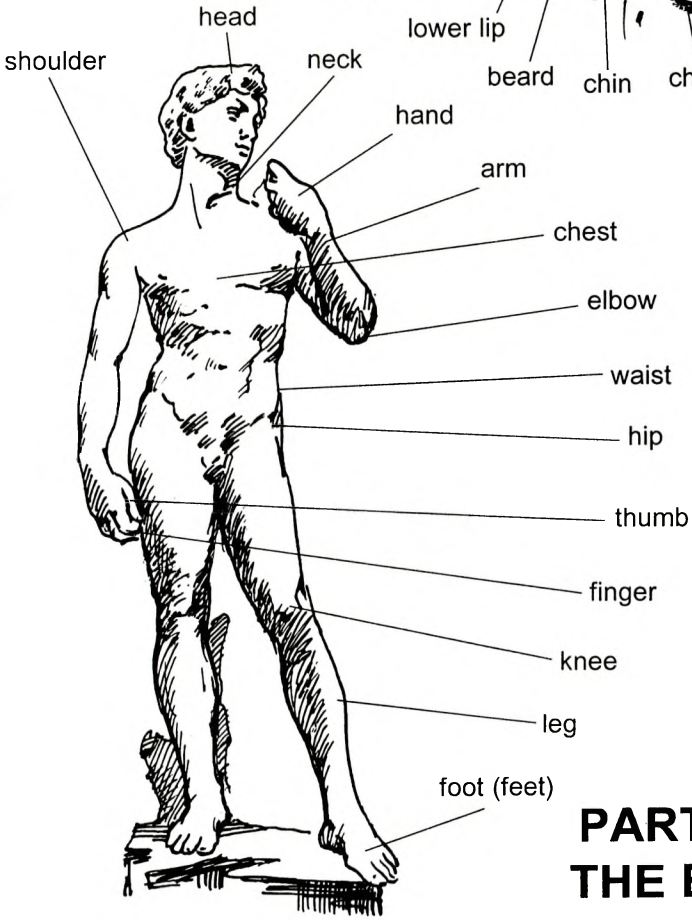
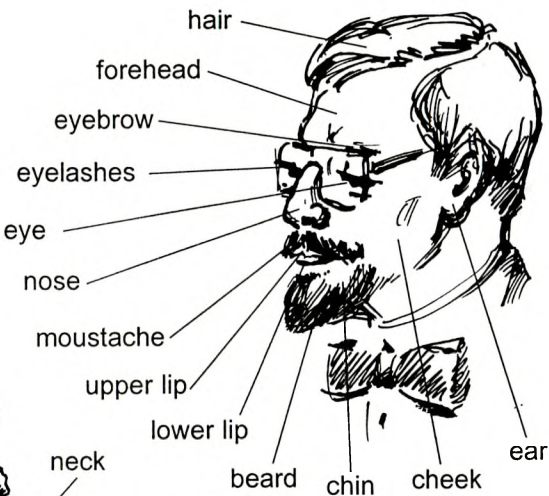
## 5. Draw conclusions.

e.g. They moved to Moscow in 1981.

They *have been living* in Moscow for ... years already.

1. They set up a company in 1994, now it is 1996, so they ... (work together) for ... years.
2. The scientist began his research two years ago, so he ... (work) at this problem for ... years.
3. They parted about half a year ago, so they ... (live apart) for half a year already.
4. The road was built 3 years ago and it ... (function) without repairs all this time.
5. Alice is 10 minutes late, so her friend Jack ... (wait) for her for ... .
6. The young people came to listen to the singer at 7.30. The concert is a great success. It is 9.40 already, the young people ... (enjoy) the concert all this time.
7. At 3 o'clock the boy's mother told him to do his homework. It is 5 o'clock already. The boy ... (do) nothing all this time. He is so lazy!

**HEAD  
FACE**



**PARTS OF  
THE BODY**



6. When you first meet a person of the opposite sex, which one or two of the following things about physical appearance do you tend to notice first?

Russell Brundon offers you some results he has got in the public opinion polls of the County of Surrey in Great Britain.

Make up your own lists of priorities and compare them with those of your classmates. Do they coincide?

<b>Women</b> meeting men notice	%	<b>Men</b> meeting women notice	%
1. How he is dressed	35	1. Figure, build	45
2. Eyes	30	2. Face	34
3. Figure, build	29	3. How she is dressed	29
4. Face	27	4. Smile	24
5. Smile	27	5. Eyes	22
6. Hair	16	6. Hair	16
7. Teeth	11	7. Legs	6
8. Height	8	8. Teeth	5
9. Hands	2	9. Height	3
10. Legs	—	10. Hands	1

So, what are your conclusions?

7. Our sociologist asks you to interview your classmates. Fill in the answers.

Q. How long have you been working in your recent office/studying at the faculty?

A. ...

Q. Oh, have you? Have you been working on any interesting problem?

A. ...

Q. You don't regret it, do you? Have you achieved any good results?

A. ...

Q. Oh, I see. What have you been doing in your free time?

A. ...

Q. Have you been enjoying yourself?

A. ...

Q. What else have you been doing?

A. ...

Q. You do lead a busy life, don't you?

What are your own answers to the questions?

Thank you in advance.

8. Write a short biography of 150-180 words of the kind you would expect to find in an encyclopedia. Either research a character you are particularly interested in or use the notes below as the basis for your biography. Whichever you decide, organize your text as shown below (use a dictionary in case of need).

### KENNEDY John F (1917-63)

1917	Born Brookline, Massachusetts USA Educated at Harvard
World War 2	Served in Navy
1946	Elected to House of Representatives
1952	Elected to Senate
1960	Elected President of USA (Democrat). Defeated Nixon (Republican). Became first Catholic president and youngest president (44 years old)
1960/63	Established Peace Corps (Organization for sending young volunteers to work overseas) Increased finance available for space programme Introduced Civil Rights Bill. Racial discrimination and segregation illegal
1963	Took US through Cuban missile crisis Shot dead in Dallas, Texas by Lee Harvey Oswald
<b>Summary</b>	<i>Will be remembered for his youthful idealism, support of civil rights and untimely death</i>

#### Here are some adjectives to describe people:

clever, honest, flexible, sociable, punctual, extravagant, creative, hardworking, cheerful, kind, reliable (in business), caring (parents), romantic, quiet, modest, well-educated, well-organized, determined, self-centred, conservative, noisy, talkative, easy-going, worldly-wise.

*You can also use some intensifiers:*

very, really, quite, fairly, a bit.

### 9. Write down your autobiography.

#### For ideas:

to be born in the family of ... , in ..., parents (*hardworking, caring, honest, well-educated*);

to reach the age of ...;

to go to school; to learn ...; to get interested in; to be fond of ...;

to enjoy ... , to do sports; to like/dislike; to avoid...;

to be keen on ... , to get on well with ..., to be good at ..., to have a driving licence;  
to finish school at the age of ...;  
to enter an Institute (University); to meet interesting people; to make friends with;  
to work at; to earn a living; to graduate from ... ; to get a diploma of ... ;  
to start working in ...; to find smth. easy/difficult; to specialize in ...;  
to feel dependent/independent; to have an ambition to ...; to start ...;  
to become; to manage; to expect to be promoted; ... priorities ...;  
to have long-term plans.

**10.** Ask your classmate about his or her friends and write a character profile of one of them. Write a composition of 120-150 words. Here are some questions to give ideas of what to consider:

1. What country are they from?
2. How old are they?
3. Are they married/single/divorced (разведены)?
4. Do they have any children? Are they caring parents?
5. What kind of work do they do? Are they fond of it? How long have they been working in their recent positions?
6. Where do they live (town, country, city, etc.)?
7. What kind of home have they got (a flat, a cottage)? Who takes care of their home?
8. Have they got a garden? Do they care for growing flowers (vegetables)?
9. What's their home like? Are they house-proud?
10. Do they own any expensive stereo, video, personal computer?
11. What do they enjoy doing in their spare time?
12. Do they often go out for the evening?
13. Do they spend much time watching TV? What kind of programmes do they watch?
14. Do they often have parties at home? Are they hospitable people?
15. Where do they usually spend their holidays?
16. What countries have they been to?
17. How long have you known them?
18. How often do you see your friends?
19. What do you enjoy doing together?
20. What interests (opinions) do you share?

## Communicating

1. Interview your classmates to find out which of them has had the longest working experience.
2. Tell your friends the biography of your favourite writer (scientist, composer).
3. Give advice on how to enjoy your spare time.
4. Try your skill as a narrator. Tell a story about a road accident (or explain in detail what made you come late for an appointment).

### Ideas for the beginning of the story:

It was a sunny (cold, windy) day.

The streets were ... . I was going ... .

Everything looked ... .

All of a sudden ... .

## UNIT 6

## There's No Need to Worry



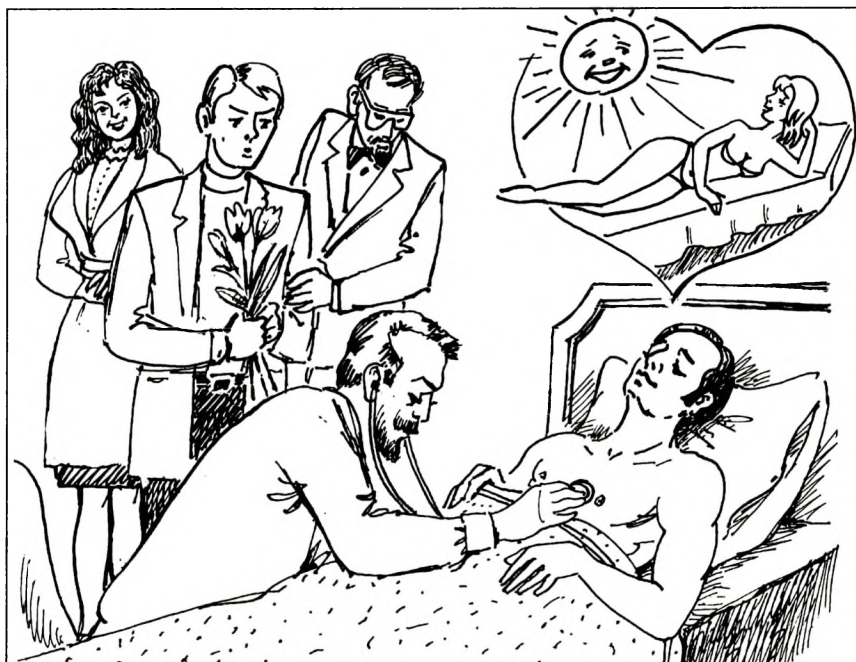
- Вы вчера смотрели мюзикл по телевидению?  
— Да.  
Он довольно необычный.
- Музыка была восхитительная.
- Сюжет захватывающий.  
Но откровенно говоря,  
мне не понравилась  
игра актеров.
- Должен сказать,  
я не согласен.  
Ведущие актеры  
были превосходны.  
А каково ваше мнение?
- Пожалуй,  
это один из лучших фильмов,  
который я когда-либо видел.  
Он произвел глубокое  
впечатление на меня.
- Итак, стоит смотреть  
этот фильм?
- Думаю, да.  
По крайней мере,  
мне не было скучно.
- *(Входит)*  
О, Артур,  
мы ищем вас.
- Что случилось?
- Нам очень нужен врач.  
Мой коллега из Испании  
чувствует себя плохо.
- Мне пойти и  
посмотреть его  
его прямо сейчас?
- E. Did you watch the musical on TV yesterday?
- L. Yes, I did.  
It's very unusual.
- E. The music was fascinating.
- L. The plot was thrilling.  
But frankly speaking  
I didn't like  
the acting.
- E. I must say,  
I don't agree.  
The leading actors  
were superb.  
And what's your opinion?
- F. I'd rather say  
it's one of the best movies  
I have ever seen.  
I was greatly  
impressed by it.
- D. So, it's worth seeing, isn't it?
- E. I think so.  
At least  
I wasn't bored.
- J. *(Comes in)*  
Oh, Arthur, we've been  
looking for you.
- D. What's happened?
- J. We need a doctor badly.  
My colleague from Spain  
is feeling bad.
- D. Should I go and  
see him  
straight away?



- Чем быстрее,  
тем лучше.  
Мне так неприятно  
беспокоить вас, но...
- (Входя)  
Не стоит  
беспокоиться.  
За врачом послали  
10 минут тому назад  
благодаря нашему гиду.
- Извините за беспокойство.
- Никакого беспокойства.  
Ваш коллега  
простудился?
- Маловероятно.  
Он не кашляет  
и не чихает.
- В чем же, по-вашему, дело?
- Вчера у него болела голова.  
Позавчера  
он жаловался на  
зубную и ушную боль.
- Это странный случай.
- Я уверен,  
он слишком много  
работал в последнее время.  
В прошлый раз,  
когда я видел его,  
он выглядел  
бледным и усталым
- Да это все нервы.  
Вероятно, ему нужен  
отдых, и тогда он будет  
в норме.
- (Спустя полчаса)
- Что сказал врач?  
Воспаление легких,  
грипп, ревматизм?
- Ничего подобного!
- J. The sooner  
the better.  
I hate  
to trouble you, but...
- P. (Coming)  
There's no need  
to worry.  
The doctor was sent for  
10 minutes ago  
thanks to our guide.
- J. Sorry for the trouble.
- D. No trouble at all.  
Has your colleague  
caught a cold?
- J. Most unlikely.  
He neither coughs  
not sneezes.
- D. What seems to be the matter?
- J. Yesterday he had a headache.  
The day before yesterday  
he complained of  
a toothache and earache.
- D. It's a strange case.
- B. I'm sure  
he's been  
working too hard lately.  
Last time  
I saw him  
he looked  
pale and tired.
- H. It's all nerves.  
Most likely he needs  
a rest and then he'll be  
fine.
- (Half an hour later)
- H. What did the doctor say?  
Pneumonia,  
flu, rheumatism?
- J. Nothing of the kind!

- Это очень серьезно?
- Боюсь, что да.
- Насколько я могу судить, таблетки, капли, порошки, микстуры бесполезны в этом случае.
- Что вы имеете в виду?
- Это вирус.  
Он стар как мир (букв. холмы).  
Никто не может вылечиться от него.  
Никакое лекарство не поможет.  
Нужно время, чтобы выздороветь.
- Мне кажется, я знаю, на что вы намекаете.  
Этот человек не заболел.  
Он безнадежно влюблен.

- E. Is it very serious?
- J. I'm afraid so.
- D. As far as I can judge, pills, drops, powders, mixtures are useless in this case.
- E. What do you mean?
- D. It's a virus.  
It's as old as the hills.  
Nobody can cure it.  
No medicine can help.  
It takes time to recover.
- P. It seems to me I know what you're driving at.  
The man hasn't fallen ill.  
He's hopelessly in love.



— И если я не ошибаюсь,  
у вируса светлые волосы,  
голубые глаза,  
он стройный,  
длинноногий и  
с неотразимой улыбкой.

— Ну и ну!

— Предлагаю пригласить  
вашего коллегу  
в нашу компанию.  
Нам следует отвлечь  
его от его болезни.

— Скажите ему,  
после бури бывает  
хорошая погода.

— Чуть не забыла.  
У меня международные  
переговоры  
минут через 5.

— Желаю удачи!

— Постучите по дереву  
(букв. скрестите пальцы —  
чтобы повезло)!  
Многое зависит  
от моего разговора  
с редактором.

— До встречи!

C. And if I'm not mistaken  
the virus is blonde,  
blue-eyed,  
slim,  
long-legged and  
with an irresistible smile.

K. Well, I never!

S. I suggest we invite  
your colleague  
to join us.  
We should distract  
him from his illness.

H. Tell him  
after rain comes  
fair weather.

J. Before I forget,  
I'm making  
a long-distance call  
in 5 minutes or so.

W. Good luck!

J. Keep your fingers  
crossed for me!

A lot depends  
on my talk  
with the editor.

J. See you later!

\*\*\*

**Телефонистка:**

Соединяю!

— Алло, будьте любезны  
г-на Андерсона,  
пожалуйста.

**Секретарь:** Минутку.  
Кто спрашивает?

— Мона Доун. Я звоню  
из Москвы.  
Разговор срочный.

— Не вешайте трубку,  
пожалуйста.

**Operator:**

I'm putting you through.

J. Hello, may I speak to  
Mr Anderson,  
please?

**Secretary:** Just a minute.  
What's your name, please?

J. Mona Doan. I'm calling  
from Moscow.  
The call is urgent.

**Secretary:** Hold the line,  
please.

- Алло,  
говорит Андерсон.
- Алло! Алло!  
Г-н Андерсон,  
вы меня хорошо слышите?
- Алло, это вы,  
Мона?
- Да, конечно.  
Рада, что вы узнали  
мой голос.
- Я прочитал  
вашу статью.  
Она, действительно,  
написана увлекательно.  
Но есть одна  
деталь,  
которую я хотел бы  
согласовать.
- Простите?  
Я плохо вас слышу.
- Я говорю, есть одна  
деталь, которую я хотел  
бы согласовать.  
Вы хорошо знаете,  
мы публикуем  
новости страны,  
события за рубежом,  
очерки, новости моды,  
бизнеса и спорта.  
Поэтому у нашей газеты  
очень мало места  
для новостей науки.
- Боюсь,  
это несправедливо.
- Я не понимаю,  
что вы имеете в виду.  
Предлагаю  
сократить статью.  
Я настаиваю на этом.
- Мне кажется,  
статья и так  
достаточно короткая.
- An.** Hello,  
Anderson speaking.
- J.** Hello, hello,  
Mr Anderson.  
Can you hear me well?
- An.** Hello, is that you,  
Mona?
- J.** Yes, of course.  
Glad you recognized  
my voice.
- An.** I've read  
your article.  
It's really  
exciting.  
But there is one  
little thing  
I'd like  
to agree upon.
- J.** Pardon?  
I can't hear you well.
- An.** I say, there's one  
little thing I'd like  
to agree upon.  
You know quite well  
we publish  
home news,  
foreign affairs,  
feature articles, fashion,  
business and sport news.  
So, our paper has got  
very limited space  
for science news.
- J.** I'm afraid  
it isn't fair.
- An.** I don't understand  
what you mean.  
I suggest  
you shorten the article.  
I insist on it.
- J.** It seems to me  
the article  
is short enough as it is.

- Да отнеситесь вы к этому спокойнее.  
Я обещаю, что все ваши статьи будут напечатаны в наших следующих выпусках.  
Я устрою это для вас.
- Как скажете, г-н Андерсон.
- Надеюсь, вы меня правильно поняли. Компромисс не так уж плох, не так ли?
- Нет, конечно, нет.
- Кроме того, мне бы хотелось, чтобы вы продолжали присылать нам материалы о жизни в России. Тираж нашей газеты пока еще не увеличился. Нам следует привлекать больше читателей. Договорились?
- Договорились г-н Андерсон.
- Ну и прекрасно. Надеюсь, вы дадите знать о себе через день-два. До свидания.
- *(Положив трубку, про себя)*  
Этот Андерсон — крепкий орешек!

**An.** Take it easy.

I promise  
all your articles  
will be published  
in our next  
issues.  
I'll arrange it for you.

**J.** Whatever you say,  
Mr Anderson.

**An.** I hope  
you've got me right.  
The compromise is not as bad  
as that, is it?

**J.** No, of course not.

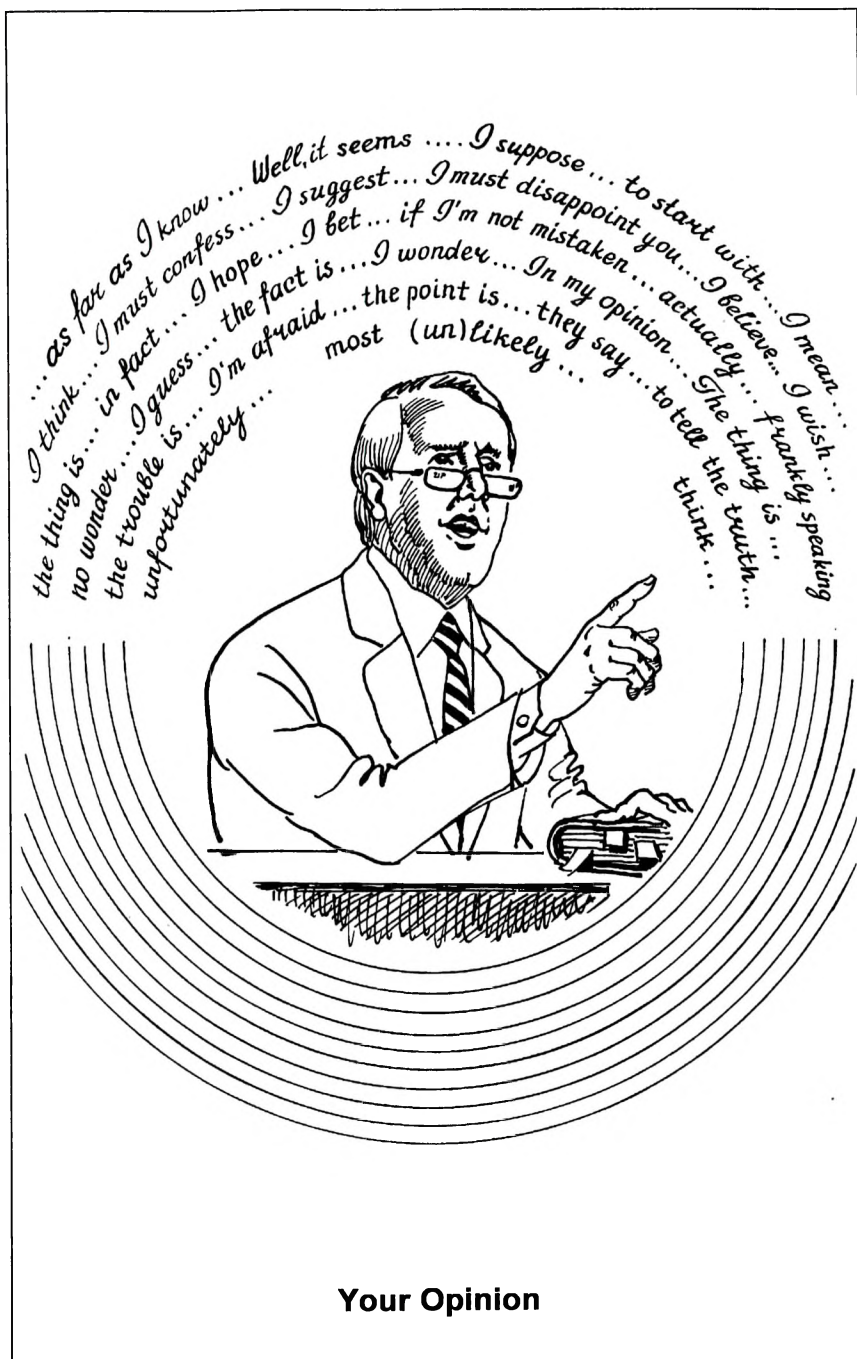
**An.** Besides  
I'd like you  
to send us  
some more material  
on life in Russia.  
The circulation of our  
paper  
hasn't gone up as yet.  
We should attract  
more readers.  
Agreed?

**J.** Agreed,  
Mr Anderson.

**An.** That's nice.  
Hope to hear from  
you in a day or two.  
Good-bye.

**J.** *(Putting down the receiver,  
to herself)*  
This Anderson  
is a tough guy!





**Your Opinion**

## Interviews, Interviews ...


*We have recorded what our doctor said in his lecture in the Polytechnic Museum. Do you find his recommendations useful?*

### What Are the Ways to Prevent Tiredness?

*There are some important rules:*

- ☒ Rest before you get tired (not after).
- ☒ Learn to relax. If you're having a tough time find a quiet half-hour all to yourself to gain strength and balance.<sup>1</sup>
- ☒ Don't forget about four good working habits:
  1. Clear your desk of all papers except those you need closely at hand.
  2. Do things in order of their importance.<sup>2</sup>
  3. When you face a problem, first analyse the facts to make a decision.<sup>3</sup>
  4. Learn to organize things.
- ☒ Put enthusiasm into your work, it is the only way to enjoy what you are doing.
- ☒ Remember, no one was ever killed by doing well-organized work ("The busiest man finds the most leisure"<sup>4</sup>).
- ☒ Don't be a mental loafer.<sup>5</sup> Don't be afraid to concentrate on some ideas, to think hard and to exercise your will and memory.
- ☒ Don't forget about good manners, avoid getting hot-tempered. Take time to get the facts before you act.
- ☒ Live and learn, analyse your mistakes.
- ☒ Think and act cheerfully and you will feel cheerful; keep smiling.

<sup>1</sup> **to gain strength and balance** — чтобы восстановить силы и душевный покой. <sup>2</sup> **in order of their importance** — в порядке их значимости. <sup>3</sup> **to make a decision** — принять решение. <sup>4</sup> **leisure** — досуг, свободное время. <sup>5</sup> **mental loafer** — умственный бездельник.

 **Which of the rules do you find especially useful? Which of them do you follow?**

*This is what our journalist Mona Doan tells us about the British Press.*

## The British Press

The British press consists of several different kinds of newspapers.

The national papers are the ones sold all over the country, with a large readership or "circulation", giving general news; they are produced in the capital city, London. In recent years, the circulation of the national newspapers has gone down. Some papers had to close because they weren't making enough money — either from the sale of the paper or from the advertising<sup>1</sup> in it. Some newspapers have started up in the last twenty years — for instance, *The Sun* and *The Daily Star*.

There are two main types of national paper — the "popular" papers and the "quality" papers.<sup>2</sup> The popular papers are smaller in size with lots of pictures, big headlines and short articles. They are easy to read and often contain little real information; sometimes they give more space to opinions than to news. They usually have "human interest" stories, stories about ordinary people and events, which are included because they are amusing<sup>3</sup> or odd.<sup>4</sup> Examples of this type of newspapers are *The Daily Mail*, *The Sun* and *The Daily Mirror*.

"Quality" papers appeal to the more serious reader, who wants to read about politics and foreign affairs. These papers, such as *The Daily Telegraph*, *The Times*, *The Guardian*, *The Independent* are bigger in size, with longer articles and a wider coverage of events.<sup>5</sup> They have different pages for home news, foreign affairs, feature articles, fashion, business, sport and so on.

People in Britain buy more papers on Sunday than on weekdays. The Sunday papers have a higher circulation than the dailies. As with the dailies, there are both popular and quality Sunday newspapers. The quality ones have different sections and a colour magazine (usually full of advertisements!<sup>6</sup>).

In addition to these there are the evening papers such as *London's Evening Standard* and *Evening News*. Provincial or local papers serve towns and areas outside London; some of them are quite famous, like *The Birmingham Post*, for example.

Most of the papers have a political viewpoint.<sup>7</sup> They give opinions and news which favour<sup>8</sup> a political party or group.

<sup>1</sup> to advertise — рекламировать. <sup>2</sup> "quality" papers — эд. "серьезные" газеты. <sup>3</sup> amusing — забавный. <sup>4</sup> odd — странный, необычный. <sup>5</sup> coverage of events — обзор событий. <sup>6</sup> advertisement — рекламное объявление. <sup>7</sup> viewpoint — точка зрения. <sup>8</sup> to favour smb/smth — поддерживать.

## Novelist at Work

*Mona Doan talked to Bernard Berg, one of the most commercially successful novelists. His works are available in 30 languages. He writes mainly about modern life in factories and big cities.*

**Mona:** Can you tell us what would be for you a typical working day? How do you go about your work?

**Bernard:** I go about my work in that I take three years for a book, the first year I do nothing but research into the background, and it's go, go, go the whole time. About six months of planning after that, and then the hardest work of all, the actual writing; and when I get to the writing stage I'm usually at my desk about half-past eight to nine in the morning. I work through the day<sup>1</sup> with a break for lunch, and finish about five... I work an ordinary day just like anyone does in any occupation.

**Mona:** Your method of working is systematic to the *n*th degree, do you enjoy writing a book?

**Bernard:** It's a love-hate relationship — at least that's how my wife describes it. I tell people that I enjoy the research because that involves going to places and meeting people.

And there comes a time when you can put off the writing no longer.

People say to me sometimes, "Are there days when you don't feel like<sup>2</sup> writing?"— and I say, "I never feel like writing!"

**Mona:** Are you going on for the rest of your life writing, or are you going to do other things, are there other ambitions that you want to fulfil?<sup>3</sup>

**Bernard:** No, writing is the only thing, though as for going on, I'm not too sure. I did say that after the book I've almost completed now I wasn't going to do any more, now I've decided to do another one, and perhaps there'll be another one after that. There's a problem: doing a book is total involvement<sup>4</sup> for three years and shutting off from a lot of other things, and yet I really don't know the answer to your question.

<sup>1</sup> **through the day** — целый день. <sup>2</sup> **you don't feel like** — не расположены, не хотите. <sup>3</sup> **to fulfil** — осуществить. <sup>4</sup> **total involvement** — полная самоотдача.



**In what way does your working day differ from Bernard Berg's? Do you appreciate his being totally involved in what he is doing?**



## It Is Interesting to Know

### They Threatened to Kill...

*Here is an article from an English newspaper written by Mona Doan. Read it as an example of a crime story and answer the questions to make sure you understood everything in the right way. Can you easily translate the parts of the text in bold type?*

A post worker **was** today **forced**<sup>1</sup> to **hand over** money to armed robbers<sup>2</sup> after **his family were held hostage**<sup>3</sup> **at gunpoint** in their home.

The post van<sup>4</sup> driver handed over a "**substantial**"<sup>5</sup> **amount** of cash belonging to his employees after the gunmen told him they would kill his 11-year-old daughter if he did not co-operate.

The gang of three **burst into the family's home** in Paddington at 9.15 last night.

**The family** of four and the post van driver's mother and **father-in-law were tied up and held prisoner**<sup>6</sup> until this morning.

The **masked robbers** then forced the man to go to his sorting office at Clifton Road, Maida Vale, to deliver cash to them. Only then did the gang finally free his family.

A Scotland Yard spokesman said, "**The family were detained overnight** and the suspects<sup>7</sup> used handcuffs<sup>8</sup> and torn sheets<sup>9</sup> to tie them up.


"They threatened<sup>10</sup> to kill his **11-year-old daughter** if they didn't co-operate.

**"Under that threat** he left alone to go to his place of work at 9 a.m. and **collected a sum of money.**

The gunmen were all white and in their late 30s."

---

<sup>1</sup> **to force** — принуждать. <sup>2</sup> **armed robber** — вооруженный грабитель. <sup>3</sup> **hostage** — заложник. <sup>4</sup> **van** — фургон. <sup>5</sup> **substantial** — значительный. <sup>6</sup> **to hold prisoner** — содержать как пленников. <sup>7</sup> **suspect** — подозреваемый. <sup>8</sup> **handcuffs** — наручники. <sup>9</sup> **torn sheets** — разорванные простыни. <sup>10</sup> **to threaten** — угрожать.

 **Who was forced to hand over money to armed robbers? What did the post van driver have to do? Was the amount of cash substantial? Who was tied up and held prisoner? When was the post van driver's family freed? Under what threat did the post van driver have to go to his place and collect the sum of money?**



# Keeping in Touch

## 010 for International

These days, using the phone is more or less the same in all countries. Making phone calls in Britain is therefore quite easy. It's a good idea to make a note of the international dialling code (**010**) and the country code you will need to dial home.

There are two telephone systems in Britain: **British Telecom** and **Mercury Communications**. Both have **public payphones**, but Mercury is a relatively new company, and there are not that many Mercury payphones around yet.

British payphones are well known for being out of order, especially those ones that take coins. To stop people vandalizing payphones, **phonecard** payphones were introduced. Buy a phonecard at the beginning of your stay. Then you can call home whenever you like, even if you have no change.

These are some of the telephone numbers you might find useful. For example, if you wish to make a **transferred charge call** (a call that is paid for by the person receiving it), **dial 100**.

If you wish to call home from a British friend's house and you want to pay for the call, use an **AD and C call** (**Advice of Duration and Charge**). The operator will ask for the number you are calling from and the number you want. A few minutes after you have finished the call, the operator will ring you back to tell you how much your call has cost.

## Which Number Do You Call?

If an Englishman says that he is **ill**, he means that he has an illness, or is **unwell**. If he says that he is **sick**, he means that he feels like **vomiting**.<sup>1</sup>

If a person is absent from work because of illness, he is said to be **on sickleave**.

The damp English climate can lead to **catching a cold** or a **sore throat**.<sup>2</sup>

People **consult doctors** if they have a cough, a temperature, a **headache** or **insomnia**.<sup>3</sup> The doctor usually **examines the patient** and **prescribes** some **treatment**, **pills**, **tablets** or some other **medicine** which we can buy **at the chemist's**.<sup>4</sup>

**In emergencies**<sup>5</sup> people in Great Britain call **police**, **fire**<sup>6</sup> or **ambulance**<sup>7</sup> on **999**. Which number do you call in your home town if you are in trouble or need specialised information?

<sup>1</sup> to vomit — тошнить. <sup>2</sup> sore throat — больное горло. <sup>3</sup> insomnia — бессонница. <sup>4</sup> at the chemist's — в аптеке. <sup>5</sup> in emergencies — в неотложных случаях. <sup>6</sup> fire — зд. пожарная бригада. <sup>7</sup> ambulance [æmbjuləns] — скорая помощь.

## Helpful Prompts

### Telephoning

- The directory** Look up their number in the directory. (UK)  
I'll look up the number in the telephone book. (US)  
The number is unlisted. (US)  
I'll ring Directory Enquiries. (UK)  
I'll ring information. (US)
- The receiver** Can I help you?  
Putting you through.  
I'm afraid he's not available<sup>1</sup> at the moment. (UK)  
I'm afraid he's tied up at the moment. (US)  
You're welcome. Good-bye.
- The line** He's on the other line.  
Would you like to hold the line?  
The line is engaged. (UK)  
The line is busy. (US)
- The operator** Dial 100 for the operator. (UK)  
Dial 0 (zero) for the operator. (US)  
I'd like to make a *reverse charge call*.<sup>2</sup> (UK)  
I'd like to make a *collect call*.<sup>2</sup> (US)  
I'd like to make a *transferred charge call*.<sup>2</sup> (UK)
- The dial** Dial 123 for the correct time. (UK)  
Listen for the dialling tone.  
All lines to the country you *have* dialled are engaged.  
Please try later. (UK)
- The codebook** I'm on a long distance (or international) call.  
The STD code is... (UK)  
The area code is... (US)
- A message pad** Can I tell him who called?  
Can I give her a message?  
Let me take down your number.
- Remember** If you do not understand, say  
"Sorry, I didn't quite catch that."

<sup>1</sup> **he's not available** — эд. он не может ответить/он занят. <sup>2</sup> **reverse charge call or transferred charge call (UK), collect call (US)** — звонок, за который платит абонент, которому звонят.

## ***Asking for an appointment. Arranging a time***

Could we meet some time soon?

I'd like to talk this over with you fairly soon; when's the best time for you?

When could we meet?

When could we get together?

When could I see you?

What time would be most convenient for you?

What time would suit you best?

Would Monday 3 o'clock		suit you?
		be all right?
		be convenient for you?

## ***Refusal***

I doubt if I'll be free then.

No, Monday's		no good at all, I'm afraid.
		not convenient at all, I'm afraid.
		does not suit me at all, I'm afraid.

Sorry, I can't really make it on Monday.

No, Monday's hopeless, I'm afraid.

Sorry, Monday's out of the question, I'm afraid.

Unfortunately, I'm out all day on Monday.

## ***Acceptance***

Yes, I could make it on Monday at three.

Yes, Monday would be fine.

Yes, Monday suits me very well.

Yes, Monday is very convenient.

Yes, I seem to be free on Monday.

No, I don't have any engagements on Monday.

## ***Arriving for an appointment***

Good morning, I have an appointment		with		Mr Davies, your
		to see		
Personnel Manager, at 2 o'clock.				

Good morning, I've come to see Mr Davies, he said he would be free at...

I have an appointment with Mr Davies at...

May I see Mr Davies? He's expecting me at...

My secretary made an appointment for me to see Mr Davies at...

Good afternoon, I arranged to come and see Mr Davies at...

## Check if you can say the following

### When you pick up the telephone

Hello, Mr X speaking.

New Kitchens Ltd. Can I help you? (*from switchboard*)

Who's speaking (calling), please?

Who shall I say is calling, please? (*from switchboard*)

Who would you like to speak to?

I am afraid you have a wrong number.

Hold on, please.

### To get one's correspondent

Good morning. Is that New Kitchens Ltd.?

Could I speak to Mr X, please?

I'd like to speak to Mr X, please.

Could you put me through to	Mr X, please.
	extension 304, <sup>1</sup> please.

---

<sup>1</sup> extension 304 — добавочный 304.

### To keep somebody waiting/to connect somebody

Just a	minute, please.
	moment, please.
	second, please.

Hold on,	please.
Hang on,	

Hold the line, please, I'll put you through.

I'm putting you through now.

I'm connecting you now.

You're through now.

### Problems

I'm afraid Mr X is	not available this afternoon.
	out at the moment.
	on the other line at the moment.

I'm afraid the line's engaged/busy.

Could you phone/call/ring back later?

Would you mind calling/ringing/phoning back later?

Would you like Mr X to call/ring/phone you back later?

Would you like	to leave a message?
Do you want	

Can I take a message?



**Miscellaneous**

It's urgent.

There's no (great) hurry.

Certainly.

Of course.

By all means.

Fine. O.K. All right. Fair enough.

**To finish with**

I look forward to		seeing you.
		meeting you.
		hearing from you.

Thank you for your help.

Goodbye.

Thank you for calling.

**Expressing Sympathy****Examples****Formal**

Please accept my condolences	on the loss of your mother.
I'd like to express my sympathy	about your grandfather's death.
I was very sorry to hear	that your uncle died.
It's (really) terrible/awful	that your son is in hospital.
It's too bad/a shame	that your husband is sick.

**Informal**

Answers to expressions of sympathy are usually short and simple.

**Formal**

Thank you very much for your thoughtfulness.  
 Thank you for your concern. I appreciate it.  
 Thank you./Thanks.

**Informal****Encouraging People**

Cheer up!

These things happen.

After rain comes fair weather.

Make the best of it.

Things will come right.

Don't be pessimistic.

Let's hope for the better.

You'll get over it!

Take it easy.

Keep smiling!



**Don't Worry!**

**Take It Easy!**

**Cheer Up!**

**Where There's a Will, There's a Way!**

We say all these things to balance our emotions and gain strength. But it is not as easy as it seems. So, what's the answer? We cannot go and live on a desert island.<sup>1</sup> There are lots of things we can do of course. We can take more exercise. We can eat less, smoke less, we can have a well-organized rest.

But perhaps the most important thing we can do is to learn to relax. Stress grows very slowly. It is made up of all the little things that make us tense,<sup>2</sup> day after day, year after year. Every time we relax, every time we put our feet up, every time we have a cup of tea and a chat with an old friend we take away some of the tension, that causes<sup>3</sup> stress.

Americans worry about relaxing. They take classes to learn how to relax. They read books that tell them how to "take it easy". Relaxing is a multi-dollar industry in the USA. So, why not master this skill<sup>4</sup> and do it on your own (without paying much money)?

But before you start think of what doctors say nowadays<sup>5</sup>, "Too much relaxation is bad for you too."

---

<sup>1</sup> **desert island** — необитаемый остров. <sup>2</sup> **tense** — напряженный. <sup>3</sup> **to cause** — вызывать. <sup>4</sup> **skill** — умение. <sup>5</sup> **nowadays** — сегодня, в настоящее время.

## **How do we offer help?**

Here are some useful phrases for you to remember.

*I'll arrange it for you.*

*I'll telephone them for you.*

*I'll collect the books from the library for you.*

*I'll fetch a chair from the next room for you.*

*I'll buy milk for you.*

*I'll repair the car for you.*

*I'll attend to it (займусь этим).*

*I'll go there for you.*

**Possible answers:** Oh, that's kind of you.

Thanks.

Thank you very much.

You're so considerate. Thanks a lot.

**Poems to Enjoy****To a False Friend**

*Thomas Hood (1798-1845)*

Our hands have met, but not our hearts:  
Our hands will never meet again.  
Friends if we have ever been,  
Friends we cannot now remain;<sup>1</sup>  
I only know I loved you once,  
I only know I loved in vain;  
Our hands have met, but not our hearts;  
Our hands will never meet again...

---

<sup>1</sup> to remain — оставаться.

**Success Begins With a Fellow's Will**

*Anonymous*

If you think you're beaten, you are  
If you think you dare not, you don't  
If you'd like to win, but think you can't  
It's almost certain you won't

If you think you'll lose, you've lost  
For out of the world we find  
Success begins with a fellow's will  
It's all in the state of mind

If you think you're outclassed, you are  
You've got to think high to rise  
You've got to be sure of yourself before  
You can ever win a prize

Life's battles don't always go  
To the stronger or fitter man  
But sooner or later the man who wins  
Is the man who believes he can

## Jokes, Laughs, Smiles

"When I serve dinner should I say, 'Dinner is ready' or 'Dinner is served'?" the new cook asked her mistress. "If you cook it the way you cooked it yesterday, just say, 'Dinner is ruined'," said the lady of the house.

### What a Test!

A poor young artist was asked to paint the portrait of a rich lady, and he did his best to make a good picture. When the portrait was finished, it was shown to the lady's friends.

Some of them thought it was too realistic. They were afraid the lady would not like the picture. But the painter felt that he had been successful, he did not want to change anything.

Then one of his friends suggested the following: "We shall leave it to the lady's dog to decide whether the picture is good or bad."

The next day the picture was sent to the lady's house where her friends had gathered to see the result of the test. As soon as the dog was brought before the portrait, it began to lick<sup>1</sup> it all over. Everybody congratulated<sup>2</sup> the painter.

Do you think the dog recognized its mistress?

(Nobody knew that the painter's friend had spread some bacon all over the picture.)

\* \* \*

A runaway couple were married at Gretna Green and were asked five guineas for the service. "How is this?" exclaimed the bridegroom.<sup>3</sup> "I was told by the gentleman who had been married here last month that he had given you only a guinea." "That's true, we were paid only a guinea then," was the answer, "because your friend is a very good customer.<sup>4</sup> He came here to be married at least six times. As to you ... who knows? You may never be seen here again."

<sup>1</sup> to lick — лизать. <sup>2</sup> to congratulate smb. on smth. — поздравлять кого-л. с чем-л. <sup>3</sup> bridegroom — жених. <sup>4</sup> customer — клиент.

## Calm Yourself!<sup>1</sup>

*The patient has been in hospital for several weeks. He is worried. He wants to know the truth.*

**Patient:** Am I going to get better, Doctor?

**Doctor:** As you know you are still quite ill.

**P.** Yes, I know, Doctor. And yet, tell me the truth. I don't want to go on with false<sup>2</sup> hopes.

**D.** I've been studying your case in my medical books, and I've done a lot of research on your problem.

**P.** Don't try to soften the blow.<sup>3</sup> Tell me the truth, no matter what it is.

**D.** You are going to get better.

**P.** Wonderful! But I don't understand why you say so. The other doctors told me the case is fatal. How do you know I'm going to feel better.

**D.** I'm a scientist. I've studied your case carefully. We'll continue the present treatment because I trust in<sup>4</sup> the scientific statistics.

**P.** And do these statistics show that I'm going to get better?

**D.** Exactly! It's a known fact that ten per cent<sup>5</sup> of all the patients with this disease get better.

**P.** What? Only ten per cent? But that's terrible! Does that mean that I have only one chance in ten of getting better? Are you trying to deceive<sup>6</sup> me when you tell me I'm going to feel better?

**D.** Calm yourself! Calm yourself! You don't understand these things. It's a scientific problem.

**P.** Please, Doctor, explain!

**D.** All right. As you will see there are other factors that have to be considered<sup>7</sup>.

**P.** What other factors? Please tell me.

**D.** Listen to me. You are the tenth patient that I have treated for this disease.

**P.** So what? I'm the tenth patient that you've treated for this disease... I still don't understand!

**D.** Simple mathematics, my good man. You are the tenth patient, you have to get well, because the other nine died!

---

<sup>1</sup> **calm yourself** — успокойтесь. <sup>2</sup> **false** — ложный, напрасный. <sup>3</sup> **to soften the blow** — смягчить удар. <sup>4</sup> **to trust in smb/smth** — доверять, полагаться. <sup>5</sup> **ten per cent** — десять процентов. <sup>6</sup> **to deceive** — обманывать. <sup>7</sup> **that have to be considered** — которые надо учитывать.

## Commentary

1

### PASSIVE VOICE FORMS

(Формы страдательного залога)

**be**  
в личных формах

+

III форма смыслового  
глагола

**be done**

Tenses	Simple	Continuous	Perfect
Present	Houses <b>are built</b> of different materials.	The house <b>is being built</b> in our street.	The house <b>has been built</b> in our street this year.
Past	The houses <b>were built...</b>	The house <b>was being built...</b>	The house <b>had been built...</b>
Future	The house <b>will be built</b> next year.	—	The house <b>will have been built</b> by May next year.

### ACTIVE VOICE

подлежащее	сказуемое	дополнение	обстоятельства
<i>This firm</i>	<i>built</i>	<i>some roads</i>	<i>there in 1980.</i>

### PASSIVE VOICE

<i>Some roads</i>	<i>were built</i>	<i>by this firm</i>	<i>there in 1980.</i>
подлежащее	сказуемое	дополнение	обстоятельства



### Active (A) and Passive (B) Forms Compared

- |   |   |
|---|---|
| <p><b>A.</b> 1. They <b>built</b> a new hotel there.<br/>(они построили...)</p> <p>2. They <b>were discussing</b> this question when I came in.<br/>(они обсуждали...)</p> <p>3. The sociologist <b>has interviewed</b> a lot of students.<br/>(...опросил)</p> | <p><b>B.</b> 1. The hotel <b>was built</b> there.<br/>(...был построен)</p> <p>2. The question <b>was being discussed</b> when I came in.<br/>(вопрос обсуждался...)</p> <p>3. A lot of students <b>have been interviewed</b> by the sociologist.<br/>(...опрошены)</p> |
|---|---|

*Обратите внимание на перевод на русский язык:*

- |  |                                |
|--|--------------------------------|
| 1. I've <i>been told</i> to do it.               | Мне велели сделать это.        |
| 2. We've <i>been shown</i> a film.               | Нам показали фильм.            |
| 3. He <i>wasn't listened to</i> .                | Его не слушали.                |
| 4. He <i>has never been laughed at</i> .         | Над ним никогда не смеялись.   |
| 5. His article <i>is often referred to</i> .     | На его статью часто ссылаются. |
| 6. This book <i>is being much spoken about</i> . | Об этой книге много говорят.   |

**2**

### SUGGEST (THAT) SMB SHOULD DO SMTH

#### SUGGEST DOING SMTH

to suggest

(that) smb (should) do smth  
doing smth

- I suggest you (should) shorten the article.  
Предлагаю вам сократить статью.
- We suggest John should buy the tickets.  
Мы предлагаем, чтобы Джон купил билеты.
- I suggest going to the cinema.  
Предлагаю пойти в кино.

**3**

### COMPLEX OBJECT

We'd like you to **send** some more material on life in Russia.  
Мы бы хотели, чтобы вы продолжали присылать материалы  
о жизни в России.

<b>smb would like</b> <b>smb'd like</b> <b>smb wants</b> <b>smb expects</b>	<b>smb to do smth</b>
--	-----------------------

We'd		
I'd	like our friends	to be punctual.
He'd		to come on time.

Нам		
Мне	бы хотелось,	чтобы наши друзья были пунктуальными.
Ему		приходили вовремя.

## 4

## PRESENT AND PAST PARTICIPLES AS ADJECTIVES

*Причастия ряда глаголов могут употребляться как прилагательные.*

The music was **fascinating**. We were **fascinated** by the music.

He was **annoyed** because the noise was **annoying**.

*После причастий прошедшего времени употребляются определенные предлоги.*

<b>Verb</b>	<b>Present Participle</b>	<b>Past Participle</b>	<b>(Preposition)</b>
to amuse	amusing	amused	at/by/with
to annoy	annoying	annoyed	at/by/with
to bore	boring	bored	by/with
to confuse	confusing	confused	at/by
to disappoint	disappointing	disappointed	in/with
to disgust	disgusting	disgusted	at/by/with
to embarrass	embarrassing	embarrassed	about/by
to excite	exciting	excited	about
to exhaust	exhausting	exhausted	from
to fascinate	fascinating	fascinated	by/with
to frighten	frightening	frightened	by (specific)/of (general)
to interest	interesting	interested	in
to irritate	irritating	irritated	by/with
to puzzle	puzzling	puzzled	at/by
to shock	shocking	shocked	at/by
to surprise	surprising	surprised	at/by
to terrify	terrifying	terrified	by (specific)/of (general)
to tire	tiring	tired	from (physical exercise)/of

Some more examples:

He thinks math is **interesting**.

He's **interested in** math.

Local adult schools and colleges offer an **exciting** variety of free and inexpensive classes.

We're **excited about** the possibility of continuing our education.

The news was **terrifying**.

Everybody **was terrified**.

## Programme 6

**Practise what you can say or hear communicating with people.  
Make up as many sentences as possible.**

1. Did you enjoy the film yesterday?

Oh, yes. It's worth \*seeing.

\*discussing, advertising, buying.

2. It seems you didn't like the play, did you?

No, I didn't. I was \*bored.

\*disappointed, irritated, upset.

3. Where have you been?

I've been		looking for you		*for ten minutes.
		waiting for you		

\*for half an hour, for about an hour, since 12 o'clock, since morning, since we talked on the phone.

4. Most likely he needs a rest.

Last time I saw him he **looked** \*upset.

\*tired, disappointed, pale, depressed, overworked.

5. The child is unwell. She's so indifferent to everything.

a) She **neither** \*laughs **nor** \*smiles.

\*sings — listens to music, reads — draws, talks — listens to her mother.

b) She wants **neither** \*tea **nor** \*milk.

\*chocolates — cakes, apples — oranges, books — picture, games — stories.

c) I suggest you \*read her a new book.

\*take her for a walk, show her a film, buy her a dog, invite her best friends.



6.

The materials	are	*discussed.
	were	
	will be	

\*looked through, recommended, accepted, sent to the publisher's, often referred to.

7. Very interesting articles \*are usually published\* in this journal.

\*were published last year, will be published next year, are being published in this issue, have been published in all issues of the year.

8. It's one of the best \*movies I've ever seen.

\*pictures I've ever seen, books I've ever read, dishes I've ever tasted, exhibitions I've ever attended, suits I've ever bought, journeys I've ever had, jokes I've heard.

9. The paper publishes \*home news.

\*foreign news, feature articles, fashion news, business and sport news, science news.

10. I'd like you to \*help your colleague.

\*shorten the article, read some more publications, support new ideas, think and act cheerfully, come and see me one of these days, see my new flat, give me a ring as soon as you return.

11. Most likely you need \*a rest.

\*a holiday, a business trip, new ideas, understanding people.

12. His book is a masterpiece!

It's \*exciting!

*(It's one of the best books they've ever published.)*

\*marvellous, superb, thrilling, fascinating, fantastic.

13. The architect \*tried\* hard to succeed in the exhibition.

*(And he is a great success!)*

\*studied, thought, worked.

14. The \*music was \*\*fascinating. Everybody was \*\*\*fascinated by it.

\* poem, story, song, talk.

\*\* interesting, annoying, exciting.

\*\*\* interested in it, annoyed with it, excited with it.

**Listening**

**1.** Listen to the text (p. 209—214) and repeat after the speaker sentence by sentence. The speaker says each sentence twice, so that you can check yourself.

**2.** Listen to what the Congress participants are saying (p. 209—214). See if you understand everything. Reproduce the dialogues.

**3. A.** Suggest your own ideas for the following very short course in leadership, then listen to the recording and write down what you hear.

**A short course in leadership**

1. The six most important words:

.....

2. The five most important words:

.....

3. The four most important words:

.....

4. The three most important words:

.....

5. The two most important words:

.....

6. The most important word:

.....

7. The least important word:

.....

8. The best thing you can do before entering your office:

.....

**B.** Discuss various human qualities suggested by each of the sentences and words above.

**C.** Measure someone you know in your business or private life against these various qualities.



**4. A. Listen to the following historical information and fill in the blanks.**

**Coincidences**

- a) \_\_\_\_\_ Lincoln \_\_\_\_\_ elected \_\_\_\_\_, Kennedy in \_\_\_\_\_ .  
 b) \_\_\_\_\_ successors \_\_\_\_\_ Johnson.  
 Andrew \_\_\_\_\_ in \_\_\_\_\_ .  
 Lyndon \_\_\_\_\_ in \_\_\_\_\_ .  
 c) John Wilkes Booth, \_\_\_\_\_, \_\_\_\_\_ in \_\_\_\_\_ .  
 Lee Harvey Oswald \_\_\_\_\_ .  
 \_\_\_\_\_ assassinated \_\_\_\_\_ .  
 d) \_\_\_\_\_, whose \_\_\_\_\_, \_\_\_\_\_ not to \_\_\_\_\_ .  
 \_\_\_\_\_, Lincoln, \_\_\_\_\_ him \_\_\_\_\_ Dallas.  
 e) John \_\_\_\_\_ shot \_\_\_\_\_ and \_\_\_\_\_ .  
 \_\_\_\_\_

**B. Listen to the text again and reproduce the story.**

**5. First read the following text and fill in the blanks, then listen to the recording and check your answers.**

One day a middle-aged woman telephoned her doctor.

"Doctor," she said, "I'm \_\_\_\_\_ a lot of trouble \_\_\_\_\_ my shoulder. It hurts all the time and I \_\_\_\_\_ at night."

"Come in this afternoon," said the doctor, "and I'll \_\_\_\_\_ at it."

That afternoon the woman \_\_\_\_\_ the doctor's office. He gave her a very \_\_\_\_\_ examination, asked \_\_\_\_\_ questions, and listened carefully \_\_\_\_\_ her answers.

"Well, my dear," he said, "it looks \_\_\_\_\_ you have arthritis."

"Arthritis?" she said. "Oh, no! What \_\_\_\_\_ I \_\_\_\_\_ to do?"

"Don't \_\_\_\_\_," he answered, "I'll give you a prescription and the pain will \_\_\_\_\_." Then the doctor \_\_\_\_\_ his pen, wrote a prescription, and handed her his \_\_\_\_\_ for fifty dollars. The woman opened her pocketbook, \_\_\_\_\_ a fifty-dollar check, said good-bye, and left.

The doctor \_\_\_\_\_ the check to the bank, but a week \_\_\_\_\_ he was surprised to find that the check \_\_\_\_\_ to him marked "Insufficient Funds." He telephoned the woman \_\_\_\_\_.

"I'm very \_\_\_\_\_ to have to \_\_\_\_\_ you this," he began, "but your check \_\_\_\_\_ this week."

"Oh, really?" said the woman. "That's quite a coincidence."

"What do you \_\_\_\_\_?" asked the doctor.

"Well," said the woman. "My check came back. \_\_\_\_\_ did my arthritis."

6. Listen to the telephone conversations and answer the following questions.

**Conversation 1**

- 1. Who is Mona Doan speaking to?
- 2. What message has she left and for who?

**Conversation 2**

- 1. Why is Mona Doan phoning Mr Anderson?
- 2. What have Mona and Mr Anderson agreed to?

**Conversation 3**

- 1. What does the woman (secretary) want to find out for Mona?
- 2. Where is Mr Anderson at the moment?
- 3. What is the secretary going to do as soon as Mr Anderson comes?

7. You will hear a real-life story about the friends of Russell Brundon.

**A.** Listen to the story and try to understand what it is all about.

**B.** Listen to the story again and then complete the three paragraphs below, using 15-20 words for each paragraph.

1. The minute the woman entered the living-room . . . . .  
.....  
.....  
.....  
.....

2. After the Masons explained that it was impossible to decide so quickly, . . . . .  
.....  
.....  
.....  
.....

3. The Masons were determined . . . . .  
.....  
.....  
.....  
.....

**C.** Do you think it might happen to people in any country?

New vocabulary:

- to retire** — уйти на пенсию
- to pay a deposit** — внести залог
- to convince** — убедить
- discount** — скидка

**to feel guilty** — чувствовать себя виноватым

**to be determined** — твердо намереваться

**to give in** — уступить, сдаться

**to be worn down** — зд. быть сломленным

8. Listen to the poems and learn them by heart.

## Writing

1. Write out (from Units 5-6) all the sentences with the Passive Voice forms.

2. Read and translate the following sentences. Write your own sentences according to the models:

<b>smb smth</b>	<b>is was will be has been</b>	<b>sent for spoken about listened to looked after</b>
---------------------	--	---

1. The doctor was sent for 10 minutes ago.

The taxi \_\_\_\_\_

2. This book was much spoken about last year.

His article \_\_\_\_\_

3. The lecturer was not listened to.

The man \_\_\_\_\_

4. He was often laughed at.

The boy \_\_\_\_\_

5. It'll be much spoken about very soon.

His project \_\_\_\_\_

6. The children have been well looked after.

The city parks \_\_\_\_\_

3. Act as an interpreter. Translate the following:

- A.** 1. Этот музей был построен 10 лет тому назад (be built).  
 2. Новый кинотеатр строится на нашей улице (be being built).  
 3. Мою квартиру уже отремонтировали (have been repaired).  
 4. Его квартиру еще ремонтируют (be being repaired).  
 5. Я надеюсь, эту книгу найдут (be found).  
 6. Об этой статье много говорят (be being much spoken about).

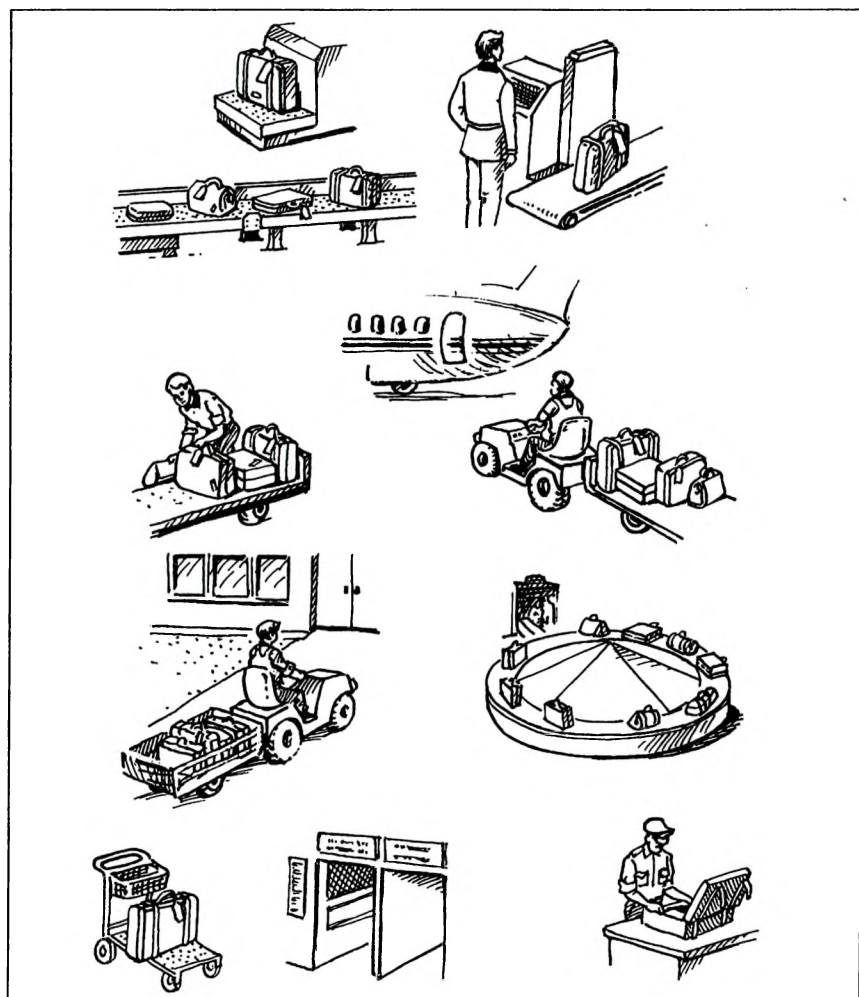
**B. do smth**

1. Я попросил их прийти.
2. Она пригласила его.
3. Они показали новый фильм.
4. Этот художник написал новую картину.
5. Он велел нам прийти к 5 часам.
6. Мы слушали его вчера в 6 часов.

**C. smth— be done**

1. Меня попросили прийти.
2. Ее пригласили на конгресс.
3. Им показали новый фильм.
4. Эта картина написана неизвестным художником.
5. Нам велели прийти к 5 часам.
6. Было шумно. Его не слушали.

4. The sentences on p. 239 describe what happens to your luggage when you travel by air.



*A. Put the sentences in the right order. The pictures are there to help you.*

**At the Airport**

1. It is taken to the plane.
2. It is put on a truck.
3. It is examined by X-ray machines.
4. It is weighed and labelled with your destination.
5. It is put on a conveyor belt.
6. It is put in the baggage hold.

**At Your Destination**

7. It is taken to the terminal by truck.
8. It is put on a luggage trolley.
9. It is sometimes examined by a Customs Officer.
10. It is taken through Customs.
11. It is picked up off a conveyor belt.

*B. There is a detective at the airport. He knows there are narcotics in one of the suit-cases. He is watching the suit-case reporting to the Headquarters. Write down what he says. The first sentence is written for you:*

1. The suit-case **is being examined** by X-ray machines.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

*5. Here is a list of some discoveries. Make a quiz for your friends asking them questions about the discoveries.*

**When ... was ..... ?**

1. Printing was invented in 1454.
2. America was discovered in 1492.
3. The Gregorian calendar was introduced by Pope Gregory in 1582.
4. The London Underground was opened in 1863.
5. The first photograph was taken in 1826.
6. The electric light bulb was invented in 1879.
7. The motorcycle was invented in 1885.
8. Penicilline was discovered in 1928.
9. The world's first railway was opened in 1825.
10. The world's first telephone conversation was held in 1876.



**6. Write down what**

a) Mr Anderson suggested the journalist should do:

1. ...shorten the article.
2. ...send more information on life in Russia.
3. ...telephone him in a day or two.

b) you suggest your classmates should do to enjoy their spare time.

**For ideas:**

visit museums, learn foreign languages, travel, do sports, learn the national history, read a lot, form healthy habits, ...

7. Our doctor asks you a) to fill in the following questionnaire.

### Health Survey

1. Do you want to stay healthy and fit?
2. What sort of exercise do you take?
3. Do you jog?
4. Do you do yoga?
5. What keep-fit exercises can you recommend?
6. Do you enjoy doing sports? Which?
7. Do you think and act cheerfully?

Thank you for answering the questions.

b) to complete the verses and give a title to them:

I overslept and missed my train,  
 Slipped on the pavement in the heavy...  
 Sprained my leg, skinned my knees,  
 Broke my glasses, lost my...,  
 Got stuck in the elevator,  
 It wouldn't go,  
 Kicked it twice and hurt<sup>1</sup> my toe;  
 Bought a pen that didn't...,  
 Took it back and had a fight,  
 Went home angry, locked the door,  
 Crawled<sup>2</sup> into bed, couldn't take any... .

<sup>1</sup> hurt — эд. ушиб. <sup>2</sup> to crawl — ползти.

8. Our sociologist expects you to fill in the following questionnaire:

### Work Survey

1. What is your job? What sort of job do you do on a typical day?
2. Do you belong to a trade union?
3. How many hours a day do you work?
4. What do you enjoy most about your job?
5. What do you hate most about your job?
6. How long do you plan to stay in this job?
7. What sort of boss would you most like to work for?
8. Why do you want to leave your present job, if you really do?

Thank you very much for answering these questions.

## Communicating

1. You're planning a visit to Moscow for schoolchildren of one of American schools. What would you like them to see (visit) in Moscow?

2. Mr Anderson is a demanding chief, isn't he? So, what should his staff do to please him?

For ideas:

be punctual, keep fit, obey the rules, be competent, be enthusiastic, be well-organized, hardworking, creative, attract readers, learn secrets from other firms, support new ideas

**Which of these requirements do you follow?**

3. Tell us frankly what you'd like your friend (wife, husband, sister, brother) to do.

For ideas:

understand you, share your interests, respect your opinions, keep fit, go out a lot, care for music (sports, books), think and act cheerfully

4. One of your colleagues is a failure at his work. Give him some recommendations on how to overcome difficulties.

5. You're editor of a youth newspaper. You don't like the article. Suggest what the author should change in it.

**6. A. Ask your classmates the following questions. Have you ever felt ...?**

- |                       |                          |
|-----------------------|--------------------------|
| 1. _____ angry?       | 11. _____ bored?         |
| 2. _____ embarrassed? | 12. _____ energetic?     |
| 3. _____ proud?       | 13. _____ afraid?        |
| 4. _____ loved?       | 14. _____ frightened?    |
| 5. _____ valued?      | 15. _____ sad?           |
| 6. _____ clumsy?      | 16. _____ upset?         |
| 7. _____ happy?       | 17. _____ ill at ease?   |
| 8. _____ lucky?       | 18. _____ calm?          |
| 9. _____ nervous?     | 19. _____ uncomfortable? |
| 10. _____ worried?    | 20. _____ out of place?  |

**B. Look at the list above. Place a plus sign (+) beside the words with the positive meaning and a minus sign (-) beside the words with the negative meaning. (If necessary, use your dictionary.)**

**C. Tell a partner:**

- about three situations in your life when you experienced positive feelings;
- about three situations in your life when you experienced negative feelings;
- some things that you should do in the future if you experience negative feelings.

**7. A. Your colleague has fallen ill. Telephone a doctor. Explain the symptoms, ask for help, arrange an appointment.**

**B. Make a reverse charge call to GB. Inform your colleague of the date of your arrival.**

**8. Advertise one of your favourite newspapers (magazines, journals).**

For ideas:

publish, be popular with youth (elderly people), be easy and interesting to read, give space to opinions, have some space for thrilling stories, be widely read, attract readers, subscribe to, the circulation, suggest smb should do smth, offer new ideas, be much spoken about

**9. Tell us:**

- what is being built in your district;
- what has been built in your home town since your childhood;
- what will be built in your home town in the coming 5 years.



**10. A.** First find your sign, then interview your classmates in order to find out the best partner for doing business together. The footnotes would tell you who to avoid. (Make use of the dictionary in case of need.)

## Chinese Astrology

According to the Chinese, every year belongs to an animal, and those who are born in that year have the animal's characteristics. Twelve animals occur in succession, and their qualities aren't always the ones the West would attribute to them, so don't worry if you find you're a pig.



**Rat**

charming, quick-witted, loves company, spendthrift.



**Buffalo/Ox**

calm, dependable, self-contained, a leader, but stubborn and inclined to shift blame on to others.



**Tiger**

thoughtful, strong, brave, dynamic and imaginative, but inclined to be rash and touchy.



**Cat/Rabbit/Hare**

methodical, cautious, comfort-loving, tactful and lucky, but also gossipy and moody.



**Dragon**

eccentric, self-confident, dynamic, perfectionist, highly sexed and loyal, but proud and incapable of routine.



**Dog**

honest, loyal, idealistic, but a fault-finder who needs to be led.



**Snake/Serpent**

attractive, sexy and wise, but can be possessive and conceited.



**Horse**

sociable and likeable, sporty, practical and logical, but can be prejudiced and intolerant.



**Goat/sheep**

harmony-loving, humorous, easy to get on with, but impressionable and easily led.



**Monkey**

intelligent, fast-talking and good with figures, but insecure and sometimes superficial.



**Rooster/Cock**

hard-working, great organizers, punctual, competitive, but either very thrifty or very wasteful.



**Pig/Boar**

well-mannered, industrious, domesticated, but obstinate, egocentric and bad at planning.

- The sheep and rat are always at war.
- When the pig meets the monkey there are sure to be tears.
- The cock and snake are always at odds.
- When a dragon meets a rabbit good luck is shattered.
- The ox and tiger always quarrel.
- The cock and dog always end in tears.
- When a tiger meets a snake there is always battle.
- The horse fears the ox.
- The serpent with the hare gives supreme happiness.

<b>Rat</b>	1888	1900	1912	1924	1936	1948	1960	1972	1984
<b>Buffalo/Ox</b>	1889	1901	1913	1925	1937	1949	1961	1973	1985
<b>Tiger</b>	1890	1902	1914	1926	1938	1950	1962	1974	1986
<b>Cat/Rabbit/Hare</b>	1891	1903	1915	1927	1939	1951	1963	1975	1987
<b>Dragon</b>	1892	1904	1916	1928	1940	1952	1964	1976	1988
<b>Snake/Serpent</b>	1893	1905	1917	1929	1941	1953	1965	1977	1989
<b>Horse</b>	1894	1906	1918	1930	1942	1954	1966	1978	1990
<b>Goat/Sheep</b>	1895	1907	1919	1931	1943	1955	1967	1979	1991
<b>Monkey</b>	1896	1908	1920	1932	1944	1956	1968	1980	1992
<b>Rooster/Cock</b>	1897	1909	1921	1933	1945	1957	1969	1981	1993
<b>Dog</b>	1898	1910	1922	1934	1946	1958	1970	1982	1994
<b>Pig/Boar</b>	1899	1911	1923	1935	1947	1959	1971	1983	1995

**B. Ask the person you think could be a candidate for sharing business with you to fill in the form.**

#### APPLICATION FORM

Application for the post of: .....

Surname: .....

First name: .....

Address: .....

Date of birth: ..... Married/single/divorced

Present employment: .....

Previous employment: .....

Reasons for leaving present job: .....

Present salary: £ .....

Hobbies and interests: .....

Other information: .....

Signature: .....

Date: .....

**C. Telephone your chief and tell him/her about the candidate for working in your department. Give a character profile of this person. Make use of the vocabulary in exercise 10, part A(pair-work).**

**11. Give an example of how you worked effectively with people to accomplish an important result.**





(Группа собралась в комнате биолога и историка, последний отвечает на телефонные звонки.)

— Алло.

**Голос:** Могу я поговорить с г-жой Грей?

— Вы ошиблись.

**Голос:** Можно Стива Макквина?

— К сожалению, г-н Макквин вышел. Что-нибудь передать?

**Голос:** Нет, спасибо. Не могли бы вы сказать, когда г-н Макквин вернется.

— Он сказал, что вернется через час примерно.

— Как жаль, что я не смог посетить Центр защиты природы сегодня.

— Вы много потеряли. Речь нашего биолога была настоящей сенсацией.

— Почему вы не записали ее на пленку?

— Я записал. Хотите послушать?

— Конечно, хотелось бы.

(The group gathered in the room of the biologist and the historian, who is answering the phone.)

**H.** Hallo.

**Voice:** Could I speak to Mrs Gray?

**H.** You've got the wrong number.

**Voice:** Could I speak to Steve McQueen, please?

**H.** Sorry, Mr McQueen is out. Can I take a message?

**Voice:** No, thank you. Can you tell me when Mr McQueen will be back?

**H.** He said he'd be back in an hour or so.

**C.** It's a pity I couldn't attend the Nature Protection Centre today.

**J.** You've missed a lot. Our biologist's speech was a real hit.

**C.** Why didn't you record it?

**J.** But I did. Would you like to listen to it?

**C.** Certainly I would.

**Речь биолога:**

“Я поднимаю свой голос  
против могущественных  
монополий, против  
их разрушительной  
силы.  
Что они сделали  
с планетой?  
Они превратили  
нашу землю  
в пустыню  
из цемента и камня.  
Реки, которые были  
такими красивыми и  
полными рыбы,  
теперь отравлены.  
Воздух, который  
был когда-то таким  
чистым и свежим,  
загрязнен.  
Что они сделали  
с небом и морями,  
с океанами?  
Они изобрели новые машины,  
построили дороги и  
города.  
От шума  
можно сойти с ума!  
Они будут испытывать  
свои бомбы,  
пока мир не взорвется  
и не превратится в миллионы  
осколков.  
Они уже причинили  
много вреда  
человеку и  
продолжают  
его причинять ради  
выгоды и наживы.  
Если никто не остановит  
их,  
нам грозит ядерная  
война.  
Сделайте выбор в пользу  
жизни,  
пока не слишком поздно”.

**The speech of the biologist:**

“I raise my voice  
against powerful  
monopolies, against  
their destructive  
force.  
What have they done  
to the earth?  
They've turned  
our land  
into a desert  
of concrete and stone.  
Rivers that used to be  
so beautiful and  
full of fish  
are poisoned.  
Air that  
used to be so  
clean and fresh  
is polluted.  
What have they done  
to the skies, to the seas,  
to the oceans?  
They've created new machines,  
built roads and  
cities.  
The noise  
is maddening!  
They'll test  
their bombs  
till the world explodes  
into millions of  
little pieces.  
They've done  
a great deal of harm  
to Man and  
they are  
still doing so for  
profit and gain.  
If nobody stops  
them  
we'll face a nuclear  
war.  
Choose  
life  
before it's too late.”

- В действительности, многое из того, о чем говорит наш друг, имеет смысл. Угроза разрушения все еще существует.
- Мы все из разных стран, но проблемы мира и защиты природы касаются всех.
- Людям следует принять меры и остановить гонку вооружений, а также бороться против любой угрозы окружающей среде.
- Нам нужно украшать землю, а не разрушать ее.
- Многое зависит от нас.
- Давайте перестанем говорить о плохом.
- Заметили ли вы, какая стоит прекрасная погода!
- Она великолепна!
- Прекрасный день для загородной прогулки в лес.
- Верно.
- Так бы хотелось быть сейчас в отпуске, наслаждаться природой.
- Вы уже решили, куда вы поедете в отпуск этим летом?
- Пока ничего определенного.
- H.** Actually, a lot of what our friend says makes sense. The threat of destruction still exists.
- S.** We all come from different countries but the problems of peace and nature protection are everybody's concern.
- P.** People ought to take measures to stop arms race and fight against any threat to our environment.
- N.** We need to beautify the land instead of destroying it.
- K.** A lot depends on us.
- D.** Yes, but let's stop looking on the black side of things.
- J.** Have you noticed what wonderful weather we're having!
- S.** It's gorgeous!
- F.** A perfect day for an outing somewhere in the forest.
- C.** That's true.
- H.** I wish I was on holiday now enjoying nature.
- W.** Have you decided where to go to for your summer holiday?
- H.** Well, nothing's definite as yet.

Куда-нибудь, где не  
слишком жарко,  
скорее всего.  
С радостью пожил бы  
вне города,  
в кемпинге,  
путешествуя пешком,  
занимаясь рыбной ловлей,  
плавая на байдарке.

— Где-нибудь вдали от шума  
городов?

— Да, чем меньше  
отдыхающих,  
тем лучше.  
Я не люблю толпы.

— И я тоже.

— Представьте себе  
экскурсии,  
солнечные ванны,  
альпинизм  
или просто  
прогулки пешком!

— Я не могу  
позволить себе  
отпуск в этом году.  
Но если бы я могла,  
я бы путешествовала  
налегке  
и с комфортом.  
Комфорт и удобства  
имеют значение для  
меня.

— Прибалтика —  
потрясающее место  
для такого отдыха,  
не правда ли?

— Да, если погода хорошая.

— Как же мне не  
нравятся эти  
“если” и “но”!  
Если вы разобьете  
зеркало...  
если упадет нож...

Somewhere not  
too hot,  
though.  
I'd be happy to stay  
out of town,  
camping,  
hiking,  
fishing  
and canoeing.

**N.** Somewhere out of the way?

**H.** Yes, the fewer  
holiday-makers  
the better.  
I don't enjoy crowds.

**D.** Neither do I.

**C.** Fancy  
sightseeing,  
sunbathing,  
mountain climbing,  
or simply just  
walking!

**A.** I can't  
afford  
a holiday this year.  
But if I could  
I'd travel  
light  
and in full comfort.  
Luxury facilities  
matter a lot to  
me.

**K.** The Baltic coast  
is a terrific place  
for such a holiday,  
isn't it?

**S.** Yes, if the weather is fine.

**A.** Oh, I don't  
like these  
“ifs” and “buts”.  
If you break  
a mirror...  
if a knife falls...

если две пятницы  
сойдутся вместе (после  
дождичка в четверг).

- К чему это вы?
- Я хочу сказать,  
мы говорим о природе.
- И что?

— Говорят,  
нет ничего лучше  
русской  
сельской местности.  
Как бы вы отнеслись к  
загородной прогулке  
в воскресенье на этой  
неделе?

- Да мы все за!
- Итак, куда мы  
отправимся,  
если погода останется  
хорошей?

*(Входит биолог.)*

**Все:** Поздравляем!  
Вы добились своего!

- Ваша речь имела  
огромный успех!
- Она “гвоздь”  
сегодняшней программы.
- Благодарю вас.
- Да и выглядите вы  
сегодня отлично!
- Это новый костюм.
- Он по последней моде.  
Он, действительно, идет  
вам.
- Только между нами,  
он очень дорогой?  
Сколько он стоил?
- Я заплатил 113 долларов.  
Он из чистой шерсти.

if two Fridays  
come together.

**C.** What are you getting at?

**A.** The point is  
we're speaking of nature.

**C.** So?

**A.** I hear  
there's nothing like  
the Russian  
countryside.  
What would you say to  
an outing  
this very Sunday?

**H.** We're all for it!

**W.** So, where shall we  
go  
if the weather keeps  
fine?

*(The biologist comes in.)*

**All:** Congratulations!  
You've done it!

**H.** Your speech was  
a great success!

**J.** It's the highlight  
of today's programme.

**B.** Thank you.

**A.** My! You're looking  
very smart today!

**B.** It's the new suit.

**F.** It's in the latest fashion.  
It really becomes  
you.

**E.** Between you and me,  
was it very expensive?  
How much did it cost?

**B.** I paid 113 dollars.  
It's made of pure wool.





1. ski jacket
2. ski pants
3. heavy pullover
4. sweater
5. shirt
6. scarf

7. belts
8. trousers
9. jeans
10. raincoat
11. coat
12. skirt

13. blouse
14. tie
15. socks
16. high boots
17. slippers
18. shoes

19. hats
20. gloves
21. stockings
22. tights

- Он стоит этих денег.
- Сидит он прекрасно.
- Рад, что вам он нравится.
- Могу порекомендовать вам Дом моделей на проспекте Мира. Там много очень элегантной, модной одежды: пальто, мужские и женские костюмы, жакеты, брюки, рубашки, обувь и даже белье.
- Вещи выходят из моды так быстро.
- Некоторые люди не могут привыкнуть к новым направлениям и идеям.
- Я думаю, главное — носить то, что тебе идет, найти свой собственный стиль.
- Ясно, что индивидуальность — самое главное для человека.
- Чуть не забыл, сегодня день рождения Стива!
- Сегодня его день.
- С днем рождения!
- Мы желаем вам здоровья!
- Всяческих успехов!
- Самые лучшие пожелания!
- С днем рождения!
- E.** It is worth every penny it costs.
- A.** It's a perfect fit.
- B.** Glad you like it.
- T.** I can recommend the Fashion House in Mir Prospect. There're a lot of very elegant, fashionable clothes: coats, suits for men and women, jackets, trousers, shirts, footwear and even underwear.
- L.** Things get out of style so quickly.
- H.** Some people can't get used to new trends and ideas.
- E.** For me the main thing is to wear what suits you, to find your own style.
- T.** Obviously, individuality is the most important thing for a person.
- S.** Before I forget, today is Steve's birthday!
- A.** Oh, it's his day today!
- H.** Many happy returns of the day!
- E.** We wish you health!
- J.** And every success!
- W.** Best wishes!
- F.** Happy birthday to you!

Happy birthday to you! Happy birthday to you!  
Happy birthday, dear Steve, happy birthday to you!



— Как мило с вашей стороны!  
Большое спасибо.  
(Он предлагает бокалы  
с шампанским.)  
Ваше здоровье!

**B.** That's very kind of you!  
Thank you very much.  
(He offers glasses full of  
champagne.)  
Here's to everybody!

**Все:**  
За вас!  
За нашу дружбу!

**All:** Cheers!  
To you!  
To our friendship!

## Interviews, Interviews ...

*With us in the studio today is Steve McQueen, the biologist. This is what he tells us about the love of the British for animals.*

### Animal-lovers

The British have long been famous as a nation of animal-lovers, from the Queen downwards. There's a pet in nearly every family and often the family dog or cat has a special chair near the fire, special food and a special place in the hearts of his owners. Most owners are very good to their pets; some people would say too good like the writer of this letter to a magazine:

"My mouth watered as I imagined the lovely soup I could make from some bones in the butcher's<sup>1</sup> windows. There was a lot of meat on them, too. So I went in and bought some.

"Certainly, one pound of bones for your dog, madam," said the butcher brightly. My next stop was at the fish shop, where I asked for some cheap fish. "For your cat?" asked the assistant. As you may have guessed, neither bones nor fish were for pets — they were for me, a pensioner. But it made me think that many animals eat better meals than people!"

Others would say that many pet owners make the mistake of treating<sup>2</sup> their animals as if they were human beings.

I have a friend who works in a Dog Parlour where they sell coats for dogs. Once a customer, choosing a coat, tried to describe her dog and the saleswoman<sup>3</sup> suggested she bring the dog in so that they could fit him. Horrified<sup>4</sup> the customer replied that she couldn't do that as it was for the dog's birthday present and she didn't want him to see it!"

Does that surprise you?

---

<sup>1</sup> **the butcher's** — мясная лавка. <sup>2</sup> **to treat** — обращаться. <sup>3</sup> **saleswoman** — продавец-женщина. <sup>4</sup> **horrified** — в ужасе.

## This Land is Ours

*Quite unexpectedly there turned up a talk in the studio. Mona Doan recorded some fragments of different talks. Who do you think said the following and which of these quotations do you agree with:*

1. "The problem of life isn't in receiving questions. The problem is in identifying your **current** questions. Once you get the questions right, the answers always come."
2. "You must learn that all answers that mysteriously come to us really come from other people. Haven't all the answers come to you through the actions of other people you have met by chance?"
3. "Whenever people cross our paths, there is always a message for us. Otherwise they would have taken another path or left earlier or later. The fact that these people are here means that they are here for some reason."
4. "Although noise is not a chemical and cannot be seen, it is a kind of pollution. Noise is all around us wherever we live and we don't seem to notice it. Lorries, aeroplanes, loud low-frequency music make our life unpleasant. That's true. But loud noise is not only unpleasant — it can make people ill. Some people become very nervous and upset because of the noise."
5. "This land is ours. Take care of it. Do something about the flat or the house you live in, take care of the trees or grass that grow in your yard. We seem to be isolated but in fact all of us are interdependent. The more beauty is around us the higher is the level of positive energy. You can never run out of what surrounds you. And if we stay conscious of the world and what is happening around us we will live a healthier and happier life."

*Here are some more quotations that were used by our ecologist. Who do you think the author is? Do his ideas sound up-to-date or out-of-date?*

We are creatures of the sun, we men and women. We love light and life. That is why we crowd into the towns and cities, and the country grows more and more deserted<sup>1</sup> every year. In the sunlight — in the day-time, when Nature is alive and busy all around us, we like the open hill-sides and the deep woods well enough, but in the night, when our Mother Earth has gone to sleep and left us waking, oh! the world seems so lonesome<sup>2</sup> and we get frightened,<sup>3</sup> like children in a silent house. Then we sit and sob,<sup>4</sup> and long for<sup>5</sup> the gas-lit streets, and the sound of human voices, and the answering throb<sup>6</sup> of human life. We feel so helpless and so little in the great stillness, when the dark trees rustle<sup>7</sup> in the night-wind... Let us gather together in the great cities, and light huge bonfires<sup>8</sup> of a million gas-jets, and shout and sing together and feel brave.

It seems to be the rule of this world. Each person has what he doesn't want, and other people have what he does want.

*From: Jerome K. Jerome "Three Men in a Boat" (1889)*

<sup>1</sup> **deserted** — заброшенный. <sup>2</sup> **lonesome** — одинокий. <sup>3</sup> **to get frightened** — пугаться. <sup>4</sup> **to sob** — всхлипывать. <sup>5</sup> **to long for smth** — очень хотеть чего-л. <sup>6</sup> **throb** — ответное биение. <sup>7</sup> **to rustle** — шелестеть. <sup>8</sup> **bonfire** — праздничный костер.

*With us in the studio today is Pat Harris, the physicist from Paris.*

## Tomorrow Is Sunday

It's Sunday tomorrow. I usually sit around and do nothing on Sundays but tomorrow I'm going to do a lot of things. I shan't waste time. I'm going to get up early. I don't want to miss morning hours. Good health is better than wealth, so I'll start with morning exercises. Then there's housework to do. In the afternoon I'm going to wash my car. It needs washing badly. Then I'll watch TV if it isn't boring<sup>1</sup> or go to the movies.

The main thing is to keep busy all day long. Then Ted might come and see me. Oh, better not. Again those cigarettes! I must form good habits: no smoking, no fattening food, a lot of exercise and fresh air. I'll go round to his place next Sunday and help him paint his garage.

Where's my alarm-clock<sup>2</sup>? I don't think I must get up so early. Tomorrow is Sunday. I can stay in bed as long as I like. Now where are my pyjamas? I could start my programme on Monday, why be in a hurry<sup>3</sup>? Ah well, into bed... .

<sup>1</sup> **boring** — скучный. <sup>2</sup> **alarm-clock** — будильник. <sup>3</sup> **why be in a hurry** — зачем торопиться.



## I Still Feel Very Well

*Our journalist has taken an interview. Here is what she says:*

The other day I saw a white-haired man sitting on a bench in the park. I could see wrinkles<sup>1</sup> in his face and neck and his wringled hands. The man seemed old but well-preserved. I have been always interested in the secrets of longevity,<sup>2</sup> so I decided to interview the man. The man said he had lived a full and active life without a moment's rest.

"Well, they say that a lot of activity helps one to live a long time," I concluded.

"That's true, very true. I still feel very well, although my step has slowed down<sup>3</sup> a little."

The conversation continued in that vein<sup>4</sup> for a while. Then I decided to obtain more information. It seemed to me it would be all right to start with some discreet<sup>5</sup> questions.

**J.** Would you mind if I smoked a cigarette?

**Man:** Not at all.

**J.** I'd offer you one, but I suppose you probably don't smoke, or drink, or...

**Man:** On the contrary! I've always smoked my head off.<sup>6</sup> And until a little while ago I went dancing every night. As for alcoholic drinks...

**J.** Do you mean to say that you've done these things all your life?

**Man:** Of course. Why does that surprise you so much?

**J.** I've been always told that doing those things is bad for health.

**Man:** Ridiculous!<sup>7</sup>

**J.** I suppose that you have another secret: a lot of fruit, vegetables, a lot of exercise in the fresh air?

**Man:** Who told you so? I hate exercise in the fresh air, and I don't like any kind of vegetables.

**J.** This is incredible!

**Man:** What do you mean, "incredible"? What are you talking about?

**J.** It's just that I don't understand how you've been able to live that long. Tell me, how old are you if it isn't a top secret?

**Man:** Me? I'm thirty-seven. Why?



<sup>1</sup> wrinkles — морщины. <sup>2</sup> longevity [lɒn'dʒevɪti] — долголетие. <sup>3</sup> to slow down — замедлиться. <sup>4</sup> in that vein — в том же духе. <sup>5</sup> discreet — скромный, учтивый. <sup>6</sup> I've always smoked my head off — Я всегда курил до одурения. <sup>7</sup> ridiculous — зб. чепуха.



**Why do you think the journalist decided to have this interview published?**

## Are People Environment-friendly?

*Our ecologist tries to explain to our readers what threats to our environment<sup>1</sup> still exist.*



### Air Pollution

The air around us can become polluted<sup>2</sup> as a result of our own activities. For instance, when coal is burnt gases and smoke are produced. These can make the air we breathe<sup>3</sup> dirty and unpleasant. Sometimes the air becomes poisonous.

In 1952 many people died in London as a result of air pollution. This pollution came from coal fires in people's homes and from power stations. It combined with the winter fog to form a poisonous smog:

**SMOKE + FOG = SMOG**

There was still<sup>4</sup> weather at the time which meant the smog could not escape.<sup>5</sup> After this disaster,<sup>6</sup> a law was passed<sup>7</sup> which made it illegal to burn coal in parts of cities called smokeless zones. This law was called **The Clean Air Act**.

The Clean Air Act has stopped much of the smoke pollution in cities, but city air is often still dirty. Sulphur dioxide from power stations still pollutes city air. So do fumes from motor vehicles. These exhaust fumes<sup>8</sup> contain carbon monoxide and oxides of nitrogen which are invisible<sup>9</sup> poisonous gases. The most dangerous pollutant from cars is lead.<sup>10</sup> Tiny particles<sup>11</sup> of this very poisonous metal come from car exhausts. Even small amounts can affect<sup>12</sup> the brain and nervous system of people. Children are particularly vulnerable<sup>13</sup> because their brains and nervous systems are still developing.

Factories also pollute the air. Some factories produce pollution all the time as a way of removing wastes<sup>14</sup> from the factory. Other factories may usually give out little or no pollution, but can cause huge pollution problems when there is an accident.

Some air pollutants, like smoke, can be seen. Others like the gas sulphur dioxide, are invisible but just as dangerous, if not more so. Sulphur dioxide is produced whenever sulphur is burnt. Oil and coal

always contain sulphur, so when these are burnt, sulphur dioxide is made. It can cause lung<sup>15</sup> illnesses — like bronchitis — in people. It is also harmful to plants.

Oxides of nitrogen are also produced when oil and coal are burnt. Both sulphur dioxide and oxides of nitrogen can react with water and other substances in the air to form acids. These acids are deposited<sup>16</sup> on the ground with rain and snow. The acid rain<sup>17</sup> can damage<sup>18</sup> life in lakes and rivers. It can also damage forest.

<sup>1</sup> **environment** — окружающая среда. <sup>2</sup> **polluted** — загрязненный. <sup>3</sup> **the air we breathe** — воздух, которым мы дышим. <sup>4</sup> **still** — тихая. <sup>5</sup> **to escape** — зд. исчезнуть, уйти. <sup>6</sup> **disaster** — бедствие, несчастье. <sup>7</sup> **to pass a law** — принимать закон. <sup>8</sup> **exhaust fumes** — выхлопные газы. <sup>9</sup> **invisible** — невидимый. <sup>10</sup> **lead** [led] — свинец. <sup>11</sup> **tiny particles** — крошечные частицы. <sup>12</sup> **to affect** — вредно влиять. <sup>13</sup> **vulnerable** — уязвимый. <sup>14</sup> **to remove wastes** — удалить отходы. <sup>15</sup> **lungs** — легкие (анат.). <sup>16</sup> **to deposit** — осаждаться. <sup>17</sup> **acid rain** — кислотный дождь. <sup>18</sup> **to damage** — разрушать, причинять урон.



## Water Pollution

Air pollution can become water pollution as we have seen with acid rain. Other sources of water pollution can pollute our streams, rivers and lakes directly. Many towns still pour their sewage<sup>1</sup> straight into rivers with little treatment<sup>2</sup> beforehand. This can kill the rivers' life by removing all the oxygen from the water. Without oxygen none of the fish in the river can live.

Factories often cause water pollution by pouring poisonous wastes into streams and rivers. Sometimes these wastes turn the river into a smelly, poisonous drain in which nothing can live.

Farming can also cause water pollution. The chemicals used by the farmer to protect crops against pests,<sup>3</sup> weeds<sup>4</sup> and disease sometimes get into rivers and kill fish. Some of these chemicals can be stored<sup>5</sup> in the bodies of small animals and passed onto the creatures which eat them, even to humans. Although these chemicals are carefully controlled, this still sometimes happens. The fertilizers<sup>6</sup> which the farmer uses to make crops<sup>7</sup> grow sometimes cause pollution when the rain washes them into rivers. They make the water plants grow too quickly, so that they choke<sup>8</sup> the river and die. When they rot,<sup>9</sup> they take all the oxygen out of the water, so that fish cannot live in it.

<sup>1</sup> **sewage** — сточные воды, нечистоты. <sup>2</sup> **treatment** — зд. очистка. <sup>3</sup> **pests** — сельскохозяйственные вредители. <sup>4</sup> **weeds** — сорняки. <sup>5</sup> **to store** — накапливаться. <sup>6</sup> **fertilizers** — удобрения. <sup>7</sup> **crops** — посевы. <sup>8</sup> **to choke** — засорять, загрязнять. <sup>9</sup> **to rot** — гнить.



## Land Pollution

This covers many things which can happen to the land, in towns and the country, because of our activities. Rubbish tips,<sup>1</sup> dumped poisonous chemicals,<sup>2</sup> broken cars, thrown away bottles and dropped sweet papers are all types of land pollution. Some types of land pollution are just unpleasant to look at. Others can be dangerous to people and to animals. Farm animals injure<sup>3</sup> themselves on old tins<sup>4</sup> and bottles. Young children are sometimes hurt<sup>5</sup> while playing in broken-down cars. Small animals crawl into bottles and die because they cannot get out. Poisoned soil<sup>6</sup> can make animals and people very ill.

Land pollution is something that we can all help to prevent, by not leaving rubbish in the streets, or the country and also by telling other people not to do so.

<sup>1</sup> **rubbish tips** — мусорная свалка. <sup>2</sup> **poisonous chemicals** — зд. скопления ядовитых химических веществ. <sup>3</sup> **to injure** — причинять увечья. <sup>4</sup> **tins** — консервные банки. <sup>5</sup> **to hurt** — зд. получать увечья. <sup>6</sup> **soil** — почва.



## Noise Pollution

Although noise is not a chemical and cannot be seen like a broken-down car, it is a kind of pollution. Noise is all around us, wherever we live, and we do not notice it most of the time. Sometimes though, it gets too loud for comfort. The noise of heavy lorries<sup>1</sup> in cities, of motorways through the country, and of aeroplanes flying low overhead make life less pleasant for thousands of people. Loud noise is not just unpleasant — it can make people ill. People who are exposed to loud noises all the time run the risk of going deaf<sup>2</sup> if they do not use ear plugs.<sup>3</sup> Some people become very nervous and upset because of the noise from traffic and aeroplanes. They may have to take drugs<sup>4</sup> to keep calm and to get to sleep at night. If you care for a better life for your children you may join "Friends of the Earth Trust". It is an educational charity<sup>5</sup> set up to help people of all ages become aware of<sup>6</sup> the threats to our environment. Don't be a nobody, do something about it.

<sup>1</sup> **lorry** — грузовик. <sup>2</sup> **deaf** — глухой. <sup>3</sup> **ear plugs** — затычки для ушей (беруши). <sup>4</sup> **drugs** — зд. успокоительные средства. <sup>5</sup> **charity** — благотворительное общество. <sup>6</sup> **to become aware of** — осознать.



**What do you think each of us can do to stop pollution?**

**Should we recycle waste;**

**buy food in bulk or as loose items to reduce packaging;**

**re-use envelopes;**

**use public transport;**

**collect paper, bottles and jars for recycling;**

**take care of forests and fields, use more solar power?**

**Ask 4 or 5 members of the group and give your suggestions.**

## ***It Is Interesting to Know***

### **He Was a Philosopher**

**Time:** 399 B.C.

**Время:** 399 г. до н. э.

**Place:** Athens.

**Место:** Афины.

**Charges:** *Impiety and treason.*

**Обвинения:** *неверие в богов и измена.*

**Defendant:** *Socrates.*

**Обвиняемый:** *Сократ.*

He was 70 years old, baldheaded, with an absurd pug nose<sup>1</sup> and an unkempt<sup>2</sup> beard. He wore nothing but a cloak — no shoes, no shirt, no underwear. He had the merriest of dispositions,<sup>3</sup> no one had ever seen him angry or unkind. He was very brave: he had served as a foot soldier in four battles.

He was a philosopher. He did nothing but talk — talk to anyone who would listen to him, in the streets and marketplaces, discussing philosophy with students or sailors, or tradesmen, questioning men about what they believed in and why — always why — and how they could prove<sup>4</sup> it. He met every answer with a new question, and each answer after that with another question.

Some Athenians called him a dangerous idler<sup>5</sup> who did nothing but engage “in irony and jest on mankind”.<sup>6</sup> The Oracle at Delphi had called him the wisest man alive, but Socrates, with his cool scepticism, said that his wisdom lay only in this: that unlike other men, he knew how great was his ignorance.<sup>7</sup>

He refused to accept a penny for teaching. Indeed, he was sure he could never teach anyone anything; he said he tried to teach men how to think.

His enemies hated him. They said he made young minds doubt, if not mock<sup>8</sup> everything, and it was undermining respect<sup>9</sup> for democracy itself.

How did he defend himself<sup>10</sup>?



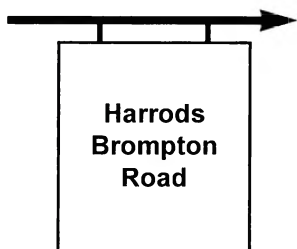
"I shall not change my conduct even if I must die a hundred deaths... Death does not matter, what matters is that I should do no wrong," he said.

They voted him guilty.<sup>11</sup> The prosecutor<sup>12</sup> demanded the death penalty.<sup>13</sup> Under the law of Athens it was now for the defendant to propose an alternative. Socrates could suggest that he be exiled.<sup>14</sup> But he did not. His friends wanted to smuggle him out of prison but he refused to escape.<sup>15</sup> When his wife Xanthippe broke into hysterics in the death cell, he sent her and his sons away. He spent his last hours discussing the problems that had always intrigued him: good and evil.<sup>16</sup> His mind was never idle.

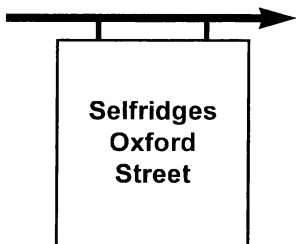
When his disciples<sup>17</sup> saw him drink the cup of poison with dignity<sup>18</sup> they wept. The man is gone but the "Socratic" method of questioning and teaching has always been respected since then.

<sup>1</sup> **pug nose** — курносый нос. <sup>2</sup> **unkempt beard** — косматая, неухоженная борода. <sup>3</sup> **disposition** — характер. <sup>4</sup> **to prove** — доказать. <sup>5</sup> **dangerous idler** — опасный бездельник. <sup>6</sup> **to engage in irony and jest on mankind** — заниматься тем, что иронизировать и насмехаться над людьми. <sup>7</sup> **ignorance** — невежество. <sup>8</sup> **to mock** — смеяться, издеваться. <sup>9</sup> **to undermine respect** — подрывать уважение. <sup>10</sup> **to defend oneself** — защищаться. <sup>11</sup> **to vote smb guilty** — признавать виновным. <sup>12</sup> **the prosecutor** — обвинитель (прокурор). <sup>13</sup> **the death penalty** — смертный приговор. <sup>14</sup> **to exile** — высылать из страны. <sup>15</sup> **to escape** — спастись бегством. <sup>16</sup> **good and evil** — добро и зло. <sup>17</sup> **disciple** — ученик. <sup>18</sup> **with dignity** — с достоинством.

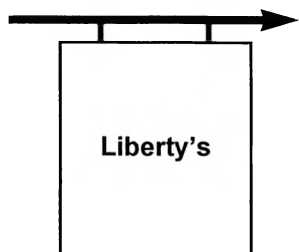
## Famous London Department Stores



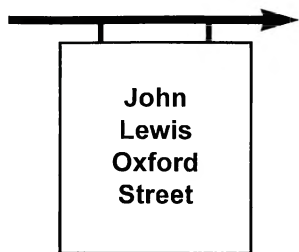
Founded in 1849. Has 300 departments. More than 4000 people work there. Visit the **food halls**. Their displays are amazing. You can buy more than 500 different kinds of cheese. Harrods will send anything anywhere, even fridges to Finland! The **Harrods Shop** on the fourth floor sells only things with the famous Harrods' logo on. Good for gifts.



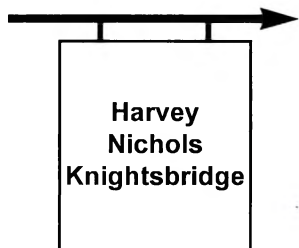
Opened in March 1909 after the largest-ever advertising campaign by a retailer to date. Sells almost everything. At Christmas all shop windows are devoted to a theme, such as **Alice in Wonderland** or **Father Christmas**; no goods are displayed. **Miss Selfridge** on the ground floor sells fashionable and affordable clothes.



Founded in 1875, in the present buildings since 1924. The **Tudor**-style building in Marlborough Street is panelled with oak and linked to the one in Regent Street by a walkway. Specializes in silks and carpets from the Orient. Now famous for unusual fabrics and prints. Expensive.



Started from a textile business in 1864. Is now part of the John Lewis Partnership, which includes more than 20 department stores and more than 80 supermarkets. People who work there have a share in the profits. Does not sell food, but very good for textiles and household goods.



Founded in 1813 as a small linen store. Has now got seven floors. Very stylish. Specializes in designer clothes and expensive gifts. Open each weekday until 8 p.m. Interesting and unusual window displays. The fashion department for young people is on the lower ground floor. It's called **Zone**.

## Chain Stores

**Chain stores** have **branches** in most towns and cities. You can find a branch of the chain store **Marks and Spencer** in almost every large town, there are more than 280 stores in the U.K. (People also call Marks and Spencer 'Marks and Sparks'.)

**Marks and Spencer** specialize in clothes and food. Normally, you can't try clothes on in the shop. If you've bought something that you don't like or that doesn't fit, you can take it back to any branch, not just the one where you bought it. Don't forget to take the receipt. If you still don't find anything you like, you can have your money back.

## Shopping Around

When you go shopping, look around you. Most chain stores specialize in certain products, such as clothes, records or books.

**Laura Ashley** sell old-style clothes, fabrics and wallpaper.

**Next** sell fashionable clothes and accessories.

**Boots** sell medicines, cosmetics and electrical goods.

**W.H.Smith** sell newspapers, magazines, books and records.



Are there any chain stores like these in your country?

**Here are some expressions that will be useful when you go shopping.**

Match them with the situations on the left:

- |   |   |
|---|---|
| 1. You don't want any help, you only want to look around.                                 | a. Yes, please. Can I try this on?  |
| 2. Another shop assistant is already helping you.   | b. I'm being served, thanks.  |
| 3. You'd like to put on a jumper to find out whether or not it is the right size for you. | c. Yes, please. I'd like to change this, I bought it yesterday and it's the wrong size. |
| 4. You're trying to find the same jumper in a different colour.                           | d. No, thanks. I'm just looking.  |
| 5. You'd like to return something you bought earlier and change it for something else.    | e. Yes, please. Do you have this in blue?   |

## Imperial Measures and Their Metric Equivalents

Some goods are sold in metric measures, but most people in Britain still use **imperial measures**, such as **pints**, instead of **litres**, or **feet**, instead of **metres**. Copy this table of metric equivalents into your diary or onto a piece of paper before you visit Britain.

### LENGTH

	<b>1 in</b>	=	2.54 cm
12 in	= <b>1 ft</b>	=	30.48 cm
3 ft	= <b>1 yd</b>	=	0.914 m
1,760 yd	= <b>1 mile</b>	=	1.609 km

### CAPACITY

	<b>1 pint</b>	=	0.568 L
8 pints	= <b>1 gal</b>	=	4.546 L

### WEIGHT

	<b>1 oz</b>	=	28.35 g
16 oz	= <b>1 lb</b>	=	0.454 kg
14 lb	= <b>1 stone</b>	=	6.348 kg



How much do you weigh in stones and pounds?

How tall are you in feet and inches?

## Helpful Prompts

### Expressing Opinions, Agreeing and Disagreeing

A direct expression of opinion sounds very strong, and it may seem impolite for formal situations. You can add phrases to your opinion to "soften" it.

#### Examples

Personally, I don't (really) feel/think that...  
 In my opinion,... /If you ask me,...  
 It seems to me (that) probably/maybe...  
 I'm afraid I can't accept it.

There are many ways to express agreement.

#### Examples

<b>Formal</b>	Absolutely!	I agree with you (completely)!
	Definitely!	You're (absolutely) right!
	Naturally!	I feel the same way.
	I'll say!	I couldn't agree more.
	Of course.	You can say that again.
<b>Informal</b>	That's for sure.	You bet. (A.E.)

If you don't agree with someone's opinion, direct disagreement may seem impolite, especially in formal situations. You may want to *soften your disagreement* with added phrases. You will probably want to tell the reasons for your opinion.

#### Examples

<b>Impolite/ Strong</b>	I (totally) disagree./I don't agree with you.
	I'm afraid/Unfortunately, I can't (completely) agree.
	I hate to disagree/say this, but... .
	I agree in a way, but on the other hand,... .
	You may/might/could be right, but... .
	That's (absolutely) true, but also... .
	I'm not (exactly) sure, but don't you think... .
	I understand your opinions/feelings, but... .
<b>"Soft"</b>	

## Requesting

Could Would Will Can	you	(please)	listen to me? post the letter? give me a lift? do me a favour? wait a minute? take (leave) a message? lend me the calculator? keep me company? answer the phone while I'm out?
Do Would	you <i>mind</i>		writing it on paper? retyping the application? not smoking here?

## Responses:

+	Yes, (you are) welcome. Well, I'll do that. Sure. Certainly.	O.K. Don't worry. My pleasure. Sorry, no problem. Not at all.
	-	I'm afraid, I can't ( <i>give reasons</i> ).

## Poems to Enjoy



### Fire and Ice

Robert Frost (1875-1963)

Some say the world will end in fire  
Some say in ice  
From what I've tasted of desire<sup>1</sup>  
I hold with those who favor fire.

But if it had to perish<sup>2</sup> twice  
I think I know enough of hate  
To say that for destruction ice  
Is also great and would suffice.<sup>3</sup>

<sup>1</sup> **desire** — желание. <sup>2</sup> **to perish** — погибнуть. <sup>3</sup> **would suffice** — будет достаточным.



## Christmas Message

*H.W. Longfellow (1807-1882)*

*Music: J.B. Calkin (1827-1905)*



I heard the bells on Christmas Day  
Their old familiar carols play,  
And wild and sweet  
The words repeat  
Of peace on earth, good will to men.

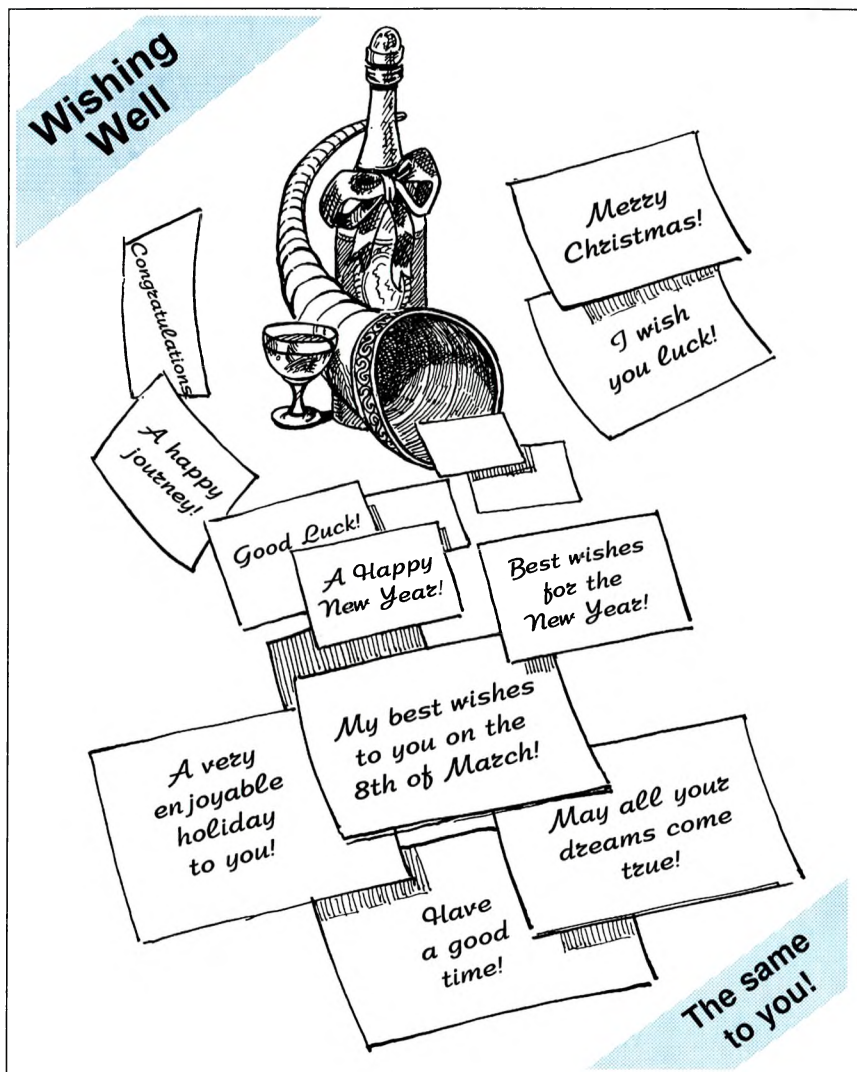
I thought how, as the day had come,  
The belfries of all Christendom  
Had rolled along  
Thunbroken song  
Of peace on earth, good will to men.

And in despair I bowed my head:  
"There is no peace on earth," I said,  
"For hate is strong  
And mocks the song  
Of peace on earth, good will to men."

Then pealed the bells more loud and deep:  
"God is not dead, nor doth he sleep;  
The wrong shall fail,  
The right prevail,  
With peace on earth, good will to men."

Till, ringing, singing, on its way,  
The world revolved from night to day,  
A voice, a chime,  
A chant sublime,  
Of peace on earth, good will to men!

**?** How do you understand the message of the American poet?  
Can you give a good poetical translation of the verses?



## ***Jokes, Laughs, Smiles***

### **Old Country Advice to the American Traveller**

*by W. Saroyan*

One day my uncle Melik travelled from Fresno to New York. Before he got aboard the train his uncle Garro paid him a visit and told him about the dangers of travel.

"When you get on the train," the old man said, "choose your seat carefully, sit down, and do not look about."

"Yes, sir," my uncle said.

"Several moments after the train begins to move," the old man said, "two men wearing uniforms will come down the aisle and ask you for your ticket. Ignore them. They will be impostors.<sup>1</sup>"

"How shall I know?" my uncle said.

"You will know," the old man said. "You are no longer a child."

"Yes, sir," my uncle said.

"Before you have travelled twenty miles, an amiable young man will come to you and offer you a cigarette. Tell him you don't smoke. The cigarette will be doped.<sup>2</sup>"

"Yes, sir," my uncle said.

"On your way to the diner a very beautiful young woman will run into you on purpose<sup>3</sup> and almost embrace<sup>4</sup> you," the old man said. "She will be extremely apologetic and attractive, and your natural wish will be to become friends with her. Don't do this, go into the diner and eat. The woman will be an adventuress.<sup>5</sup>"

"A what?" my uncle said.

"An adventuress," the old man shouted. "Go in and eat. Order the best food, and if the diner is crowded, and the beautiful young woman sits at your table, do not look into her eyes. If she speaks, pretend<sup>6</sup> to be deaf."

"Yes, sir," my uncle said.

"Pretend to be deaf," the old man said. "That is the only way out of it."

"Out of what?" my uncle said.

"Out of the whole trouble," the old man said. "I have travelled, I know what I'm talking about."

"Yes, sir," my uncle said.

"Let's say no more about it," the old man said.

"Yes, sir," my uncle said.

"On your way back to your seat from the diner," the old man said, "you pass through the smoker. There you will find a game of cards in progress. The players will be three middle-aged men with expensive-looking rings on their fingers. They will nod at you pleasantly and one of them will invite you to join the game. Tell them "I don't speak English."

"Yes, sir," my uncle said.

"That is all," the old man said.

"Thank you very much," my uncle said.

"One thing more," the old man said. "When you go to bed at night, take your money out of your pocket and put it in your shoe. Put your shoe under the pillow,<sup>7</sup> keep your head on the pillow all night, and don't sleep."

"Yes, sir," my uncle said.

"That is all," the old man said.

The old man went away and the next day my uncle Melik got aboard the train and went to New York. The two men in uniforms were not impostors, the young man with the doped cigarettes did not appear, the beautiful young woman did not sit at his table in the diner, and there was no card game in progress in the smoker. My uncle put his money in the shoe and put his shoe under the pillow and put his head on the pillow and didn't sleep all night the first night, but the second night he gave up the whole ritual.

The second day he himself offered another young man a cigarette which the other young man accepted. In the diner my uncle went to sit at a table with a young lady. He started a poker game in the smoker, and long before the train got to New York my uncle knew everybody aboard the train and everybody knew him. While the train was travelling through Ohio my uncle and the young man who had accepted the cigarette and two young ladies sang American songs together.

The journey was a very pleasant one.

When my uncle Melik came back from New York, his uncle Garro visited him again.

"I see you are looking all right," he said. "Did you follow my instructions?"

"Yes, sir," my uncle said.

"I am pleased," he said, "that someone has profited by<sup>8</sup> my experience."

---

<sup>1</sup> **impostor** — мошенник. <sup>2</sup> **to be doped** — с наркотиком. <sup>3</sup> **on purpose** — нарочно. <sup>4</sup> **to embrace** — обнимать. <sup>5</sup> **adventuress** — авантюристка. <sup>6</sup> **to pretend** — притворяться. <sup>7</sup> **pillow** — подушка. <sup>8</sup> **to profit by** — зд. воспользоваться.

## Commentary

1

### IF-CLAUSES. REAL CONDITION

(Условные предложения)

If the weather **is** fine, we'll **go** to the country.

Если погода будет хорошей, мы поедем за город.

If		
When	smth <b>happens</b>	smb <b>will do smth</b>
After	(Present Tense Forms)	(Future Tense Forms)
As soon as		

When	
As soon as	I find the book, I'll let you know.
If	

Когда	
Как только	я найду книгу, я дам вам знать.
Если	

2

### USED TO DO SMTH

(В прошлом кто-то имел обыкновение делать что-то)

1. I **used to go** to work by bus. Now I go by car.  
Когда-то я ездил на работу автобусом. Теперь я езжу на машине.
2. He's given up smoking. He **used to smoke** heavily.  
Он бросил курить. Когда-то он много курил.
3. There **used to be** a fortress. Now it's a museum.  
Когда-то это была крепость. Теперь это музей.

3

### BE/GET USED TO SMTH/DOING SMTH

(Привыкнуть делать что-либо)

1. He couldn't **get used to** the noise of the city.  
Он не мог привыкнуть к шуму города.
2. She's **not used to** speaking to public.  
Она не привыкла говорить перед аудиторией.



4

**IT IS/WAS TIME SMB DID SMTH**

1. It's time he knew the truth. Why didn't they tell him?  
Пора ему узнать правду. Почему они не сказали ему?
2. It's time people stopped the arms race.  
Пора людям остановить гонку вооружений.

5

**SHOULD/UGHT TO/YOU'D BETTER DO SMTH**

<b>should</b>	infinitive ("ought to" — наиболее категоричная форма)
<b>ought to</b>	
<b>you'd better</b>	
	+ (do, come, etc.)

You **ought to** do it at once.

Вам следует немедленно сделать это!

You **should** consult the doctor.

Вам следует посоветоваться с врачом.

You'd **better** stay at home.

Вам бы лучше побыть дома.

**Ought I to do** it at once? — No, you **needn't** really.  
Нет, не нужно.

6

**MIND THE DIFFERENCE:**

!

**Like (глагол) — нравиться**

He **likes** fruit.

"**Like**" is not the right word, he loves it there.

How do you **like** it here?

I **like** it very much (best of all).

I **like (don't like)** playing chess (swimming, etc.).

I **would like** to go there.

**Like (прилагательное) — похожий, подобный**

What is he **like**?

What is the winter **like** here?

Your son looks **like** you.

There is nothing **like** the Russian country-side.

**People, Peoples**

I saw a **lot of people** in the street (*persons*).  
All the **peoples** of Europe want peace (*nations*).

**Force, Forces**

I opened the door **by force** (*physical strength*).  
He spent two years **in the forces** (*the Army*).

**Way, Ways**

She **lost** her **way** in the city (*direction*).  
That man has such **strange ways** (*habits, manners*).

## Programme 7

**Practise what you can say or hear communicating with people.  
The more sentences you say the better.**

1. If the weather's fine we'll go \*for an outing.  
\*camping, hiking, canoeing, fishing, walking in the woods.
2. I wish I was on holiday now \*enjoying nature.  
\*camping, hiking, canoeing, swimming, playing tennis.
3. Have you decided where to go \*for your summer holidays?  
\*for an outing.
4. What will you do if \*the weather changes?  
\*you get tired, your friend invites you to a cup of tea this very moment,  
there's an interesting TV show in 5 minutes.
5. Are you superstitious? Will you have good luck \*if you drop a knife?  
\*if you find a horseshoe, if a black cat crosses the road before you, if  
you break a mirror, if you spill salt.  
*I'm sure you'll have good luck whatever happens.*
6. Some people need a good keep-fit programme. Why not recommend them what to do?
  - a) You'd **better** \*get up early every morning.
  - b) You **should** \*get up early every morning.
  - c) You **ought to** \*get up early every morning.  
\*do morning exercises, take a cold shower, walk to your work, climb  
the stairs, ignore the lift, do plenty of housework, give up smoking, go  
for an outing every week-end, think and act cheerfully.  
*And then you'll enjoy life!*



7. I'd be happy to \*stay out of town.  
\*go somewhere out of the way, go fishing, go swimming.
8.  
a) He doesn't \*enjoy crowds\*. **Neither do I.**  
\*like porridge, speak Chinese, know Arabic.  
b) He's never \*been to Mexico\*. **Neither have I.**  
\*played in a film, lived in a palace, travelled to the Moon.
9.  
a) He \*likes my new clothes\*. **So do I.**  
\*enjoys listening to music, speaks English, plays chess.  
b) He's \*been to St.Petersburg many times\*. **So have I.**  
\*seen much of the city, read Leo Tolstoy's novels, travelled to the Crimea.

## Listening



1. Listen to the text (p. 245—252) and repeat after the speaker sentence by sentence. The speaker says each sentence twice so that you can check yourself.
2. Listen to what the Congress participants are saying (p. 245—252). See if you understand everything. Reproduce the text.
3. Read the story, insert the missing verbs in the required form, then listen to the recording and check your answers. Play the tape through again without pausing and then retell the story.

### High Hopes

One day a young country girl was going to town with a bucket of milk on her head. She said to herself:

"When I (come) to the market, I (sell) the milk at a high price and buy twenty eggs with the money. Out of these eggs I'll get twenty chickens. As soon as the chickens (be) large enough, I'll sell them and (buy) a new dress for myself. It (be) a yellow dress to match my hair. On May Day, if the weather (be) fine, if it (not rain) I (put on) the yellow dress and go to town. Everybody (look at) me and say: 'What a beautiful girl!' But I (pass by) without looking at them. I'll only shake my head like that." Without (notice) it she shook her head and down came the milk, the eggs, the chickens and the yellow dress.

4. *Dulcie Dutchman has given an interview for Mona Doan. Listen and then choose the best answers. It is advisable to listen to the text twice before you circle the correct letter (A, B, C).*

### My Style

1. Clothes occupy a huge amount of Dulcie's thought because
  - A. Dulcie is fond of fashionable clothes.
  - B. she works as a model.
  - C. she is doing the Clothes show.
2. Dulcie likes
  - A. a classical look with a twist.
  - B. a classical look without anything superfluous.
  - C. all kinds of colours because colour is not important.
3. Style for Dulcie is
  - A. something that depends on money.
  - B. something that has to do with the kind of person you are and how you put yourself across.
  - C. strong bright colours.
4. Dulcie thinks attractiveness on TV is intangible because
  - A. it depends on the way your hair is done.
  - B. you have to wear expensive clothes.
  - C. it has to do with the way a woman uses her personality on screen.
5. In furniture around her Dulcie
  - A. can afford anything she likes.
  - B. prefers simple strong shapes.
  - C. thinks that everything goes very well with the style of her 16th century tower-house.

### New vocabulary:

**to overwhelm** — зд. подавлять

**with a twist** — зд. с какой-нибудь экстравагантной деталью

**subdued** — приглушенный (неяркий)

**intangible** — нечто необъяснимое

**oak** — дуб

**to clutter** — зд. разбрасывать вещи

**drawbridge** — подъемный (разводной) мост

**fairyland** — зд. волшебная страна

**5. Our biologist speaks in favour of the animal world.**

**A.** Listen to the recording twice. Use the following verbs and word combinations and reproduce this fragment of the speech.

to rely on	to respect
to stop functioning	to create unnecessary dangers
can be repaired or replaced	to run businesses
to get a new engine	to chase money
to have a shortage of smth	to be unimpressed by gold
to keep one person alive	to pour poisonous wastes into streams and rivers
to have to die	to have a vague feeling
to have a near-human heart	to implant
to cut out	

**B.** Express your own opinion on the subject. Give arguments for or against the opinion of the biologist.

**6. Listen to the story and get ready to tell it to your classmates as a conversation starter.**

New vocabulary:

**ancient** — древний

**concise** — краткий

**herald** — вестник, зд. посланник

**7. Listen to the poem and learn it by heart.**

## Writing

**1. Write down**

a) what you are going to wear tomorrow.

1. If it rains (snows) \_\_\_\_\_. 2. If it's sunny (windy) \_\_\_\_\_. 3. If the weather's fine (bad) \_\_\_\_\_. 4. If it's cold (cool, warm, hot) \_\_\_\_\_. 5. If I get up earlier than usual \_\_\_\_\_.

b) what you will do tomorrow in the evening.

1. If they send us a fax \_\_\_\_\_. 2. If there's an interesting football match (show) on TV \_\_\_\_\_. 3. If my friend calls on me \_\_\_\_\_. 4. If there's a new movie on \_\_\_\_\_. 5. If my friend invites me to \_\_\_\_\_.

c) what you will do driving a car.

1. If the weather's foggy \_\_\_\_\_. 2. If a smaller car tries to overtake me \_\_\_\_\_.



3. If I see there's an accident on the road \_\_\_\_\_. 4. If I am sleepy and tired \_\_\_\_\_. 5. If a woman on the road needs help \_\_\_\_\_.

d) where you will go on holiday.

1. If I have my holiday in summer \_\_\_\_\_. 2. If the summer is cool \_\_\_\_\_.  
3. If my family joins me \_\_\_\_\_. 4. If I have my holiday in winter (autumn) \_\_\_\_\_.  
5. If my friends organize a trip to the mountains (river) \_\_\_\_\_.

2. Here is a list of superstitions people used to believe in in the past.

A. Restore what they used to say:

You'll have **good** luck

1. if you \_\_\_\_\_ a horseshoe. 2. if you \_\_\_\_\_ a four-leaf clover. 3. if your right ear \_\_\_\_\_ (find, find, itch)

B. Don't believe you'll have **bad** luck

1. if a black cat \_\_\_\_\_ the road before you. 2. if your left ear \_\_\_\_\_. 3. if you \_\_\_\_\_ the mirror. 4. if you \_\_\_\_\_ salt (cross, itch, break, spill)

3. Write out all the articles of clothes a modern man needs.

4. Write a list of clothes (things) you pack for your business trips (in summer, in winter).

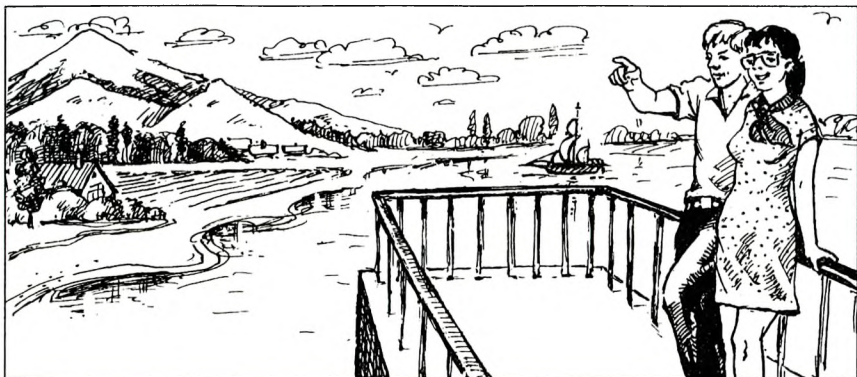
5. Write a list of recommendations for your friend who needs a good keep-fit programme. (Look through Unit 3 for ideas.)

It's time you started doing morning exercises. It's time you \_\_\_\_\_.

6. Write down quite frankly what a) you are used to doing in the morning (evening, at weekends); b) you should do to keep well (to succeed in business).

7. Your young friend is feeling bad. Leave a note for him giving some advice on how to get healthy. Start with "You'd better...".

8. Write notes (or a full account) of the attractions of a resort in your country. Then make a short speech advertising a holiday there.



9. Our sociologist hasn't finished his list of questions. Help him make it complete.

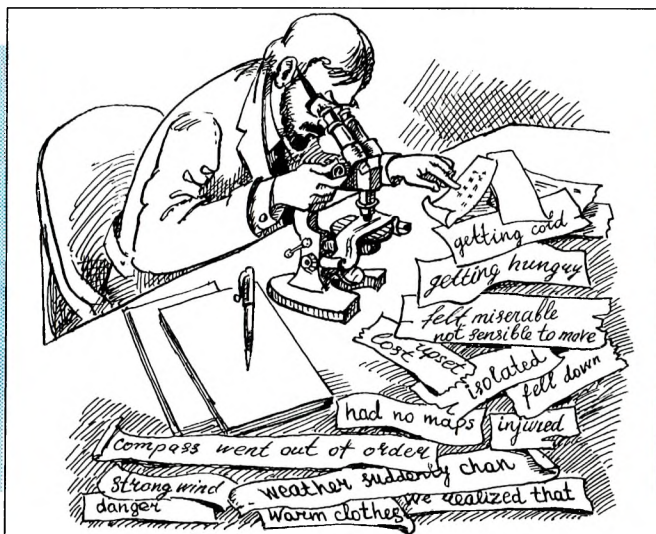
### Questionnaire on Holidays

1. Have you been on holiday this year?
2. When \_\_\_\_?
3. How long \_\_\_\_?
4. Where exactly \_\_\_\_?
5. Who \_\_\_\_ with?
6. What sights \_\_\_\_?
7. Where else \_\_\_\_?
8. Would you recommend \_\_\_\_?
9. \_\_\_\_

10. Write a composition (of about 150 words) starting with "There is nothing like a holiday in...". These questions might be of help to you:

1. Where did you go? When?
2. Why did you decide to go there?
3. What was the best thing about your holiday?
4. What was the worst thing? Why?
5. Did you enjoy doing any sports? Which?
6. Would you go there again? Why?

11. Here are some notes of a mountain expedition. They are damaged by the rain. Can you restore them so as to write a readable account of what happened to the mountain climbers?



12. Write a petition to the peoples of the world. Start with "It is time people stopped the arms race..." or "It is time we humans learned to perceive a new attitude to the physical world around us."

## Communicating

### 1. Oppose superstitions, saying:

You won't have bad luck if...

(For ideas see Writing 1, 2.)

2. Talk in small groups. Choose what to say to express your opinion. Listen to your classmates' opinions, agree or disagree, and give your reasons.

- Example:**
- a: If you ask me, you'd better not buy anything on credit because it costs more.
  - b: I feel the same way, but on the other hand, sometimes I don't have enough cash.

I should(n't) always try to save money

The cheapest thing is(n't) always a bargain

Charge accounts and credit cards are(n't) a good idea because \_\_\_\_\_

(Not) Everyone should apply for bank loans

You'd better (not) buy anything/everything on credit

3. Give some advice to your friends on what to wear if they go to a) the cinema; b) the theatre; c) a stadium; d) a birthday party; e) an official reception at the Ministry; f) "round table" talks at the Press Agency.

4. Advertise any Fashion House you like.

5. Work together placing orders for clothing.

**Student A** Place an order for clothing from this catalog from the US.



**Catalog Number: SK-101**

**PLAID  
PLEATED  
SKIRT \$35**

Colors: red, blue, brown  
Sizes: 8, 10, 12, 14, 16



**Catalog Number: J-222**

**JACKET \$38**

Colors: green, black, gray  
Sizes: small, medium,  
large, extra large



**Catalog Number: SH-108**

**LONG-  
SLEEVED  
SHIRT \$18**

Colors: white, blue, yellow  
Sizes: 14, 14 1/2, 15,  
15 1/2, 16, 16 1/2, 17

### CATALOG ORDER FORM

CATALOG NUMBER AND ITEM	COLOR AND SIZE	PRICE
_____	_____	_____
_____	_____	_____
_____	_____	_____

Payment is by: ☐ check ☐ credit card.

Now take Student B's catalog order. Ask questions and fill out the form.



### Student B

Take Student A's catalog order. Ask questions and fill out the order form.



**Catalog Number: SL-240**

**WOOL  
SLACKS \$42**

Colors: black, brown, grey  
Sizes: 29, 30, 31, 32,  
33, 34



**Catalog Number: BL-490**

**SHORT-  
SLEEVED  
BLOUSE \$21.98**

Colors: white, cream,  
pink, blue  
Sizes: 5, 7, 9, 11, 13, 15



**Catalog Number: SWL-350**

**TURTLE  
NECK  
SWEATER \$19.50**

Colors: gold, rose, navy  
Sizes: small, medium,  
large

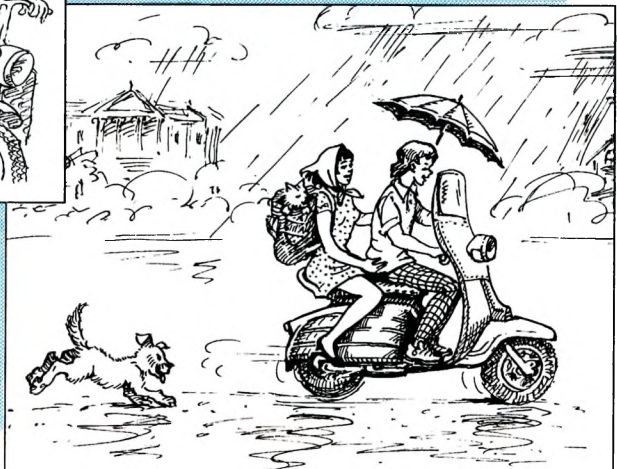
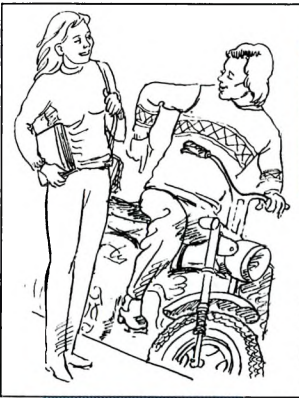
#### CATALOG ORDER FORM

CATALOG NUMBER AND ITEM	COLOR AND SIZE	PRICE
_____	_____	_____
_____	_____	_____
_____	_____	_____

Payment is by: ☐ check ☐ credit card.

6. You and your friends are planning to go on a hiking holiday. Tell them (us) what you're going to do a) if the weather is fine; b) if it rains.

Here are some ideas:



7. You are planning a large picnic in the country for your class. Your friends are no good at organizing, so you have taken charge and now you have to tell the others what to do. (It may be done as team work.) Here are some of the things that need arranging:

- A. **transport:** choose the right place where to go to; plan enough cars for the whole groups and perhaps their guests;
- B. **food, drinks:** buy food (make a list), prepare and cook suitable dishes, get cutlery and plates, think of different drinks to suit all tastes — hot, cold, alcoholic and soft.
- C. **entertainment:** music (cassette, a player, a guitar), sports equipment (at least football and badminton stuff)
- D. **money:** discuss the amount of money you need for the picnic; get the money from everybody before the picnic (think of how to ask for it).
- E. **bad weather:** any alternative plan? So what will you do if ... ? If the weather is ..., we'll ... .
- F. **invitations:** contact all guests by phone or personally. (Don't forget your teachers!) Leave notes for those you could not contact.

8. Advertise a holiday in winter (summer, autumn, spring). For ideas see Units 3, 4.

### **Types of holidays:**

1. hotel 2. coach tour 3. self-catering villa or apartment 4. holiday camp 5. walking holiday 6. driving holiday 7. camping holiday 8. caravan holiday 9. winter sports holiday.

9. Prepare to speak in favour of a) living in a city; b) living in the country.

10. Make a speech on nature protection. What should people do to protect nature?

11. Why not think of the city of tomorrow? What would the quality of life be like in this city? What sort of life style would people follow? What would it be like to live there? Think about the natural environment: plant and animal life, pollution, overcrowding.

12. Telephone your friends and invite them to your birthday party. Think of a programme for the party. Act it out. (You might as well arrange it as an outing to the country.)



## UNIT 8 *Moscow Wasn't Built in a Day*



*"Let us assume the glory of the past.  
Let us divide among ourselves  
the glory of tomorrow."  
(Lay of Igor's Campaign)*

— Кажется,  
у нас есть возможность  
осмотреть  
достопримечательности  
Москвы.

— Предлагаю начать  
с Красной площади.

— Кто будет нашим  
гидом?

— Если хотите,  
я могу показать вам  
площадь.

— Замечательно!

— Красная площадь,  
Кремль...  
Эти слова символизируют  
Россию для  
миллионов людей  
как в этой стране,  
так и за рубежом.

— Правильно.  
Веками  
Кремль  
остаётся центром  
жизни страны.

— У него большая  
история.  
Насколько я знаю, он  
был когда-то крепостью,  
резиденцией  
царей.

— Кто основал  
Москву?

**W.** Well, it seems  
we've got a chance  
of doing  
the sights of  
Moscow.

**T.** I suggest we start  
with Red Square.

**D.** Who will be our  
guide?

**T.** If you like  
I can show you round  
the square.

**C.** Splendid!

**T.** Red Square,  
the Kremlin...  
These words symbolize  
Russia for  
millions of people  
both in this country  
and abroad.

**T.** That's right.  
For centuries  
the Kremlin  
has remained the centre  
of the country's life.

**H.** It has a long  
history.  
As far as I know it  
used to be a fortress,  
a residence  
of the tsars.

**A.** Who was the founder of  
Moscow?

- Насколько я помню,  
летописцы  
впервые упоминают  
князя Юрия Долгорукого  
как основателя Москвы в  
1147.
- Кремль и собор Василия  
Блаженного —  
действительно  
уникальные творения.
- Шедевры русской  
архитектуры!
- Великолепно смотрятся!
- Если бы только камни  
могли говорить.
- Взгляните на  
Спасскую башню!
- Мелодичные куранты  
башенных часов  
известны  
во всем мире.
- Московский Кремль  
известен не только как  
памятник отечественной  
архитектуры и культуры.  
Он был свидетелем  
огромного числа событий в  
многовековой истории  
России.
- И я представляю себе, что и  
первые грузовики,  
самолеты и тракторы,  
созданные в этой стране,  
демонстрировались  
здесь, на Красной площади.
- Совершенно верно.  
Люди старшего поколения  
помнят дни,  
когда  
армейские части уходили  
на фронт прямо  
с Красной площади.
- H.** As far as I remember  
the chroniclers  
first mention  
Prince Yuri Dolgoruky  
as its founder in  
1147.
- T.** The Kremlin and St. Basil's  
Cathedral  
are really  
unique creations.
- H.** Masterpieces of Russian  
architecture!
- S.** Majestic sights!
- W.** If only their stones  
could speak.
- T.** Take a look at  
the Spassky Tower!
- H.** The melodious chimes  
of the clock-tower  
are well-known  
all over the world.
- K.** The Moscow Kremlin  
is known not only as  
a monument of national  
architecture and culture.  
It has witnessed  
so many events in  
the many-century history  
of Russia.
- H.** And I believe  
the first trucks,  
planes and tractors  
produced in this country  
were shown  
here, in Red Square.
- T.** Exactly so.  
People of the older generation  
remember the days  
when  
Army units marched off  
to the front straight  
from Red Square.

- Они вернулись сюда  
с блестящей победой  
в 1945 году.
- Парад Победы  
24 июня 1945 года  
никогда не будет забыт.
- Прошли годы...
- *(Торжественно):*  
"Подвиг твой  
бессмертен".
- Давайте пойдем к  
Могиле  
неизвестного солдата.  
*(Все смотрят на вечный  
огонь мемориала.)*
- Мир и тишина,  
много цветов!
- Мне следует написать  
статью  
о сегодняшней  
экскурсии.  
Она меня глубоко  
взволновала  
и заставила увидеть  
многое  
иначе.
- Благородные цели,  
жизнь и смерть  
во имя людей,  
память,  
благодарность,  
непреходящие  
ценности —  
вот о чем я думаю сейчас.
- Люди должны хранить  
традиции своего  
народа.
- Нельзя не согласиться.  
Люди должны чувствовать —  
они объединены  
как нация (народ).
- L.** They returned here  
in glorious victory  
in 1945.
- T.** The victory parade  
on June 24th 1945  
will never be forgotten.
- W.** Years have passed...
- T.** *(Reciting):*  
"Thy feat is  
immortal."
- B.** Let's go to  
the Tomb of  
the Unknown Soldier.  
*(Everybody looks at the eternal  
flame of the memorial.)*
- A.** Peace and quiet,  
a lot of flowers!
- J.** I should write  
an article  
about today's  
excursion.  
It has moved me  
deeply  
and made me see  
a lot of things  
differently.
- F.** Noble aims,  
life and death  
for the sake of people,  
memory,  
gratitude,  
eternal  
values —  
that's what I'm thinking of now.
- W.** People should keep up  
the traditions of their  
nation.
- K.** I cannot agree more.  
People should feel  
they are united  
as a nation.

- В следующий раз мы посмотрим другие исторические места Москвы. Так много дворцов, старых особняков, памятников, связанных с историей этой страны. Но это потребует особой экскурсии.
- О, да, мы понимаем. Москва, как и Рим, строилась не за один день, и ее нельзя посмотреть за один день, не так ли?

- T. Next time we'll see other historic places of Moscow. There are many palaces, old mansions, monuments associated with the history of this country. But it requires a special tour.
- P. Oh, yes, we do understand. Moscow like Rome wasn't built in a day and it can't be seen in day, can it?

**Вы не пройдете мимо****Прохожий:**

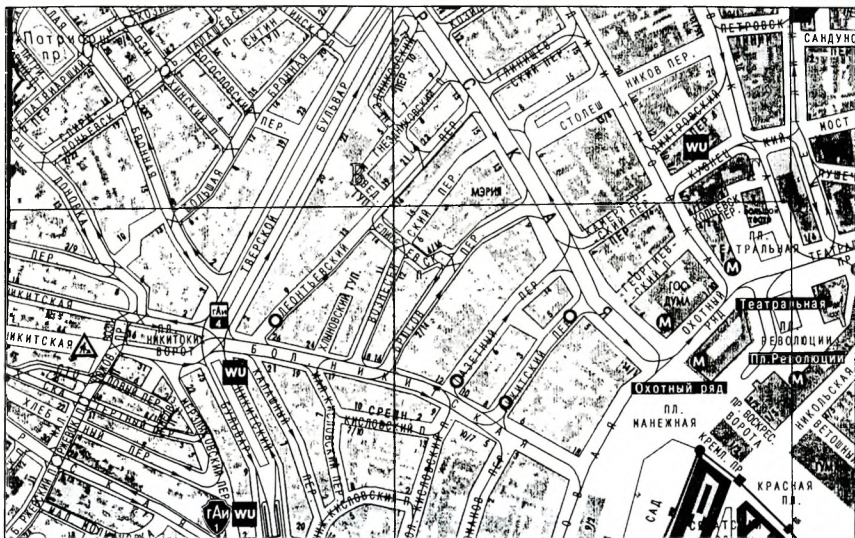
- Извините, я заблудился. Не могли бы вы сказать, как мне пройти к ближайшей почте?
- Конечно. Идите вдоль по улице до Красной площади. Держитесь правой стороны. Пройдете мимо большого универмага справа от вас. Идите прямо вдоль него до подземного перехода. Идите по переходу. Выйдите по левой стороне. Почта будет на втором повороте

**You Can't Miss It****Passer-by:**

- Excuse me, I'm a bit lost. Can you tell me the way to the nearest post-office?
- T. Yes, certainly. Go along the street as far as Red Square. Keep to the right. You will pass a big department store on your right. Walk straight along it as far as the subway. Go through the subway. Come out on your left. The post-office is the second turning

слева от вас, на углу  
Тверской улицы  
и Газетного переулка.  
Вы не пройдете мимо.

on the left, on the corner of  
Tverskaya Street  
and Gazetny side-street.  
You can't miss it.



**Прохожий:**  
Большое спасибо.  
— Пожалуйста.

**Passer-by:**  
Thanks very much.  
T. Not at all.

## Interviews, Interviews ...


*The Congress participants have been on a tour about Moscow. These are some notes of Mona Doan. Can you arrange them into at least two articles? Think of the headlines to them.*

Some ideas for the headlines: "Do you know Muscovites?"; "Moscow like Rome wasn't built in a day"; "Moscow is a city that opens its arms and heart to guests".

**A.** The Muscovites themselves are proud, emotional, open, warm and big-hearted. Though fierce in contention with their enemies,<sup>1</sup> they revel in friendship,<sup>2</sup> which is their natural state.

<sup>1</sup> **fierce in contention with their enemies** — непреклонные в борьбе с врагами. <sup>2</sup> **they revel in friendship** — зд. ценят и наслаждаются дружбой.



**B.** More than 8.5 million people live in the capital city, Moscow.  There one gets a good sense of Russian vastness.<sup>1</sup> From the massive walls of the Kremlin to the towering presence of Moscow University, the scale is heroic.<sup>2</sup> The boulevards are broad, the roads are wide. The ceilings in public buildings are lofty,<sup>3</sup> the sculptures huge.<sup>4</sup> The architecture is fantastically diverse<sup>5</sup> and colourful. The numerous parks are immense<sup>6</sup> and beautiful.

<sup>1</sup> **vastness** — просторы. <sup>2</sup> **heroic** — зд. огромный, внушительный. <sup>3</sup> **lofty** — очень высокий. <sup>4</sup> **huge** — огромный. <sup>5</sup> **diverse** — разнообразная. <sup>6</sup> **immense** — громадный, необъятный.

**C.** Stretching<sup>1</sup> across two continents, it is one of the largest country in the world. It almost contains 25 percent of the world's forests, about 3 million lakes and some 3 million rivers, large and small. It is more richly endowed<sup>2</sup> with natural resources than any other country in the world. While one of its easternmost citizens is sitting down to an evening meal, another — eleven time zones to the west — is sipping<sup>3</sup> his breakfast tea.

<sup>1</sup> **to stretch** — протянуться. <sup>2</sup> **richly endowed** — богато наделенная. <sup>3</sup> **to sip** — пить, потягивая.

**D.** In 1714, the Romanov tsar, Peter the Great, moved the capital from Moscow to the new, "westernized" city that he built, St.Petersburg. Still, the heartbeat of Russia pulsed loudest in Moscow. It was there in the Uspensky Cathedral in the Kremlin that the tsars returned to be coronated.

And it was there, during the 18th and 19th centuries, that Russia established its universities and major theatres.

Moscow's museums, theatres, opera houses, circuses, and parks all make a great impression on the visitor.

One-third of Moscow's total area is devoted to open parkland or other areas of greenery. There are some 100 parks and more than 600 public gardens. Muscovites are proud of Moscow's streets and parks.

**E.** Moscow is a city that opens its arms and heart to guests and tourists. You are welcome there. When you meet Russians on a person-to-person level and I have had that opportunity many a time — they are warm, spirited<sup>1</sup> and hospitable. One of their greatest joys in meeting people is to have a depthful conversation<sup>2</sup> in which souls can meet.

<sup>1</sup> **spirited** — живой, пылкий. <sup>2</sup> **depthful conversation** — зд. душевный разговор.

**F.** If you don't find someone who speaks English you should have no problem. Any Muscovite will be able to direct you back to your hotel by glancing at your hotel card. It is not out of the question for them to ride the underground back with you, just as a gesture of hospitality. Getting lost for many of my friends here has been one of the most delightful<sup>1</sup> experiences of their trips about Moscow.

<sup>1</sup> **delightful** — восхитительный.

**G.** Almost eight-and-a-half centuries ago, Moscow began as a small settlement on the Moskva River. The first recorded mention of it appeared in a Russian chronicle of 1147. Shortly thereafter, Prince Yuri Dolgoruky erected<sup>1</sup> a wooden fortress on a hill in the area where the Kremlin stands today. (Some linguists believe the word "kremlin" derives from a Tatar word meaning "high fortified<sup>2</sup> place").

<sup>1</sup> **to erect** — возводить. <sup>2</sup> **fortified** — укрепленный.

**H.** Situated near waterways and traditional trade routes the settlement became an important stopping place for traders. In the 13th century invading<sup>1</sup> Mongol-Tatars destroyed the city. Not long after though, it was rebuilt and became the capital city of a small principality.<sup>2</sup> By the 14th century, it had grown in size and in political and economic importance. It became the capital of the larger principality, the Head of the Russian Orthodox Church.<sup>3</sup>

<sup>1</sup> **to invade** — вторгаться. <sup>2</sup> **principality** — княжество. <sup>3</sup> **the Orthodox Church** — православная церковь.

**I.** Invaders from east and west — Poles and Tatars — assailed<sup>1</sup> the city in the 16th and 17th centuries. Resilient<sup>2</sup> throughout their history, the Muscovites rebuilt the city after each onslaught.<sup>3</sup> They eventually replaced the wooden fortifications with walls of brick and stone. The city continued to expand in size and importance, always growing outward from the Kremlin in concentric circles.

The pattern of streets on a modern map of central Moscow is reminiscent of<sup>4</sup> a tree's growth rings.<sup>5</sup>

<sup>1</sup> **to assail** — атаковать. <sup>2</sup> **resilient** — неунывающие, не падающие духом. <sup>3</sup> **onslaught** — нашествие. <sup>4</sup> **to be reminiscent of** — напоминать. <sup>5</sup> **a tree's growth rings** — годовичные кольца дерева.

**J.** Moscow is truly a city for museum lovers. There are some 150 museums housing various collections of fine arts, literature, history, space and technology.

There has always been respect for learning and Moscow is a city with good intellectual traditions and high standards of education, science and fine arts.

*Pat Harris speaks of her life.*

## **Then Comes the Moment When I ...**

It's very hard for me to get up early. I sleep extremely well and I'm in a good mood<sup>1</sup> when I wake up. For breakfast I drink orange juice and have some bread with chocolate and hazelnut spread<sup>2</sup> that I love unless I've overslept and don't have time to eat a thing. Then comes the moment when I look in the mirror<sup>3</sup> and I think, "Oh, la, la! Good heavens!" When I've had my bath and put my make-up on I feel better.

From a certain age, 16 in fact, I think all women need to wear make-up; I don't believe there are women who don't need it. But what is absolutely essential<sup>4</sup> is a lot of sleep.

It takes me a lot of time to choose the clothes I'm going to wear. It's fairly important to me. I always dress to please myself. Sometimes I need to look a very sophisticated<sup>5</sup> woman, rather austere,<sup>6</sup> or even masculine<sup>7</sup> and sporty.

Sometimes I'll get home by 7 p.m. and realise that there are about a dozen people I need to phone, a dog needs to be fed, an article awaits editing. And I know the day's over and I haven't had time to do anything, catch up with<sup>8</sup> the things I wanted to do like the letter I meant to write.

I seem to do a huge amount of writing: letters, programmes, lectures, instructions and articles. My personal computer makes my life a lot easier.

On days when I have lectures I tend to travel by tube<sup>9</sup> which I hate. But car-parking in Paris is virtually impossible.

I like cooking when I have the time, but my mother cooks better than me. I can do roasts with potatoes and a salad. I love inviting friends to eat at home filling the place with flowers, having candles and lace table-cloths,<sup>10</sup> making the flat look lovely even if we're just a few. I have a tendency to overdo it but my friends seem to like it very much.

I am sure people need so much to plunge into<sup>11</sup> a friendly atmosphere where one could feel mentally and physically relaxed.

I have phases when I read a lot — for example, five books in a month and then nothing for six months.

On holiday in August, like everyone else I rent a house near Avignon. I go to the local market. I love it, it is not like shopping in Paris. I don't

sunbathe, because it's very bad for my skin, but I play tennis and sometimes I lie around the pool<sup>12</sup> idly thinking of the places in the area which could be interesting to visit.

On rare evenings I love to go to the theatre and symphony concerts. I adore old-style musicals and big band music of the Forties and Fifties. What lovely music that was!

Television? Oh, television is the greatest sedative<sup>13</sup> — sometimes it bores me to death.

Oh, sorry, I must dash. My friend will get mad if I'm late.

<sup>1</sup> **in a good mood** — в хорошем настроении. <sup>2</sup> **chocolate and hazelnut spread** — масло с шоколадом и орехами. <sup>3</sup> **mirror** — зеркало. <sup>4</sup> **essential** — главное, необходимое. <sup>5</sup> **sophisticated** — опытный, умудренный опытом. <sup>6</sup> **austere** — строгий. <sup>7</sup> **masculine** — мужественный, суровый. <sup>8</sup> **to catch up with** — успеть сделать. <sup>9</sup> **tube** — метро в Лондоне. <sup>10</sup> **lace table-cloths** — кружевные скатерти. <sup>11</sup> **to plunge into** — окунуться. <sup>12</sup> **pool** — плавательный бассейн. <sup>13</sup> **sedative** — снотворное.



**Can you compare your lifestyle with that of Pat's? What do you do in the same way? What do you do differently and why?**

## It Is Interesting to Know

*With us in the studio today is Russell Brundon. He is a Londoner by birth and by spirit. This is what he said:*

**"When a Man is Tired of London He is Tired of Life."**  
(Dr Samuel Johnson)

From the earliest times people especially from Europe never ceased to be amazed<sup>1</sup> by the colour, noise and richness of life in London.

The capital was originally made up of dozens of small villages each with its own centre and character. I work near **Leicester Square**. It is quite in the heart of London and today I suggest we have a sightseeing tour in the vicinity<sup>2</sup> of Leicester Square.

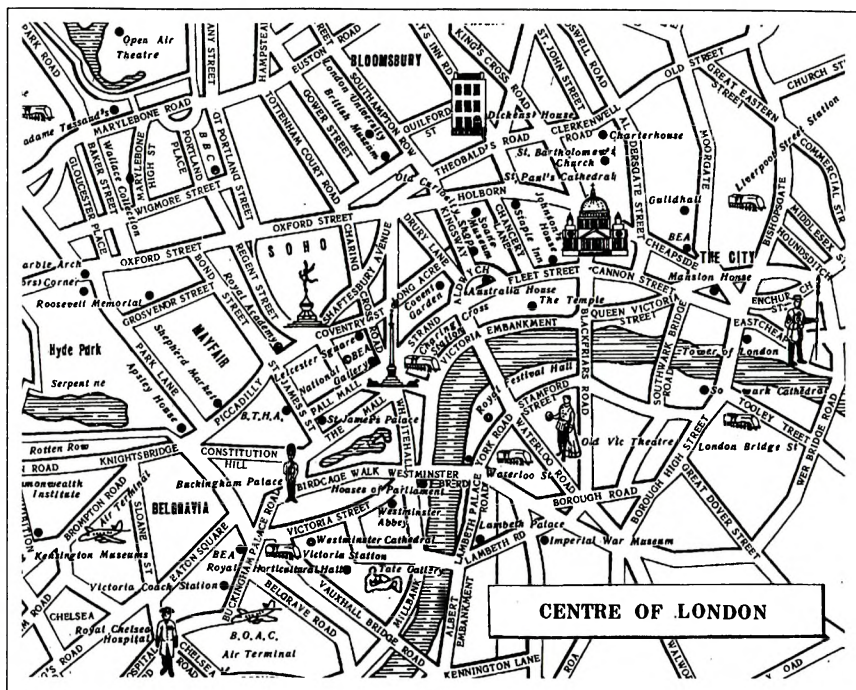
There is an old soldier's song:

**"Good-by, Piccadilly — Farewell Leicester Square."**

When Tommy — an English soldier — went to war, he thought of Piccadilly and Leicester Square as the heart of London, and of London-town — as the heart of England.

Leicester Square is not far from Piccadilly, in Soho (one of the London districts). There is nothing remarkable about Leicester Square, except a





fine statue of Shakespeare. The square is not very big, with plenty of flowers and trees and a fountain in the middle. But **Soho** is remarkable.<sup>3</sup>

You may ask: "Is London like Paris?" The answer would be: "It certainly is not!"

And if you ask: "Is Soho like Mayfair or another district of London?" The reply should be the same: "It certainly is not!"

You may ask: "How is that?" — "Because **Mayfair** is **very English** but **Soho** is **cosmopolitan**."

"The legend goes that in the old days there used to be green fields there and the people around went fox-hunting<sup>4</sup> a great deal. When a hunter sees the fox, he calls out to the other hunters, and he calls to the dogs "So-Ho!", "So-Ho!", and they all come rushing after the fox. And now — to Soho!

So let us go to **Soho** which **is between Charing Cross Road and Regent Street**. We come out of the Underground at Leicester Square and right there we see a news-agent with newspapers and magazines. In every language under the sun! Italian, French, Greek, Finnish, Turkish, Chinese, Polish, German, Russian, and in some languages which we cannot even guess. The streets seem not too different from the streets in other parts of London. But the people! We see some Negroes and Arabs coming out of one shop and a French couple coming out of



another. People of very different types and different colour of skin<sup>5</sup> and hair are all around us. They are gesticulating, speaking loudly, laughing. Not English style at all.

We go along **Old Compton Street, Wardour Street, Greek Street**, and see nothing but restaurants, one after another, all in a line. What different names: "Père August", "Minestrone", and so on.

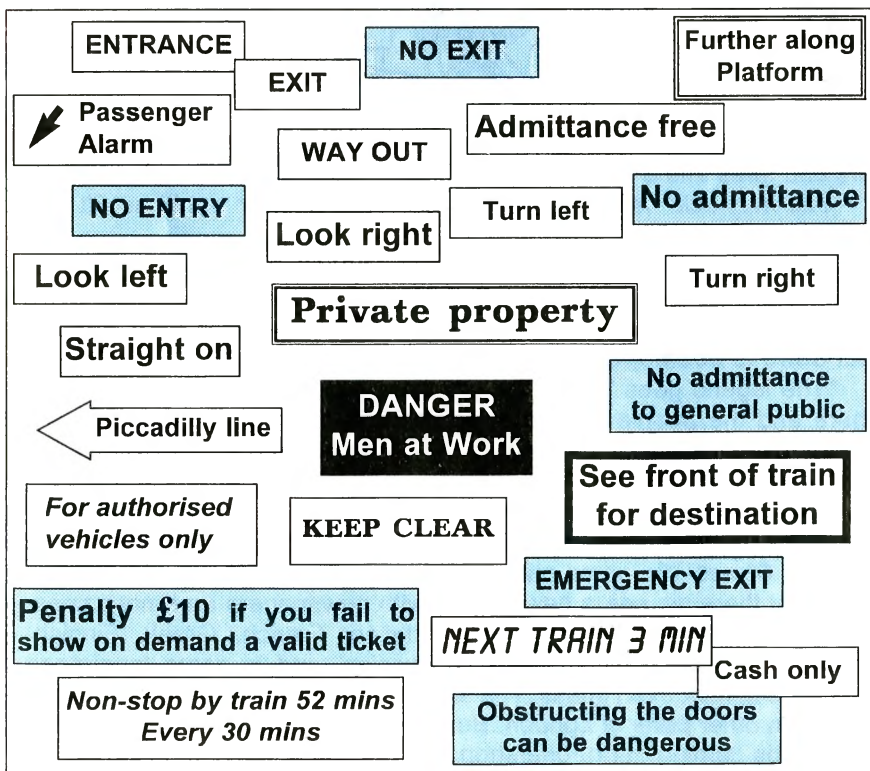
We eat Algerian "couss-couss" in one place, French "cassoulet" in another, and we finish with a good English apple-pie in the third. No tea — French coffee or Italian "cappuchino".

In a very short street we can count the restaurants:

one Greek, one Turkish, one Armenian, one Italian, one Indian, one American, and four French cafés!

<sup>1</sup> **never ceased to be amazed** — не переставали поражаться. <sup>2</sup> **in the vicinity of** — недалеко от. <sup>3</sup> **remarkable** — примечательный, удивительный. <sup>4</sup> **fox-hunting** — охота на лис. <sup>5</sup> **skin** — кожа.

## Notices You Can See in London. What Do They Mean?



## Travelling by Train or Underground

You must buy your ticket before you travel. A ticket collector usually asks for your ticket when you leave the station, so don't lose it. Travel is not comfortable during the rush hour (7.30-9.30 a.m. and 4.30-6.30 p.m.). You can get cheap off-peak (after the morning rush hour) returns<sup>1</sup> on trains. You can get **a one day Travelcard** which gives cheap travel to London and on buses and underground trains within London. You can also get **Travelcards for a week, a month or a year**. If travelling with a family, **a Family Railcard** (about £20) will give you at least one third off most journeys and you can take up to four children for £1 each. If travelling in a group of 10 or more you can get a 25% discount if you book your journey in advance. There are many other services and special offers — you should ask at your nearest station for details.

<sup>1</sup> **return** — билет для проезда в оба конца.

## Helpful Prompts

### Asking Directions

You can ask about location or request directions with questions.

#### Examples

##### More Formal

Pardon me. Can you (please) show (tell) me the way to \_\_\_\_\_?  
 Excuse me. Can you give me directions to \_\_\_\_\_?  
 Can you tell me how to get to \_\_\_\_\_?  
 How do I get to \_\_\_\_\_, (please)?  
 Is this the way to \_\_\_\_\_, (please)?  
 I can take this bus to \_\_\_\_\_, can't I?  
 Where's the \_\_\_\_\_, (please)?

##### Less Formal

You can add expressions of certainty or uncertainty to your directions.

#### Examples

##### Certainty

##### Uncertainty

##### Strong

I'm sure/certain.  
 I'm almost sure.  
 I think....

I haven't the slightest idea.  
 I have no idea.  
 Who knows? Search me. (*very informal*)  
 I think..., but I don't know for sure.

##### Weak

It 

may
might
could

 be...

It 

may
might
could

 take..., but I'm not sure.

## Giving Directions

Turn left/right.

Go straight ahead/on.

Take the second turning on the left.

Walk over/under ... (bridges).

Go down ... (a street).

You can't miss it.

## Showing Understanding

Right, thank you.

I've got that, thanks.

## Asking for Repetition

Could you go over that last part again, please?

Sorry, I didn't get/catch that.

Could you say it again, please?

## Asking for Permission

**Do** you *mind* my asking?

Вы не возражаете, если я задам вопрос?

**Do** you *mind* | if I smoke?  
| my smoking?

**Would** you *mind* | if I open the window?  
| my opening the window?  
| if I use your phone?  
| my using your phone?

We give permission, saying: **Oh, I don't.**  
**Oh, well, that's right.**  
**O.K., go ahead.** (very informal)


We refuse permission, saying: **Oh, please don't.**  
**I'd rather you didn't if you don't mind.**  
**I'm sorry, but that's not possible.**



## Asking, Giving and Accepting or Turning Down Advice


You can request suggestions or advice in indirect or direct ways.

### Examples

<b>Less Direct</b>  <b>More Direct</b>	I have a problem.	I'm not sure I don't know	what to do.
	Do(n't) you think I	should ought to 'd better	take a taxi? get a map? look for a ride?
	I should	get a learner's permit, take the driving test,	shouldn't I?
	Should I	buy a used car? look at newspaper ads?	
	What	can should do	I do?      What do you suggest? advise? think?

You can give suggestions or advice in indirect or direct ways. Your tone of voice will make your advice stronger or weaker, more or less polite.

### Examples

<b>Less Direct</b>  <b>More Direct</b>	I don't know, I'm not sure,	but maybe you	could get a bus/taxi. 'd better not hitchhike.
	May I suggest that you		ask about car insurance? go to a used car lot?
	Why don't you Maybe you ought to I think you should I'd suggest that you I advise you to You'd better		get information about used cars? go to the department of motor vehicles. study the driver's handbook. park at a meter or in a lot. ask for directions. drive very carefully.
	You (really) have to You must		pay your parking ticket. follow the traffic rules.

You can accept advice or turn it down politely.

### Examples

That's a good idea/suggestion.

I'll do that. You're right.

Thank you. Thanks a lot.

Thank you, but....

I can't do that because....

I'll think about that/it.

I'll have to think it over.

## Poems to Enjoy



### If ...

(fragment)

Rudyard Kipling (1865-1936)

If you can keep your head when all about you  
Are losing theirs and blaming\* it on you, (ставят в вину)  
If you can trust yourself when all men doubt you  
But make allowance\* for their doubting too; (принимать во внимание)

If you can wait and not be tired of waiting.  
Or being lied about, don't deal in lies,  
Or being hated, don't give way\* to hating, (не давать воли)  
And yet don't look too good, nor talk too wise;

If you can dream — and not make dreams your master;  
If you can think — and not make thoughts your aim\*, (цель)  
If you can meet with Triumph and Disaster\* (несчастье, бедствие)  
And treat those two impostors\* just the same; (обманщики)

If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And — which is more — you'll be a Man, my son!



## Если

(перевод М. Лозинского)

Владей собой среди толпы смятенной,  
Тебя клянущей за смятенье всех,  
Верь сам в себя наперекор вселенной,  
А маловерам отпусти их грех.

Пусть час не пробил, жди, не устывая.  
Пусть лгут лжецы, не снисходи до них.  
Умей прощать и не кажись, прощая,  
Великодушной и мудрей других.

Умей мечтать, не став рабом мечтанья,  
И мыслить, мысли не обожествив,  
Равно встречай хвалу и поруганье,  
Не забывая, что их голос лжив.

Наполни смыслом каждое мгновенье  
Часов и дней неуловимый бег —  
Тогда весь мир ты примешь, как владенье,  
Тогда, мой сын, ты будешь Человек!

## Singing Together

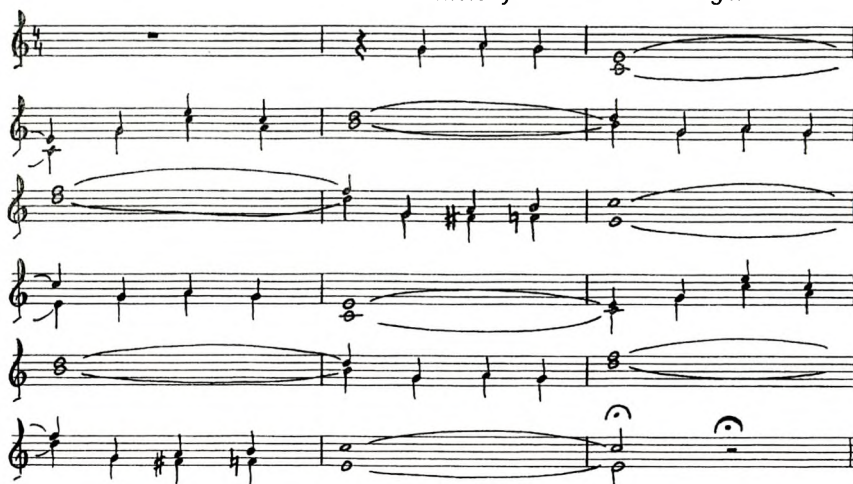


*Why not sing this famous song on your own?*

## Those Evening Bells

*Words by Thomas Moore (1779-1852)*

*Melody of the Russian origin*



Those evening bells! Those evening bells!  
 How many a tale<sup>1</sup> their music tells,  
 Of youth, and home, and that sweet time,  
 When last I heard their soothing chime.<sup>2</sup>

Those joyous<sup>3</sup> hours are pass'd away!  
 And many a heart, that then was gay,<sup>4</sup>  
 Within the tomb now darkly dwells,<sup>5</sup>  
 And hears no more those evening bells.

And so 't will be when I am gone;  
 That tuneful<sup>6</sup> peal<sup>7</sup> will still ring on,  
 While other bards<sup>8</sup> shall walk these dells,<sup>9</sup>  
 And sing your praise, sweet evening bells!

<sup>1</sup> **tale** — повесть. <sup>2</sup> **soothing chime** — успокаивающий звон. <sup>3</sup> **joyous** — радостный. <sup>4</sup> **gay** — веселый. <sup>5</sup> **to dwell** — жить, обитать. <sup>6</sup> **tuneful** — мелодичный. <sup>7</sup> **peal** — звон колоколов. <sup>8</sup> **bard** — поэт, бард. <sup>9</sup> **dells** — долины.

## Commentary

1

### TO MAKE, TO LET

**to make**  
 (заставлять) **smb do smth**  
**to let**  
 (позволять)

They **made** us see a lot of things differently.  
 Они **заставили** нас взглянуть на многое иначе.

They **let** us see the laboratory.  
 Они **позволили** нам посмотреть лабораторию.

2

### HARD

(прилагательное)

1. My friend is a **hard worker** (прилежный).
2. It was a **hard winter** (суровая).
3. **hard** work (labour, life)  
**hard** people (master, father)  
**hard** facts (thoughts)

(наречие)

1. He works **hard** (много, упорно).
2. It froze **hard** (сильный мороз).
3. to work  
 to think  
 to rain  
 to freeze  
 to try

**hard**

3

**HARDLY (наречие) — ЕДВА**

You can **hardly** find a more historic place.

She is **hardly** twenty. She can **hardly** understand it.

It is **hardly** possible. It is **hardly** ever possible. (почти невозможно)

We could **hardly** understand him. (насилу, с трудом)

4

**PAY, COST, PRICE, VALUE, WORTH**

Mr Green's take-home **pay** was high five years ago. He could afford to buy a car. The **price** was reasonable. Now his car is five years old. It is certainly not **worth** that money today. Its **value** and its **price** have become smaller.

The **value** of a good education is great. In many countries it is free. It **costs** nothing. The **price** of textbooks is not very high. It is **worth** having a good education.

5

**THE VERB SEEM**

We **seem** to be the right combination.

Кажется (похоже), мы хорошо дополняем друг друга.

He **seems** a bit tired (angry, excited) today.

Он выглядит (производит впечатление, кажется) несколько уставшим (...) сегодня.

It **seemed** such a good idea (plan, trip).

Казалось, что это прекрасная идея (...).

6

**THE ADVERBS FAIRLY, QUITE, RATHER, PRETTY, VERY**

**very nice**

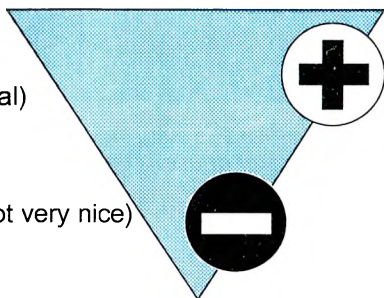
**pretty nice** (rather, but more informal)

**rather** (more than expected)

**quite nice**

**fairly nice** (it is nice, but not very nice)

**not nice**



7

THE VERB **NEED** + -ING-FORMS

1. The floor **needs** cleaning.
2. These clothes **need** ironing.
3. These things **need** washing.
4. Pets **need** looking after.
5. The car doesn't **need** repairing.
6. Does this structure **need** explaining?
7. The city **needs** cleaning.

8

THE VERB **GO**

go to London /to work /to a concert  
 go to sleep (= start to sleep)  
 go home  
 go on holiday /a business trip /an excursion /a cruise  
 go for a walk /a run /a swim /a drink /a holiday  
 go sightseeing  
 go shopping  
 go away  
 go swimming /fishing /skiing /jogging /sailing  
 go up /down  
 go on doing smth (= continue to do)  
 go with smth (= match smth)

9

THE VERBS **HAVE, TAKE, GET, DO, AND MAKE** — REVIEW

have = own or possess

have		a family
		money
		a car

have = eat or drink

have		breakfast
		lunch
		dinner
		coffee

have = experience

have		a good time
		fun
		(free) time
		a party
		a chance
		a talk

take = carry or use

take		food with you
		(not eat)
		the car

take = accept

take		a check there
		a credit card
		an order

take = go on

take		a bus
		a plane
		a trip

take = have

take		a class
		a break
		a course in...



get = receive or buy

get		a job
		some food
		a promotion

get = go or arrive

get		to school
		back
		to work
		to the airport

get = become

get		tired
		sick
		married

do

	(house) work
	the dishes
	a favour
	repairs
	one's work

make

	a living
	noise
	mistakes
	a report
	a speech

## Programme 8

***Practise what you can say or hear communicating with people.  
The more sentences you say the better.***

1. He was so tired. He could hardly \*move.

\*walk, sit, eat, speak.

2. The man wanted to be a great sportsman. He \*trained\* hard.

\*ran, walked, exercised his body, learnt.

*And he won in the competition!*

3. The boy was unhappy, because his parents didn't let him \*do a lot of things.

\*sit up late at night, read in bed, ride a motorcycle, invite his friends home.

*Were his parents right?*

4. The chief made his secretary \*be punctual and efficient.

\*come on time, take all the messages by phone, type all sorts of papers, inform him of all the visitors.

*Are these requirements sensible?*



**5. Moscow has a long history.**

There used to be \*many palaces.

\*mansions, churches, lovely small streets, places associated with great names of the country.

**6. It is interesting to \*know history\*, isn't it?**

\*learn, meet people, travel, make discoveries.

**7. When did you have \*breakfast?**

\*lunch, dinner, tea (coffee).

**8. Did you have \*a good time?**

\*a lot of fun, a party, a chance of promotion, a talk.

## Listening



**1.** Listen to the text (p. 280—284) and repeat after the speaker sentence by sentence. The speaker says each sentence twice so that you can check yourself.

**2.** Listen to what the Congress participants are saying. See if you understand everything and reproduce the text (p. 280—284).

**3.** You will hear a Congress participant sharing his impressions of Moscow.

**A.** Listen and write down the adjectives the man uses speaking of "Russian vastness".

the \_\_\_\_\_ walls of the Kremlin

the \_\_\_\_\_ presence of Moscow University

the scale is \_\_\_\_\_

the boulevards are \_\_\_\_\_

the roads are \_\_\_\_\_

the ceilings in public buildings are \_\_\_\_\_

the sculptures are \_\_\_\_\_  
the architecture is \_\_\_\_\_ and \_\_\_\_\_  
the \_\_\_\_\_ parks are \_\_\_\_\_ and beautiful

**B.** Do you agree with the speaker?

**4.** You will hear Wesley West speaking about a day in his childhood that he remembers so well.

**A.** Listen to his narration at least twice and write out all the verbs in the past tenses.

**B.** Reproduce the narration using the list of the verbs as an outline

**5. A.** Read the story, insert the missing words, then listen to the recording and check your answers.

### The American Tourist in England

He was an American tourist in London. He hired a guide to show him the city.

"How long \_\_\_\_ it \_\_\_\_ to build this house?" he asked his guide as they \_\_\_\_ by a large hotel building.

"Why, about six months."

"Six months!" exclaimed the American. "Why, it wouldn't \_\_\_\_ us more than six weeks to put \_\_\_\_ a building \_\_\_\_ that in New York."

They \_\_\_\_ by an office building which was quite new.

"And how long \_\_\_\_ it \_\_\_\_ to build that?"

"About four weeks," answered the guide.

"Four weeks!" said the American. "In New York we' \_\_\_\_ a place like that \_\_\_\_ four days."

Nothing more was said \_\_\_\_ they approached<sup>1</sup> the Houses of Parliament.

"Well, that's not a bad-looking place. How long \_\_\_\_ it \_\_\_\_ you to build it?"

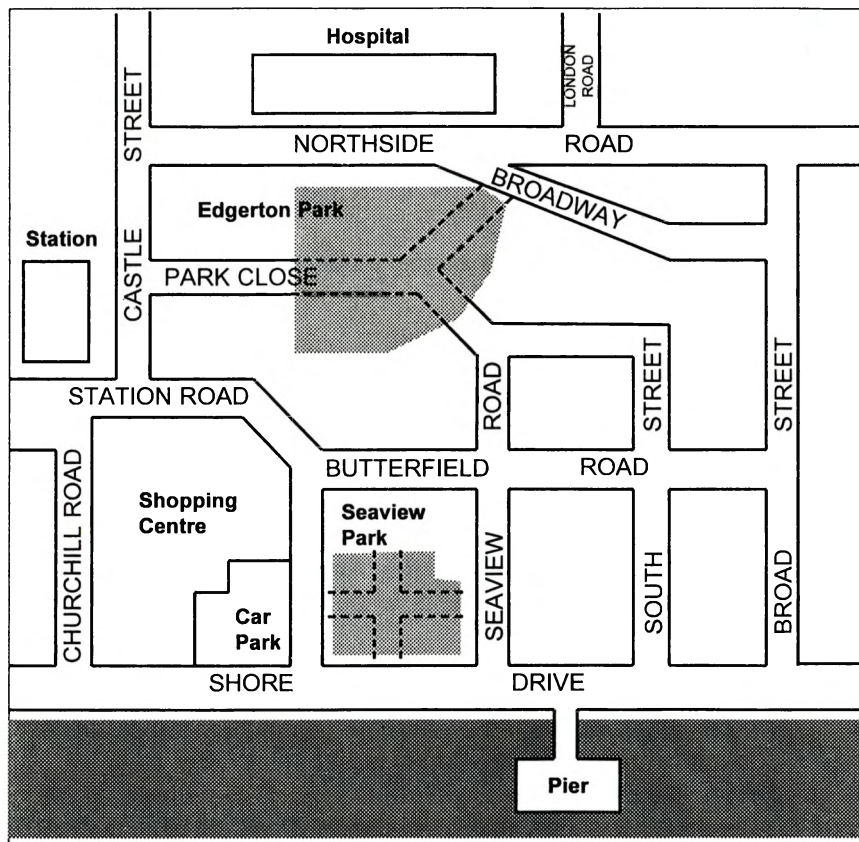
"Well, you may not \_\_\_\_ me," answered the guide, "but that building wasn't there when I \_\_\_\_ the bridge last night."

<sup>1</sup> to approach — приблизиться.

**B.** Listen to the story again and learn to tell it as a joke.

**6. A.** You will hear a conversation between a visitor to a seaside town and someone who lives in the town. Study the map before you listen. Then, as you listen, mark the exact route the stranger should take. Put a cross (x) on the map to mark the place the stranger wants to get to.

**B.** In pairs, take it in turns to give directions from London Road to 1) the Station 2) the hospital 3) the sea 4) Seaview Park.



**7.** Listen to a very famous piece of poetry by Rudyard Kipling. Learn to recite it with as much expression as possible.

**8.** Listen to a story that might serve as a conversation starter. Learn to reproduce it.

## 9. Listen to the text and

A. answer the following questions. You may give very short answers.

**Thanksgiving Then and Now**

**Example:** When did the Pilgrims leave England? in 1620

1. When do modern Americans celebrate Thanksgiving? \_\_\_\_\_
2. Who do Americans remember on this day? \_\_\_\_\_
3. How many Pilgrims left England? \_\_\_\_\_
4. What was the name of their ship? \_\_\_\_\_
5. How many days were they at sea? \_\_\_\_\_
6. What did they name the place where they landed? \_\_\_\_\_
7. What vegetables did they plant? \_\_\_\_\_
8. When was the first Thanksgiving? \_\_\_\_\_
9. How long was the celebration? \_\_\_\_\_
10. What did they eat for dessert? \_\_\_\_\_

B. get ready to tell it to your friend.

New vocabulary:

**pumpkin** — тыква

**crops** — посевы

**fall** — осень (A.E.) (B.E. autumn)

**harvest** — урожай

**feast** — праздник

**turkey** — индейка

**cranberries** — клюква

**Writing**

1. The Education Board Officials ask you to fill in the following questionnaire. Give full answers, please.

1. Did your parents make you help them with the housework? What did they make you do?
2. Did your parents let you watch TV at an early age (at the age of 5 or 7)?
3. Did they let you sit up late at night?
4. Did your parents let you invite friends to your home (very often, rather often, very seldom, rarely)?
5. Did your parents make you play sports? Which?
6. What are you grateful to your parents for?
7. What are you going to make your children do?
8. Are you going to let your children do anything they would like to do?

Thank you for your truthful answers.

2. Write an outline for a sightseeing tour of Moscow (any other place).
3. Write a composition (about 150 words) on your last tour (to any place).

For ideas:

to go abroad on holiday (for business);  
 to fly ( flew, flown); to go by ship/train/boat; to go on foot;  
 to land; to arrive at (a town); to arrive in a place;  
 to be welcomed;  
 to put up at a hotel (smb's home);  
 to have a chance to do the sights of...;  
 to go sightseeing; to have a guided tour; to start with...;  
 to be interested in history/culture/arts  
 to see the sights, monuments, mansions, cathedrals;  
 to have a long history; in ancient times;  
     to be first mentioned; to be rebuilt, restored;  
 masterpieces, a unique creation;  
 famous, well-known;  
 a symbol, to symbolize; eternal values;  
 to be amazed (surprised, shocked);  
 to be greatly impressed (fascinated) with...;  
 the glory of the past;  
 to keep up the tradition of...;  
 to be proud of...;  
 attractive, competent, sociable to make smb feel...;  
     it took us...;  
 to have a good time; to enjoy the tour;  
 to fall in love with...;  
 to remember... with gratitude.

## Communicating

1. How would you ask the way to the following?



toilets



information desk



car hire



departures



restaurant



post-office



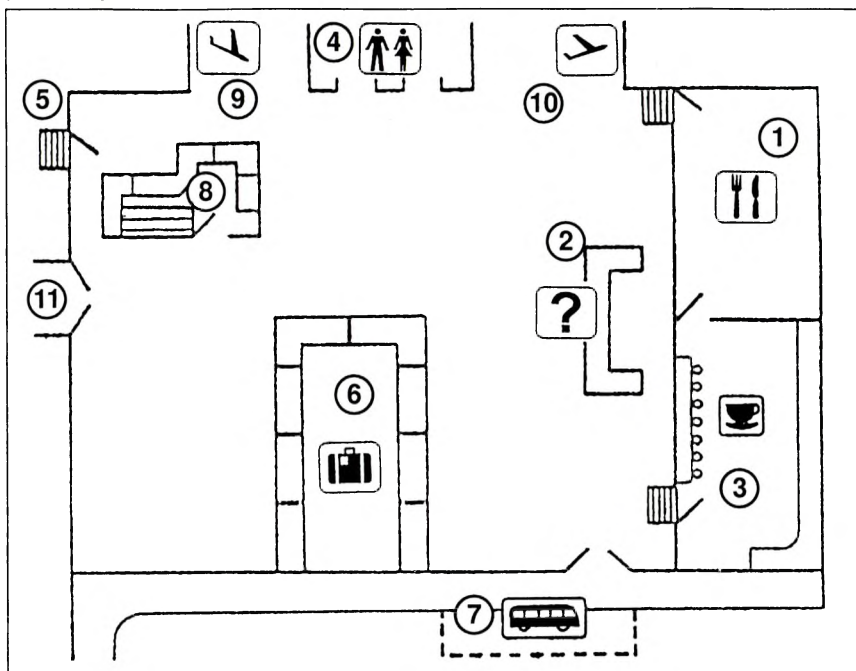
helicopter shuttle



left luggage



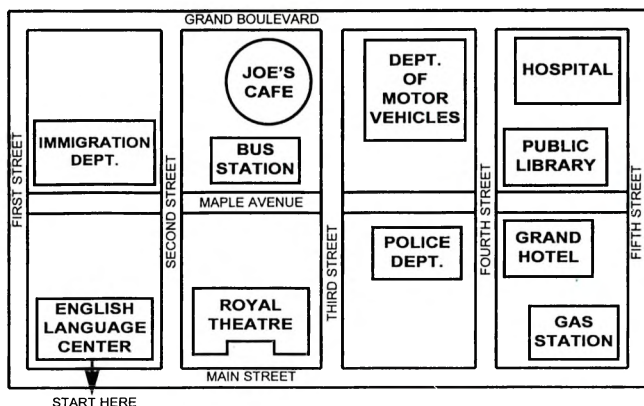
2. Here is the plan of an airport terminal. Starting at the entrance direct a passer-by to:



- |                         |                   |                    |                |
|-------------------------|-------------------|--------------------|----------------|
| 1. the restaurant       | 4. the toilets    | 7. the shuttle bus | 10. departures |
| 2. the information desk | 5. Terminal 3     | 8. the shops       | 11. entrance   |
| 3. the cafeteria        | 6. check-in desks | 9. arrivals        |                |

3. Direct a passer-by.

A. In pairs, ask about and tell the location of places in this picture or ask and give directions. Express certainty or uncertainty.



- Example:** **a:** Excuse me. Where's the bus station, please?/Can you tell me the way to the bus station, please?  
**b:** The bus station? I'm not certain, but it may be on Third Street. You turn left and go two blocks. Then turn left on Third and walk to Maple.

**B.** In small groups, ask for information about places in your city. Give directions.

- Example:** **a:** Pardon me, please. How do I get to the department of motor vehicles?  
**b:** I have no idea. I'm sorry.  
**c:** Hmmm. I'm almost sure you....

4. Direct a foreigner from Red Square to New Arbat.

5. Ask your classmate on some facts of Russian history (pair-work).

### Questionnaire

- Which of the following names is associated with the acceptance of Christianity in Kievan Russ?  
a) Olga b) Igor c) Oleg d) Svyatoslav e) Vladimir
- What alphabet do the Russians use?  
a) Latin b) cyrillic
- What was the name of the first Russian State?  
a) Novgorod b) Kievan Russ
- When did Russia officially adopt the Greek Orthodox faith?
- What was the name of one of Kievan Princes who was a scholar and who beautified Kiev with churches and palaces, founded schools and libraries and patronized art and music?
- When did the Tatars invade Kievan Russ?
- When was Moscow principality founded?
- What was the name of the Muscovite Prince who inflicted a defeat on the Tatars at Kulikovo in 1380?
- When was the last invasion of the Tatars halted?
- What was the name of the first Russian tsar, the first member of the Romanov line?

Ivan III, Michael Romanov)

(Vladimir, cyrillic, Kievan Russ, in 988, Yaroslav the Wise, in 1223 — the battle on the river Kalka, in 1147, Dmitry, in 1480 in the reign of

6. Our historian has started a survey on customs and traditions in different countries. Ask as many people as you can and draw conclusions.

### Questionnaire on Customs and Traditions

1. What do people (in your country) drink?
2. What clothes do people (in your country) wear?
3. **What kind of** cars do people (in your country) drive?
4. **What kind of** cigarettes do people (in your country) smoke?
5. What kind of pets do people (in your country) have?
6. **What kind of music** do people (in your country) listen to?
7. What kind of sports do people (in your country) play?
8. What time do the stores open (in your country)?
9. What time do the stores close (in your country)?
10. What time do the people (in your country) eat lunch? ...dinner?  
...supper?
11. What time do the TV programmes start working in your country?
12. What are the most popular pop singers in your country?
13. Do you think people in your country should change their life style?  
Why (not)?

7. You are to take a small group of foreigners to Red Square and the Kremlin. Prepare to be a guide. Make an outline of your excursion. Make a welcoming speech for the tourists.

## UNIT 9 *Fancy Speaking to a Computer*



*Мы на международной выставке "Электронная промышленность и контрольно-измерительное оборудование".*

- Компьютеры!  
Компьютеры!  
Они применяются при прогнозировании погоды, в медицине, промышленном производстве и в научных исследованиях.
- Производственным линиям скоро едва ли понадобятся люди. Они станут полностью автоматизированными.
- Искусственный разум! Электронный мозг! Кто мог бы поверить в это век назад!
- Тем не менее, компьютер — это запоминающее устройство, созданное человеком.
- Вы совершенно правы. Человек указывает машине, что делать, когда делать и как это делать.
- В этом нет ничего сверхъестественного. Машину программируют на обработку данных быстро и точно.

*We are at the International Exhibition "Electronic Engineering and Control Equipment".*

- S. Computers, computers!  
They're applied in weather forecasting, medicine, manufacturing and research.
- P. The production lines will soon hardly need people. They'll become completely automatic.
- D. Artificial intelligence! An electronic brain! Who could have believed it a century ago!
- L. Nevertheless, the computer is a data storage system created by man.
- P. You're quite right. A human tells the machine what to do, when to do it and how it should be done.
- S. There's no magic involved. The machine is programmed to process data fast and accurately.

- Хотелось бы мне иметь их побольше в своей лаборатории.
  - Как бы они могли помочь вам?
  - Они бы выполняли массу полезных операций: они бы производили расчеты, они бы вели записи наших финансовых дел, они бы создавали диаграммы и чертежи, они бы обрабатывали результаты наших экспериментов.
  - В самом деле, ЭВМ экономят массу энергии и времени.
  - Нам придется скоро изменить свои представления о мире. Век персональных компьютеров наступил.
  - А что бы вы хотели, чтобы ваш персональный компьютер выполнял?
  - Если бы я мог позволить себе, я бы хотел, чтобы он помогал мне в разного рода черновой работе, когда я пишу.
  - Представьте себе, что вы разговариваете с компьютером!
  - Почему бы и нет! Давайте посмотрим все вокруг.
- P.** I wish I had more of them in my lab.
  - A.** How could they help you?
  - P.** They would do a lot of useful operations: they'd do calculations, they'd keep records of our financial affairs, they'd create diagrams and drawings, they'd process the results of our experiments.
  - J.** As a matter of fact computers do save a lot of energy and time.
  - S.** We'll soon have to change our ideas of the world. The age of personal computers has come.
  - H.** What would you like your personal computer to do?
  - S.** If I could afford one I'd like it to help me with different kinds of writing chores.
  - A.** Fancy speaking to a computer!
  - S.** Why not! Let's have a look round.



*(Группа видит и слышит массу рекламных объявлений. Каждая фирма рекламирует свою продукцию).*

- А теперь,  
дамы и господа,  
дайте волю своей фантазии!  
Вот существо... м-м...  
предмет...,

**Голос** *(он ни мужской, ни женский):*  
Давайте поговорим.

- Я готова.
- Какой университет вы закончили?
- Я выпускница Оксфорда.
- Вы много зарабатываете (получаете высокую зарплату)?
- Я бы предпочла не отвечать на этот вопрос.
- Хотелось бы вам найти работу получше?
- Нет.  
Я вполне довольна.  
Я люблю работу, которую выполняю.
- Ожидаете ли вы повышения (в должности)?
- Нет, в настоящее время нет.
- Считаете ли вы, что можете управлять фабрикой или фермой?
- Нет. Я не уверена, что я бы справилась с такой должностью.
- Почему же!  
Если есть желание что-то сделать, есть и путь к его осуществлению.

*(The group sees and hears a lot of ads. Every firm advertises its product.)*

- S.** Now,  
Ladies and Gentlemen,  
set your imagination free!  
Here's a creature... er...  
an object...

**Voice** *(it's neither a man's nor a woman's):*  
Let's have a talk.

- J.** I'm ready.
- V.** What university did you graduate from?
- J.** I'm an Oxford graduate.
- V.** Do you earn a high salary?
- J.** I'd rather not answer that question.
- V.** Would you like to find a better job?
- J.** No, I wouldn't.  
I'm quite satisfied.  
I enjoy the job I am doing.
- V.** Do you expect any promotion?
- J.** No, not at present.
- V.** Do you think you can manage a factory or a farm?
- J.** Oh, no, I'm not sure I could manage such a position.
- V.** Why not?  
Where there's a will there's a way.

— Невероятно!  
Я бы, пожалуй,  
выкурил сигарету,  
если вы не возражаете.  
Нельзя ли  
прикурить?

— Итак, мы только что  
слышали  
голос робота,  
сконструированного и  
собранного нашим  
другом, инженером.

*(Наш инженер окружен  
репортерами):*

— Можно вас на пару слов?

— Вы не возражаете,  
если я сделаю фото  
вашей машины?

**F.** Unbelievable!  
I'd rather  
have a smoke  
if you don't mind.  
Could you  
give me a light?

**S.** Well, we've just  
heard  
the voice of a robot  
designed and  
assembled by our  
friend, the engineer.

*(Our engineer is surrounded  
by pressmen):*

— Can I have a word with you?

— You don't mind  
if i take a photo  
of your machine, do you?

\* \* \*

— Это выше моего понимания.  
Говорящая машина  
и наш скромный друг!

— Ничего удивительного  
в этом, право же!  
Он лауреат Нобелевской  
премии!

— И вы это держали в  
секрете?

— Да нет же!  
Это то, что  
я сам узнал  
только что.

— Это новость для всех!

— Как жаль,  
что я не знала раньше.

— Тихие воды имеют  
глубокое течение  
(в тихом омуте  
черти водятся)!

**A.** It's beyond me.  
A speaking machine  
and our modest friend!

**S.** Nothing surprising  
about it really!  
He's a Nobel  
prize winner!

**J.** And you kept it  
a secret?

**S.** Why, no!  
This is something  
I've learnt  
just now.

**W.** That's news to everybody!

**J.** I wish  
I had known it before.

**B.** Still waters run  
deep!

- Если бы я знала это раньше  
я бы взяла интервью у лауреата Нобелевской премии.  
Я бы сфотографировала его.  
Я бы могла написать статью о нем.
- Это никогда не поздно.
- Поразительно!  
Во всяком случае,  
я видела, как роботы выполняют домашнюю работу.
- Я видел, как они готовят пищу.
- Я наблюдала, как они собирают приборы на заводах.
- Я слышал, как они сочиняют музыку.
- Я наблюдал, как они играют в шахматы.
- Я даже видел, как роботы исследуют Луну.  
Но я никогда прежде не слышал, чтобы робот говорил!
- Вы когда-нибудь видели, как робот смотрит вам в глаза?
- Вы когда-нибудь чувствовали, как он дотрагивается до вашей руки?
- Я пока этого не испытал.  
А вы?
- Кто знает, что будущее может принести нам!
- J.** If I had known it before  
I'd have interviewed the Nobel prize winner.  
I'd have taken a photo of him.  
I could have written an article about him.
- S.** It's never too late.
- A.** Most astonishing!  
Anyway  
I have seen robots do housework.
- B.** I have seen them cook.
- A.** I have watched them assemble devices at plants.
- F.** I've heard them compose music.
- H.** I've watched them play chess.
- C.** I have even seen robots explore the Moon.  
But I've never heard a robot speak before!
- P.** Have you ever seen a robot look into your eyes?
- E.** Have you ever felt one touch your hand?
- H.** I haven't experienced it so far.  
Have you?
- S.** Who knows what the future may bring us!

## Singing Together



### Hammer Song

*Words and music by Lees Hays and Peter Seeger*

1. If I had a hammer I'd hammer in the morning  
I'd hammer in the evening all over this land  
I'd hammer out danger, I'd hammer out a warning  
I'd hammer out love between my brothers and my sisters  
All over this land.
2. If I had a bell, I'd ring it in the morning  
I'd ring it in the evening all over this land  
I'd ring out danger, I'd ring out a warning  
I'd ring out love between my brothers and my sisters  
All over this land.
3. If I had a song, I'd sing it in the morning  
I'd sing it in the evening all over this land  
I'd sing out danger, I'd sing out a warning  
I'd sing out love between my brothers and my sisters  
All over this land.
4. Well I've got a hammer and I've got a bell  
And I've got a song to sing all over this land.  
It's the hammer of justice, it's the bell of freedom  
It's the song about love between my brothers and my sisters  
All over this land.



## Interviews, Interviews ...

*Lorrain Weller from "Modern English International" warns us...*

However hard the manufacturers and advertisers of personal computers try to convince<sup>1</sup> us of the "friendliness" of their product, it is still a fact that if you want to programme your own computer, you have to learn its language. It doesn't understand yours. This simple fact is the reason why so many home computers are underused.<sup>2</sup> It also prevents<sup>3</sup> lots of people from buying their own computer. Rather than licking<sup>4</sup> your hand, the computer quite often bites.<sup>5</sup> Imagine yourself having a conversation with an English person. You make one small grammar mistake, maybe you say *have* instead of *has*. It doesn't matter. The person understands your meaning and the conversation continues. This doesn't happen with a computer. If you make even the smallest mistake in its language, the conversation breaks down completely and you have to go back to the beginning. It can be very frustrating.<sup>6</sup>

So, even as you read this, the race is on. In the United States, in Japan, in Britain, computer specialists are all trying to develop a computer that will understand human language. They expect to have it ready for sale within the next three years. Are you ready to say "Hello" to the future?

<sup>1</sup> **to convince** — убедить. <sup>2</sup> **are underused** — мало используются. <sup>3</sup> **to prevent from doing** — зб. останавливать (предотвращать). <sup>4</sup> **to lick** — лизать. <sup>5</sup> **to bite** — кусать. <sup>6</sup> **frustrating** — изнурительный.

*Bill Carlsen from "Herald Tribune" informs us:*

The use of computers in teaching is not new. A handful of universities offer computer-taught courses, primarily in mathematical and scientific subjects. Stanford, a pioneer in the field, has for six years offered courses in logic and probability, some of which are taught entirely<sup>1</sup> by computers.

According to a report by the institute, language training was a natural outgrowth of these programs. The student follows written instructions on how to begin operating the keyboard. Then the computer speaks to the student through headphones.

The computer congratulates the student if the response is correct, but asks the student to repeat the exercise if it is wrong. If the student still has trouble, he or she can ask the computer to go over the background material.



But at least one professor at Stanford, the head of the French Department, believes that computers will not completely supplant<sup>2</sup> the teaching process.

<sup>1</sup> entirely — полностью. <sup>2</sup> will not completely supplant — полностью не вытеснят.



**Are you ready to become friendly with computers? Do you think computers can substitute for classroom teachers? Speak on some of your experiences in this field.**

## The Fun They Had

*Isaac Asimov is a world famous fiction writer. Here's an extract from one of his stories. What did the writer want to tell us? Do you agree or disagree? Give your reasons.*

Margie even wrote about it that night in her diary. On the page headed May 17, 2155, she wrote, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

"What's it about?" asked Margie.

"School," answered Tommy.

Margie was scornful.<sup>1</sup> "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully<sup>2</sup> and sent for the County Inspector.

\* \* \*

The Inspector smiled after he had finished and patted Margie's head. He said to her mother, "It's not the little girl's fault. I think the geography sector was geared<sup>3</sup> a little too quick. I've slowed it up to an average ten-year level." Margie was disappointed. She had been hoping they would take the teacher away altogether.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "Centuries ago."

Margie was hurt.<sup>4</sup> "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while. Then said, "Anyway, they had a teacher." "Sure, they had a teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough."

"Sure, he is. My father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I bet." Margie wasn't prepared to dispute<sup>5</sup> that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter, "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted<sup>6</sup> to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly, she wanted to read about those funny schools.

They weren't even half-finished, when Margie's mother called "Margie! School!"

Margie looked up. "Not yet, Mamma."

"Now," said Mrs Jones. Margie said to Tommy, "Can I read the book some more with you after school?" "May be," he said nonchalantly.<sup>7</sup>

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on the same time every day, except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen lit up, and it said:

"Today's arithmetic lesson is on the addition of proper fractions.<sup>8</sup> Please insert yesterday's homework in the proper slot."<sup>9</sup>

Margie did so with a sigh.<sup>10</sup> She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighbourhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework — and talk about it.

And the teachers were people.

The mechanical teacher was flashing on the screen:

"When we add the fractions  $\frac{1}{2}$  and  $\frac{1}{4}$ ..." Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

(Abridged)

<sup>1</sup> **scornful** — презрительный. <sup>2</sup> **sorrowfully** — печально. <sup>3</sup> **to gear** — переключаться. <sup>4</sup> **was hurt** — обиделась. <sup>5</sup> **to dispute** — оспаривать. <sup>6</sup> **to adjust** — настраивать (приспосабливать). <sup>7</sup> **nonchalantly** — беспечно. <sup>8</sup> **the addition of proper fractions** — сложение правильных дробей. <sup>9</sup> **slot** — щель автомата. <sup>10</sup> **sigh** — вздох.

## ***It Is Interesting to Know***

### **Alfred Nobel — a Man of Contrasts**

Alfred Nobel, the great Swedish inventor and industrialist, was a man of many contrasts. He was the son of a bankrupt, but became a millionaire; a scientist with a love of literature, an industrialist who managed to remain an idealist. He made a fortune but lived a simple life, and although cheerful in company he was often sad in private. A lover of mankind, he never had a wife or family to love him; a patriotic son of his native land, he died alone on foreign soil. He invented<sup>1</sup> a new explosive,<sup>2</sup> dynamite, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war to kill and injure<sup>3</sup> his fellow men. During his useful life he often felt he was useless: "Alfred Nobel," he once wrote of himself, "ought to have been put to death by a kind doctor as soon as, with a cry, he entered life." World-famous for his works he was never personally well known, for throughout his life he avoided publicity. "I do not see," he once said, "that I have deserved<sup>4</sup> any fame and I have no taste for it," but since his death his name has brought fame and glory to others.

He was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father, Immanuel, made a strong position for himself in the engineering industry. Immanuel Nobel invented the landmine<sup>5</sup> and made a lot of money from government orders for it during the Crimean War, but went bankrupt soon after. Most of the family returned to Sweden in 1859, where Alfred rejoined them in 1863, beginning his own study of explosives in his father's laboratory. He had never been to school or university but had studied privately and by the time he was twenty was a skilful chemist and excellent linguist, speaking Swedish, Russian, German, French and English. Like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense. He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward-looking<sup>6</sup> industrialist.

But Nobel's main concern was never with making money or even making scientific discoveries.<sup>7</sup> Seldom happy, he was always searching<sup>8</sup> for a meaning to life, and from his youth had taken a serious interest in literature and philosophy. Perhaps because he could not find ordinary human love — he never married — he came to care deeply about the whole of mankind. He was always generous<sup>9</sup> to the poor:<sup>10</sup> "I'd rather take care of the stomachs of the living than the glory of the dead in the

form of stone memorials," he once said. His greatest wish, however, was to see an end to wars, and thus peace between nations, and he spent much time and money working for this cause until his death in Italy in 1896. His famous will,<sup>11</sup> in which he left money to provide<sup>12</sup> prizes for outstanding<sup>13</sup> work in Physics, Chemistry, Physiology, Medicine, Literature and Peace, is a memorial to his interests and ideals. And so, the man who felt he should have died at birth is remembered and respected long after his death.

<sup>1</sup> **to invent** — изобретать. <sup>2</sup> **explosive** — взрывчатое вещество. <sup>3</sup> **to injure** — калечить. <sup>4</sup> **to deserve** — заслужить. <sup>5</sup> **landmine** — фугас. <sup>6</sup> **forward-looking** — передовой. <sup>7</sup> **discovery** — открытие. <sup>8</sup> **to search for smth** — искать. <sup>9</sup> **generous** — щедрый. <sup>10</sup> **the poor** — бедняки. <sup>11</sup> **will** — завещание. <sup>12</sup> **to provide** — обеспечить. <sup>13</sup> **outstanding** — выдающийся.

## Helpful Prompts

### Expressing Congratulations

On happy occasions, people often express good feelings with expressions of congratulations.

#### Examples

##### Formal

↑ I'd like to offer my congratulations I want to congratulate you Congratulations	on your	new book. son's graduation. daughter's engagement. anniversary.
---	---------	--

↓ I'll bet you're (all) very happy/excited about the new job!

##### Informal

### Words and Sounds in Conversations

Many speakers add extra words to conversations.

#### Examples

For example	Is that right?	naturally	definitely
For instance	In a way...	(not) exactly	absolutely

You always look for bargains — like at sales?

**Is that right? In a way**, I try to save money, but **not exactly** like you.

**For instance/for example, naturally** I look for discounts.

I **absolutely** agree with that.



Many speakers use informal sounds or words for yes or no.

### Examples

yeah      yep      nope      uh-uh      no way

**Yeah**, I like my job. **Yep**, I sure do. **Nope**, I don't want to lose it —  
**uh-uh**. **No way**.

You may also hear these words frequently in conversations.

### Examples

great      terrific      terrible      I mean      I guess (so)

**I guess** you found an apartment.

**Great.**

**Terrific!**

**I mean**, your old place  
was **terrible**.

## Poems to Enjoy

### Dreams

Langston Hughes (1902-1967)

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird<sup>1</sup>  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field<sup>2</sup>  
Frozen with snow.

<sup>1</sup> **broken-winged bird** — птица со сломанными крыльями. <sup>2</sup> **barren field** — бесплодная нива.



## Jokes, Laughs, Smiles

### If I Were...

- If I were you, I wouldn't see too much of young Brown.
- Why, shouldn't I, Dad? What's wrong with him?
- Well, Kate, if you were older, you'd understand.
- And if you were younger, perhaps you might like him.
- If I were in your place, I'd be very careful in choosing friends.
- If you were in my place, you wouldn't choose differently.
- Young people aren't what they used to be. If I were Minister of Education, I'd do something about it.
- If I were Queen, I'd have a young Minister of Education.

### The VIP

There was thick fog<sup>1</sup> at Heathrow and snow on the runways. It was midday and the loudspeakers said again and again: "There will be no flights until further notice." But more and more people arrived at the airport. The restaurants, bars and lounges<sup>2</sup> were all crowded. There were no empty seats in the great halls.

Peter had plenty to do. Passengers came up to the counter all the time. They asked questions about arrivals and departures,<sup>3</sup> about luggage, about lost children. Suddenly a beautiful woman arrived at the counter: "I'm flying to Zurich," she said. "Here's my ticket."

"Yes, madam," said Peter, "but I'm afraid there's been a delay."<sup>4</sup>

"I know," the woman said. "That's why I'm here. I'm Mrs Max Stolberg." Peter knew all about Max Stolberg, the great film star. He was making a film in England at the moment. Peter had never seen Mrs Stolberg before, but he was not surprised that she was beautiful. "I'd be very happy to help you, madam," he said. "What can I do for you?"

Mrs Stolberg looked at Peter and smiled. "All the lounges and restaurants are full," she said. "It's very cold. Do you think that I could be a VIP?"

Peter smiled back. "The wife of Max Stolberg is a **Very Important Person**," he said. "Please sit here while I telephone the VIP room."

The man in the VIP room told him to look at Mrs Stolberg's passport. "A lot of people try that trick," he said. Peter did not like to ask Mrs Stolberg for her passport, but she smiled, took the passport out of her bag and opened it. There was her picture — and her name in large letters: "Mrs Linda Stolberg." Peter took her upstairs to the VIP room. She thanked him and gave him a £1 tip.<sup>5</sup> Then he went back to his counter. A few minutes later, the telephone rang.

"This is Max Stolberg. Any news of my wife yet?"

"Yes, sir," Peter answered. "She is waiting in the VIP room."

"Really?" Max Stolberg sounded surprised. "So there has been a

flight from Zurich after all?"

"From Zurich, sir?" asked Peter. "Your wife says she's going to Zurich."

"Then she's not my wife," says Max Stolberg. "My wife telephoned five hours ago — from Zurich airport!"

"Hold on a minute, sir," Peter said. "I'll phone the man in the VIP room at once."

The man in the VIP room went away and came back after a few moments. "It's Mrs Max Stolberg, all right," he said.

When Peter told Max Stolberg this, he asked, "What was her Christian name?"

"Linda," said Peter.

Max Stolberg laughed. "Linda! Of course!" He cried and said, "... ."

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<sup>1</sup> **thick fog** — густой туман. <sup>2</sup> **lounge** — гостиная. <sup>3</sup> **arrivals and departures** — прибытие и отправление. <sup>4</sup> **delay** — задержка. <sup>5</sup> **tip** — чаевые.

 **What do you think Max Stolberg said?**

(She was my first wife. I've been married several times, you know.)

## Helen Is Bored

**Phil:** Hello, Helen. How are you getting on? Is your foot better?

**Helen:** Thank you, Phil. It's a little better, but I still can't walk.

**Ph.** What a nuisance!<sup>1</sup> That must be very boring for you.

**H.** It is. I've been alone in the house since breakfast time. I hate being alone. I haven't seen anybody, I haven't spoken to anybody.

Nobody has even telephoned me.

**Ph.** Have you got anything to read?

**H.** I've got several detective stories but I've read them all.

**Ph.** I've bought some new cassettes. You haven't heard them yet.

**H.** What are they?

**Ph.** Songs and some dance music. They're very good cassettes. It's a pity you're not well. We're going to dance tonight — Bob and Anna, Fred and Jane. It's a pity you can't come.

**H.** Who says I can't?

**Ph.** But, Helen, you can't come. If I were in your place, I'd...

**H.** You'd...! I can't walk but I can dance. Of course I'm coming.

**Ph.** Well, I never!

---

<sup>1</sup> **What a nuisance!** — Какая досада!

## Commentary

1

### WISH

#### A. to wish somebody something

I wish you health (success, many years of happiness).

I wish you a Happy New Year!

He wished them a happy journey.

#### B. Wish-clauses: to wish (that)...

- |                             |                 |
|-----------------------------|-----------------|
| 1. It's a pity<br>I'm sorry | you can't come. |
|-----------------------------|-----------------|

---

I wish you **could come**.

- |                             |                  |
|-----------------------------|------------------|
| 2. It's a pity<br>I'm sorry | Bill is so dull. |
|-----------------------------|------------------|

---

I wish Bill **wasn't (weren't)** so dull.

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 3. It's a pity<br>I'm sorry | he didn't come.<br>he hasn't phoned. |
|-----------------------------|--------------------------------------|

---

I wish he **had come.**  
**had phoned.**

2

### SENTENCES OF UNREAL CONDITION

(Предложения нереального условия — “Если бы...”)

#### A. могут соотноситься с настоящим (моментом речи):

1. I wish I knew Bill's new address.

If I **knew** his new address I **could write** to him.

(But I don't know it and I can't write to him.)

2. I wish I was (were) on holiday now.

If I **were** on holiday I **d (might) go** to the South.

(But I am not on holiday and I can't go to the South.)

Для таких предложений характерны следующие глагольные формы:

<b>If I</b>	<b>knew... was/were had...</b>	<b>I</b>	<b>should would could 'd might</b>	<b>go...</b>
-------------	--	----------	--	--------------

**В. могут соотноситься с моментом в прошлом:**

1. I wish I **had known** Bill's address *last autumn*.

If I **had known** Bill's address *last autumn*, I'd **have written** to him.  
(But I didn't know it and I couldn't write to him.)

2. I wish I **had been** on holiday *last month*.

If I **had been** on holiday *last month* I'd **have gone** to the South.  
(But I didn't have a holiday and I couldn't go to the South.)

В этих случаях употребляются сложные ("перфектные") глагольные формы:

<b>If I</b>	<b>had known... 'd known... had been... 'd been... had had... 'd had</b>	<b>I</b>	<b>should would could 'd might</b>	<b>have gone...</b>
-------------	--	----------	--	---------------------

### 3

## COMPLEX OBJECT STRUCTURES

Сложное дополнение употребляется после следующих глаголов:

- |       |        |                                      |
|-------|--------|--------------------------------------|
| 1. to | see    | smb do smth                          |
|       | hear   | (инфинитив глагола без частицы "to") |
|       | watch  | smb doing smth                       |
|       | notice | (причастие)                          |
|       | feel   |                                      |

I **have seen (watched)** robots **assemble** devices.

Я видел (наблюдал), как роботы собирают приборы.

I **have heard them compose** music.

Я слышал, как они сочиняют музыку.

2. I **saw the man cross** the street.

Я видел, как человек перешел улицу.

I **saw the man crossing** the street.

Я видел, как человек *переходил* улицу.



**-ing-forms** после перечисленных глаголов в данной конструкции подчеркивают, что действие воспринимается в процессе его развития (как длительное).



## Programme 9

**Practise what you can say or hear communicating with people.  
The more sentences you say the better.**

1. I wish I **\*could** drive a car.

**\*knew** several foreign languages, had a higher qualification, had a lot of brothers or sisters, was on holiday now, was writer, had an artistic occupation.

2. Last summer I had no holiday.

I **wish** I had **\*had** a holiday last summer.

**\*gone** camping, travelled to a foreign country, seen new places, met a lot of interesting people, taken pictures of historical places.

3. Tom is overweight.

a) He **would lose** weight if he **stopped eating** **\*bread** and butter.

**\*a** lot of chocolate and jam, cakes and sweets, fattening things after 7 o'clock in the evening.

b) He **would lose** weight if he **started** **\*getting** more exercise.

**\*walking** to his work, doing some sports, going for outings every weekend, jogging.

4. The boxer gained excess weight and couldn't take part in the match.

He knew very well what he **shouldn't have done**.

He **wouldn't have gained** weight if he **had** **\*followed** his keep-fit programme.

**\*avoided** smoking, never drunk a pint of beer, spent a lot of time exercising his body, never allowed himself a moment of weakness.

5. Our psychologist suggests a "Personality Quiz". Ask your classmate the following questions (pair work). Check the answers and tell him what sort of person he (she) is. (Don't be too serious about the conclusions.)

1. If the people living next door to you always made a lot of noise late at night, would you:

- A. telephone them and complain
- B. start making a lot of noise yourself
- C. say nothing and start looking for another flat

2. If a waiter served you with luke-warm soup in a restaurant, would you:

- A. complain to the waiter
- B. say nothing but not leave a tip
- C. say nothing and never go there again



3. If you noticed a friend lie to you, would you:

- A. tell your friend about it
- B. start lying to your friend yourself
- C. pretend not to notice

**Mostly A's:** The person is honest and straightforward. He (she) might be either very popular or very unpopular.

**Mostly B's:** The person feels strongly about certain things but he (she) is worried what others might think of him (her).

**Mostly C's:** The person is quiet, tries to hide emotions. It is very difficult for the person to form a lasting relationship.

## Listening



1. Listen to the text (p. 308—312) and repeat after the speaker sentence by sentence. The speaker says each sentence twice so that you can check yourself.

2. Listen to what the Congress participants are saying (p. 308—312). See if you understand everything. Reproduce the conversations.

3. First read the story, then fill in the blanks with the verbs given below. Answer the question at the end of the story. Listen to the recording and check your answers. Play the tape through again without pausing. Retell the story.

### Don't Shoot at Ghosts

Mr Watkins was in bed when he heard **the door** \_\_\_\_.

He opened his eyes and saw **a white figure** \_\_\_\_ his bedroom.

He watched **the white figure** \_\_\_\_ to his bed and felt **his blood** \_\_\_\_ **in his veins**.

Then he saw **the white figure** \_\_\_\_ his jacket and \_\_\_\_ **his wallet out of the pocket**.

He watched **the white figure** \_\_\_\_ **the wallet** and \_\_\_\_ **all the money out of it**.

Mr Watkins felt **his finger** \_\_\_\_ **the trigger** of his gun... but he didn't \_\_\_\_\_. Why not?

Because...

**Verbs to choose from:** run cold, take, open, shoot, enter, come up, pull, open, take, press.

4. A. Listen to the recording of the advertisement and fill in the blanks with the words you hear. Use a dictionary if necessary.

## Computer Technician Computer Programmer

*Gaining a competitive advantage with one eye on the future.*

### Nature of Work

Individuals \_\_\_\_\_ basic electronics, with some \_\_\_\_\_ computer hardware and software will find ready employment as technicians, assemblers, support specialists, installers, etc. Information system specialists and programmers typically \_\_\_\_\_ in technical support positions and quickly \_\_\_\_\_ analysis, consulting, operations, sales and management in small and \_\_\_\_\_ companies.

### Qualifications Required

Men and women \_\_\_\_\_ need basic (high school level) math, the ability to differentiate colours and \_\_\_\_\_ aptitude \_\_\_\_\_ with their hands. Successful computer programmers \_\_\_\_\_ to conceptualize well and \_\_\_\_\_ good oral and written \_\_\_\_\_.

### Job Outlook

Rapid \_\_\_\_\_ (including automation) indicate that \_\_\_\_\_ individuals that are able to work with computers, \_\_\_\_\_ programming software \_\_\_\_\_ assembling, diagnosing and repairing problems will find above \_\_\_\_\_ in all sizes of companies. In brief, computer technicians and programmers are \_\_\_\_\_.

### School Profile

Established in 1965, the Herzing Institute \_\_\_\_\_ programs in Computer Electronics, \_\_\_\_\_, Software Programming, Data Entry, Secretarial (legal) and more. Placement and \_\_\_\_\_ options are available. All \_\_\_\_\_ provide diplomas and are accredited by the National Accreditation Commission.

Schools in Toronto, Ottawa, Winnipeg, Montreal, Madison and Birmingham.

B. Listen to the recording again and answer the following questions:

- 1) What kind of employment is being advertised?
- 2) What qualifications are required to enter this field?
- 3) What kind of specialists are in great demand?
- 4) Would you be interested in studying in this school? Why?

5. A service engineer for a company that sells "home-help robots" is talking to a dissatisfied customer. Listen and complete the complaint form below.

CUSTOMER DETAILS	
Name	_____
Address	_____
Telephone	_____
Robot Model No.	_____
Purchased	_____
<b>Possible cause of malfunction</b>	
(✓ Where appropriate)	
Mechanical failure	<input type="checkbox"/>
Incorrect operation of controls	<input type="checkbox"/>
Incorrect instructions to robot	<input type="checkbox"/>
<b>Service call required</b> _____	
State a.m. or p.m.	_____
Today's date	_____

6. With us in the studio today is Tony Dakota, the astronaut. Listen to the interview with him and answer the following questions:

1. Why did Tony become a pilot?
2. What does he value about his work?
3. Is he for or against competition? Why?
4. Does he believe in any superior intelligence out there in the universe?
5. Does he believe in interplanetary travel? What exactly does he say about it?

7. Listen to some ideas of Wesley West and write down what he says. Give your own arguments for or against his ideas.

New vocabulary:

**mutual trust** — взаимное доверие

**appeal** — вызывать, обращаться

**noble** — благородный

**generous** — щедрый

**challenge** — вызов

## Writing

1. Write questions, addressing the person who says the following.

**Example:** I *wish* I **was** on holiday now.

**Question:** What **would** you **do** if you **were** on holiday now?

1. I wish I could drive a car.
2. I wish I knew several foreign languages.
3. I wish I were a writer.
4. I wish it was summer (winter) now.
5. I wish I had a lot of brothers.
6. I wish I had a better education.
7. I wish my brother had an artistic occupation.

2. Write what the person wishes.

**Example:** If I **had known** his address last year I'd **have written** to him.  
— I *wish* I **had known** his address last year.

1. If I had had a holiday last summer I'd have gone to the South.
2. If I had had a lot of exercise I wouldn't have fallen ill last year.
3. If I had known about his troubles last week I'd have helped him.
4. If I had met him earlier I'd have changed my life.
5. If I had been wiser I'd never have done such a silly thing that day.

3. Tom is overweight.

**A. Write in what cases he would lose weight. (Use if-clauses of unreal condition.)**

**Example:** Tom never gets any exercise.

If Tom **got** some exercise he **would (might) lose** some weight.

1. Tom never walks to his work.
2. Tom never plays football.
3. Tom likes cakes and sweets.
4. Tom puts a lot of sugar into his coffee and tea.
5. Tom eats a lot of chocolate and jam.
6. Tom often drinks beer.
7. Tom is used to eating after 9 o'clock in the evening.
8. Tom always eats a lot of fattening things.
9. Tom avoids going for outings on Sundays.



**B. Write in what cases he wouldn't have gained so much weight.**

**Example:** He **wouldn't have gained** so much weight if **he had followed** a keep-fit programme.



1. He drank a lot of beer.
2. He never avoided eating fattening things.
3. He avoided doing morning exercises.
4. He never played football.
5. He ate potatoes and macaroni.
6. He spent a lot of time indoors.
7. He walked very little.

**C. Tom is suffering from his overweight. Write what he might say reproaching himself:**

1. I wish I had got a lot of...
2. I wish I had avoided...
3. I wish I had never eaten...
4. I wish I had tried to...
5. I wish I had started...

**4. You have seen a very interesting robot at a plant. Write what you have seen it do.**

I have seen the robot...

I have watched the robot...

**5. Your business is expanding. You have put an advertisement in a newspaper:**

## LOOKING FOR

- ★ SOMETHING DIFFERENT?
- ★ SOMETHING UNIQUE?
- ★ SOMETHING SIMPLE?
- ★ SOMETHING PROFITABLE?

We could be that SOMETHING you are looking for.

## I NEED

10 new people now to assist me in the expansion of my business. You will be leaders who get on with other people and have the desire to be financially successful.

**For company briefing  
ring 0860 260678**



**A. What questions will you ask the applicants? Make the list ready.**

**B. What questions would you ask if you yourself applied for the job? Discuss them with your classmates and make a list.**

**For ideas:**

duties, business hours, responsible for, break for lunch, holiday, promotion, salary, trips abroad, benefits, ...

**6. This card was enclosed with one of the computers displayed at the exhibition and bought by a Muscovite.**

## **THANK YOU!**

We value you as a customer and want to thank you for your business. We hope you will be pleased with your purchase and would like your feedback. Please don't hesitate to call or write us.

Please remember to fill out your warranty card and return it promptly to DOVE Computer. The card is used to register your name in our automatic update service.

Thanks again from the  
Employees at Lynn Computers.

**A. Find out your partner's answers to the questions below:**

1. Why do you think was this card used?
2. How would you react to receiving it?
3. What goods or services could such a card be used with?
4. Would customers in your country like to receive a card like this?
5. What are the advantages of ensuring customer satisfaction and encouraging customer loyalty? (A loyal customer is someone who buys regularly and supports your firm and its products.)

**B. Design a similar "Thank You" card to be packed with your own firm's product (or with another product you're familiar with.) You may add some more paragraphs to your guarantee card.**

7. According to the private opinions public polls of 1995 taken by our sociologist in a small Southern town of England people daydream about:

1. Travelling to different places around the world	64%
2. Winning a lottery	62%
3. Working at bringing peace to the world	57%
4. Being rich (promoted)	56%
5. Having a better-paid job	54%
6. Living a completely different life	49%
7. Escaping the hectic life and moving to a small out-of-the-way village	45%
8. Making an important discovery for mankind	40%
9. Actively working for environmental protection	38%
10. Setting up their own business	30%
11. Being a voluntary worker for development projects in their country	15%



**Could you write your own list of daydreams in order of preference and compare it with the lists of your classmates? Would they differ? In what way?**

8. Write a paragraph on a) what your life would be like if you lived in the 21st century; b) what your life could (might) have been like if you had been born in the 18th century.

9. Write a paragraph answering the question: "Is humankind entering an era of a new understanding of the universe?"

## Communicating

1. Interview your classmates. Get ready to make a report summing up the answers. (Three students work.)

A.

1. Do you wish you had a better education? Why? What would you like to improve?
2. Do you wish you could change your present position? Why (not)?
3. Do you wish you had another man as your chief? Why (not)?
4. Do you wish you could write a book? What about?
5. Do you wish you were an actor (actress)? Why (not)?
6. Do you wish you were younger (older)? Why?
7. Do you wish you were a Nobel prize winner? In what field?

**B.**

**Our writer suggests an "Enquiry List":**

---

1. Do you wish you were a writer?
2. What would you write about if you were a writer?
3. Which member of the group would you choose as the main character of your book? Why?
4. Which episode of our Intensive Course would you describe in your book?

**C.**

**Our physicist suggests an "Enquiry List":**

---

1. Do you wish you were an electronics engineer?
2. What would you invent if you were an electronics engineer?
3. Which of the group would you choose as your assistant?
4. What household machine would you design?
5. What office machines (typing, printing aids) would you invent?
6. What would you make your staff do to help you?

*2. If our group were going on an expedition to a desert island what would each of us do (take)? Interview your classmates to get a picture of our imaginary life there.*

**Questions for ideas:**

1. Would you try to build a house? What kind of house would you project? For how many persons?
2. What do you think you would eat? What foodstuffs would you take?
3. Would you miss your home and your relatives? What photographs would you take with you?
4. If you had a portable tape-recorder what cassettes would you take?
5. Would you insist on taking a portable radio set or a TV set? What programmes would you tune to?
6. What books would you take? Why?
7. How long would you stay on a desert island?

**3.** *A railway man was sacked. What wouldn't have happened if he...?*

*The facts are:* The man overslept and was very often late. He drank a lot. He lost interest in his work. He became lazy. His incompetence irritated everybody. He couldn't cope with his work. He didn't want to change his way of life.

**4.** *Interview your classmates on the education each of them received.*

**5.** *Make a speech in favour of modern electronic equipment (personal computers, robots, electronic writing/printing aids). Why can't a modern enterprise do without them?*

**6.** *You're Head of a firm producing robotized devices. Advertise your product.*

**7.** *Set your imagination free and tell us:*

- a) what our life would be like if we were born in the 21st century;*
- b) what our life could have been like if we had been living in the 16th century;*
- c) what would you have told people about our life if you had found yourself in Moscow two centuries ago;*
- d) about robotized devices. Advertise a computer of the future.*

## UNIT 10

## We are Parting the Best of Friends

- Что нового?
- У нас приглашение от г-на Гудвила.
- Кто он?
- Он из ассоциации Великобритании — Россия.
- Вот приглашение.

**Ассоциация  
Великобритания — Россия  
просит доставить нам  
удовольствие своим  
присутствием  
на пресс-конференции**

24 ноября, в 7 часов вечера  
Дом Дружбы,  
зал заседаний.  
Ответьте, пожалуйста.

- Пресс-конференция?  
Что мы там  
будем делать?
- Я только что  
разговаривал с  
г-ном Гудвиллом  
по телефону.  
Он спрашивал,  
не сможем ли мы  
принять в ней участие.  
Он сказал,  
там будут студенты  
и преподаватели  
Московского  
университета.  
Он хотел знать,

**W.** What's the news?



**S.** We've got an invitation  
from Mr Goodwill.

**H.** Who is he?

**S.** He's from the  
Great Britain — Russia  
Association.

**S.** Here's the invitation.

### THE GREAT BRITAIN – RUSSIA ASSOCIATION

**requests the pleasure  
of your company  
at the Press Conference**

on November  
24th, 7.00 p.m.  
House of Friendship  
Congress Hall.

R.S.V.P.

**E.** Press Conference?  
What shall we  
do there?

**S.** I've just  
spoken to  
Mr Goodwill  
on the phone.  
He asked  
if we could  
take part in it.  
He said  
there'd be students  
and teachers from  
Moscow  
University.  
He wanted to know



довольны ли мы  
своим пребыванием в Москве.  
Он также хотел знать,  
не можем ли мы  
показать какие-нибудь  
слайды или  
фотографии.  
И он предупредил нас, чтобы  
мы были готовы к интервью,  
если понадобится.  
Он был уверен,  
что все будут  
рады  
встретиться  
с группой ЮНЕСКО.

— А что сказали вы?

— Я сказал,  
что переговорю с  
вами  
и дам ему знать  
завтра утром.

— Предлагаю  
принять приглашение.

*(На пресс-конференции  
г-н Гудвил,  
председатель собрания,  
обращается к аудитории.)*

— Дамы и господа,  
от Ассоциации  
Великобритания —  
Россия  
имею честь (и обязанность)  
объявить  
конференцию открытой.  
Международное научное  
и культурное  
сотрудничество  
способствует  
взаимопониманию  
между народами.  
Оно облегчает обмен  
знаниями.

if we had enjoyed  
our stay in Moscow.  
He also wondered  
if we could  
show any  
slides or  
photos.  
And he warned us  
to be ready for interviews,  
just in case.  
He was sure  
everybody would be  
pleased  
to meet  
the UNESCO group.

P. And what did you say?

S. I said  
I'd have a word with  
you  
and let him know  
tomorrow morning.

J. I suggest  
we accept the invitation.

*(At the Press Conference  
Mr Goodwill,  
the Chairman,  
addresses the audience.)*

Ladies and Gentlemen,  
on behalf of  
the Great Britain —  
Russia Association  
it is my honour and duty  
to declare  
the Conference open.  
International scientific  
and cultural  
cooperation  
improves  
understanding  
between peoples.  
It helps exchange  
knowledge.

Оно служит  
делу мира.  
Я полагаю,  
что мы должны создать  
дружескую обстановку  
и предоставить слово  
нашим гостям.  
Кто будет говорить первым?

It serves  
the cause of peace.  
I think  
we should create  
a friendly atmosphere  
and give the floor  
to our guests.  
Who is the first to give a talk?

*Наш журналист записал  
на пленку некоторые вопросы,  
заданные группе.*

*Our journalist recorded  
some of the questions  
that were asked of the group.*

- Как долго вы были в Москве?
- Были ли вы на экскурсиях?
- Какие интересные спектакли вы видели?
- Узнали ли вы что-нибудь новое?
- Много ли друзей появилось у вас?
- Какие из ваших контактов вы считаете наиболее полезными и приятными?
- У вашей фирмы деловые связи с московскими фирмами?
- Считаете ли вы такое сотрудничество полезным и перспективным?
- Какие из дней запомнились вам больше всего и почему?
- Что бы вы порекомендовали вашим друзьям посмотреть в Москве?

- How long have you been in Moscow?
- Have you been sightseeing?
- What interesting shows have you seen?
- Have you learnt anything new?
- Have you made many friends?
- Which of your contacts have you found most useful and pleasant?
- Does your company do business with Moscow firms?
- Do you find this cooperation useful and promising?
- Which of the days do you remember best of all and why?
- What would you recommend your friends to see in Moscow?

- Что произвело на вас наибольшее впечатление?

— Люди, природа и искусство.  
Это ни с чем не сравнимо.

- Есть ли что-нибудь, о чем вы жалеете?

— Да, есть кое-что.  
К сожалению, наше пребывание в Москве заканчивается.

— Жаль, что  
нам надо уезжать  
и расставаться.

*(На прощальном вечере.)*

— Располагайтесь поудобнее.  
Угощайтесь, пожалуйста.

— Боже мой, как же летит время!

— Вы уже заказали билеты?

— Я заказал билеты на самолет до Нью-Йорка на 6.15, рейс ТУ 538.

— Итак, вы уезжаете послезавтра.

— У меня еще очень важная встреча в Посольстве завтра утром.

— Я бы не возражал иметь билет туда и обратно.

— Вы все скоро забудете.  
Как говорится, с глаз долой, из сердца вон.

— Не падайте духом!  
Такова жизнь.

- What impressed you most?

**S.** People, nature and the arts.  
These are beyond compare.

- Is there anything you regret?

**S.** There is something.  
Unfortunately, our stay in Moscow is coming to an end.

**J.** It's a pity  
we have to leave  
and to part.

*(At the farewell party.)*

**S.** Make yourselves at home.  
Help yourselves, please.

**C.** Goodness me, how time flies!

**P.** Have you booked your tickets yet?

**C.** I've reserved seats on the plane leaving for New York at 6.15, Flight TU 538.

**W.** So, you're leaving the day after tomorrow.

**C.** I'm having a very important appointment at the Embassy tomorrow morning.

**S.** I wouldn't mind having a return ticket.

**B.** You'll soon forget everything.  
As they say  
out of sight,  
out of mind.

**L.** Cheer up!  
That's life.

- Как приятно было узнавать друг друга, да и расстаемся мы настоящими друзьями.
- И мы высоко ценим всё, что мы узнали здесь.
- Как вам понравился праздничный концерт вчера в Большом?
- Это было восхитительно! Меня восхищало всё: декорации, оркестр и постановка.
- Спектакль был тепло встречен публикой.
- Многие номера вызывались на бис.
- Мы так признательны вам, г-н Берг.
- Боюсь, на этот раз я не заслуживаю вашей благодарности. Должен признаться, мы получили билеты благодаря нашим гостеприимным хозяевам.
- Я не такая уж театралка. Но если бы я могла, я бы посмотрела все балетные спектакли Большого театра.
- Я просмотрел раздел "Досуг" в газетах. Предлагаются мюзиклы, эстрадные программы, сольные концерты, а также оперы и драматические спектакли.
- W.** It's been nice knowing each other, and we are parting the best of friends.
- D.** And we appreciate everything we have learnt here.
- E.** How did you find the gala night at the Bolshoi yesterday?
- P.** It was marvellous! I admired everything: the scenery, orchestra and staging.
- L.** The performance was warmly received by the audience.
- P.** There were a lot of encores.
- L.** We're so much obliged to you, Mr Berg.
- W.** I'm afraid, this time I don't deserve your thanks. I must confess we've got the tickets thanks to our hospitable hosts.
- J.** I'm not much of a theatre-goer. But if I could I'd see all the ballet performances at the Bolshoi.
- S.** I've had a look at the entertainment section of the newspapers. They offer musicals, variety shows, recitals, as well as operas and dramas.

— Я завидую  
москвичам.  
У них столько  
возможностей  
хорошо проводить время и  
развивать свои  
способности.

— Интересно,  
где может быть наша актриса.

— Шерли не будет с нами.  
Вот письмо от нее.  
Она велела мне открыть  
его точно в 9 вечера.

— А который час?

— Что же,  
самое время читать  
письмо.

"Дорогой Уэзли,  
я уже далеко, в Эдинбурге.  
Наконец, такой счастливый  
случай —  
меня пригласили на пробы  
на роль Марии Стюарт.  
У меня не было времени  
сказать Вам "до свидания".  
Надеюсь, Вы простите  
меня. Вы поймете.  
Я не могла отказаться  
от предложения.  
Я мечтала об этом  
всю свою жизнь.  
Вы помните, однажды  
мы говорили о  
Роберте Бернсе.  
Чтобы быть с Вами,  
посылаю запись песни  
на его слова.  
Предлагаю тост  
за нашу дружбу.  
Удачи вам всем!  
Счастливого пути!  
С нетерпением жду  
встречи  
с Вами снова,

Искренне Ваша,

Шерли.

P.S. Дорогой Уэзли,  
я свяжусь с Вами,  
после прослушивания".

W. I envy  
Muscovites.  
They've got so many  
opportunities  
to entertain themselves and  
develop their  
abilities.

S. I wonder,  
where our actress could be.

F. Shirley won't be with us.  
Here's a letter from her.  
She told me to open  
it exactly at 9 p.m

S. What's the time?

F. Well, it's  
just the time to read  
the letter.

Dear Wesley,

*I'm far away now, in Edinburg.  
At last by a good chance  
I've been invited to try the role  
of Mary Stuart.  
I had no time to say "good-bye"  
to you all.  
I hope you will forgive me.  
You will understand.  
I couldn't refuse the offer.  
I'd been dreaming of it  
all my life.  
You remember once we talked  
about Robert Burns.  
To keep you company here's a  
recording of the song with his  
words for you.  
Let me propose a toast to  
our friendship.  
Good luck to you all!  
Have a good journey!  
Looking forward to seeing you  
all again one day.*

Sincerely yours,

Shirley

P.S. Dear Wesley, I'll get in  
touch with you as soon as  
I'm through with the audition.



## Singing Together

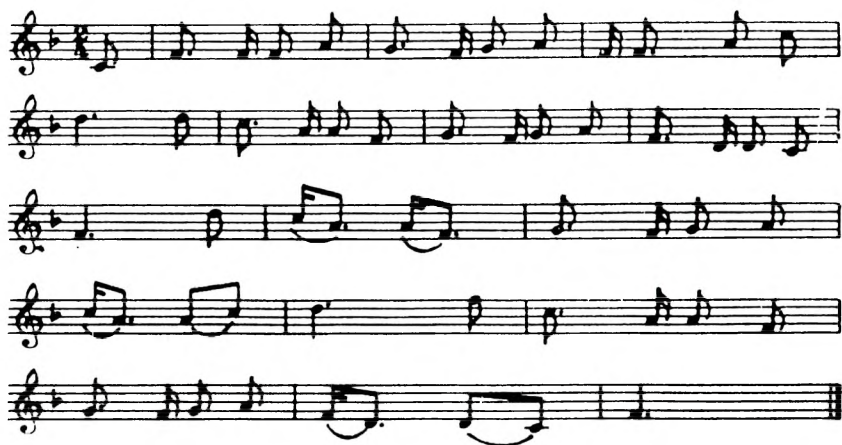


### За счастье прежних дней!

Забыть ли старую любовь  
И не грустить о ней?  
Забыть ли старую любовь  
И дружбу прежних дней?  
За дружбу старую — до дна,  
За счастье прежних дней!  
С тобой мы выпьем, старина,  
За счастье прежних дней!

### For Auld Lang Syne!

Should auld acquaintance be forgot  
And never brought to mind?  
Should auld acquaintance be forgot  
And days of auld lang syne?  
For auld lang syne, my dear,  
For auld lang syne!  
We'll take a cup of kindness yet.  
For auld lang syne!



## Interviews, Interviews ...

### Are You Gloomy or Optimistic About the Future?

*The famous writer Arthur C. Clarke was interviewed in Sri Lanka. Here is what he said:*

**Question:** How do you occupy yourself on a typical day?

**Clarke:** Oh, my goodness. I've often tried to answer this question and I found there's no such thing as a typical day. But I get tea at six-thirty and hear the news over the radio; then at seven I have breakfast and hear the BBC. Then my working day starts about eight o'clock. I've

always got about twenty books waiting to be read. I count that I have about thirty-six hours of reading for every twenty-four hours. The mail<sup>1</sup> bombs me out. And then I try to get at least an hour on the piano. I have anything up to ten visitors a day.

**Q.** What are they usually there to see you about?

**C.** Sometimes they just come for autographs. I normally never leave the house at all, except at four o'clock in the afternoon, when I go to the local swimming club and play a vicious<sup>2</sup> game of table tennis for a couple of hours. That's my recreation.<sup>3</sup> I am a table-tennis addict.<sup>4</sup> I can still beat most of the amateurs<sup>5</sup> there. Then I come back and may have a film show, may listen to some music and get to bed early, around nine o'clock. I never go to receptions, cocktail parties, dinners, simply because they're so time-consuming.<sup>6</sup>

\* \* \*

**Q.** What do you see as the most interesting developments in the near future, technology oriented — social change?

**C.** Hmmm... I don't think anything unexpected. Well, obviously if it was unexpected I wouldn't be thinking of it. Usually it is unexpected things which are the most important. But as far as one can see on the horizon at the moment: the coming computers and the communications revelations. Maybe home computers. Not only home computers, but the computer revolution. Microprocessors are getting into everything. We won't be able to pick up a single piece of equipment in the near future, except maybe a broom, that hasn't got a microprocessor in it.

**Q.** How will they affect<sup>7</sup> our lives, in a very general sense?

**C.** They'll take over much of the routine thought. Now what this is going to do to culture, to education, to art is the big problem. A lot of people are very worried. Let's take a case that everybody knows about now — the hand calculator. No one's going to learn arithmetic, but does this mean they'll go on to learn more real mathematics? It could well be. Because one of the beauties of the hand calculator is that it encourages you to do all sorts of calculations that you would never dream of doing if you had to do them by pencil and paper, because they would be too tedious.<sup>8</sup> It can act as a wonderful toy and interest children in mathematics. On the other hand, it may produce a generation of — what's the equivalent of illiterates?<sup>9</sup> — enumerates<sup>10</sup> who can't add up a grocery bill. So you have these two possibilities and that's why we have a real challenge.<sup>11</sup>

**Q.** Are you gloomy or optimistic about the future in terms of the way we're going to utilize<sup>12</sup> information that we're receiving? Do you think we're going too far, too fast? Do you think it's time to pause?<sup>13</sup>

**C.** No, we can never pause. You fall flat on your face if you do. I'm an optimist. We have a 51 percent chance of survival!<sup>14</sup>

<sup>1</sup> **mail** — почта. <sup>2</sup> **vicious** — острая (напряженная). <sup>3</sup> **recreation** — отдых.  
<sup>4</sup> **addict** — большой любитель. <sup>5</sup> **amateur** — любитель (непрофессионал).  
<sup>6</sup> **time-consuming** — на них уходит масса времени. <sup>7</sup> **to affect** — влиять.  
<sup>8</sup> **tedious** — утомительный. <sup>9</sup> **illiterate** — неграмотный. <sup>10</sup> **enumerate** — эд. не умеющий считать. <sup>11</sup> **challenge** — вызов. <sup>12</sup> **to utilize** — использовать.  
<sup>13</sup> **to pause** — сделать паузу (остановку). <sup>14</sup> **survival** — выживание.



**How does the writer visualize our future? Is there any stopping technological progress? What are the points where you agree or disagree with the author? Do you see any humour in what he says?**

## Nine Ways to Change People Without Giving Offense or Arousing Resentment

*Arthur Clarke has given his final interview. Here are some of the notes we have made. Read them, get ready to discuss his ideas. Give your reasons for or against the statements below.*

"No person is your enemy,  
 No person is your friend,  
 Every person is your TEACHER."

(Florence Scovel Shinn)

1. Begin with praise<sup>1</sup> and honest appreciation.<sup>2</sup> Everybody has got his or her strengths and weaknesses.
2. Call attention to people's mistakes indirectly.
3. Talk about your own mistakes before criticizing the other people.
4. Ask questions instead of giving direct orders. Let the other man save his face.
5. Praise the other person for every improvement and success.
6. Be "heartly" in your approbation and lavish<sup>3</sup> in your praise.
7. Give the other person a fine reputation to live up to.
8. Use encouragement. Make the fault seem easy to correct. Don't aggravate the situation.
9. Make the other person happy about doing the thing you suggest. It is easier to live with a happy smile on your face. Go ahead and be happy!

---

<sup>1</sup> **praise** — похвала. <sup>2</sup> **appreciation** — высокая оценка, признательность (за что-л.). <sup>3</sup> **lavish** — щедрый, обильный.

## It Is Interesting to Know

### British and American English

British and American people speak the same language — right? Wrong. Although they both speak English, there is an increasing number of differences between the two varieties of English. For example, Trudi Burns and Eileen Unwin recently spent a very similar day. Here, they describe the day's events. How many differences can you spot?

#### **Trudi (USA):**

I got up at seven-thirty. I put on my **bath robe**, went into the bathroom and turned on the **bath-tub faucets**. After my bath I ate breakfast with my parents **on the deck**. Our **apartment's** on the fifteenth floor, so the view's terrific. At eight o'clock my mom and I took **the elevator to the parking lot** underneath **our apartment block**. First we stopped for **gas**, then she drove me to school. The **freeway** was really busy — **automobiles** everywhere. When I got to school it was raining. Luckily I'd brought my **galoshes** and an umbrella, so I didn't get wet.

School was OK, except that we had **a math test** before **recess**. I think I **flunked** it. Anyway, after school I took a bus **downtown** to meet my sister, Susan. She became a **grade school teacher** after she left **college** last year. We **ate out** at a Chinese restaurant. Personally I don't like rice, so I ordered **French-fries** instead. Susan disapproved. **After dessert** and coffee we **paid the check** and left. It had stopped raining, but the **sidewalks** were still wet. Susan **gave me a ride** home, then I did **a history assignment** for the next day, watched **a movie** on TV and went to bed around 11.30. I **was pooped!**

#### **Eileen (Great Britain):**

I got up at half past seven. I put on my **dressing gown**, went into the bathroom and turned on the **bath taps**. After my bath I had breakfast with my parents **on the terrace**. Our **flat's** on the fifteenth floor, so the view's terrific. At eight o'clock my mum and I took **the lift** to the **car park** under **our block of flats**. First we stopped for **petrol**, then she drove me to school. The **motorway** was really busy — **cars** everywhere. When I got to school it was raining. Luckily I'd brought my **wellington boots** and an umbrella, so I didn't get wet.

School was OK, except that we had **a maths exam** before **break**. I think I **failed** it. Anyway, after school I took a bus to **the city centre** to meet my sister, Susan. She became a **primary school teacher** after she left **university** last year. We **went out for dinner** to a Chinese restaurant. Personally I don't like rice, so I ordered **chips** instead. Susan disapproved. **After sweet** and coffee we **paid the bill** and left. It had stopped raining but the **pavements** were still wet. Susan **gave me a lift** home, then I did **some history homework** for the next day, watched **a film** on the TV and went to bed at about half past eleven. I **was really tired!**

## Rhymes for Fun

A good laugh is  
sunshine in a house  
(W.M. Thackeray)

A sailor went to sea  
To see what he could see.  
And all he could see  
Was sea, sea, sea.

The art of Biography  
Is different from  
Geography.  
Geography is about maps  
Biography is about chaps.

We'll weather the weather,  
Whatever the weather,  
Whether you like it or not.

His English is wonderful  
He speaks very well  
His accent is perfect  
You really can't tell  
That he isn't a native  
Of the USA.  
There's only one problem  
He has nothing to say!

God in his wisdom made me fly  
And then forgot to tell me why.  
(Ogden Nash)

If I were a bird  
I wouldn't like to be  
In a little cage  
Where I couldn't be  
free.  
(Edith Segal)

Where were you born?  
I'd rather not say.  
Where are you from?  
I'd rather not say.  
How old are you?  
How tall are you?  
How much do you weigh?  
I'd rather not say.

There was a little girl  
And she had a little curl  
Right in the middle of her  
forehead  
And when she was good  
She was very, very good.  
But when she was bad  
She was horrid.  
(H.W. Longfellow)

Said a booklover fellow from Siam,  
"I frequently read Omar Khayyam.  
His morals depress  
But nevertheless  
He is almost as clever as I am."





## Helpful Prompts

### Asking For and Giving Information

You can ask for information with different kinds of questions. You can give information with short answers.

#### Examples

Could you tell me about the	apartment	for rent?	Sure I can.
Can you tell me about the	room	available?	Yes, we do.
Do you have a	house	for sale?	Of course.
May I have information about the	working hours?		

I wonder if he knows about it.

I'd like to know when it is possible to do it.

Is it on the first floor?

Yes, it is.

Are the rooms furnished?

No, they're not.

Do we have to pay | a security deposit?  
a cleaning fee?

Yes, it's \$200.

No, you don't.

How many	bedrooms	does it have?	It has four.
	children	do you have?	We have two.
	parking spaces	do you need?	We don't need any.

How much | is the rent?  
is it?

It's \$550 a month.

It's \$200.

Do you happen to know | if (when) Mr Smith is available?

### Expressing Interest or Disinterest

Many conversations include expressions of interest or disinterest.

#### Examples

It sounds	beautiful.	I'm/We're	(definitely) interested.
	interesting.		
	all right.		
	great!		
It sounds	too expensive	I'd/We'd	like to see it.
	too small		
	for		
	me.		
	us.	When can we	come over?

I'm not sure I can do this.

I doubt it.

I'm afraid, I can't afford it.

Thank you for your time.  
Thanks, anyway.

## Showing Interest Through Questions

Questions in conversations show interest in the subject.

### Examples

Are(n't)	you ____ ?    You ____ , do(n't) you?	What	do you ____ ?
Is(n't)		Where	
Does(n't)		When	
Do(n't)		How	
Can('t)		Why	

## Poems to Enjoy

### To a Poet a Thousand Years Hence

James Elroy Flecker (1884-1915)

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.

## Commentary

I

### REPORTED SPEECH (Косвенная речь)

#### 1.1. Statements, questions

#### Direct Speech

##### Present Simple

I *like* music.

##### Present Continuous

Is it raining?

#### Reported Speech

##### Past Simple

→ He said he *liked* music.

##### Past Continuous

→ He asked if it *was* raining.

**Past Simple**He **didn't recognize** me.→ **Past Perfect**He said he **hadn't recognized** me.**Present Perfect**She **has** never **been** there.**Have** you ever **been** there?→ **Past Perfect**He said she **had** never **been** there.He asked me if I **had been** there.**Past Perfect**We **hadn't met** him before that day.→ **Past Perfect**They said they **hadn't met** him before.**shall/will**They'll **be** late.→ **should/would**I was afraid they'd **be** late.**can, may**I **can** swim.It **may** snow.→ **could, might**He thought he **could** swim.They hoped it **might** snow.**would, could, might,****ought to, should**You **could/might** be wrong.→ **would, could, might,****ought to, should**He thought I **could/might** be wrong.**must**We **must** go.→ **must/had to**He said he **must** go.He said he **had to** go.1. She **said** she was disappointed.2. She **told me** she was disappointed.Если упомянуто лицо, к которому обращена речь, употребляется глагол **to tell**.**1.2. Requests, orders, suggestions and advice are reported with the help of an infinitive.**

He Он	asked	me мне	<b>to do it</b>	
	попросил			
	ordered		сделать это.	
	приказал			
	told			
	велел		<b>not to do it.</b>	
	advised			
	посоветовал		не делать этого.	



### 1.3. Соотнесенность указательных местоимений и наречий времени в прямой и косвенной речи:

Direct Speech	Reported Speech
<b>this, these</b> <b>now</b> <b>today</b> <b>yesterday</b> <b>the day before yesterday</b> <b>tomorrow</b> <b>the day after tomorrow</b> <b>next week/month/year</b>  <b>last week/year</b>	<b>that, those, the</b> <b>then</b> <b>that day</b> <b>the day before</b> <b>two days before</b> <b>the next (following) day</b> <b>in two days' time</b> <b>the following</b>   <b>week/month/year</b> <b>the next</b> <b>the previous week/year</b> <b>a week/year before</b>

2

### **TO BE + INFINITIVE**

(I **am to**..., etc.)

The President **is to visit** Vienna next year.

The press conference **is to start** in a minute.

Действия запланированы, должны произойти в соответствии с определенной программой или расписанием.

3

### **-ING-FORMS AFTER CERTAIN VERBS AND EXPRESSIONS**

We use *-ing-forms* after certain verbs and expressions (see p. 375).

Many people **avoid** **getting** exercise.

John **enjoys** **listening** to his new recordings.

**Fancy** **meeting** you here!

**Fancy** **speaking** to a computer.

**Would** you **mind** **opening** the window?

I **wouldn't mind** **having** a return ticket.

I **don't mind** **waiting**.

They **stopped** **discussing** it.

I **suggest** **visiting** him.

He's **used** to **getting** up early.

The book **is worth** **buying**.

I'm **looking forward** to **seeing** you.

Bill **insisted on** **buying** the machine.

He **is interested** in **constructing** robots.

## Programme 10

**Practise what you can say or hear communicating with people.  
The more sentences you say the better.**

1. I was greatly impressed by \*a warm reception they gave us.  
\*people, performance, acting, scenery, gala concert.
2. They wanted to know if we \*liked our stay in this country.  
\*had seen much of the place, had been to the theatres, had visited plants and factories, had met a lot of people.
3. They wondered what we \*could say about our journey.  
\*had seen, had done, had written.
4. He was sure everybody would \*come to the party.  
\*understand his project, be pleased to see his new car, like to join him in his trip to the mountains.
5. She asked the tourists if they were \*having a good time.  
\*staying in a comfortable camp, preparing for a ride to the sea.
6. Do you find the performance \*interesting?  
\*worth seeing, well-staged, up-to-date, entertaining.
7. I appreciate \*his knowledge.  
\*the way he talks, what he does for people, what he has done in his latest research work.
8. Most unfortunately, I'm not much of a \*theatre goer.  
\*pop music lover, rock and roll dancer, poetry admirer, sportsman.
9. I'm looking forward to \*seeing you soon.  
\*having a talk with the editor, having a New Year's party, travelling about the country.
10. Would you mind \*opening the window?  
\*explaining what you mean, switching off the radio, coming a bit earlier, starting a bit later, waiting a little.
11. The director insisted on \*discussing the project.  
\*advertising the product, buying new equipment, sending a group of trainees to another firm, changing the plans.
12. I'm used to \*listening to the 9 o'clock news.  
\*having a cold shower every morning, having a cup of tea at about 5, speaking on the phone briefly and to the point.
13. The \*picture\* is worth buying.  
\*furniture, equipment, car, computer.



## Listening



1. Listen to the text (p. 334—339) and repeat after the speaker sentence by sentence. The speaker says each sentence twice so that you can check yourself.

2. Listen to what the Congress participants are saying (p. 334—339). See if you can understand everything and reproduce the conversations.

3. One carries away many impressions from congresses or conferences. Some of them fade quickly but others are more lasting. Let us listen to what Russell Brundon said on the closing day.

A. Listen to the recording and make notes so that you will be able to reproduce Russell Brundon's speech.

B. Play the tape again (as many times as you need) to be able to speak with as much expression as possible.

### New vocabulary:

**event** — событие

**to deny** — отрицать

**common sense** — здравый смысл

**to perceive** — понять (принять)

**heightened sensitivity** — обостренная чувствительность

**evident** — очевидный

**awareness** — осознание

**startling** — удивительный

**confidence** — уверенность

**encounters** — встречи

4. If you ever look for a job you might be interviewed. You will hear 25 typical questions which you may be asked.

A. Listen and write the questions down.

B. Find a partner and take it in turns to ask each other the 25 questions. Perhaps try to give each other a hard time by asking supplementary questions like these:

Why do you think that?

In what way exactly?

Could you explain why you think that?

What do you mean exactly?

Can you give me an example of that?

Are you quite sure you mean that?

**5. You will hear two interviews.**

**A.** Make all the changes and additions necessary to produce a complete dialogue from the words and phrases below, then listen to the first interview and check your answers.

**Example:** How / you / hear / this job?

How did you hear about this job?

A: You ever / do / this kind / work / before?

(1) ...

B: No / I be / afraid / this kind / job / be completely new / me.

(2) ...

A: Why / you / be / interested / it?

(3) ...

B: It / be / difficult / say. It / just / sound / interesting.

(4) ...

A: What / interest / you / most / the job?

(5) ...

B: Oh, well / I enjoy / meet people / and travel.

(6) ...

A: What / you do / your previous job?

(7) ...

B: I / sell / books / bookshop.

(8)...

A: Why / you / leave?

(9)...

B: I / have / arguments / my boss.

(10)...

A: What / cause / these arguments?

(11)...

B: He / be / very stupid man! He / I / just / not get on / each other!

(12)...

**B.** Listen to the full version of the recording and pay attention to all the additional sounds ("uh", "oh") the interviewee is making. Compare the first and the second interview and discuss which candidate in your opinion has given the better answers and why.

**6. Listen to the conversation and answer the following questions.**

1. What is the passenger asking for and why?
2. Is the clerk going to help? Why not?
3. What happened to the passenger on the way to the hotel?
4. How does the passenger express his irritation?
5. What does the clerk say about his unhappy travel experience in England?
6. Do you find the end of the conversation funny? Why?

7. If you need a conversation starter here is a story for you to enjoy. Listen to it and learn to tell it to your friends.

New vocabulary:

**to be defeated** — потерпеть поражение

**suspicious** — подозрительный

**to lose one's temper** — выйти из себя

8. One of the Congress participants is in a poetic mood. Listen and if you agree with what he says write it down.

## Writing

1. Report the things your chief (teacher) has told his subordinates (students) to do. Follow the example.

He told (advised) us **to do it/not to do it**.

1. Write a new letter. 2. Don't break the appointment. 3. Write the report by Monday. 4. Accept the invitation. 5. Reserve the seats for the guests. 6. Don't show the lab. 7. Don't stay in the lab till late at night. 8. Don't record this speech. 9. Book tickets. 10. Put on your best clothes. 11. Come alone. 12. Tell your friends the truth. 13. Don't leave so soon. 14. Don't interrupt me, please. 15. Rewrite the paragraph. 16. Give me a ring.

2. Act as a translator:

1. Он велел нам прийти на конференцию. Конференция начинается в 5 часов. 2. Мой друг сказал, что у него новые интересные записи. 3. Мы спросили гида, был ли он когда-нибудь в Лондоне. 4. Преподаватель велел студентам не приходить на следующий день. 5. Я знал, что Алиса уже сдала экзамены. 6. Мы посоветовали нашим друзьям поехать на экскурсию. 7. Я сказал ему, что очень рад видеть его снова.

3. A friend telephones you saying:

1. My car's disappeared.
2. I parked it outside my house last night.
3. Now it's gone.
4. I've telephoned the Police but
5. they haven't arrived yet.
6. I suppose they'll be here soon.

**Report the incident to the group. Start with:**

That was Ted on the phone. He said ...

4. Can you report what one of the young people said when he was interviewed by Russell Brundon. He said ...

1. I am very much disappointed in my education.
2. I can put the blame both on the school and myself.
3. The textbooks? Some of them were out-of-date, especially when it came to science, some were really boring...
4. Young people should have more or better career advice.
5. It is very important to help you become independent and able to stand on your own feet.
6. I think pupils at school should be made to work harder.
7. I wish I hadn't wasted so much time at school.
8. I wish I had been taught to get on with other people.
9. My ambition is to gain more knowledge and become very professional.
10. If I could afford I would go and live abroad for half a year.

5. Can you complete these sentences, using question tags:

1. You've met Mr Brundon, .....?
2. It would be best to send them a reminder, .....?
3. They don't normally pay up immediately, .....?
4. You're waiting to see Miss Pearl, .....?
5. Mrs Smith isn't arriving till tomorrow, .....?
6. Your new receptionist doesn't speak English, .....?
7. It must be quite difficult to sound efficient and friendly towards the end of a long hard day, .....?
8. You've been abroad, .....?
9. You've made a lot of friends, .....?
10. Your company does a lot of business here, .....?
11. He's been working in this company for a long time, .....?
12. You're leaving in 3 days, .....?

6. You're having dinner with Mr Goodwill. He is visiting your country for the first time. Work in pairs and write down **ten** questions you could ask (about his country, firm, impressions of your country, etc.). Begin each question differently, like this:

Did...? Are...? Is...? Do...? Does...?  
Have...? Has...? Who...? When...?  
Where...? What...? What kind of...?  
How many...? How much...? How long...?  
Why...?

7. *Work in pairs. Decide what were the questions that led to each of these answers and write them down.*

**Example:** I'm a receptionist.

**Question:** What do you do?

1. Yes, thanks. I had a very good flight.
2. I have been staying here for a week.
3. I've never been here before. It's my first visit to this country.
4. We'll probably be staying here till Saturday morning.
5. Oh, we've seen much of the city.
6. Unfortunately, our stay is coming to an end.
7. Oh, yes, we did a lot of business here.
8. I'm pleased to say we've made very good contacts here.
9. We were greatly impressed by the performance.
10. Oh, no, I haven't had the time to reserve the seats.

8. *Write a note of invitation to an exhibition.*

9. *Prepare a list of questions for an electronics engineer who has constructed a teaching robot (ask him about his education and professional interests, his likes and dislikes, see Units 5, 9).*

10. *Write a note for your friend saying "good-bye" to him (her).*

11. *Write a composition about your future career "My Career Aspirations".*

## Communicating

1. *Report a number of things that different people have told you in the past couple of days:*

1. Yesterday my friend said, "I'm going to the South on vacation. I can take you with me. We might go by car. It'll be nice to be together."
2. Two days ago Alice said, "I've read a very interesting book, I would like you to read it. It's worth discussing."
3. The passer-by asked me, "How long will it take me to get to Red Square?" Then he added, "I have never seen it. I'd like to see the Kremlin with my own eyes." I said to him, "Go as far as Tverskaya Street, then go down the street. You can't miss it."



2. You invited your colleagues to an excursion yesterday. Some of them refused. Report to the organizers why they refused.

1. Mr Adams said, "It's a pity I can't come. I'll be busy typing my new article."
2. Mrs Black said, "I'm going to visit my friends just at this time." And then she asked, "Can I join you some other day?"
3. Miss Punch said, "Unfortunately I'm not interested in such excursions. I'd better read a book."
4. Mr Grey said, "I'm leaving for Bath. I'll be on holiday on this day. Thank you anyway."

3. Take part in an exhibition (think of any you would like to take part in).

1. a) advertise the exhibition you've chosen; b) make an opening speech; c) invite specialists and guests; d) meet the guests; e) put up the guests in the hotel; f) inform them of the programme.
2. Act as the Chairman at a Press Conference of the exhibition.
3. Interview some participants in the exhibition.
4. Speak on what impressed you most at the exhibition.

4. Go round the class and interview as many people as you can to find out why people work/study.

- a) Compare your notes in pairs, in fours and then at class level.
- b) Appoint one as "the lazybones".
- c) Choose the top 3 reasons why people work/study.

1. ....
2. ....
3. ....

**Why?**

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1) To earn a living										
2) For the fun of it										
3) For work's sake										
4) You are workaholic										
5) To make a major impact, to achieve results										
6) For self-fulfilment										
7) To make an important discovery for mankind										
8) To become famous										
9) To leave a legacy										
10) To support a family										
11) Out of keen interest										
12) To gain power and authority										
13) To set up your own business										
14) To change the life on our planet for the better										

5. Suggest the main points of the scenario (for a documentary film) "Our Stay in Moscow". Act it out.

# Appendix (Приложение)

## English Alphabet (Английский алфавит)

*Aa*

Aa

*Bb*

Bb

*Cc*

Cc

*Dd*

Dd

*Ee*

Ee

*Ff*

Ff

*Gg*

Gg

*Hh*

Hh

*Ii*

Ii

*Jj*

Jj

*Kk*

Kk

*Ll*

Ll

*Mm*

Mm

*Nn*

Nn

*Oo*

Oo

*Pp*

Pp

*Qq*

Qq

*Rr*

Rr

*Ss*

Ss

*Tt*

Tt

*Uu*

Uu

*Vv*

Vv

*Ww*

Ww

*Xx*

Xx

*Yy*

Yy

*Zz*

Zz

## Pronunciation Guide

### (Краткий справочник по произношению)

#### Vowels and Diphthongs (Гласные и дифтонги)

- |  |  |
|--|--|
| <p>1. [i:] → see [si:]<br/>tea [ti:]</p> <p>2. [ɪ] → sit [sɪt]<br/>system ['sɪstəm]</p> <p>3. [e] → ten [ten]<br/>met [met]</p> <p>4. [æ] → hat [hæt]<br/>sat [sæt]</p> <p>5. [ɑ:] → arm [ɑ:m]<br/>park [pɑ:k]</p> <p>6. [ɒ] → not [nɒt]<br/>want [wɒnt]</p> <p>7. [ɔ:] → fork [fɔ:k]<br/>saw [sɔ:]<br/>all [ɔ:l]</p> <p>8. [u] → book [buk]<br/>put [put]</p> <p>9. [u:] → too [tu:]</p> <p>10. [ʌ] → cup [kʌp]</p> <p>11. [ə:] → girl [gə:l]<br/>term [tə:m]<br/>fur [fə:]<br/>Byrd [bæ:d]</p> | <p>12. [ə] → ago [ə'gou]<br/>a book [ə'buk]</p> <p>13. [eɪ] → name [neɪm]<br/>Spain [speɪn]<br/>day [deɪ]</p> <p>14. [ou] → home [houm]<br/>boat [bout]</p> <p>15. [aɪ] → five [faɪv]<br/>sky [skaɪ]</p> <p>16. [au] → now [naʊ]</p> <p>17. [ɔɪ] → boy [bɔɪ]<br/>join [dʒɔɪn]</p> <p>18. [ɪə] → near [nɪə]<br/>here [hɪə]</p> <p>19. [ɛə] → hair [hɛə]<br/>there [ðɛə]</p> <p>20. [uə] → pure [pjʊə]<br/>during ['dʒʊərɪŋ]</p> |
|--|--|

#### Consonants (Согласные)

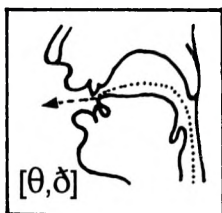
- |  |  |
|--|--|
| <p>1. [p] → pen [pen]</p> <p>2. [b] → bad [bæd]</p> <p>3. [t] → tea [ti:]</p> <p>4. [d] → did [dɪd]</p> <p>5. [k] → cat [kæt]<br/>Kate [keɪt]<br/>back [bæk]</p> <p>6. [g] → get [get]</p> <p>7. [tʃ] → chin [tʃɪn]<br/>match [mætʃ]</p> <p>8. [dʒ] → page [peɪdʒ]</p> <p>9. [f] → fall [fɔ:l]</p> <p>10. [v] → voice [vɔɪs]</p> <p>11. [θ] → thin [θɪn]</p> | <p>12. [ð] → this [ðɪs]</p> <p>13. [s] → cell [sel]<br/>so [sou]</p> <p>14. [z] → zoo [zu:]</p> <p>15. [ʃ] → she [ʃi:]</p> <p>16. [ʒ] → vision ['vɪʒn]</p> <p>17. [h] → how [haʊ]</p> <p>18. [m] → man [mæn]</p> <p>19. [n] → no [nou]</p> <p>20. [ŋ] → sing [sɪŋ]</p> <p>21. [l] → leg [leg]</p> <p>22. [r] → red [red]</p> <p>23. [j] → yes [jes]</p> <p>24. [w] → week [wi:k]</p> |
|--|--|

В английском языке 26 букв, 44 звука, из них 21 гласный и 23 согласных звука.

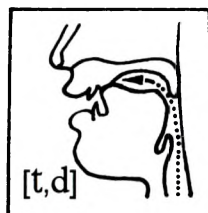
## Чтение некоторых согласных букв

<b>C c</b>	перед <b>e, i, y</b> — [s]: pencil, ice, cent
	в остальных случаях [k]: come, cup, black
<b>G g</b>	перед <b>e, i, y</b> — [dʒ]: page, gin, gem
	в остальных случаях [g]: game, good, green
<b>X x</b>	перед согласными и в конце слов [ks]: text, six
	перед ударной гласной [gz]: e'xam, e'xact

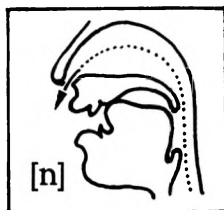
## Положение языка при произнесении отдельных английских согласных звуков



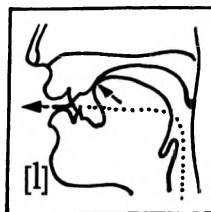
[θ] this  
[ð] theme  
that thought  
these thank



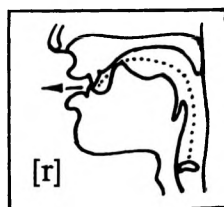
[t] ten  
[d] dinner



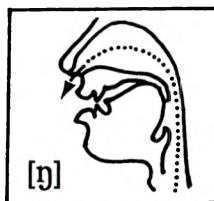
[n] no



[l] line



[r] red  
rest  
right



[ŋ] morning  
sitting  
ring

## Чтение гласных букв в основных типах ударных слогов

Vowels Position	a [eɪ]	o [oʊ]	e [i:]	i [aɪ]	y [waɪ]	u [ju:]
I	[æ] name	[oʊ] note	[i:] be	[aɪ] fine my		[ju:] tune
II	[æ] map	[ɒ] not	[e] bell	[ɪ] sit myth		[ʌ] cup
III	[ɑ:] park	[ɔ:] fork	term	[ə:] firm Byrd		turn
IV	[ɛə] care	[ɔ:] more	[ɪə] here	[aɪə] fire tyre		[juə] during

## Чтение буквосочетаний

### 1. Vowels (Гласные)

<b>ai</b>	[eɪ]	rain
<b>ay</b>		day
<b>ew</b>	[ju:]	new
<b>oi</b>	[ɔɪ]	point
<b>oy</b>		boy
<b>ai + r</b>	[ɛə]	pair
<b>ee + r</b>	[ɪə]	engineer

<b>ea</b>	[i:]	sea
<b>ee</b>		meet
<b>ou</b>	[aʊ]	out
<b>ow</b>		brown
<b>ou + r</b>	[aʊə]	our
<b>oo + r</b>	[ɔ:]	door

### 2. Consonants (Согласные)

<b>th</b>	[ð]	this, bathe
	[θ]	theme, thumb
<b>ch</b>	[tʃ]	chess, chair
<b>tch</b>		match
<b>wh</b>	[w]	what, why
	[h]	who, whose

<b>sh</b>	[ʃ]	she, ship
<b>ng</b>	[ŋ]	long, sing
<b>ck</b>	[k]	black
<b>qu</b>	[kw]	quick
<b>wr</b>	[r]	write, wrong

### 3. Vowels — Consonants (Гласные — Согласные)

<b>al</b>	[ɔ:]	chalk all
<b>wa</b>	[wɔ]	want
<b>war</b>	[wɔ:]	war, warm

<b>wor</b>	[wɔ:]	work, word
<b>igh</b>	[aɪ]	light night



## List of Weak Forms (according to grammatical category)

		<i>Full form</i>	<i>Weak form</i>	<i>Example*</i>
<b>Conjunctions</b>	but	bʌt	bət	I want to come <b>but</b> I can't.
	than	ðæn	ðən	He's older <b>than</b> she is.
	and	ænd	ənd/ən	He's rich <b>and</b> famous.
<b>Indefinite Adjectives</b>	such	sʌtʃ	sətʃ	Problems <b>such</b> as...
	some	sʌm	səm	There are <b>some</b> copies there.
	any	eni	əni	There aren't <b>any</b> more.
<b>Personal Pronouns</b>	he	hi:	i	Does <b>he</b> want any?
	her	hə(r)	hə/ə(r)	I've met <b>her</b> mother.
	him	hɪm	ɪm	Tell <b>him</b> I'd like to.
	them	ðem	ðəm	I haven't seen <b>them</b> yet.
	you	ju:	jə	What do <b>you</b> think?
	your	jɔ:(r)	jə(r)	Take <b>your</b> time.
	us	ʌs	əs	Let <b>us</b> think it over.
	that	ðæt	ðət	This is the house <b>that</b> Jack built.
<b>Prepositions</b>	at	æt	ət	<b>At</b> least one.
	for	fɔ:(r)	fə(r)	It's <b>for</b> you.
	from	fɹɒm	fɹəm	He comes <b>from</b> Scotland.
	of	ɒv	əv/ə	I'd love a cup <b>of</b> tea.
	to	tu	tə	You ought <b>to</b> go.
<b>Articles</b>	a	eɪ	ə	<b>A</b> hundred and one.
	an	ən	ən	I'd like <b>an</b> apple.
	the	ði:	ðə	That's <b>the</b> one.
<b>Verbs</b>	am	æm	m	I' <b>m</b> going now.
	are	ɑ:(r)	ə(r)	Where <b>are</b> you going?
	is	ɪz	s or z	He' <b>s</b> here.
	was	wɔz	wəz	<b>Was</b> he there?
	were	wə:(r)	wə(r)	We <b>were</b> very pleased.
	have	hæv	həv/əv	They' <b>ve</b> left.
	had	hæd	həd or d	They <b>had</b> better hurry.
	has	hæz	əz or s	What <b>has</b> he done?
	do	du:	du/də	<b>Do</b> you think so?
	does	dʌz	dəz	When <b>does</b> he leave?
	can	kæn	kən/kn	<b>Can</b> you hear me?
	could	kud	kəd	<b>Could</b> you do it now?
	should	ʃud	ʃəd	How <b>should</b> I know?

## Contractions and Words in Fast Speech

<i>I'm</i>	= <i>I am</i>	<i>she's</i>	= <i>she is; she has</i> (+ past participle)
<i>I've</i>	= <i>I have</i>	<i>he's</i>	= <i>he is; he has</i> (+ past participle)
<i>we've</i>	= <i>we have</i>	<i>it's</i>	= <i>it is; it has</i> (+ past participle)
<i>they've</i>	= <i>they have</i>	<i>who's</i>	= <i>who is; who has</i> (+ past participle)
<i>haven't</i>	= <i>have not</i>	<i>I'd</i>	= <i>I would</i> (+ infinitive)
<i>hasn't</i>	= <i>has not</i>		

### Examples:

I've got a friend who's Danish. She invited me to meet her family. I **haven't** been to Denmark before, so I've got to read about it. I'd like to learn as much as possible about this country. I'm interested in it.

## Чтение чисел

### 1. Whole numbers (целые числа)

0	nought, zero
100	a/one hundred
101	a/one hundred and one
129	a/one hundred and twenty-nine
200	two hundred
2,000	two thousand
20,000	twenty thousand
20K	twenty-K, or twenty thousand
20,010	twenty thousand and ten
200,000	two hundred thousand
310,010	three hundred and ten thousand and ten
£4,000,000	four million pounds
£4,310,000	four million, three hundred and ten thousand pounds

### 2. Vulgar Fractions (Простые дроби)

1/8	an/one eighth [ən/wʌn 'eɪtθ]
1/4	a/one quarter [ə/wʌn 'kwɔ:tə(r)]
1/3	a/one third [ə/wʌn 'θɜ:d]
1/2	a/one half [ə/wʌn 'hɑ:f]
3/4	three quarters [θri: 'kwɔ:təz]

### 3. Decimal Fractions (Десятичные дроби)

0.125	(nought) point one two five [(,nɔ:t) pɔɪnt, ,wʌn tu: 'faɪv]
0.25	(nought) point two five [(,nɔ:t) pɔɪnt tu: 'faɪv]
0.33	(nought) point ,three 'three
0.5	(nought) point 'five
0.75	(nought) point ,seven 'five
0.3218	point three two one eight
3,218,320.832	three million, two hundred and eighteen thousand, three hundred and twenty point eight three two

#### 4. Dates (Даты)

2000 BC two thousand [ˌbiː'si:] — ... до нашей эры

55 BC fifty-five [ˌbiː'si:]

AD 55 [eɪ'di:] fifty-five — ... нашей эры

3(rd) January 1985: the third of January nineteen eighty-five

#### 5. Telephone Numbers (Номера телефонов)

66038 ,double ,six ,oh ,three 'eight

01- 629 8495 ,oh 'one || (the speaker is to make a pause)

,six ,two 'nine || ,eight ,four ,nine 'five

#### 6. Other Items

× times, or multiplied by

- + ÷ = minus, plus, divided by, equals

1½m one and a half million

¼, ½, ¾ a quarter, a half, three quarters

10%, 10pc ten per cent

10%pa ten per cent per annum

( ) brackets

## Practical Grammar Guide (Грамматический справочник)

### 1

#### Артикли и имя существительное

Артикли: **a/an** — неопределенный, **the** — определенный входят в так называемую группу "определителей" существительного:

#### 1.1.

Give me	a the this/that his/her some/any John's	pen
	the these/those some/any a few a lot of John's	pens

Give me **a** pen.  
There's **a** pen.

*Речь идет о какой-то ручке,  
о ручке, а не другом предмете.*

Give me **the** pen.  
There's **the** pen.

*Речь идет о вполне определенной  
ручке (слушающий/говорящий знает,  
о какой ручке идет речь).*



**a = an** перед словом, начинающимся с гласного звука  
(an apple, an idea)

**1.2.** Неопределенный артикль **не употребляется** с исчисляемыми существительными во множественном числе, а также с неисчисляемыми существительными:

артикль существительные	a/an	the	no article
исчисляемые в единственном числе	a tree an apple	the tree the apple	— —
исчисляемые во множественном числе	—	the trees the apples	trees apples
неисчисляемые	—	the water the sugar (имеется в виду опре- деленное количество)	water sugar

**1.3.** Неисчисляемые существительные *news, advice, weather, progress, information, luggage* не употребляются с неопределенным артиклем **a**.

Это хорошие новости (хороший совет)!  
Какая хорошая/плохая погода!

This is welcome news (advice)!  
What good/nasty weather!

Обратите внимание, как выражается значение исчисляемости с этими существительными, если говорящему необходимо его подчеркнуть:

Вот одна интересная новость  
(информация).  
Дайте мне хотя бы один совет.  
Сколько у вас мест багажа?

Here **is** an interesting **item**  
**(piece) of news (information).**  
Give me **a bit (word) of advice.**  
How many **pieces of luggage**  
**have you got?**

**1.4.** С некоторыми географическими названиями употребляется определенный артикль **the**.

гостиницы	the Russia Hotel, the Ambassador Hotel
суда	the Queen Elizabeth, the Titanic
каналы	the Suez Canal
реки	the Moscow River, the Thames
моря, океаны	the Black Sea, the Mediterranean Sea, the Pacific Ocean
группы островов	the Canaries (Canary Islands)
группы гор	the Alps, the Caucasus (Mountains)
страны, области, включающие в себя групповые понятия	the Soviet Union the United Kingdom the United States

!

Russia  
Great Britain  
America

Артикль **the** не употребляется в следующих случаях:

имена людей (животных)	Mary, John Carlston, Spot
города, улицы, площади, вокзалы	Atlantic City, Thames Street, Times Square, Victoria Station
озера, отдельные острова или горы	Lake Victoria, Lake Baikal, Majorca, Everest, Montblanc
материки	America, Asia, Australia, Europe, Africa, South/North America

**1.5.** Сравните:

Pushkin's birthplace (без артикля)  
место рождения Пушкина

**the** Pushkin museum (с артиклем)  
музей имени Пушкина

Tolstoy's library  
библиотека, принадлежавшая  
Толстому

**the** Tolstoy library  
библиотека имени Толстого

**1.6.** В ряде выражений артикль отсутствует:

at/before/after breakfast, dinner, etc.  
before/after classes, work  
according to plan/schedule  
behind/ahead of plan/schedule  
by train/bus/plane, etc.





**by the 10.15 bus/train**

to travel first/tourist class

to be in (out of) order

to be in (out of) fashion; to come into fashion

to be on holiday/leave; to return from holiday/leave

to go to work/school/church

to be in (out of) town

**1.7.** Существительные после слов **kind, type, sort, style** употребляются без артикля:

What **kind of person** is she?

What **sort of thing(s)** did you mean?

**2**

**SOME, ANY, NO (NOT ANY)**

**+**

**some**

(в утвердительных предложениях)

**?**

**any**

(в вопросительных предложениях)

**-**

**no (not any)**

(в отрицательных предложениях)

**2.1.** с исчисляемыми существительными:

There are	<b>some</b> <b>not any</b> <b>no</b>	pens books desks	here.
Are there <b>any</b>		glasses plates	?

**2.2.** с неисчисляемыми существительными:

There is	<b>some</b> <b>not any</b> <b>no</b> <b>some</b>	coffee chalk money bread	here.
Is there <b>any</b>		tea	?

**2.3. Производные от *some, any, no***

*somebody*  
*anybody*  
*nobody*

*something*  
*anything*  
*nothing*

*someone*  
*anyone*  
*no one*

*somewhere*  
*anywhere*  
*nowhere*

<b>+</b>	There is	<i>somebody</i> <i>something</i> <i>someone</i>	in the room.
<b>?</b>	Is there	<i>anybody</i> <i>anything</i> <i>any one</i>	in the room?
<b>-</b>	There is	<i>nobody</i> <i>nothing</i> <i>no one</i>	in the room.

He	is	<i>somewhere</i> <i>nowhere</i>	где-то нигде
	isn't	<i>anywhere...</i>	нигде
Can we find him <i>anywhere</i> ?			

**3*****NONE (SOME, ALL, ETC.) OF...*****3.1. Countables (исчисляемые)**

<i>Some</i> <i>None</i> <i>Both</i> <i>Several</i> <i>Two or Three</i>  <i>(Very) Few</i> <i>A few</i> <i>A large number</i> <i>A lot</i> <i>(How) Many</i> <i>All</i>	of	them these those mine (yours, etc.) John's	are interesting.  were sold.
		the these those my (your, etc.) John's	books

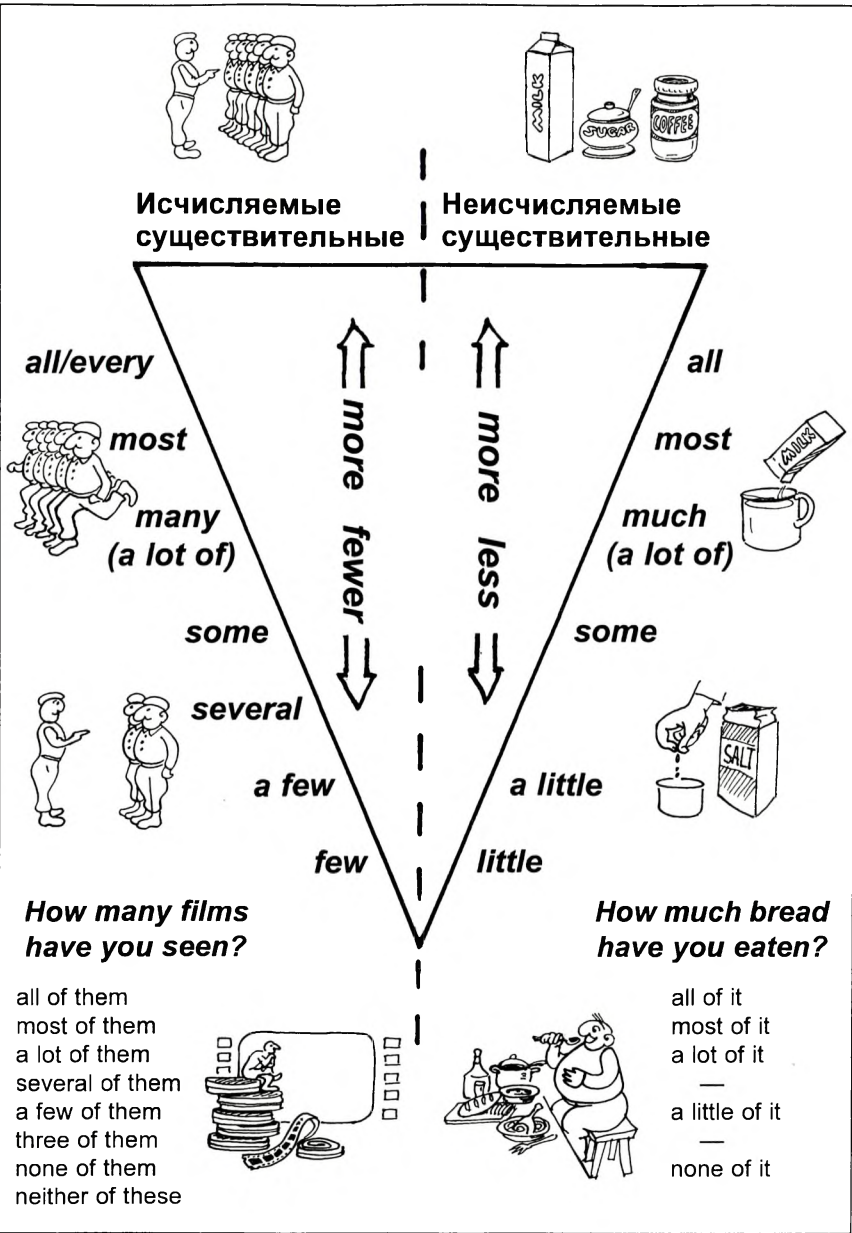
**3.2. Uncountables (неисчисляемые)**

<i>Some</i> <i>None</i> <i>A great deal</i> <i>A good deal</i>  <i>A (little), a lot</i> <i>(How) much</i> <i>All</i>	of	it this that ours (yours, etc.)	is cheap.
		the this, that this country's	oil is sold.


4

SCALE OF AMOUNT

(Обозначение понятий количества)



# 5 PRONOUNS (Местоимения)

1	Personal pronouns (личные)	Именительный падеж	Отвечают на вопрос "кто?" <b>Who is doing this?</b> Кто делает это?	<b>I</b> (я)	<b>you</b> (ты, вы)	<b>he</b> (он)	<b>she</b> (она)	<b>we</b> (мы)	<b>they</b> (они)	<b>it</b> (он, оно, она — для неодушевленных предметов)
2		Объектный падеж	Отвечают на вопросы косвенных падежей <b>Mary doesn't know...</b> Мэри не знает...	<b>me</b> (меня)	<b>you</b> (тебя/вас)	<b>him</b> (его)	<b>her</b> (ее)	<b>us</b> (нас)	<b>them</b> (их)	<b>it</b> (этого)
3		(пристрастные) Possessive pronouns	Отвечают на вопросы "чей?", "чья?", "чьё?"  <b>It's</b> (It is) my seat. — Это мое место. <b>Its</b> (the dog's) place is in the corner. — Ее (собаки) место в углу.	<b>my</b> book (моя книга)	<b>your</b> book (твоя/ваша книга)	<b>his</b> book (его книга)	<b>her</b> book (ее книга)	<b>our</b> book (наша книга)	<b>their</b> book (их книга)	<b>its</b> place (его, ее место)
4		Reflexive pronouns (возвратные)	Переводится "сам", "себя".	<b>myself</b>	<b>yourself</b>	<b>himself</b>	<b>herself</b>	<b>ourselves</b>	<b>themselves</b>	<b>itself</b>

**6** Сводная таблица спряжения глаголов (действительный залог)

*to speak — spoke — spoken — speaking*  
*to help — helped — helped — helping*

Tenses	Past	прошедшее	Present	настоящее	Future	будущее
Simple	I you he she we they	<b>spoke</b> <b>helped</b>	I you we they he she	<b>speak</b> <b>help</b>  <b>speaks</b> <b>helps</b>	I we you he she they  <b>shall</b> <b>'ll</b>  <b>will</b> <b>'ll</b>	<b>speak</b> <b>help</b>  <b>speak</b> <b>help</b>
	<b>Did</b>  I you he she we they	<b>speak?</b> <b>help?</b>	<b>Do</b> I you we they  <b>Does</b> he she	<b>speak?</b> <b>help?</b>  <b>speak?</b> <b>help?</b>	<b>Shall</b> I we  <b>Will</b> you he she they	<b>speak?</b> <b>help?</b>
	I you he she we they	<b>did not speak</b> <b>didn't help</b>	I you we they he she	<b>do not</b> <b>speak</b> <b>help</b>  <b>does not</b> <b>speak</b> <b>help</b>	I we you he she they  <b>shall not</b> <b>shan't</b>  <b>will not</b> <b>won't</b>	<b>speak</b> <b>help</b>
	yesterday, last time, last year, a week ago, when?		every day, usually, every year, seldom, ...		tomorrow, next time, next year, in a week ...	



Tenses	Continuous <i>be + -ing-form</i>			Present	настоящее	Future	будущее
	Past	прошедшее					
	I he she we you they	was speaking  were helping		I he she we you they	am('m) is 's are 're	I we he she you they	shall 'll  will 'll  speaking helping  be speaking helping
	Was  Were	speaking? helping?		Is  Are	speaking? helping?	Shall  Will  I we he she you they	speaking? helping?  be speaking? helping?
	I he she we you they	was not wasn't  were not weren't	speaking helping	he she we you they	is not isn't  are not aren't	Shall  Will  I we he she you they	speaking? helping?  be speaking? helping?
	at that time yesterday, at 5 o'clock, when he came			at this moment, now		tomorrow at this time, this time next Monday	

Продолжение табл.

Tenses	Perfect have + 3-я форма глагола			
	Past	прошедшее	Present	настоящее
	I you he she we they	<b>had spoken</b> <b>'d helped</b>	I we you they he she	I we you he she they
			<b>have</b> <b>'ve</b> <b>has</b> <b>'s</b>	<b>shall</b> <b>'ll</b> <b>will</b> <b>'ll</b>
				<b>have spoken</b> <b>have helped</b>
	I you we he she they	<b>spoken?</b> <b>helped?</b>	I you we they he she	I we you he she they
			<b>Have</b> <b>Has</b>	<b>Shall</b> <b>Will</b>
				<b>have spoken?</b> <b>have helped?</b>
	I you he she we they	<b>had not spoken</b> <b>hadn't helped</b>	I you we they he she	I we you he she they
			<b>have not</b> <b>haven't</b> <b>has not</b> <b>hasn't</b>	<b>shall not</b> <b>shan't</b> <b>will not</b> <b>won't</b>
				<b>have spoken</b> <b>have helped</b>
	by 5 o'clock last Monday, by the end of..., when (before) he came	today, this week (month, year), already, never, yet, recently, since (then)	by this time next Monday, as soon as he comes	

Tenses	Past	прошедшее	Present	настоящее
Perfect Continuous <i>have been + -ing-form</i>	I you he she we they  <b>had 'd</b>	been     <i>speaking helping</i>	I you we they he she  <b>have 've</b>  <b>has 's</b>  been     <i>speaking helping</i>	
	I you he she we they  <b>Had</b>	been     <i>speaking? helping?</i>	I you we they he she  <b>Have</b>  <b>Has</b>  been     <i>speaking? helping?</i>	
	I you he she we they  <b>had not hadn't</b>	been     <i>speaking helping</i>	I you we they he she  <b>have not haven't</b>  <b>has not hasn't</b>  been     <i>speaking helping</i>	
	since the time when, before...		since then, for an hour already, for a long time, How long....? Since when?	

Примечание. См. сводную таблицу глагольных форм в страдательном залоге на стр. 229 (Unit 6).

## 7

## IRREGULAR VERBS (Неправильные глаголы)

<i>Simple</i>		<i>Past Tense</i>		<i>Past Participle</i>	
<b>become</b>	[br'kʌm]	<b>became</b>	[br'keɪm]	<b>become</b>	[br'kʌm]
<b>blow</b>	[blou]	<b>blew</b>	[blu:]	<b>blown</b>	[bloun]
<b>bring</b>	[brɪŋ]	<b>brought</b>	[brɔ:t]	<b>brought</b>	[brɔ:t]
<b>build</b>	[bɪld]	<b>built</b>	[bɪlt]	<b>built</b>	[bɪlt]
<b>burn</b>	[bɜ:n]	<b>burnt</b>	[bɜ:nt]	<b>burnt</b>	[bɜ:nt]
<b>buy</b>	[baɪ]	<b>bought</b>	[bɔ:t]	<b>bought</b>	[bɔ:t]
<b>catch</b>	[kæʃ]	<b>caught</b>	[kɔ:t]	<b>caught</b>	[kɔ:t]
<b>come</b>	[kʌm]	<b>came</b>	[keɪm]	<b>come</b>	[kʌm]
<b>cost</b>	[kɒst]	<b>cost</b>	[kɒst]	<b>cost</b>	[kɒst]
<b>cut</b>	[kʌt]	<b>cut</b>	[kʌt]	<b>cut</b>	[kʌt]
<b>draw</b>	[drɔ:]	<b>drew</b>	[dru:]	<b>drawn</b>	[drɔ:n]
<b>drink</b>	[drɪŋk]	<b>drank</b>	[dræŋk]	<b>drunk</b>	[drʌŋk]
<b>eat</b>	[i:t]	<b>ate</b>	[et]	<b>eaten</b>	[i:tn]
<b>fall</b>	[fɔ:l]	<b>fell</b>	[fel]	<b>fallen</b>	[fɔ:lɪn]
<b>feel</b>	[fi:l]	<b>felt</b>	[felt]	<b>felt</b>	[felt]
<b>find</b>	[faɪnd]	<b>found</b>	[faʊnd]	<b>found</b>	[faʊnd]
<b>fly</b>	[flaɪ]	<b>flew</b>	[flu:]	<b>flown</b>	[floun]
<b>forget</b>	[fə'get]	<b>forgot</b>	[fə'gɒt]	<b>forgotten</b>	[fə'gɒtn]
<b>freeze</b>	[fri:z]	<b>froze</b>	[frouz]	<b>frozen</b>	[frouzn]
<b>hang</b>	[hæŋ]	<b>hung</b>	[hʌŋ]	<b>hung</b>	[hʌŋ]
<b>hear</b>	[hɪə]	<b>heard</b>	[hɜ:d]	<b>heard</b>	[hɜ:d]
<b>hit</b>	[hɪt]	<b>hit</b>	[hɪt]	<b>hit</b>	[hɪt]
<b>hold</b>	[hould]	<b>held</b>	[held]	<b>held</b>	[held]
<b>keep</b>	[ki:p]	<b>kept</b>	[kept]	<b>kept</b>	[kept]
<b>know</b>	[nou]	<b>knew</b>	[nju:]	<b>known</b>	[noun]
<b>learn</b>	[lə:n]	<b>learnt,</b>	[lə:nt]	<b>learnt,</b>	[lə:nt]
		<b>learned</b>	[lə:nd]	<b>learned</b>	[lə:nd]
<b>lend</b>	[lend]	<b>lent</b>	[lent]	<b>lent</b>	[lent]
<b>let</b>	[let]	<b>let</b>	[let]	<b>let</b>	[let]
<b>lie</b>	[laɪ]	<b>lay</b>	[lei]	<b>lain</b>	[leɪn]
<b>light</b>	[laɪt]	<b>lit</b>	[lɪt]	<b>lit</b>	[lɪt]
<b>lose</b>	[lu:z]	<b>lost</b>	[lɒst]	<b>lost</b>	[lɒst]
<b>make</b>	[meɪk]	<b>made</b>	[meɪd]	<b>made</b>	[meɪd]
<b>mean</b>	[mi:n]	<b>meant</b>	[ment]	<b>meant</b>	[ment]
<b>meet</b>	[mi:t]	<b>met</b>	[met]	<b>met</b>	[met]
<b>put</b>	[put]	<b>put</b>	[put]	<b>put</b>	[put]
<b>read</b>	[ri:d]	<b>read</b>	[red]	<b>read</b>	[red]
<b>ride</b>	[raɪd]	<b>rode</b>	[roud]	<b>ridden</b>	[rɪdn]
<b>ring</b>	[rɪŋ]	<b>rang</b>	[ræŋ]	<b>rung</b>	[rʌŋ]
<b>rise</b>	[raɪz]	<b>rose</b>	[rouz]	<b>risen</b>	[rɪzn]
<b>run</b>	[rʌn]	<b>ran</b>	[ræn]	<b>run</b>	[rʌn]
<b>say</b>	[seɪ]	<b>said</b>	[sed]	<b>said</b>	[sed]

<b>seek</b>	[si:k]	<b>sought</b>	[sɔ:t]	<b>sought</b>	[sɔ:t]
<b>send</b>	[send]	<b>sent</b>	[sent]	<b>sent</b>	[sent]
<b>set</b>	[set]	<b>set</b>	[set]	<b>set</b>	[set]
<b>shine</b>	[ʃaɪn]	<b>shone</b>	[ʃɔ:n]	<b>shone</b>	[ʃɔ:n]
<b>shut</b>	[ʃʌt]	<b>shut</b>	[ʃʌt]	<b>shut</b>	[ʃʌt]
<b>sit</b>	[sɪt]	<b>sat</b>	[sæt]	<b>sat</b>	[sæt]
<b>sleep</b>	[sli:p]	<b>slept</b>	[slept]	<b>slept</b>	[slept]
<b>speak</b>	[spi:k]	<b>spoke</b>	[spouk]	<b>spoken</b>	[ˈspoukn]
<b>spend</b>	[spend]	<b>spent</b>	[spent]	<b>spent</b>	[spent]
<b>stand</b>	[stænd]	<b>stood</b>	[stud]	<b>stood</b>	[stud]
<b>stick</b>	[stɪk]	<b>stuck</b>	[stʌk]	<b>stuck</b>	[stʌk]
<b>swim</b>	[swɪm]	<b>swam</b>	[swæm]	<b>swum</b>	[swʌm]
<b>teach</b>	[ti:tʃ]	<b>taught</b>	[tɔ:t]	<b>taught</b>	[tɔ:t]
<b>tell</b>	[tel]	<b>told</b>	[tould]	<b>told</b>	[tould]
<b>think</b>	[θɪŋk]	<b>thought</b>	[θɔ:t]	<b>thought</b>	[θɔ:t]
<b>understand</b>	[ʌndəˈstænd]	<b>understood</b>	[ʌndəˈstud]	<b>understood</b>	[ʌndəˈstud]
<b>wake</b>	[weɪk]	<b>woke</b>	[wouk]	<b>woke,</b>	[wouk]
				<b>woken</b>	[ˈwoukn]
<b>wear</b>	[weə]	<b>wore</b>	[wɔ:]	<b>worn</b>	[wɔ:n]
<b>write</b>	[raɪt]	<b>wrote</b>	[rout]	<b>written</b>	[ˈrɪtn]

The verbs **lay** and **lie** are often confused.

**1 lay (laid — laid — laying) — класть**

He laid the book on the table.

She laid the baby on the bed.

*Распространенные словосочетания с этим глаголом*

to lay the table (to place knives, forks, spoons, etc. on the surface of the table)

to lay a carpet

to lay an egg

to lay bricks

**2 lie (lay — lain — lying) — лежать**

Are you going to lie on that sofa all day long?

She writes her diary lying in bed.

The papers were lying on the floor.

Can I go and lie down for a couple of minutes? I don't feel very well.

**3 lie (lied — lied — lying) — лгать**

He felt she was lying.

**Notes:**

1) Notice how the word **lay** is both:

- an infinitive and
- the Simple Past of **lie**

2) **lying** is the **gerund form** of **lie** — **lay** — **laid** and **lie** — **lied** — **lied**.

The sentence *He was lying on the phone* can therefore have two different meanings.



## 8

## SPECIAL CASES OF USING -ING-FORMS

## (Особые случаи употребления -ing-формы)

**8.1.** после глаголов без предлогов:

**admit, appreciate, consider, delay, deny, dislike, enjoy, escape, excuse, face, finish, forgive, give up, imagine, mention, mind, resist, risk, can't stand, suggest, understand**

e.g. Excuse my **interrupting** you.

Do you mind my **switching** off the radio?

**8.2.** после глаголов с предлогами:

**depend on, insist on, thank for, think of, prevent smb from doing smth, look forward to, etc.**

e.g. I look forward to **seeing** you.

**8.3.** после ряда выражений:

feel like		
can't		help
couldn't		
be worth		doing smth
spend time		
waste time		
There's nothing like		

e.g. He **couldn't help laughing**.

She **wasted** a lot of time **looking** for the book.

**8.4.** после предлогов:

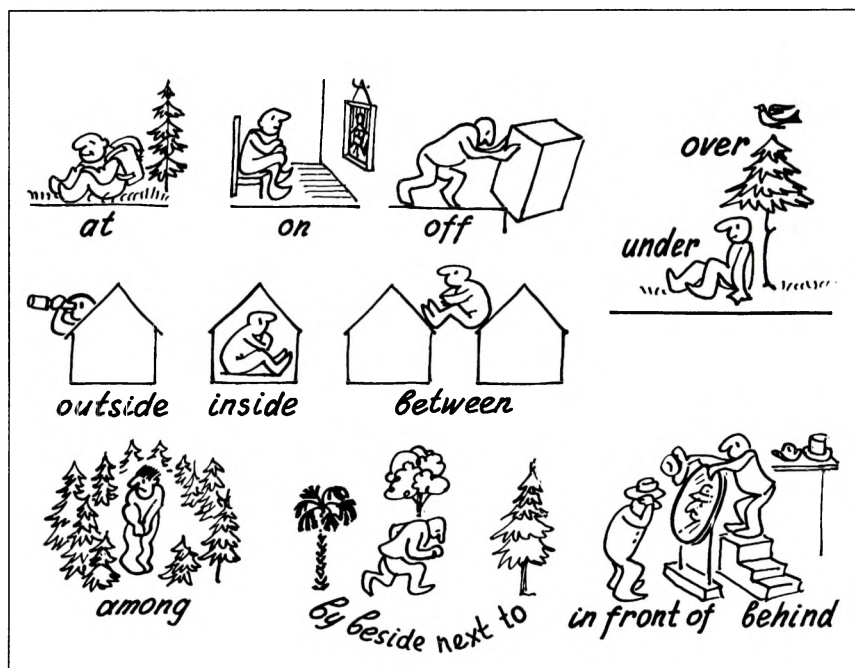
**on/after/before doing smth**  
**besides/instead of/without doing smth**

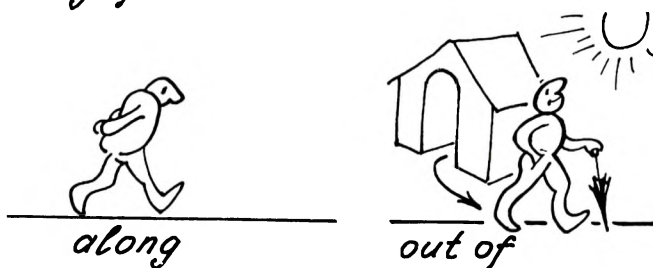
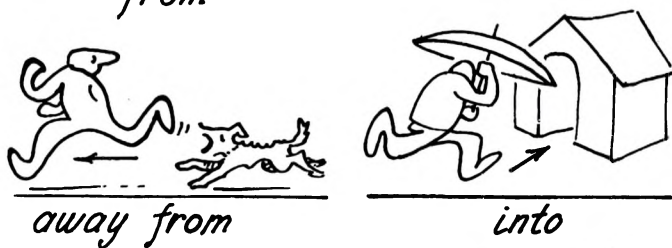
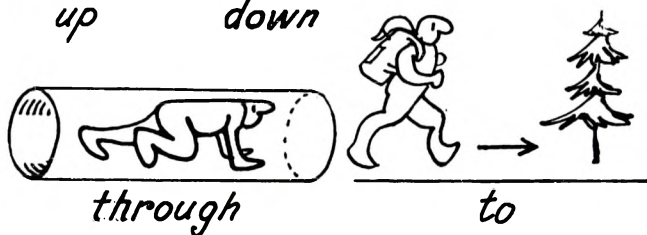
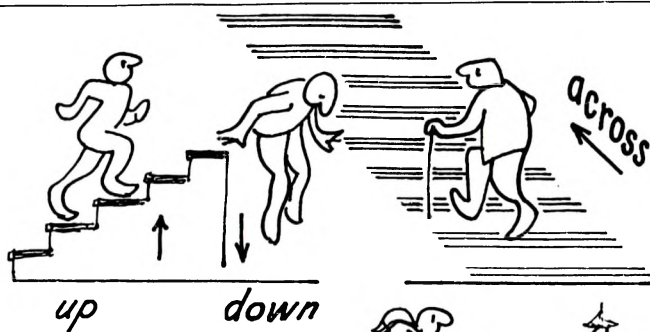
e.g. **After finishing** school he entered the Institute.

She left **without saying** a word.

**9.1. of time (времени)**

<b>IN</b>	in the morning, in winter, in May, in 1917, in late September	утром, зимой, в мае, в 1917, в конце сентября
<b>AT</b>	at 9 p.m., at night, late at night, at Christmas	в 9 вечера, ночью, поздно ночью, на Рождество
<b>ON</b>	on Sunday, on the 1st of May, on holiday, on a business trip	в воскресенье, 1-го Мая в отпуск, в командировке
<b>BY</b>	by 5 o'clock, by the end of the war	к 5 часам, к концу войны
<b>DURING</b>	during the game	во время игры
<b>FOR</b>	for three days, for some time	в течение трех дней, некоторое время
<b>FROM... TILL...</b>	from early morning till late at night, from 5 till 7 tomorrow	с раннего утра до поздней ночи, с 5 до 7 завтра
<b>AFTER</b>	after school, after supper	после школы, после ужина
<b>IN</b>	in a day or two, in a fortnight	через день-два, через две недели
<b>SINCE</b>	since yesterday, since then	со вчерашнего дня, с тех пор

**9.2. of place (места)**

**9.3. of motion** (движения)

**9.4.** в различных словосочетаниях:**at****at** a conference/congress/meeting/lesson/performance...

the beginning of a street/road

**at** a bus stop/a taxi station/a railway station/

the entrance (exit)

at Christmas

at least

at once

at the same time

at Easter

at last

at present

at the weekend

at home

at night

at the moment

at work

at smb's invitation/request/suggestion

**on**

on a diet

on behalf of

on business

on duty

on holiday

on fire

on foot

on purpose

on time

on TV

on the radio/phone

on a cold autumn day

on the one hand

on the other hand

on Monday/Tuesday etc.

**by**

by air/bus/car/train/ship/road

by accident

by hand

by mistake

by myself/yourself/himself/themselves

by the way

**in**

in spring/summer/autumn/winter

in the morning/afternoon/evening

in trouble

in secret

in love

in danger

in confidence

in fact

in bed

in a mess

in a hurry

**9.5.** со следующими глаголами и существительными:

объявлять кому-л.	announce	
принадлежать кому-л.	belong	
жаловаться кому-л.	complain	
описывать кому-л.	describe	
диктовать кому-л.	dictate	
объяснять кому-л.	explain	<b>to</b> smb
доказывать кому-л.	prove	
отвечать кому-л.	reply	
докладывать кому-л.	report	
говорить кому-л.	say	
казаться кому-л.	seem	
извиняться перед кем-л. за что-л.	apologize	<b>to</b> smb <b>for</b> smth
просить у кого-л. что-л.	ask	<b>for</b> smth
поздравлять кого-л. с чем-л.	congratulate	smb <b>on</b> smth
комментировать что-л.	comment	<b>on</b> smth
соответствовать чему-л.	correspond	<b>to</b> smth
способствовать чему-л.	contribute	<b>to</b> smth
зависеть от кого-л./чего-л.	depend	<b>on</b> smb/smth
оканчиваться чем-л.	end	<b>in</b> smth
мешать кому-л.	interfere	<b>with</b> smb
ссылаться на кого-л./что-л.	refer	<b>to</b> smb/smth
напоминать кому-л. о чем-л.	remind	<b>smb</b> of smth
сочувствовать кому-л.	sympathize	<b>with</b> smb (feel <b>for</b> smb)
торговать чем-л.	trade	<b>in</b> smth
работать над чем-л.	work	<b>at</b> , <b>on</b> smth
в соответствии с чем-л.	according	<b>to</b> smth
преимущество над кем-л.	advantage	<b>over</b> smb
в распоряжении кого-л.	<b>at</b> smb's disposal	
за чей-л. счет	<b>at</b> smb's expense	
по мнению кого-л.	<b>in</b> smb's opinion	( <b>to</b> smb's mind)



После следующих глаголов **предлоги не** употребляются:

отвечать кому-л.	answer	smb
аплодировать кому-л.	applaud	smb
награждать кого-л.	award	smb an order/medal
верить кому-л.	believe	smb
касаться/иметь отношения к кому-л.	concern	smb
противоречить кому-л.	contradict	smb
завидовать кому-л.	envy	smb
помогать кому-л.	help	smb
повиноваться кому-л.	obey	smb
приказывать кому-л.	order	smb
противостоять кому-л.	resist	smb
рисковать чем-л. (жизнью, здоровьем)	risk	smth (one's life/health)



## 10

**CORRELATIVE CONJUNCTIONS (Сочинительные союзы)****both ... and**

Мои отец и брат  
любят футбол.

**Both** my father **and** my brother  
like football.

**either ... or**

Вы можете почитать либо эту  
книгу, либо тот журнал.  
Либо он, либо Кэт знали правду.

You may read **either** this book  
**or** that magazine.  
**Either** he **or** Kate knew the truth.

**neither ... nor**

Я не знал ни фамилии,  
ни адреса этого человека.  
Мальчик не кашляет и не чихает.

I knew **neither** the surname,  
**nor** the address of the man.  
The boy **neither** coughs **nor** sneezes.



Глагол-сказуемое в предложениях с **neither ... nor** употребляется без отрицания.

## 11

**WORD-BUILDING (Словообразование)****(Некоторые случаи)****11.1. Конверсия**

answer	to answer
work	to work
place	to place
walk	to walk

**11.2. Перенос ударения**

ˈexport	to exˈport
ˈimport	to imˈport
ˈincrease	to inˈcrease

**11.3. А. Префиксы с отрицательным значением**

<b>un-</b>	uncomfortable	неудобный
	unhappy	несчастный
	unlock	отпирать
<b>in-</b>	indirect	косвенный
	inexperienced	неопытный
<b>il-</b>	illogical	нелогичный
<b>ir-</b>	irregular	нерегулярный
<b>im-</b>	impossible	невозможный
<b>dis-</b>	to dislike	не любить
	dishonest	нечестный
<b>mis-</b>	to misunderstand	неправильно понять

**11.3. В. Префиксы с различными значениями**

<b>re-</b>	to rewrite	переписать
<b>over-</b>	to overwork	перетрудиться
<b>under-</b>	to underpay	низко оплачивать
<b>post-</b>	postwar	послевоенный
<b>pre-</b>	pre-war	довоенный
<b>counter-</b>	counteraction	противодействие
<b>ex-</b>	ex-minister	бывший министр

**11.4. Суффиксы существительных**

<b>-er, -or</b>	work	worker	рабочий
	direct	director	директор
<b>-ist</b>	physics	physicist	физик
<b>-ee</b>	employ	employee	служащий
	address	addressee	адресат
<b>-ance</b>	important	importance	важность
<b>-ence</b>	different	difference	различие
<b>-ment</b>	develop	development	развитие
<b>-ness</b>	dark	darkness	темнота
<b>-ship</b>	member	membership	членство
<b>-ure</b>	press	pressure	давление

**11.5. Суффиксы прилагательных**

<b>-able</b>	change	changeable	изменчивый
<b>-ible</b>	terror	terrible	ужасный
<b>-al</b>	centre	central	центральный
<b>-ful</b>	use	useful	полезный
<b>-less</b>	use	useless	бесполезный
<b>-y</b>	cloud	cloudy	облачный

**11.6. Суффиксы глаголов**

<b>-en</b>	short	shorten	укорачивать
<b>-ize</b>	sympathy	sympathize	сочувствовать

**11.7. Составные существительные**

bedroom, newspaper, reading-room, father-in-law

**11.8. Составные прилагательные**

a **well-known** writer, a **well-dressed** woman, a **blue-eyed** girl, a **well-cared-for** street

## **Americanisms with their English Equivalents** (Американизмы и их английские соответствия)

**A.** Различия в орфографии некоторых слов в британском и американском вариантах английского языка:

### **American**

**-er** center  
**-or** color  
**-our** honour  
**-ise** practise

### **British**

**-re** centre  
**-our** colour  
**-or** honor  
**-ice** practice

**B.** Различия в общеупотребительном словаре:

### **American**

apartment  
apartment house  
elevator  
living-room  
first floor  
second floor  
sidewalk  
subway  
streetcar  
truck  
news-stand  
mail  
mailman  
to mail a letter  
mailbox  
window (in a post-office)  
telephone booth  
the line is busy  
(telegram) blank  
railroad  
ticket office  
baggage  
to check a trunk  
to check through baggage  
One way or round trip?  
What track is it?  
Pullman (sleeping-car)  
redcap  
druggist  
drugstore  
shoe store  
beauty parlor  
to be sick  
candies

### **British**

flat  
block of flats  
lift  
drawing-room  
ground floor  
first floor  
pavement  
tube  
tram  
lorry  
newspaper stall  
post (mail)  
postman  
to post a letter  
letter box, pillar box, post-box  
counter  
telephone box  
the line is engaged  
telegram form  
railway  
booking-office  
luggage  
to label a trunk  
to register luggage  
Single or return?  
What platform is it?  
sleeper  
porter  
chemist  
chemist's  
boot shop  
hairdresser's  
to be ill  
sweets

# Tapescripts and Answer Key for Each Unit (Listening)

## Unit 1

### 3. Answer Key:

**A.** CL 304 JK 401 WV 173 BA 523

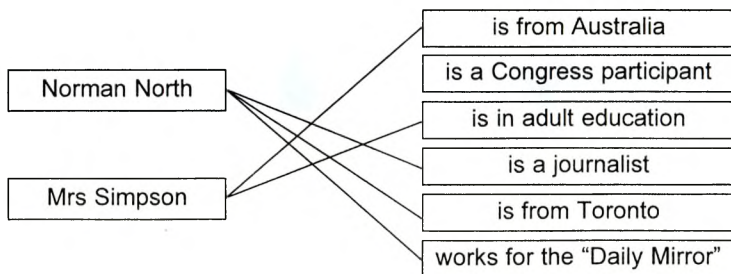
**B.**

- |  | <i>Flight</i> |
|--|---------------|
| 1. Please go to the departure lounge         | GP 435        |
| 2. the last call for                         | CL 304        |
| 3. boarding at gate Seven                    | JK 401        |
| 4. Mr McQueen, please, go to the information | BA 523        |
| 5. the arrival of                            | WV 173        |

### *Tapescript:*

1. Would passengers for flight CL 304 please go to the departure lounge.
2. This is the last call for flight JK 401.
3. Flight GP 435 is now boarding at gate Seven.
4. Would Mr Mc Queen on flight WV 173 please go to the information desk.
5. British Airways announces the arrival of flight BA 523.

### 4. Answer key:



### *Tapescript:*

- N.** Good afternoon. Excuse me, Mrs Simpson, isn't it?  
**S.** Yes, that's right.  
**N.** I'm Norman North. Pleased to meet you.  
**S.** Pleased to meet you too, Mr North. Are you a Congress participant?  
**N.** Yes, I am. I'm from Toronto. Where are you from?  
**S.** Oh, I'm from Sidney, Australia.  
**N.** What do you do?  
**S.** I work in adult education. And what about you?  
**N.** Oh, I'm a journalist. I work for the "Daily Mirror". Could I ask you a few questions?

## 5. Tapescript:

## Conversation A.

- **Is** this your first **trip** to Japan.
- Yes, **it is**.
- How **do** you like it here?
- Oh, I find it very **interesting** here.
- Which hotel **are** you staying **in**?
- The Rossia.

## Conversation B.

**Alex:** Oh good afternoon.

**Chris:** Good afternoon.

**Alex:** Er ... I'd just like to introduce myself. My **name's** Alex White and I'm the new export sales coordinator.

**Chris:** Oh, yes. I've heard of you. **How do you do**. I'm ... er ... Chris Grey. **Pleased** to meet you. Er ... have you just arrived?

**Alex:** Er... no, no, I got here ... er ... it's the **first** time I've been up to this floor. So, Chris, what do you do?

**Chris:** Well, I'm not very important really. I'm ... er ... Janet Ruud's assistant. She's head of personnel — have you **met** her?

**Alex:** Oh yeah. I was introduced to her yesterday. Actually, I'm **looking** for Jim Price's office. Am I on the right floor for that?

**Chris:** Er ... well, no actually, Mr Price is on the fifth **floor**. Er ... if you **take** the lift over in the corner you ...

6. For the script see p. 24, text "Professor of Linguistics".

## Unit 2

## 3. Answer Key:

- A.** reserved  
a single room  
that  
leave or stay  
let us know  
on  
fill in  
are over there  
stay

- B.** like  
It's  
come from  
is  
have never  
time  
come



## 4. Tapescript:

## At the hotel

1. Have you got a room for two nights, please?
2. I'd like a single/double/twin room.
3. A room with bath/with shower.
4. Has it got a TV?
5. Full board?  
Half board?  
Bed and breakfast?
6. How much are the rooms?
7. Is breakfast included?
8. Is this price inclusive?
9. Have you got a cheaper room?
10. Can I see the room?
11. I'll take it.
12. I'd like to change my room, please.
13. The room is too hot.
14. The shower/light doesn't work.
15. Can I see the manager, please?
16. I'd like to check out.
17. Can I have my bill, please?

5. For the script see p. 24, text "Oxford".

## Unit 3

## 3. Tapescript:

## A. Introduction

There are many different places to eat in Britain. You can find restaurants with excellent traditional food. Many pubs have good food at reasonable prices. There are Indian, Chinese and Italian restaurants in every town and many **take-aways** (including, of course, fish and chips). Be **courageous**, experiment! You'll enjoy it more than the international **fast food**.

## B. At the restaurant

After an afternoon in the office, Russell takes his friend Nickolas to a restaurant for dinner.

**Russell:** A table for two, please. Thank you.

**Waiter:** Would you like an aperitif?

**Nickolas:** A gin and tonic, please.

**Russell:** A dry sherry for me, please. Here's the menu.

**Nickolas:** What do you recommend? I'd like something typically English.

**Waiter:** How about **rack of lamb**?

**Nickolas:** That sounds good.

**Russell:** And I'll have the home made-steak and **kidney pie**. That's another speciality. And to drink ... do you like red wine? Good. I'll order a bottle of the house red. Now, what about starters?

### C. After the meal

**Nickolas:** That was delicious!

**Russell:** Yes, very good indeed. What would you like for dessert?

**Nickolas:** Nothing for me, thanks.

**Russell:** Are you sure? I'm going to have some **trifle**.

**Nickolas:** What's trifle?

**Russell:** It's another speciality.

**Nickolas:** Well ... the same for me, please.

**Russell:** Can I have two more coffees? And the bill, please? Can I pay by credit card?

**Waiter:** Certainly, sir.

**Nickolas:** Well, thank you very much for an excellent evening.

**Russell:** My pleasure. And I'll see you at the office again at ten tomorrow.

### 4. Tapescript:

1. Here's a bar of chocolate for you.
2. How much is the bar of soap?
3. I need a pound of sugar and a bottle of milk.
4. How much is a packet of cigarettes?
5. I've bought two tins of sardines.
6. A loaf of bread? Where did you put it?
7. The jar of honey is over there.
8. The meat was overdone. I couldn't eat it.
9. The cake is tasteless. None of us has eaten it.
10. Do you like hot dishes?
11. The news is bad. The money is lost.
12. Fruit is very cheap this summer. We buy a lot of it.

### 5. Tapescript:

#### I'm Still Here and I'm Still Working

Now I am a movie star. I can afford to give no thought to such things as rent, electric light, food or clothes.

But I know what it means to live in houses without a bathroom or running water. I know what it means to sleep in bedrooms where the temperature is 15 degrees below **zero**, to order the cheapest **dish** on a restaurant menu.

When I first tried to get into the movies, I **was** worried and **scared**. I had just come from India and I didn't know anyone in Wilmington, where I was trying to get a job. I saw a few producers but none of them **hired** me, and the little money I had began to give out. For two weeks I lived on nothing but crackers and water. I was not only worried. I was hungry. I said to myself, "Maybe you're a fool. Maybe you will never break into the movies. After all, what can you do? You've never acted at all — what do you have to offer but a rather pretty face?"

And here comes the story with the film producer but that's **something else** ...

*The film-producer's commentary:*

Shirley Pearl's career is at its peak. She's married, with two children, needs only six hours sleep per night and is working harder than ever.

She will star in my new film.

She also has plans for records, tours and TV work. What makes Shirley a star? Her voice? Her looks? Her elegance? Her **ability** to make you feel emotion? Shirley Pearl herself doesn't know the answer. She usually says: "The only thing I know is that I'm still here and I'm still working".

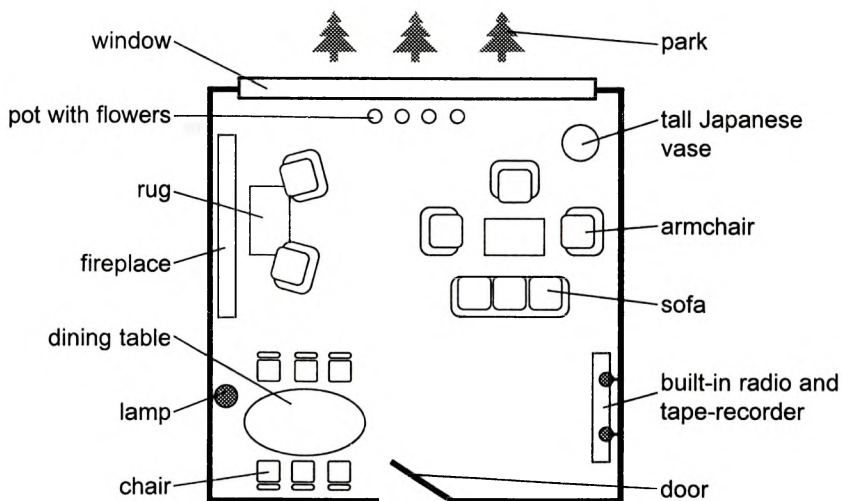
### 6. Answer Key:

having, in  
is  
earns, always, it  
had, from  
was  
my, immediately, up  
borrowed, for  
for, at.

7. For the script see the poems on p. 107—108, "Songs", "Leisure".

## Unit 4

### 3. Answer Key:



### Tapescript:

The room is large. It is square.

It faces the park. The window is very large. It is as large as the wall.

There are curtains on the window.

The curtains go very well with the wall-paper of the room.

The door faces the window. It is in the middle of the wall.

In the left-hand corner near the window is a fireplace.

There is a rug in front of it. There are two arm-chairs, in front of the fireplace. In the right-hand corner there is a large carpet. On the carpet there are three arm-chairs, a small table and a large sofa. The sofa faces the window. Right in the corner there is a tall Japanese vase. There are no flowers in it. It is decorative.

In the left-hand corner near the door there is a standard lamp, a large dining table and a lot of chairs.

In the right-hand corner near the door there is an in-built radio and a tape-recorder. There are two beautiful lamps over it.

There are a few large pots with flowers in front of the window. They are pleasant to look at.

The room looks cosy. You can have dinner, listen to music, have a talk or dance if you wish. On a cold autumn day it is pleasant to sit in front of the fireplace and plan your future.

#### 4. Answer Key:

are doing  
leaving, have been, a  
many  
never  
always, frequently  
rarely  
feel  
like

#### 5. Answer Key:

- A.** 1. ... playing loud music  
2. ... very thick, so Bill can hear almost every note.  
3. ... classical music. It really seems to upset him.  
4. ... rock and roll. Particularly Elvis Presley.
- B.** 1. Loud music.  
2. Yes, she did.  
3. Yes, she did.

#### *Tapescript:*

**J** — Jane Smith; **B** — Bill Gordon

**J:** Excuse me, but I'm afraid I don't know your name.

**B:** Oh, it's Bill, Bill Gordon.

**J:** Oh, well, would you mind not smoking?

**B:** Oh, I'm sorry. I didn't know it bothered you. I'll put it out.

**J:** Thank you. Now, what ... what was it you wanted to talk to me about?

**B:** Well,...it's about...uh...it's about the music you play in the evenings.

**J:** Oh, I see. What's wrong with it? Does it disturb you?

**B:** Yes, it does, to be frank.

**J:** Really? But it isn't very loud. I'm very careful about that.

**B:** Well, you may not think it is. But I can still hear it downstairs.

The ceiling isn't very thick, you know. I can hear almost every note. Really!  
I'm not exaggerating.

**J:** I...I'm sorry to hear that. I'll turn it down then.

- B:** That's very kind of you. I...I hope you're not offended by me telling you about it, I mean.
- J:** No, no, of course not. I'm glad you told me.
- B:** Good. I wouldn't complain about it if it were only me. But it disturbs Bruno, too. It really seems to upset him.
- J:** Who's Bruno?
- B:** My dog, of course! Who did you think I meant?
- J:** Oh, you mean him!
- B:** Yes! Perhaps he just doesn't like classical music. That is what you play up here in the evenings, isn't it?
- J:** Yes.
- B:** I thought so. Now, if it were rock and roll, he wouldn't mind so much. He really likes rock and roll. Particularly Elvis Presley. Excuse me.
6. For the poem see p. 151, "Past and Present".

## Unit 5

p. 185. What do you think?

Answer key:

<u>Q — A</u>	<u>Q — A</u>	<u>Q — A</u>	<u>Q — A</u>	<u>Q — A</u>	<u>Q — A</u>
1 — 11	6 — 15	11 — 20	16 — 25	21 — 27	26 — 7
2 — 12	7 — 16	12 — 21	17 — 26	22 — 28	27 — 5
3 — 13	8 — 17	13 — 22	18 — 6	23 — 9	28 — 3
4 — 4	9 — 18	14 — 23	19 — 2	24 — 8	29 — 10
5 — 14	10 — 19	15 — 24	20 — 29	25 — 30	30 — 1

3. Answer key:

started  
 built  
 wasn't selling  
 occupied  
 read  
 was waiting  
 noticed  
 was playing  
 was approaching  
 ran  
 grabbed  
 offered  
 was having  
 had  
 left  
 went



## 4. Tapescript:

**Gratitude**

Peter worked as a night watchman in a smallish factory (1).  
 That morning the boss came in with a suitcase (4).  
 He told Peter he was flying to New York the next day (5).  
 Peter immediately told him not to (2).  
 The factory owner asked why (3).  
 Peter told him about his nightmare (6).  
 In his nightmare he had seen the next day's plane to New York crashing (7).  
 Peter's boss cancelled his ticket and didn't fly to New York (9).  
 The next day the plane crashed (8).  
 The boss thanked Peter and gave him an expensive present. He also sacked him (10).

**B. Answer:**

Don't forget Peter worked as a night watchman. He should not have been asleep on the job.

## 5. Tapescript:

**RSVP**

A very boring and snobbish woman met George Bernard Shaw, the famous Irish playwright, at a garden party one afternoon in London.

She was the sort of woman who was only interested in people who were rich or famous, preferably both, and she was very eager to have Shaw as a guest in her own home so she could show him off to her friends.

One day she sent her chauffeur in a black Rolls Royce to Shaw's home with the following invitation:

*Lady Whitiey-Fallwell will be at home  
 on Thursday, the 14th of December, from 4 to 6  
 RSVP*

The following reply came back immediately. What was it?

**Answer key:** "So will Mr. G.B.Shaw"

6. For the script see p. 194 "There are Days When Everything Goes Wrong".

## Unit 6

## 3. Answer key:

- A.**
1. I admit that I was wrong.
  2. You did a great job.
  3. What do you think?
  4. Could you please ...?
  5. Thank you.

6. We.
7. I.
8. Put a smile on your face!

**4. Tapescript:****Coincidences**

- a) President Lincoln was elected in 1860, Kennedy in 1960.
- b) Their successors were both named Johnson.  
Andrew Johnson was born in 1808,  
Lyndon Johnson in 1908.
- c) John Wilkes Booth, Lincoln's killer, was born in 1839,  
Lee Harvey Oswald in 1939.  
Both were assassinated before their trial.
- d) Lincoln's secretary, whose name was Kennedy, advised him not to go to the theatre.  
Kennedy's secretary, Lincoln, advised him not to go to Dallas.
- e) John Wilkes Booth shot Lincoln in a theatre and ran to a warehouse.  
Oswald shot Kennedy from a warehouse and ran to a theatre.

**5. Answer Key:**

having	with
can't sleep	
have a look	
went to	
thorough	a lot of
to	
like	
am going	
worry	
go away	took out
bill	
wrote out	
mailed	later
was returned	
immediately	
sorry	tell
came back	
mean	
So	

**6. Answer Key:****Conversation 1**

1. Mona is speaking to Mr Anderson's secretary.
2. She asks Mr Anderson to call her back.

**Conversation 2**

1. Mona wants to fix a meeting with Mr Anderson.
2. They have agreed to fix an appointment for Friday at 1.30 in the afternoon.

**Conversation 3**

1. The secretary wants to find out if Mr Anderson is in.
2. Mr Anderson is out for lunch.
3. The secretary is going to let Mr Anderson know that Mona is waiting for him.

*Tapescript:*

**Telephone conversation 1**

- Mona Doan here. Could I speak to Mr Anderson, please?
- I'm afraid he's out at the moment. Can I take a message?
- Yes, could you ask him to call me back?
- Yes, of course. Could I have your number?
- He's got it, but just in case, it's 095-253 4686.

**Telephone conversation 2. Mr Anderson's office**

- Sec:** Can I help you?
- M:** This is Mona Doan. Could I speak to Mr Anderson?
- Sec:** Just a moment, Ms Doan. I'll put you through.
- A:** Anderson speaking.
- M:** Hello Mr Anderson. This is Mona.
- A:** Oh hello, Mona. How are you?
- M:** Fine. I'm just phoning to see if we could fix a meeting for next week.
- A:** Yes, of course. We've got to discuss a lot of things. Just a moment, I'll get my diary ... Right, next week ...?
- Could you manage Tuesday?
- M:** I'm sorry. I'm out all day on Tuesday.
- A:** What about Friday then?
- M:** Yes, Friday in the morning would suit me fine.
- A:** Good, that suits me too. Shall we say 1.30 in the afternoon?
- M:** Fine. So 1.30 in your office?
- A:** Right. See you soon.

**Telephone conversation 3. In the office**

- Woman:** Good morning, Ms Doan. How are you today?
- Mona:** Just fine, thanks. Is Mr Anderson in?
- Woman:** I'll just find out for you...
- ...Er... Ms Doan, I'm afraid ... er ... Mr Anderson isn't back from lunch yet.
- Mona:** Oh, that's OK, I'll sit and wait if that's all right. I think I may be a bit early.
- Woman:** Would you like some coffee?
- Mona:** Mm, that sounds a good idea, thanks.
- Woman:** I'll let him know you're here as soon as he comes.

**7. Tapescript:**

You will hear a real-life story about the friends of Russell Brundon.

**It Was a Special Offer**

Kevin and Martha Mason **retired** and bought a flat in Brentwood, not far from London. One day they asked a representative of a fitted kitchen company to call at their new flat. The woman arrived at about 6 p.m. before the Masons had eaten. This is what Martha Mason says:

"The minute she entered the living-room she started talking about the company and how it had grown over the years, about her customers who were proud of having bought kitchen units from her company. She then went into the kitchen to measure up. This took her just 10 minutes. She drew up plans and announced that the units would cost about £8,500.

We knew we couldn't afford it and the woman understood it. She told us that the special offer that month was an electric stove but she could see we already had one. Then she said that if we **paid a deposit** of £ 200 and signed a paper before Saturday in two days time we could have £2,000 off. We were embarrassed. The electric stove of this type could not be worth £2,000.

We told the woman it was impossible for us to make up our minds so quickly. The woman tried to **convince** us we could have a very good **discount** if we signed a piece of paper and paid a deposit of £200. In that case the offer would remain open for another week.

She was terribly nice. She talked to us about her family and her boss. As the evening went on we began to **feel guilty** about not signing there and then.

But we felt there was something wrong about it. We did not want to be pushed into taking a hasty decision. We told her we **were determined** to shop around first and the woman had to leave without an order.

It was just before midnight. We were exhausted but we **hadn't given in** to her technique. Some less strong-minded people would **have been worn down**. We escaped it."

**8. For the poems see p. 226 "To a False Friend", "Success Begins with a Fellow's Will".**

**Unit 7****3. Answer Key:**

come	'I'll sell
are	
buy	it'll be
is	doesn't rain
'I'll put on	will look at
'I'll pass by	
noticing	

## 4. Answer Key:

1C 2A 3B 4C 5B

## Tapescript:

## My Style

I have very definite tastes in clothes, houses and furniture. Clothes occupy a huge amount of thought, perhaps because I am doing the Clothes Show. The kind of clothes I wear reflect my working life.

I don't really have an image of myself that I want to project. Clothes are part of the business, part of the system. I put myself in other people's places. If I am going along to do an interview with someone who is quite shy about it I will not **overwhelm** them in colour or in style.

My taste is for strong, simple, plain, easy-to-wear clothes. I go for a classical look, **with a twist**. I like close-fitting clothes — anything extra tends to look superfluous on me and sometimes ridiculous.

Colour is very important. Black looks good, as well as navy blue, royal blue and strong bright colours. The simpler, the better.

I don't think style has anything to do with money. It is all to do with the kind of person you are and how you put yourself across. It is someone having something to say.

The older I get, the less make-up I need. I suppose I have had many years to become more used to myself. I like **subdued** make-up, with pale colours on my lips and simple browns round my eyes.

I don't give much thought to my hair now. I used to — a lot. When it was long, it needed the attention. I think attractiveness on TV is **intangible**.

It has nothing to do with a hairstyle or a look, it has more to do with the way a woman uses her personality on screen. You have to believe, and wear what you want and look the way you want.

I am very fond of having simple strong shapes in furniture around me. I like **oak** furniture in cool rooms with plenty of light and fresh flowers. I try not to have a lot of **clutter**. I can't afford a very rich villa or anything of the kind. But if I could I wouldn't mind having a 16th century tower-house — my oak furniture would go very well — where I could pull up the **drawbridge**. That would be my real desert island luxury. But I understand I am not in a **fairyl**nd.

## 5. Tapescript:

Our biologist speaks in favour of the animal world. Listen to the recording of his speech.

Today you cannot imagine a household without a refrigerator or a washing machine, an office without a computer or a telephone. Modern technology has come into our lives for good. People rely on technical and mechanical solutions in everything they do.

People are fully aware that if their hearts or kidneys stop functioning properly they can be repaired or replaced, just like an old car sometimes gets a



new engine. Unfortunately artificial human organs do not work very well, hearts or kidneys from donors have been more successfully implanted in human bodies. But up to now we have had a shortage of donors prepared to give their organs: to keep one person alive the donor had to die.

Some animals can become donors as well.

Every monkey, for example, has a near-human heart. That means that in the year 2000 or thereabouts people will need so many heart transplants that it may lead to the mass killing of monkeys. The question arises do we have the right to cut out their hearts for human consumption or should we be more careful in respecting the lives and well-being of animals?

Sometimes I think that animals, on the whole, are happier creatures than Homo Sapiens, or man. They don't kill for political reasons, they don't overeat or use drugs or create unnecessary dangers for themselves.

They run no businesses; chase no money; they are unimpressed by gold and they do not pour poisonous wastes into streams and rivers. I have a vague feeling that it is not monkeys' hearts that we need to implant in us but monkeys' brains.

Human beings should understand they will have to return to a more natural lifestyle before it is too late.

#### 6. Tapescript:

##### Laconic

A laconic man is a person of few words. He is brief in what he has to say.

There used to be a race named the Laconians. They lived in **ancient** Greece. Sparta was their capital. They were noted for their courage and **concise** speech. To put it in other words their motto was '*Actions speak louder than words*'. Once when an Athenian **herald** told them "If we come to your city we will destroy it completely", the Laconians did not get frightened. Their answer was brief and to the point. They answered calmly "If". Thus the name Laconia gave birth to the word "laconic".

7. For the poem see p. 264 "Fire and Ice".

## Unit 8

3. For the script see p. 285, text "B".

#### 4. Tapescript:

You will hear Wesley West speaking about a day in his childhood that he remembers so well.

##### It Was a Memorable and Tragic Day

It started out as a nice enough day. The weather was unusually warm for the third week in November, so I was in a good mood when my mother

dropped me off at school. Everything went as usual that morning; the classes were boring and nothing exciting was happening. At noon, I went to the cafeteria for lunch. While I was standing in line with my friends, I noticed that some of the other students were excited about something. Then a girl in line asked me if I had heard that someone had shot the president. I was surprised at this news; however, I figured that it was probably just a minor wound. Suddenly a voice came over the loudspeaker announcing that the president was dead. There was a hush in the cafeteria. Students stopped eating. No one was moving; it was as if we were all frozen. That afternoon the teachers did not conduct the classes as usual; in fact, most of the teachers allowed the students to express their feelings about what had happened. The English teacher did not give us the exam that she had planned for that day. After school I went home. Fortunately no one was home, for I wanted to be alone. Finally, after three hours of containing my emotions, I began to cry. I was still crying when my mother arrived home. She came into my room, put her arms around me, and said, "This is a sad day for our country". Yes, November 22, 1963, was a sad day, a memorable and tragic day in American history.

#### 5. Answer Key:

did        take  
 were passing  
 take  
 up        like  
 were passing  
 did        take  
 'd build  
 in  
 until  
 did        take  
 believe  
 was crossing

#### 6. Tapescript:

*You will hear a conversation between a visitor to a seaside town and someone who lives in the town.*

**A:** Excuse me ... do you live here?

**B:** Yes.

**A:** Oh ... well, do you know where the English Language Institute is?

**B:** The English Language Institute? Uh, let's see.

**A:** They sent me a map showing me how to get there but I've lost it. I haven't even got the address.

**B:** Hmm... Ah, yes. I think I know where it is. Have you got a car?

**A:** No, I'm on foot.

**B:** Well, uh, as you go out of the station, just continue along the road until you come to the second set of traffic lights ... then turn left into Castle Street. Have you got that?

**A:** Yes. Uh huh.

**B:** Walk down the street just a bit and take the first turning on the right ... and carry on walking until you come to the park.

**A:** A park. Yes.

**B:** Well ... let's see now, uh ... walk through the park ... but as you get to the end of it the path branches to the left and to the right ... uh ... are you following me?

**A:** Yes. The path branches ... to the left and the right ... uh huh.

**B:** Yes. Well, take the path that branches to the right ... and then you come to Seaview Road which runs towards the sea ... O.K.?

**A:** Yes ... I ... I think so ... uh ... yes.

**B:** And then, walk down that road to the first ... uh ... no ... the second turning, turn left again down Butterfield Road ... and ... carry on ... just go up the road; you come to another road that runs towards the sea but don't turn ... just go straight ahead and the Institute is almost at the end of the road on your left, just before you come to Broad Street. Did you get all that? Aren't you glad you asked me?

7. For the poem see p. 294 "If..."

8. Tapescript:

### **Giaconda, Giaconda, the Mysterious Picture**

She has no eyebrows (it was the fashion in Renaissance Florence to shave them off).

The real name of the painting is not Mona Lisa. It is Giaconda. It is a portrait of a middle-class Florentine woman, the wife of a merchant named Francesco del Giaconda.

The Giaconda painting **measures** less than two feet by two feet. X-rays of the Mona Lisa show that there were completely different versions of the same subject, all painted by Leonardo, under the final portrait.

Masterpieces are not easily born.

Do you agree?

9. Tapescript:

### **Thanksgiving Then and Now**

Americans celebrate Thanksgiving Day on the fourth Thursday of November. It is one of the oldest American holidays. On Thanksgiving Day, Americans remember the Pilgrims - a small group of people who came to America more than 350 years ago.

The Pilgrims wanted to practice religion in their own way. The government of England did not permit this, so the Pilgrims left England. In September 1620, 102 of them got on a ship and sailed to America. Their ship was named the Mayflower.

The voyage was long and hard. The ship was small and crowded. Many Pilgrims became sick. Some of them died. After 66 days at sea, the Mayflower landed.

The Pilgrims named the place where they landed Plymouth. They started to build houses there, but winter came very soon. They were not ready for the cold. They did not have enough warm clothing. They did not have enough food. Half of them died that winter.

At last, spring came. Some friendly Indians taught the Pilgrims how to plant new vegetables — beans, corn, and **pumpkins**. The Indians taught them how to hunt too.

During the summer of 1621, their **crops** grew. In the **fall**, the Pilgrims had a big **harvest**. They wanted to give thanks for the food, so they had a big **feast**. They invited their Indian friends.

The first Thanksgiving celebration lasted three days. There was plenty of food to eat. There was **turkey** with nuts, beans, cornbread, and a sauce made from **cranberries**. For dessert, there was pumpkin pie. During the celebration, the Indians and the Pilgrims played games together.

In the United States today, Thanksgiving is a lot like the first Thanksgiving in Plymouth. Friends and families get together for a big dinner. They eat the same food that the Pilgrims and Indians ate in 1621. They often watch a football game in the morning or afternoon. In some cities, like New York and Philadelphia, there are big Thanksgiving Day parades. For modern Americans, Thanksgiving Day is also a day for giving thanks for the good things they have enjoyed during the year.

## Unit 9

### 3. Answer Key:

open

enter

come up    run cold

take        pull

open        take

press

shoot

**4. Answer Key:**

trained in          specialization in  
start out  
advance into  
medium-sized  
  
entering this field  
have a good      to work  
tend  
have  
communications skills  
  
changes in the work environment  
highly trained  
either  
or  
average opportunities  
in demand  
  
offers  
Software Management  
co-op work  
courses

**5. Answer Key:**

CUSTOMER DETAILS	
Name	<u>D. Lawson</u>
Address	<u>1824 9th</u> <u>Street</u>
Telephone	<u>138756</u>
Robot Model No.	<u>APP 867</u>
Purchased	<u>April</u>
Possible cause of malfunction	
(✓ Where appropriate)	
Mechanical failure	<input checked="" type="checkbox"/>
Incorrect operation of controls	<input type="checkbox"/>
Incorrect instructions to robot	<input type="checkbox"/>
Service call required	
State a.m. or p.m.	<u>June 13<sup>th</sup>, 2 p.m.</u>
Today's date	<u>June 12<sup>th</sup></u>



*Tapescript:*

- A:** Service Department. May I help you?
- D:** Uh ... yes ... I've got a problem here with one of your robots.
- A:** I see. What exactly is the problem, sir?
- D:** Well ... uh ... the thing just doesn't do what I tell it to.
- A:** Which model is it, sir?
- D:** It's the ALP three five something.
- A:** Sorry, sir. Do you mean the eight six seven or the eight five nine?
- D:** Just a moment. I'll look. It's the 867.
- A:** I see. When did you buy it, sir?
- D:** This year. In ... uh ... let's see ... was it March? Uh ... no, it was April.  
I ... uh ... can't remember the exact date. Let me find the receipt.
- A:** No, wait, sir. That's enough about that for now. Just tell me what you mean when you say it doesn't do what you tell it to. Could you give me an example?
- D:** Well, uh ... the day before yesterday I told the robot to feed the cat.  
Instead it let the cat out of the house and she was almost run over in the street. And yesterday ... well ... uh ...
- A:** What happened, sir? What exactly did the robot do?
- D:** It was just after dinner. I told the robot to wash the dishes and went out. When I came back an hour later I saw that a pan and a pot were not washed. I asked why and the answer was, "You don't need that junk".
- A:** Perhaps the robot didn't quite understand, sir.
- D:** Why not? I speak clearly enough, don't I. You say, it will respond to simple spoken instructions. But it doesn't. It did everything wrong. Besides I don't want a robot to take decisions.
- A:** Well, you see, at first it may have a few problems in ... uh ... understanding your voice. It has to get used to your voice and your way of speaking. So ... uh ... we have to readjust it a little.
- D:** Readjust it?
- A:** Yes, reprogram it a little. Now, when can our service engineer call on you?
- D:** The sooner the better!
- A:** What about tomorrow afternoon?
- D:** Yes, after lunch. Let's say 2 p.m.
- A:** All right, sir. Now, may I have your name and address, please?
- D:** D.Lawson.
- A:** Would you spell that, please?
- D:** "D"... that's my initial. "D" for David. L-a-w-s-o-n.
- A:** And your address?
- D:** 1824, High Street.
- A:** And your telephone number?
- D:** 138 756.
- A:** Thank you, Mr Lawson. Our service engineer will call on you at 2 p.m. tomorrow, June 13th.
- D:** Thank you.
- A:** Thank you, sir.

**6. Tapescript:**

*With us in the studio is Tony Dakota, the astronaut. Listen to the interview with him.*

**J** — journalist , **T** — Tony.

**J:** Mr Dakota, how did it happen you became a pilot? And what do you think of your profession?

**T:** Always I had this urge to fly. In the end it was the only thing that mattered.

I'm fond of my work. Job satisfaction — that is what I rate very high. Every day there is the element of competition. You must do something better and better, and you do well against something — even if it's only another crew. But it's the job itself that really counts. You know it's important and you know it isn't easy. This is where the sense of achievement comes from.

**J:** Do you believe in any superior intelligence out there in the universe?

**T:** Well, we live on a beautiful planet. I'm afraid we know so little about it and the universe.

Nothing is impossible. The human race in a very short period of time has found the means of leaving the earth and going to the Moon. Before long the planets Mars, Venus, and Jupiter will be visited. So, if at any time in our history we found out we've been spotted by some superior intelligence I wouldn't be surprised.

**7. Tapescript:**

*Listen to some ideas of Wesley West and write down what he says.*

**Twelve Ways of Winning People**

1. Begin in a friendly way. Create a climate of **mutual trust** and respect.
2. **Appeal** to a common goal.
3. Show respect for the other man's opinion. Never tell a man that he is wrong.
4. If you are wrong, admit it quickly and emphatically.
5. The only way to get the best of an argument is to avoid it.
6. Let the other person do a great deal of talking.
7. Be sympathetic with the other person's ideas and desires.
8. Appeal to **nobler** motives of your opponent.
9. Show people that they can rely on you.
10. Save and value your and your colleagues' time.
11. Be just and **generous** in settling conflicts. Why not let the other person feel that the ideas are his or hers?
12. Throw down a **challenge**. Remember:  
"A man convinced against his will is of the same opinion still".

## Unit 10

### 3. Tapescript:

*Let us listen to what Russel Brundon said on the closing day.*

The Moscow Congress has been a real **event** for all people all over the world. The theme "Civilization and Spiritual Evolution" in itself is of vital importance to humankind of today. Nobody would **deny** the necessity for all people to establish a world of balance where human beings would be able to interact with each other, animals, plants and non-living surroundings without doing harm to any of the participants in this interaction.

The idea is to create a new understanding of the universe that will help us feel safer and happier.

Are three decades of interest in modern physics, ecology, mystical religion and interpersonal psychology finally synthesizing into a new spiritual "common sense"? Are we now beginning to live this new **common sense**? Can it become the dominant paradigm of the next century? Will we humans learn **to perceive** a new attitude to the physical world around us and is it possible without **a heightened sensitivity** to beauty and respect for the co-dependent relationship that operates in the world around us? These are the questions we have been discussing. We are not ready to give complete answers, but it is **evident** that this Congress has been a step **towards** entering an era of true spiritual **awareness**. Very soon people will direct their steps to new **startling** discoveries to understand why we are where we are in life.

No conference runs without complaints about the standard of some presentations, but there was a serious reason to give every speaker a fair chance to share his view and build up the necessary **confidence**.

Next time we hope we could do better establishing limits for the programme entry and asking the applicants to post a fuller description of their talks and workshops.

On the whole the sessions were full of exciting ideas. Some rooms were really jam-packed and some of the participants were hard pressed at times to choose which session to attend.

**Encounters** with Congress delegates from all over the world widened our horizons, strengthened the links and made us richer spiritually.

I hope the Congress has been an extremely fruitful and rewarding experience for all the participants.

In conclusion I would like to express my gratitude to the organizers for the accommodation and the friendly atmosphere of the Congress. The Social Programme was well thought-over and offered something for every taste. I appreciate the team spirit of the Congress participants that made this gathering quite a unique event.

I hope everybody found the work at the Congress both enjoyable and memorable.

Congratulations to the organizers and the participants for an experience I hope to be able to repeat.

**4. You will hear 25 typical questions which you may be asked at an interview.**

1. Tell me about yourself.
2. Describe your present job — what do you find rewarding about it?
3. We have a lot of applicants for this job, why should we appoint you?
4. What has been your most valuable experience?
5. How would you describe your personality?
6. When did you last lose your temper? Describe what happened.
7. Which is more important to you: status or money?
8. How long do you think you'd stay with us if you were appointed?
9. Why do you want to leave your present job?
10. What makes you think you'd enjoy working for us?
11. Are you an ambitious person?
12. What would you like to be doing ten years from now?
13. What are you most proud of having done in your present job (at school)?
14. What was the worst problem you have had in your present job and how did you solve it?
15. What is the best idea you've had in the past month?
16. What is your worst fault and what is your best quality?
17. Don't you think you're a little young/old for this job?
18. What are your long-range goals?
19. What do you think are your strengths and weaknesses?
20. What do you do in your spare time?
21. What excites you about the job you're doing now?
22. What worries you about the job you're doing now?
23. Describe your ideal boss.
24. How would you rate your present boss?
25. What are your day-to-day duties?

**5. Tapescript:**

*Listen to the full version of the interviews.*

**A** — the interviewer, **B** — an applicant for the job.

(First interview)

**A:** Have you ever done this kind of work before?

**B:** No ... uh ... I'm afraid this kind of job is completely new for me.

**A:** Why are you interested in it?

**B:** Well ... uh ...

**A:** Yes?

**B:** It ... it's difficult to say. It ... it just sounds interesting.

**A:** Hmm ... what is it that interests you most about the job?

**B:** Oh, uh ... well ...

**A:** Yes?

**B:** I ... I'd enjoy meeting people and ... and travelling.

**A:** Why did you leave your last job?

**B:** Uh ... well ... I had ... arguments with my boss.

**A:** Arguments? What ... what was the cause of these arguments?

**B:** He was a very stupid man! He and I just didn't get on with each other!

(Second interview)

**A:** Have you ever done this kind of work before?

**C:** No, I haven't, but it's the kind of job I've always wanted to do.

**A:** Really? Why are you interested in it?

**C:** Because I think it would give me a chance to use and develop some of the things I've learned in my previous job.

**A:** Which things?

**C:** Well, in my last job I met a wide range of people and developed an ability to deal with them. I think this job would develop that ability even more.

**A:** What was your last job?

**C:** I worked in a travel agency, arranging holidays and that sort of thing.

**A:** Why did you leave?

**C:** Well, it was an interesting job in many ways, and I felt I learned a great deal, but, to be honest with you, I had several arguments with the boss, and decided it would be better to find another job.

**A:** What were these arguments about?

**C:** He said he had told me to do things and that I hadn't done them. But the fact was he hadn't told me to do them. Perhaps he meant to, but he forgot. And when I told him he'd never told me, he became very angry and said I was lying. This simply wasn't true.

**A:** Oh, I see.

**C:** Please don't misunderstand me. I'm not criticizing my previous employer. In many ways I liked him very much. But he was overworked and accused not only me but other people of forgetting to do things. I think I learned even from that ... from our arguments, I mean.

**A:** What do you think you learned from them?

**C:** I think I learned that it's important to ask not only your boss but the other people you're working with more questions about what you are supposed to do and exactly who is doing what.

**A:** I see. Very interesting.



**6. Tapescript:**

*Listen to the conversation.*

**At the Airport**

**Passenger:** I have just missed the British Airways flight to Paris. Can you book me a seat on the next plane?

**Hans:** It's hardly possible, sir. I'm afraid the plane is completely full, and there isn't another flight until 17.00 hours.

**P:** This is stupid. I left my hotel more than two hours ago in order to get here in time. And what happened? My taxi driver couldn't drive at more than 10 miles an hour because of the traffic.

**H:** I'm sorry, sir. I'll try Air France for you... I tried hard, but I'm afraid all their planes are fully booked too.

**P:** You English make me angry. Why can't you build better roads?

**H:** I agree with you, sir, English traffic is very bad. Now, if you will excuse me, there's another gentleman here...

**P:** It was the same yesterday. I flew from Liverpool to London. I spent one hour at the airport, three-quarters of an hour in the plane - and three and a half hours on the road. When I reached my hotel in Piccadilly, you can hardly believe it, but dinner was over.

**H:** I'm sorry, sir. Now, if you don't mind...

**P:** You English do everything slowly. Now in my country...

**H:** So we're slow, are we? Then it's because of people like you. You talk too much and take up too much of my time. I really must attend to this gentleman, sir.

**P:** You English always stick together.

**H:** I must disappoint you, sir. I'm not English. I'm a foreigner — like you.

**7. Tapescript:**

*Here is a story for you to enjoy.*

Mr Hardware was a coach of one of the football teams. His team was **defeated** in the recent football championship. He retired from his sport career and went abroad. Mr Crawley who had always been a fanatical opponent of Mr Hardware's team went to the former coach's house. When he asked if Mr Hardware lived there the policeman on duty told him that since the defeat of Mr Hardware's team the coach had given up sports and gone abroad.

On the following day Mr Crawley went to the house again. The same policeman was just walking slowly past the house when Mr Crawley asked the same question. Though a little **suspicious** this time the policeman gave him the same answer. The day after Mr Crawley went to the house once more and asked exactly the same question. This time the policeman **lost his temper**. "I told you yesterday and the day before yesterday", he shouted, "Mr Hardware had given up sports and gone to live abroad!" "I know", answered Mr Crawley quietly, "but I love to hear you say it!"

**8. Tapescript:****There's No Place Like Home**

Home, sweet homely home! The English like their home. They enjoy its quiet pleasures, its comfort, its sweet familiar atmosphere. Home means one's country when one is abroad; home means one's family; home means a country's independence. Home is the residence, the dwelling, the house, home is everything! That is why the English prefer a club to a café or restaurant, a boarding house to a hotel. When the English are far away from their homeland they do their best to preserve the ways of Home Life: in food, in dress, in manners, in everything as far as possible.

And they like to say, "There's no place like home."

Do you agree?

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